

Catalyst

SUMMER 2018

Are schools giving students with learning issues what they need to be successful?



FROM THE DEAN

LAUREN E. LINDSTROM

Collectively, we're driven by the knowledge that equal access to a quality education has an enormous impact on students' ultimate life trajectories.

I was drawn to the School of Education by our mission of equity for all learners. In my first year as Dean, I have seen how that mission shapes and informs our community-engaged scholarship and professional preparation programs. My respect and admiration for the teaching and research conducted here have only deepened as I've gotten to know our faculty, staff and students.

Collectively, we're driven by the knowledge that equal access to a quality education has an enormous impact on students' ultimate life trajectories. Each of us here has an important part to play, whether we're developing better strategies to support emerging bilingual students, seeking community-building approaches to school discipline, positioning students with disabilities for success after graduation, analyzing the impacts of sweeping policy changes, or preparing the best possible K-12 teachers.

Each year, as we welcome another cohort of students into our Teacher Education, PhD and CANDEL programs, we are encouraged by their desire to make a lasting difference in so many lives. And as each cohort graduates, we celebrate the enduring commitment they are making to bring a quality education to the next generation.

I look forward to working with all of you as we continue to make our bold mission a reality.

SUMMER 2018

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UC DAVIS SCHOOL OF EDUCATION

MISSION

The UC Davis School of Education marshals the knowledge and resources of the University of California, the world's pre-eminent public research university, to confront and eliminate inequities among people and communities through the generation of impactful knowledge and the promise of education.

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COVER STORY

8
Best Outcome

Changing lifetime outcomes for students with disabilities



FEATURES

10
Transforming Education

Creating new school paradigms for discipline and community

12
Multiplied Impact

Two couples support each others' dreams for students



IN EACH ISSUE

2
News & Research

14
Students

17
Last Word

CENTER HOSTS
CHANCELLOR GARY S. MAY

The School's Transformative Justice in Education Center hosted Chancellor Gary S. May, Dean Lauren Lindstrom and students from multiple disciplines for a dialogue about what "To Boldly Go" meant to them. It was a chance for students to share their bold ideas, and was part of the center's work to model community-building and restorative justice practices. See page 10 to learn more about the Transformative Justice in Education Center.



MARGARITA JIMENEZ-SILVA NAMED NEW DIRECTOR OF TEACHER EDUCATION

Margarita Jimenez-Silva became the School's new Director of Teacher Education this spring and joined our faculty as an Associate Professor. She most recently served on the faculty and administration at Mary Lou Fulton Teachers College at Arizona State University, where she was an Associate Professor and held multiple administrative positions. She holds an EdD in Human Development and Psychology from Harvard University and earned her MA at UC Berkeley.

The core of Jimenez-Silva's research is providing access to educational opportunity for culturally and linguistically diverse students. "For me, that access means being able to have the opportunities for these students to develop both linguistically and academically," she said. "My research looks at how we can adapt curricula so it's accessible

for these students, how we can prepare new teachers to meet their needs, and how we can support teachers who are already in the classroom."

"My whole career has been about preparing future teachers and supporting current teachers," she said. "I think that the kind of outreach the School of Education does in terms of policy and working in partnership with schools has the potential to significantly impact the field, especially in the area of culturally and linguistically diverse students."

Jimenez-Silva's career trajectory has closely followed the implementation of English-only policies. In her early career, she examined how California's Proposition 227 affected English learners' ability to achieve at the same levels as their English-speaking peers. She then moved to Arizona after the passage of Proposition 203, which limited the type of instruction available to English



Margarita Jimenez-Silva.

emerging bilingual students. "I wanted to work in the trenches," she said. "Arizona was where the work needed to be done."

A native Californian, Jimenez-Silva is excited to be back in California now that the passage of Proposition 58 repealed Proposition 227's long-standing restrictions on bilingual teaching. "The gates are open for all kinds of possibilities for emerging bilinguals," she said. "Being so close

to Sacramento, where the policies are being made, makes this an ideal place to be. I'm excited about what we can do in teacher education in terms of research and how to improve our programs."

Jimenez-Silva's commitment to education was nurtured at home when she was still a child. "I was the oldest of five kids," she said. "I learned early on that if you educate a child, you educate the whole family. My parents

PASSMORE LAUNCHES MBER-BIO WEBSITE FOR BIOLOGY TEACHERS

High school biology teachers have a new resource to make their teaching not only more consistent with the Next Generation Science Standards (NGSS), but more engaging as well. Prof. Cynthia Passmore and a team of science educators worked for four years to develop MBER-Bio, an online, model-based biology resource at modelbasedbiology.com. This platform for sharing instructional materials and teaching supports was designed and tested from the ground up by teachers in classrooms who used it daily.

"NGSS asks teachers to do something very new in their classrooms," said Passmore. "This resource is written to be started on day one of the school year and continues to the last day in sequence. It even includes instructions on how to set

up a classroom for this style of teaching. It's built around the ideas that NGSS promotes. We think it's unique—the standards are new, and there are scant resources for teachers."

Passmore said that while NGSS is more challenging, it promotes instruction that is inherently not only more engaging, but more equitable. "It draws on students' existing understanding and helps them connect to the material," she said. "It gives every student a voice and agency in the classroom, because they all have something to contribute."

MBER-Bio provides instructional materials, a forum and customizable design space for a one-time \$23 membership fee. Visit modelbasedbiology.com.



would tell me that as the oldest, I was like the engine on a train. I could pull the rest along with me if I got on the right track. Education is the key to everything. It's the means by which we can broaden our world and increase opportunities, achieve whatever it is we want to achieve, and have options about what we want to do in life. I think there's no greater calling than to teach."

JENNIFER HIGGS JOINS FACULTY

Jennifer Higgs, PhD joined the School of Education this spring as one of two Assistant Professors in the area of Digital Technology and Educational Change. Higgs is exploring how digitally mediated discussion can foster critical thinking, collaboration and productive dialogue through research in K-12 urban, suburban and rural public and private schools. Her research was recognized recently by the American Educational Research Association, which awarded her the 2018 Division K Outstanding Dissertation Award.

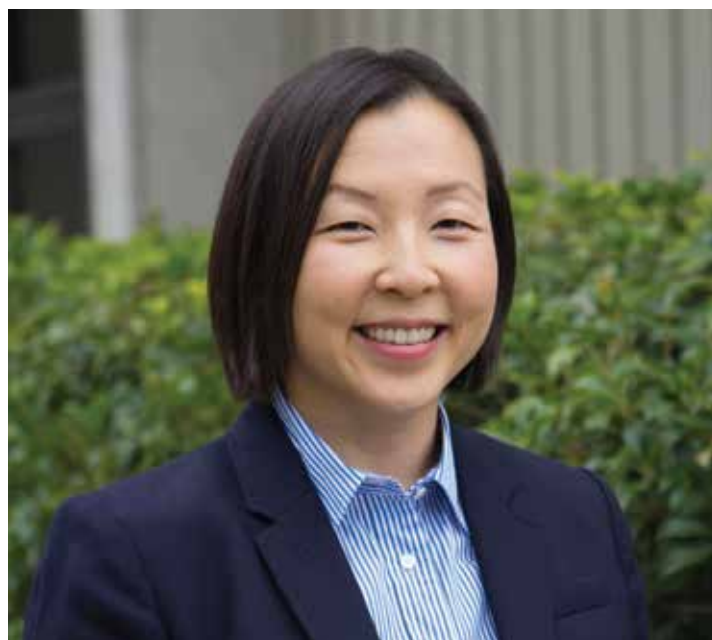
"Forty years of research tells us that high-quality discussion plays a central role in how readers and writers develop understanding," said Higgs. "We also have research that shows digitally mediated discussion can foster critical thinking, collaboration and productive dialogue. But there's also evidence that teachers are struggling to use digital tools in ways that actually support interaction and learning among their students. I'm researching at the intersection of those tensions to examine digital talk as a learning resource."

Higgs is driven by a desire to learn how the possibilities afforded by new digital tools can support robust and socially just learning. "I think digital tools or technologies have

tremendous potential to transform how we teach and learn in all the different social spheres we occupy. Whether or not that potential is realized depends on how we use these technologies, because there are issues of access embedded in tool use," she said. "How we train teachers to approach digital tool use with their students is a huge issue in educational equity. Besides needing access to the tool itself, if you don't help students develop practices that make a difference in their future trajectory then having access to these things doesn't guarantee anything."

Born in South Korea, Higgs moved to Los Angeles by age 2. Her mother was a teacher in South Korea, so her family highly valued education. "I've seen the power that not just education but educators have made in my own life, as advocates and supporters who opened doors for me," she said. "So when I think about the importance of education, it's almost a visceral thing."

Higgs was drawn to UC Davis by the School of Education's commitment to equity and social



Jennifer Higgs.

SCHOOL OF EDUCATION CENTERS EXPAND TO DREW AVENUE OFFICE

The School of Education continues to increase its faculty and research programs—and we're outgrowing our current building in the process. In April, the School opened additional office space at 1460 Drew Avenue in Davis, a quick drive or bicycle trip away from our main building. The new space accommodates four centers: California Institute for School Improvement, Center for Community and Citizen Science, Resourcing Excellence in Education, and the Transformative Justice in Education Center.



justice. "The School's commitment has always been clear to me at conferences and in talking with colleagues around the country," she said. "It's well known in the field. But coming to the School and interacting with the committee members during the hiring process really drove home that it's not just words, it's something lived in every class. It spoke really powerfully to me across my interactions when I visited UC Davis. I think it's a special place filled with good people all working towards the same goal, and that's really important and energizing to me as a new

faculty member. I'm just excited. I'm so happy I'm at UC Davis."

LEE MARTIN NAMED A CHANCELLOR'S FELLOW

Prof. Lee Martin has been named a 2017-18 UC Davis Chancellor's Fellow, a title he will hold for five years. It is one of the highest and most prestigious honors given at UC Davis, and comes with a \$25,000 research award that will enable him to pursue his work in new and creative ways. The program recognizes early-career professors who are rising stars in their fields, and is supported by the Chancellor's Club and the UC Davis Annual Fund.

"I am proud to call all of them 'Chancellor's Fellows,'" Chancellor Gary S. May said. "They are the kind of stellar educators and researchers who make UC Davis a world-renowned institution."

Martin was one of 12 fellows chosen this year, and the fifth School of Education researcher honored in consecutive years. "It's really special that School of Education faculty have been recognized so consistently," said Dean Lauren Lindstrom. "We're very proud of all of them."



STATEWIDE HONOR FOR REBECCA ROSA

Rebecca Rosa, a longtime lecturer and supervisor for the School’s social science credential candidates, has received the 2018 California Council for the Social Studies Educator Award for Diversity and Social Justice. This well-deserved award recognizes educators who make important contributions and model the work needed to advance outstanding social studies teaching.



ART AND THEA MILLS: COMMITTED TO EDUCATION

“If you love education and educators, one of the best things you can do is support the School’s Teacher Education program and their students,” said Art Mills. He and his wife Thea (Cred. ’68) have recently increased the amount of their Thea and Art Mills Scholarship for students who are pursuing teaching as a second career. “The School of Education produces teachers who are analytical but who also know how to give kids hope,” said Thea, “and that’s the best combination. Nothing is more important for kids than to have teachers like that.” She and Art intend that their scholarship will not only provide monetary support for students, but will send the message that their dreams and career goals are important.



Thea and Art recently endowed their scholarship with an estate gift as well. “We’re planners,” said Art. “We wanted to put this in our estate so that even when we’re not around, we’ll still be making a gift that addresses the need we see and the passion we have for supporting graduate student education.” Read the full article at education.ucdavis.edu/mills. To learn about creating a scholarship or including the School in your estate plans, please contact Angela Reynolds at acreynolds@ucdavis.edu.

MAISHA WINN ELECTED TO AERA COUNCIL

The voting members of the American Educational Research Association (AERA) have elected Prof. Maisha T. Winn to a three-year term on the AERA Council as a member-at-large. The Council is the legislative and policy body for the Association, a 25,000-member organization which encourages scholarly inquiry related to education and evaluation and promotes the dissemination and application of research results.



which focuses on the nexus between health and education, examines how school systems influence the health and well-being of children. He is particularly interested in how school policies and programs can help promote the well-being and educational outcomes of children who are experiencing school bullying, food insecurity, and abuse and neglect.

DANNY MARTINEZ RECEIVES NCTE AWARD

The National Council of Teachers of English has awarded their prestigious Janet Emig Award to Prof. Danny Martinez for his *English Education* article



“Imagining a Language of Solidarity for Black and Latinx Youth in English Language Arts Classrooms.” *English Education* is the journal of English Language Arts Teacher Educators (ELATE), whose members are engaged in the preparation, support, and continuing education of teachers of English language arts and literacy.

GRANTS

Lauren Lindstrom Receives Institute for Educational Sciences Grant

Dean Lauren Lindstrom has been awarded a \$1.4 million grant from the U.S. Department of Education’s Institute of Education Sciences. “Paths 2 the Future for All: Developing a College and Career Readiness Curriculum” will build on her previous work to design and test a career development curriculum for young women with disabilities. Her new curriculum will help prepare underserved students for not only high school success but also for future college, career and life opportunities.



Yolo Community Foundation Supports Teacher Education

The 2017 Buck Education Grant Program of Yolo Community Foundation awarded a \$10,000 grant to support “Nuestro Shakespeare: Impacting Developmental Bilingual Education with Shakespeare Teaching Practices.” This three-year project will investigate how lively teaching techniques impact 4th- and 5th-grade reading comprehension and longer-term school persistence.



Dolly and David Fiddymment, front, with daughter Diane and Steven Athanases.

STEVEN ATHANASES NAMED DOLLY AND DAVID FIDDYMENT CHAIR IN TEACHER EDUCATION

Prof. Steven Athanases has been appointed to serve as the Dolly and David Fiddymment Chair in Teacher Education. “This is a well-deserved honor in recognition of his outstanding work as a scholar and teacher,” said Dean Lauren Lindstrom. “Dr. Athanases’ contributions to the field of teacher education have been broad and deep, and he continues to be instrumental in our work in the School of Education to prepare highly qualified teachers who are advocates for equity in learning for all students.”

KEVIN GEE PROMOTED TO ASSOCIATE PROFESSOR WITH TENURE

Kevin Gee has been promoted to Associate Professor with tenure. “Dr. Gee is an outstanding scholar and exceptional teacher,” said Dean Lauren Lindstrom. Gee’s research,





From left, Professors Lee Martin, Jennifer Higgs, Megan Welsh, Steven Athanases, Alexis Patterson and Danny Martinez.

STEVEN ATHANASES AND TEAM SECURE JAMES S. MCDONNELL FOUNDATION GRANT

Teaching credential candidates are used to exchanging ideas in lively back-and-forth discussions with their peers—but when they step into their K-12 teaching assignments, getting their students to participate in class isn't always as easy. Prof. Steven Athanases has reviewed many videos of teaching credential candidates trying to engage their young students in class dialogue, then reverting to a standard lecture model when faced with silence.

In fact, research finds that it takes new teachers three to five years to fully learn how to develop the in-the-moment classroom techniques that can lead students into cohesive conversation where they can build on each other's knowledge.

Athanases and six colleagues—five at the School of Education and one at Stanford University—have received a \$2.5 million James S. McDonnell Foundation Teachers as Learners grant to explore ways new teachers can more rapidly learn the disciplined and structured improvisational skills needed to lead these class discussions. They will focus on high school English and elementary science teaching, technology, cognitive studies for educational practice, and assessment.

School of Education alumni who are now classroom teachers will be on the team as well, helping develop and test the tools and processes for teacher learning, using video, contrasting cases, simulations and avatar-based virtual reality scenarios. "This will be design-based research," said Athanases, "meaning that we'll be researching and designing simultaneously, out at practice sites with lots of educators who are trying things out, then refining our work and trying it again. We'll be learning together."

It's a truly interdisciplinary group, and the researchers will work in several teams: assessment, tools and technology, led by Prof. Lee Martin; elementary science design and development, led by Prof. Alexis Patterson; and English language arts, led by Athanases and Prof. Danny Martinez. Prof. Jennifer Higgs will work on the technology and English language arts teams, and Prof. Megan Welsh will lead assessment design and development. Athanases will coordinate the project.



Cynthia Passmore Awarded McDonnell Foundation Grant

The James S. McDonnell Foundation's Teachers as Learners program awarded \$2.5 million to a team of researchers at Northwestern University and UC Davis co-led by Prof. Cynthia Passmore. For five years, the team will study how teachers engage in co-constructing knowledge-building environments with their students in alignment with Next Generation Science Standards, contributing to the field's growing understanding of how teachers learn to do new things in the classroom.

Yuuko Uchikoshi Receives Two Grants

Prof. Yuuko Uchikoshi has received a \$2.9 million R01 grant from the National Institute of Child Health and Human Development for her proposal “Bilingual and Socio-Emotional Development in Dual Language Learners.” With her co-investigator at



UC Berkeley, she will examine the relationship between bilingual acquisition and socio-emotional

development with 400 Mexican-American and Chinese-American children attending Head Start, following them over three years until they enter kindergarten. Uchikoshi also received a \$10,000 Yolo Community Foundation Buck Education Grant for her proposal

“Harnessing Parental Engagement to Reduce Summer Reading Loss among English Learners.”

Nicole Sparapani Co-Investigating with MIND Colleagues

Prof. Nicole Sparapani and Dr. Aubyn Stahmer of the MIND Institute are co-investigators



on a \$1.4 million grant from the U.S. Department of Education’s Institute of Education Sciences. “Exploring Multi-Level System Factors Facilitating Educator Training and Implementation of Evidence-Based Practices” will examine how factors such as leadership support, training requirements, structure, collaboration, and prior education affect teachers’ use of evidence-based practices and how this in turn affects outcomes for students with autism spectrum disorder.

ALUMNI GATHER AT EXHIBIT OF POLOUS QUILTS

Friends and School of Education alumni from the Sacramento region gathered in April at the Walter A. Buehler Alumni Center to celebrate alumna Debbie Polous (Cred. ’68), a long-time teacher in Davis schools. The reception coincided with a March to April School of Education exhibit of Polous’ quilt art, which was available for sale to benefit the School’s Annual Fund. “UC Davis was a terrific educational experience for me,” Polous said. “It’s exciting to see so many former teaching colleagues here.”



Debbie Polous’ quilts on display at the Walter A. Buehler Alumni Center.

WORDS TAKE WING SHOWCASES AUTHOR GRACE LIN

More than 1,500 school children from Sacramento-region schools attended the sold-out Words Take Wing program at the Mondavi Center in February. The event featured children’s book author and illustrator Grace Lin. Since her first publication in 1999, Lin has written and illustrated numerous books for children and teens. She won the 2010 Newbery Honor for her *New York Times* bestseller novel *Where the Mountain Meets the Moon*. Lin is a committed advocate for diversity through literature. “Books erase bias,” she said. “They make the uncommon everyday, and the mundane exotic. A book makes all cultures universal.” Lin has also been recognized as a Champion of Change for Asian American and Pacific Islander Art and Storytelling.



FEATURED PUBLICATIONS



Prof. Heidi Ballard co-edited *Citizen Science for Coastal and Marine Conservation*, a new volume of case studies exploring both the benefits and limitations of using marine

and coastal citizen science for conservation, and providing recommendations for best practices for successful marine and coastal citizen science projects. Dr. Ryan Meyer co-wrote a chapter on “Using Citizen Science to Inform Ocean and Coastal Resource Management.”

Prof. Marcela Cuellar’s research on “Assessing Empowerment at Hispanic Serving Institutions: An Adapted Inputs-Environments-Outcomes Model,” has been published in *Association of Mexican*

American Educators Journal. In addition, her work on “Exploring Curricular and Cocurricular Effects on Civic Engagement at Emerging Hispanic-Serving Institutions” has been published in *Teachers College Record*.



Prof. Maisha T. Winn has published *Justice on Both Sides: Transforming Education Through Restorative Justice*, a comprehensive account of the value of restorative justice

and how contemporary schools can implement effective practices to address inequalities associated with race, class and gender.

Winn also has co-edited *Review of Research in Education: Disrupting Inequality Through*

Education Research, which focuses on research that advances understanding of how inequality and social processes that disrupt it affect the lives of children and youth. **Prof. Danny Martinez** co-wrote a chapter on “Leveraging Students’ Communicative Repertoires for Equitable Learning.”

Prof. Rebecca Ambrose has co-written a chapter on “First Encounter with Variables by First and Third Grade Spanish Students” for *Teaching and Learning Algebraic Thinking with 5- to 12-Year-Olds*.

Prof. Kevin Gee’s research “Growing Up with a Food Insecure Adult: The Cognitive Consequences of Recurrent Versus Transitory Food Insecurity Across the Early Elementary Years” recently was published in *Journal of Family Issues*.

The Language of Music

“I met many good language learners when I was teaching ESL and Japanese classes at Chico State,” said second-year PhD student Mayu Lindblad, “and many of them happened to be musicians. Other instructors also noticed it.”

Lindblad is now conducting research into whether students with music training have an easier time acquiring competence in a new language. She’ll be studying how well Illinois middle school students with different amounts and types of musical training are able to learn and understand Chinese.

“Our hypothesis is that children with more musical experience will have better tone detection and pronunciation skills than their peers, especially when learning a tonal language like Chinese,” she said. “It’s challenging because we have to have native Chinese speakers assess and code the level of their pronunciation, but we also have to be able to assess their musicality.”

Lindblad has a deep personal interest in both music and second language acquisition. She’s been playing piano since age 3 and flute and piccolo since she was 12. She learned English in school while growing up in her native Japan, but the emphasis was on grammar rather than speaking. When she made her first trip to the United States at age 19, she realized that she couldn’t speak well enough to communicate with others. She studied and practiced on her own and took courses in the U.S. each summer until her language skills improved. She believes that her musical training made it easier for her to hear the subtleties of English as she was learning.

Becoming fluent in a second language was transformative for Lindblad. “When I first used English to talk to people, I found so much joy,” she said. “My world changed by speaking this language, seeing new things, meeting new people—it’s magical. I don’t know if people really get it. I want everyone to enjoy what I was able to with music and language.” ■



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When I first used English to talk to people, I found so much joy.”

MAYU LINDBLAD, PHD STUDENT

Best Outcome

SCHOOL OF EDUCATION RESEARCHERS ARE SEEKING TO CHANGE NOT JUST EDUCATIONAL BUT LIFETIME OUTCOMES FOR STUDENTS WITH DISABILITIES

Over 6 million students—approximately 13 percent of all K-12 students in the United States—receive special education services. The Individuals with Disabilities Education Act mandates that these students receive the services they need to have an appropriate public school education. But is this translating into equitable outcomes for students in adulthood?



From top, Lauren Lindstrom, Nicole Sparapani and Peter Mundy.

Dean Lauren Lindstrom, whose career has been focused on studying post-school outcomes for students receiving special education services, believes we still have a long way to go. “There are still these huge inequities in terms of opportunities and outcomes for students with disabilities,” she said. “These are the same gaps I’d hoped we wouldn’t see after all these years.”

Researchers Evaluate Student Success from Many Angles

Lindstrom was inspired to study the transition to adulthood for high school students with disabilities while she was a job coach working with adults with disabilities in the 1980s. “I was trying to help them leave sheltered situations and find work in the community for the first time,” she said. “They were 50–60 years old and had never had an opportunity to work. I thought, ‘We’ve got to start earlier.’”

After earning a master’s degree in special education, Lindstrom helped develop a program to assist Oregon high school students to transition to adulthood and careers. Since earning her doctorate in 2000, she has focused on studying that transition, looking at student outcomes and developing ways to develop better transition programs so that students are prepared for success.

“I’m studying students who are in general education classrooms but who need extra supports to learn,” Lindstrom said. “That includes students with ADHD, autism spectrum disorders and other learning issues. I’m especially interested in the intersection of disability with other identities such as being female, living in poverty or being from a marginalized racial or ethnic group. Right now too many of these students drop out of school, become homeless or end up in juvenile correction facilities rather than being able to finish school and be successful in whatever way is meaningful to them.”

Professor Nicole Sparapani, whose research focus is on children with autism spectrum disorder (ASD), looks at an even earlier transition, from their intervention-intensive early years after they’re diagnosed as toddlers or preschoolers to entering kindergarten, when those supports drastically decrease.

Sparapani started her career in education as a speech-language pathologist working with children as young as 16 months old. She decided to earn her doctorate after watching her former students struggle to succeed in elementary school. She’s tackling the issue by studying active participation in children with ASD in the classroom and the role that teachers

play in supporting their participation.

“My primary goal is to help improve the educational experience that students with ASD have in classrooms to make it more positive, with an end goal of quality of life, independence and success in adulthood,” Sparapani said. “Currently, we know a lot more about how to support young children with ASD in home and educational settings than we do in elementary school settings. There’s a critical need for increased understanding and implementation of effective classroom practices that support participation and learning in students with ASD within elementary school settings.”

Professor Peter Mundy, whose long career as a developmental and clinical psychologist has also focused on children with ASD, works to understand the issues that make it so difficult for children with ASD to learn from and interact with other people. His research into subjects such as joint attention—the ability to share a common point of reference with others, which is very difficult for people with ASD—provides a foundation for other researchers seeking to improve diagnostic assessments and develop better interventions for students.

Like Lindstrom, Mundy believes that students with ASD aren’t being well-prepared for the transition to adulthood. “My worry is that we’re not actually using their K–12 time period as effectively as we need to,” he said. “We know that children with ASD can and do become more capable throughout their elementary and high school years, but when they leave high school they often withdraw and their self confidence and self-determination don’t continue to increase. They have some

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“All three of us are on that same path of thinking about how to understand, normalize and support learners who have disabilities—we’re all just doing it in different ways.”

NICOLE SPARAPANI

of the poorest outcomes after high school of any group of students in the country.”

The Challenges of Developing Effective Interventions

The development of effective classroom interventions is complicated by a multitude of factors, said Lindstrom. “To begin with, each person with a disability is a complex individual who is more than just their disability,” she said. “If they’re from one or more marginalized groups, you have to take those additional environmental and systemic barriers into consideration or the intervention isn’t going to be effective. Consider a low-income student with disabilities whose teachers assume she can’t succeed in college, and whose parents haven’t attended college and don’t think their family can afford it. Those factors are going to have a big impact on the student’s self-esteem and confidence to enter college.”

Each type of disability can pose different challenges when developing interventions. Children with ASD, for example, have a unique pattern of attention. “A very different set of things garners their attention,” said Mundy. “That makes it harder for them to learn in a classroom setting than it is for a typical child, because they don’t respond to

instruction by bringing their attention to a common point of reference with their teachers. This has an impact on their social abilities and reading skills, which undermines their other learning.”

Another factor is that techniques that work in one-on-one settings may be difficult to scale up to classrooms. In the case of children with ASD, said Sparapani, “we do have interventions that have a positive impact, but children with ASD have a unique constellation of strengths and needs, and trying to replicate that with fidelity in a classroom environment is very difficult. There’s not much research to guide teachers.”

Schools and districts also aren’t consistent in the ways that they serve children with ASD and other learning issues, and many of these students don’t take the standardized or progress monitoring assessments schools have in place, said Sparapani, making it difficult for educators and researchers to track which practices are effective.

Looking Forward to Better Outcomes for Students

Despite these challenges, School of Education researchers have made a difference for many students with disabilities. Lindstrom has already designed a transition program for youth with disabilities that has served more than 25,000 students in 200 schools in Oregon, and she’s currently developing a new project that expands these transition and career development strategies to other underserved groups. The goal is that these

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There are still these huge inequities in terms of opportunities and outcomes for students with disabilities.”

LAUREN LINDSTROM

CONTINUED ON PAGE 16

Transforming Education

CHANGING DISPROPORTIONATE DISCIPLINE RATES BEGINS WITH BUILDING COMMUNITY AND SHIFTING PERSPECTIVES

Researchers have consistently demonstrated that African-American K-12 students are disciplined at much higher rates than their peers and are given stricter punishments than other students for the same infractions. It's true nationally, and it's true in California, where one of Sacramento's largest school districts has been found to suspend more African-American boys than any other district in the state, and three other nearby districts are listed in the top 20 worst offenders.

The School's Transformative Justice in Education Center (TJE) was established to change that from within the K-12 system. Co-directed by Professor Maisha T. Winn and Academic Administrator Lawrence (Torry) Winn, PhD, JD, who are married, the center is a bridge between researchers and practitioners focused on the use of restorative justice techniques in the classroom.

Maisha Winn, who joined the School's faculty in 2016 as a UC Davis Chancellor's Leadership Professor, researches the intersectionality of language, literacy and justice. Her groundbreaking 2011 book *Girl Time: Literacy, Justice, and the School-to-Prison Pipeline* led the movement in examining how girls—and African-American girls in particular—were being criminalized in schools. This spring, she published her latest book, *Justice on Both Sides: Transforming Education Through Restorative Justice*.

Torry Winn brings 15 years of experience working with and for foundations, cities and nonprofit organizations. While a Casey Family Programs Fellow in Wisconsin, he led a three-year research project and co-authored *Race to Equity: A Baseline Report on the State of Racial Disparities in Dane County*. His doctoral research focused on how youth of color read, de-code, examine and resist racial inequities and opportunity gaps in their schools and communities.

In an educational context, restorative justice is an approach to conflict that starts with building strong school communities. When problems do arise, such as one student bullying another, restorative justice focuses on repairing harm rather than punishing the offender, asking who has been hurt, what do they need to be whole again, and who is responsible for fulfilling those needs.

"We're trying to move the discussion from retributive to restorative," said Maisha Winn. "When you suspend a student who then gets to go home and play on their phone—that's a lot easier than having to engage with the person



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Education is supposed to be the great equalizer. We want to make sure that's true for everyone.”

TORRY WINN

you injured. When done with fidelity, restorative justice practices are about accountability in its highest form, because they force the person who's done harm to identify what they did wrong, then how to make up for it, and lastly to understand why they did that harm." Maisha Winn noted that some schools, aware that their disproportionate disciplinary numbers are a problem, have been discouraging teachers from disciplining students, but aren't providing teachers with the support or tools needed to change student behavior.

TJE brings a unique partnership between researchers and practitioners. "Restorative justice has primarily been a practice done by community members or nonprofit agencies," said Torry Winn. "Here we have researchers and practitioners coming together to disrupt racial inequities and social injustices in education."

In addition to building collaborative networks of various stakeholders and researching restorative justice practices, TJE hopes to create a pipeline of future teachers and educators who are aware of racial inequities and who want to improve the learning environment and outcomes of historically marginalized students of color.

"Our credential and MA students really want to do restorative justice work," said Maisha Winn. "In my classes I introduce them to the restorative justice paradigm and we use community-building practices such as talking circles to model how it's done. It gives them a chance to share their experiences as new teachers with their colleagues. One of the most powerful moments was when one of my MA students stood up to say, 'I'm realizing that it's so easy to default to punitive practices and negativity and that's not what I want for my students.'"

Since opening in Fall 2017, TJE has been busy with research projects and events. In October, the center convened "Toward a Transformative Justice Teacher Education," a three-day symposium sponsored by the Spencer Foundation that gathered intergenerational scholars who considered how to best prepare teachers to disrupt educational inequality in the classroom. The center also assembled City of Davis representatives in a dialogue about restorative justice practices, launched a speaker series with an inaugural presentation by sujatha baliga, hosted Chancellor Gary May, Dean Lauren Lindstrom and UC Davis students in a circle conversation about restorative justice, and brought on their first restorative justice practitioner in residence, Roger Viet Chung.

TJE has started a qualitative evaluation of how restorative justice is being implemented in California schools, and has a contract with The Center at Sierra Health Foundation on behalf of the Steering Committee on Reduction of African American Child Deaths to evaluate the Black Child Legacy Campaign, a community-driven movement working to reduce deaths of African-American children by 10–20 percent by 2020 in Sacramento County. The center also provides research opportunities for undergraduate and graduate students who are interested in addressing educational inequities.

"It's so important that we do the research needed to build a pipeline of well-prepared teachers," said Torry Winn. "Teachers mean everything, so we're starting with teachers and making sure they have a practice that they can depend on when they're working with their students. We can all agree or disagree about some things, but at the end of the day I think everyone can agree that we all want accessible, safe learning opportunities for our kids. Education is supposed to be the great equalizer. We want to make sure that's true for everyone." ■



“

When done with fidelity, restorative justice practices are about accountability in its highest form.”

MAISHA T. WINN



Clockwise from top left: Tom Patten, Ken Gelatt, Next Generation STEM Teaching Award scholarship recipient Jaclyn Dewitt, Lauren Lindstrom, Sandi Redenbach and Nancy Patten.

FEATURE

Multiplied Impact

TWO COUPLES SUPPORT EACH OTHER'S DREAMS— AND SUPPORT MORE STUDENTS

Thanks to four dedicated UC Davis alumni, 25 teaching credential candidates have received scholarships—and hundreds of K-12 students will benefit from having wonderful teachers over the next 30 years.

This story begins in 2007, when Nancy Patten ('74, Cred. '75) and her husband Tom Patten ('74, MS '76) decided to establish the **Farrer-Patten Award** to support teaching credential students.

"We established the Farrer-Patten Award because we know the support to students makes a real difference in their lives at a critical turning point," said Nancy Patten. "Then they can go and improve

the quality of many other peoples' lives by being a teacher and changing their own students' lives in one way or another."

Meanwhile, alumni Sandi Redenbach ('72, Cred. '73) and her husband Ken Gelatt ('67, Cred. '68) were also inspired to support students. In 2008, Redenbach established the **Students At Promise Award**, a scholarship for teaching credential and master's degree candidates committed to improving education for the students they serve who are at risk of not succeeding.

Redenbach was motivated to establish her award because a crucial gift had

allowed her to attend community college and ultimately launch her own teaching career—and because she read about another teacher who had donated to the School of Education. "I told myself, if he can afford to do it, so can I," she said.

Matching Gift Inspires Others

Nancy and Tom Patten were so pleased with the outcome of their first scholarship that in 2014 they decided to establish a second—and to structure their gift as a matching fund to inspire others.

Their **Next Generation STEM Teaching Award** was intended to support K-12 teaching credential candidates who want to teach science, technology, engineering and math (STEM) subjects. "When I was a teacher, I hoped that my lessons would inspire my students, both boys and girls, to pursue math or science careers," said Nancy Patten. "Tom is an engineer, and we both realize that it's important to get people to go into STEM education and that they be able to afford to do so."

"When we offered the match, we wanted to encourage people to do something they might not have done otherwise," said Tom Patten. "If they were on the fence about giving, we hoped they'd remember a pivotal time in their own lives when someone helped them."

The Pattens' gift set off a chain reaction of other gifts. In 2015, their full match of a gift from retired teacher Lydia Baskin helped her establish the **Lydia and Ronald Baskin Fund**, which supports teaching credential and master's students who are interested in teaching STEM subjects in public elementary schools.

Meanwhile, Redenbach and Gelatt decided to establish another scholarship, the **Sandi Redenbach and Ken Gelatt STEM Teaching Award in Honor of Dean Harold Levine**, on the occasion of his retirement in 2016. Thanks to the Pattens' match, the award was doubled—and the Pattens contributed another \$10,000 matching gift, which encouraged nearly 50 more people to give in honor of Dean



We're working in unison to further our goal of supporting students, and it's really a good feeling."

NANCY PATTEN

Levine. "Harold Levine was a supporter of STEM education, and that really motivated me to establish this scholarship in his name," said Gelatt, who taught high school math before his retirement. "And what the Pattens were doing with their matching gifts and their focus on STEM was just fantastic."

In 2018, after the death of Redenbach and Gelatt's good friend John C. Brown (Cred. '72), they decided to establish the **John Curtis Brown Scholarship** in his memory. "John was an extraordinary math and science teacher, and this scholarship is a living tribute to him," said Redenbach. At the same time, she and Gelatt fulfilled the Next Generation STEM Teaching Award by making a gift in Brown's memory.

"We've really had a symbiotic philanthropic relationship with the Pattens," said Redenbach. "One kindness beget another kindness. Their matching gifts inspired us. And they inspired John, too. He made a donation to their Next Generation STEM Teaching Award himself."

This spring, the four alumni gathered for a meal with Dean Lauren Lindstrom and Next Generation STEM Teaching Award scholarship recipient Jaclyn Dewitt. "Sandi and Ken are just wonderful," said Nancy Patten. "The way our giving has intermeshed has worked out really well. We're working in unison to further our mutual goal of supporting the students, and it's a really good feeling."

"We want our scholarships to validate all the hard work and extraordinary effort it took these students to get here," said Tom Patten. "Together, we're showing them that what they're doing is important." ■

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School of Education supporters recognize the power of scholarships to change lives—two-thirds of donations that are made by individuals go to support student scholarships. Thanks to those generous gifts, students from diverse backgrounds have the opportunity to earn graduate degrees and begin careers where they can make a difference. School of Education alumni go on to become K-12 teachers, principals and superintendents, professors, university leaders and policymakers, working towards our shared goal of equal access to a quality education for all. Your gift opens new doors for not only these students, but the thousands of students, from kindergarten to college, they will serve during their careers. Support a better future. **Make your gift today at give.ucdavis.edu/go/catalyst.**



Student Scholarships Awarded 2018–19 Academic Year

Agricultural Student Enhancement Award

Jocelyn Pobst, Hanna Lewis, Maria De Jesus Gutierrez, Laurel Karren

Alumni Council Scholarship Award

Jeff Harvey

Anthony Barcellos Education Award

Sombo Koo

Boyd Family Teaching Scholarship

Teresa Huang

Brad Davis Alpha Gamma Rho Award

Sara Chang

The Davis Family Scholarship

Ruth Gitih

Education Faculty Scholarship Award

Ruth Gitih

Farrer-Patten Award

Misbah Naseer, Syaira Naseer

Frank E. Isola Award

Teresa Huang

Guardian Teacher Scholarship Fund

Victoria Brutlag, Francheska Del Rey, Bianca Goodson

Heather Marie Award for Guardian Teaching Scholars

Victoria Brutlag

John Curtis Brown Scholarship

Katharine Whittall

KLC Adler Award

Sara Opeyany

Laura E. Settle Scholarship

Natalie De La Cruz

Lydia and Ronald Baskin Family Scholarship Award

Natalie De La Cruz

Mabel Outler Scholarship

Ruth Gitih, Sara Opeyany, Cynthia Pantoja Collasso

Marilyn G. Reisen Early Education Scholarship Award

Sara Opeyany

Mark Cary Reflective Learner Award

Carolina Ramirez

Mohini Jain Family Foundation Award

Robert Linden

Next Generation STEM Teaching Award

Justine Hwang

Orville & Erna Thompson Family Award

Sabrina Hon, Aria Lindsey

PhD Scholarship Award Funded by the Catalyst Fund

Araceli Gonzalez

Rogers Scholarship Program

Jose Jimenez Magana

Sandi Redenbach and Ken Gelatt Teaching Credential STEM Scholarship in Honor of Dean Harold Levine

Jeff Harvey

Sandi Redenbach Students At Promise Award

Katharine Whittall

School of Education PhD Annual Fund Award

Erin Bird

School of Education Teaching Credential/Master's Student Annual Fund Award

Sydney Bartlett, Ruth Gitih, Cynthia Pantoja Collasso

Sullivan-Scheuring Scholarship

Cynthia Pantoja Collasso

Susan Schnitzer Fellowship in Teacher Education

Rebecca Bjorkman

TC/MA Student Scholarship

Christine Ibrahim

Thea and Art Mills Scholarship

Jeff Harvey

The First Generation, but Not the Last

Two first-generation PhD students discuss the importance of education, family and community

We sat down with fifth-year PhD student Vanessa Segundo and fourth-year PhD student Claudia Escobar, both of whom are first-generation students, to hear about their academic experiences and what motivates them to pursue their doctorate degrees.

You both had careers before you started your PhD programs. How did your work lead you to a PhD?

CLAUDIA: I have a bachelor's degree in government. After college, I got a job at my local government in Southern California doing community development and grant administration. I then moved within the city to be an analyst for utility services

before moving to Northern California and working first for a foundation and then the Hispanic Scholarship Fund.

The running thread in all of these jobs was my education, and I thought people should have more of that. I got my master's degree in public policy at the University of Chicago and decided I wanted to work in higher ed policy. I started temping for the

UC Office of the President (UCOP), and then I landed a full-time job in institutional research at UCOP. I realized I was going to top off career-wise and thought the PhD would open up new opportunities and new career trajectories.

VANESSA: I grew up in Chicago, the best city in the world, and I did my high school, undergraduate and master's degree there. After college, I worked with low-income, first-generation students of color as a high school college advisor. After two years, I realized that the issue wasn't preparing these students to be qualified to get into universities but that once they were there, they weren't receiving the support they needed. So, I pursued a master's degree in higher education at Northern Illinois University. When I was interviewing for my first graduate assistant job there, I met a mentor who changed my life. Within the first two minutes of meeting her, she said, "You're going to get a PhD."

CLAUDIA: Vanessa, you're reminding me of why we do this. What keeps me going on a daily basis is figuring out the community development and poverty aspect of things. I don't think I would have the same questions and produce the same type of research if I didn't have the experiences I have had.

VANESSA: Yes, working with students, families and community members is really humbling. You can get so separated by



From left, Claudia Escobar and Vanessa Segundo.

being in the ivory tower researching things or writing about theories, but then when you're actually working with people in the field, you are reminded about their humanity. You can talk about policies and data, but for me, what it comes back to is that these are actually people.

What did you hope a PhD would do for you?

VANESSA: I'm always thinking about how my education represents a way of disrupting cycles of oppression within my own family and my own community, particularly given that no one has a PhD in my family. It's just the beginning of a legacy for my family members to come. I hope the PhD puts me in a position to conduct research that empowers and transforms the lives of anyone, but especially students of color and first-generation and second-generation students.

CLAUDIA: There are so many different things that draw me to this PhD, but the first thing that always comes to mind is pragmatism—a PhD is a career investment. However, if I won the lottery tomorrow, I would still be doing a PhD because I get personal fulfillment from it. I want to be able to think deeply about something—I find that really rewarding. That personal fulfillment is very much grounded in the type of change I want to see in society.

Was it important to your parents that you go to college? What do they think about you earning a PhD?

VANESSA: Both of my parents are immigrants from Mexico, and they both have a third-grade education. They always spoke about education as something that



From left: Claudia Escobar participates in an event at the School's Wheelhouse Center for Community College Leadership and Research; Vanessa Segundo presents an academic poster at the School's graduate research day.

was an expectation; it wasn't something we could opt out of. My dad would always tell us as kids that, "The day you bring me your college diploma, you can do whatever you want with your life." Even though we had a small apartment, my parents emptied out the entire back porch and converted it into a classroom so that even after school my dad could teach us for another 2–3 hours. I also had a Spanish tutor growing up.

CLAUDIA: My parents are immigrants too. They're from El Salvador. My mom has a third-grade education, and my dad has a sixth-grade education. I don't know that my mom completely knows what a PhD is. Growing up, my mom didn't explicitly say, "You're gonna go to college," but she implicitly stressed, "You need an education." She's a seamstress. She would work eight hours in a factory and then work at home for another four hours, where I would help her. The message I got was, "Look at how hard I have to work in order to make this little bit of money—you

can do better. You need to go to school so you can have a better life."

My mom's always been really supportive. When I was a freshman and I needed a computer she let me pick one out, and I think we spent \$1,000 on it. That was an unheard-of amount of money. She just said, "That's what you need." And that's the level of support I've received.

What are you researching?

CLAUDIA: My research is around retention, persistence and completion of first-generation college students and sits at the intersection of belonging and motivation. When I think about how students are motivated, for example, if you don't know how this chemistry equation matters to you, you don't care about learning it. I also examine how students build relationships, for example faculty–student interactions.

VANESSA: A lot of our research overlaps. I'm interested in retention too, particularly of students of color, and specifically Latinx students. I'm approaching the research with an understanding that higher education is a space where equity, justice and transformation can and should occur. I'm looking at the ways our Latinx students are succeeding that we have yet to document, and I'm investigating and documenting mindset and how it

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I met a mentor who changed my life. Within two minutes of meeting her, she said, 'You're going to get a PhD.'

VANESSA SEGUNDO

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I don't think that I would have the same questions and produce the same type of research if I didn't have the experiences that I have had.”

CLAUDIA ESCOBAR

intersects with race or ethnicity. I'm also investigating the role of cultural centers, particularly race-based cultural centers, in mediating racial inequity on college campuses.

Did being a first-generation student influence your choice of research?

VANESSA: Being a first-generation student informs the way that I'm positioning my students, first of all. They have something to offer and give even before coming here. Secondly, I think about them as a success point and center their experiences and assets in the research.

CLAUDIA: First-generation students, for me, encompass multiple identities like class and race or ethnicity. I'm doing both quantitative and qualitative research, so I have to be very careful. When you've had the experience of being first-generation, you look at a regression

or a quantitative study and you intuitively know something is missing. You know the world operates in such a different way, and you inherently know that something is missing from those pieces of work. That directly informs how I think about the next steps to be taken, the next questions to ask, and how to create something the academy hasn't seen before.

What advice would you share with other potential first-generation PhD students?

CLAUDIA: Know why you want to do a PhD and what you want to affect.

VANESSA: Yes, and I'd add that you're not the first and you won't be the last. Lean on mentorship and guidance, and at the same time, understand that you have a responsibility and duty to also pay it forward, to support those who will follow. ■

students will be more successful in high school and transition to careers or college. “We've been able to adapt the key concepts to multiple cultures and communities outside the U.S.,” said Lindstrom, “including in Jamaica, South Africa and Micronesia. No matter where you live, teens transition to adulthood.”

Lindstrom's research is used primarily in high school settings by special education teachers, school counselors, principals and superintendents. “What we see are young adults who've been left out of the picture of college and careers,” she said, “and with my research I'm trying to offer them opportunities to rethink who they are, and help their teachers and families think differently about who they are as well.”

Sparapani's research team is currently analyzing and coding video footage of teacher-child interactions as a first step towards identifying universal learning practices. “We're looking into the practices we know work in the classroom for all students,” she said, “and then seeing how kids with ASD respond to them. For example, research shows that students who are at risk for school failure do best in warm, responsive environments—is this also true for students who have ASD?”

Mundy has played a foundational role in defining the major dimensions of ASD, and in particular the impact that social attention deficits have on the learning and social cognition of children with ASD. His work continues to pay dividends to other researchers. Diagnosticians use the Early Social Communication Scales developed by his team to evaluate children's communicative abilities, and his findings have contributed to the development of reading interventions for children with ASD.

“All three of us are on that same path of thinking about how to understand, integrate and support learners who have disabilities,” Sparapani said. “We're all just doing it in different ways.” ■

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LAST WORD

LINA MENDEZ (PHD '10)

Supporting My Students

College can be challenging for even the best prepared students. For Chicanx and Latinx students, the transition to college and the rigor of their classes can be especially daunting. I know, both as a first generation Latina and as a researcher.

In 2003, as a PhD student in the newly established UC Davis School of Education, I researched how a high school was preparing Chicanx/Latinx English learner students for college. My dissertation uncovered inadequacies at a high-performing high school to provide the rigor necessary for Chicanx and Latinx English learners entering college to succeed. Though nearly half of the classes these students were taking met entrance requirements for university admission, they were not often rigorous. Typical classes for English learners included ceramics, photography and environmental science, rather than calculus, biology, physics and chemistry. Unfortunately this school was not an outlier.

Now, as the associate director at the UC Davis Center for Chicanx and Latinx Academic Student Success, I'm working with some of our 7,000 Chicanx/Latinx students, and I can see that they're facing the same challenges as the students I studied for my dissertation. We can help students who are struggling in their courses to find the academic assistance they need, and we provide a close-knit and caring community of professionals and peers who understand their struggles and challenges. We also celebrate the many academic accomplishments of our students who are doing well.

Watching my students become the scholars and professionals they are meant to be has been life changing. 📖



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Lyndon Huling (EdD '18) has dedicated his career to advocating for the needs of diverse students, staff and faculty at UC Davis. He recently completed his doctorate in educational leadership while serving as the university's Senior Talent Acquisition Partner for Sourcing, Diversity and Outreach in Human Resources.

School of Education alumni like Lyndon embody our vision for the future of education, and are working in K-12 classrooms, colleges and universities, and in local, state and federal government roles to ensure that all students have equal access to a quality education.

Join us in making that vision a reality with a gift to the School's Annual Fund. Your gift supports transformative faculty research, scholarships for low-income students, community programs for underserved public schools and much more. Help us ensure that the future of education is brighter than ever. Visit education.ucdavis.edu/annual-fund to make your donation today.

Lyndon Huling, EdD.

