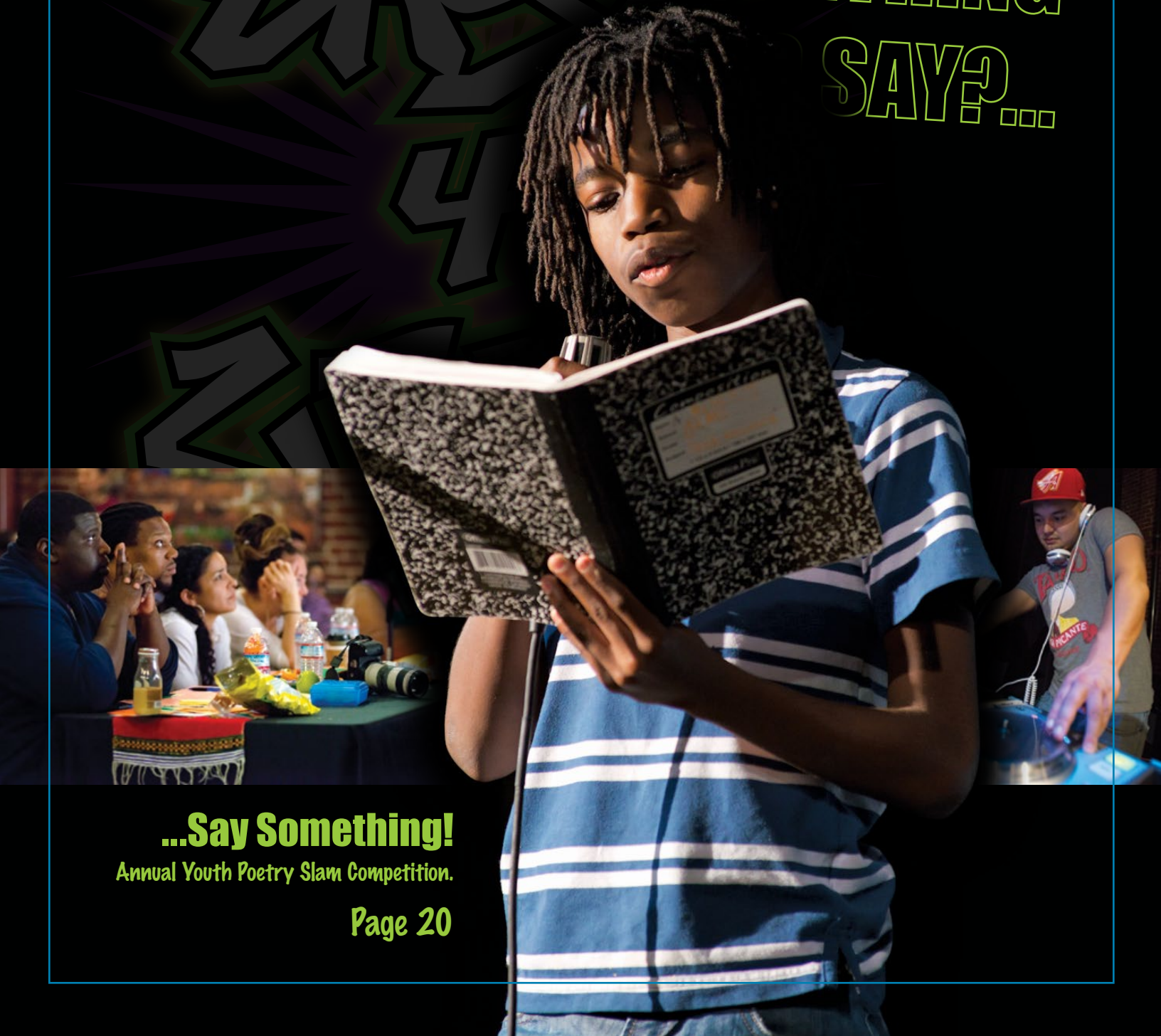


Catalyst

SPRING 2014

YOU GOT SOMETHING
SAY?...



...Say Something!

Annual Youth Poetry Slam Competition.

Page 20

Message from the Dean

It is with great pride and pleasure that we present this edition of the *Catalyst*. Spring is always a very busy time in the School of Education, with students putting the final touches on their dissertations or wrapping up a year of student teaching, faculty and others writing up their research for the annual conference of the American Educational Research Association, and our staff supporting all of these activities, as well as planning and managing many publications and events, including, of course, graduation.

As I reflect upon this past academic year, and particularly, the last few months, I am struck by what an extraordinary school we have become. Last year, we were celebrating our tenth anniversary, a time for reflecting on all that we had accomplished as a young school. Since then it seems our accomplishments have grown exponentially. In this edition of the *Catalyst*, you will find just a few examples of this growth and broad impact.

For instance, this spring one of our staff, MaryAnn Mellor, received a prestigious Chancellor's Staff Appreciation and Recognition (STAR) Award. In February, I attended a fundraising event in Napa where one student was asked to make comments and then introduce the Chancellor. That student was first-year PhD student BernNadette Best-Green (see her student profile at <http://education.ucdavis.edu/student-profile/bernnadette-best-green-m-ed>). She was eloquent in her admiration for the School and the quality of the education and mentoring she receives in pursuit of her PhD.

The next day, the Cal Aggie Alumni Association hosted its annual alumni awards dinner, also in Napa. Sandi Redenbach, the chair of our Alumni Council and recipient of the Charles J. Soderquist Award and the School's own Outstanding Education Advocates Award along with her husband Ken Gelatt, was one of seven alumni and friends recognized by the campus for their outstanding service to UC Davis.

Associate Professor Michal Kurlaender was named a Chancellor's Fellow, and around the same time, Professor Jamal Abedi received the Academic Senate's Distinguished Public Service Award. At the end of February, the Development and External Relations team received two bronze awards from the Council for the Advancement and Support of Education (CASE) for their work on the *Catalyst* and the year-long celebration of our ten-year anniversary.

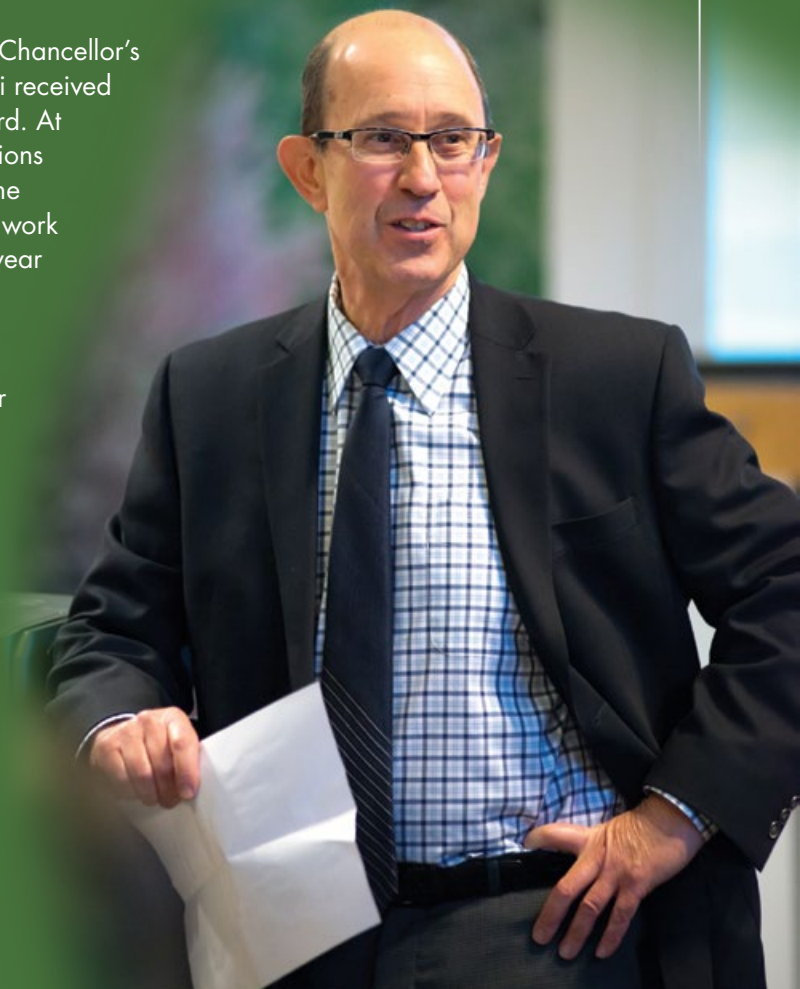
U.S. News & World Report has ranked the School of Education in the top 50 of U.S. schools and colleges of education. This is really remarkable recognition given our young age as a school and really just icing on the cake.

And, finally, the School met its fundraising goal in The Campaign for UC Davis a year ahead of schedule. In fact, we exceeded our goal by more than \$2 million.

In short, the School of Education has arrived – on our campus, regionally, and now very definitely nationally.

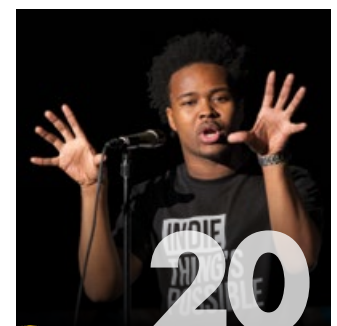
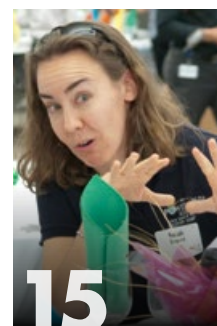
My sincere thanks to all of our faculty, staff, students, alumni, donors, volunteers and friends for making the promise of our School very, very real.

– Dean Harold Levine



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“PEOPLE WHO WALK TO SCHOOL HAVE A BIG ADVANTAGE”:

CAN GAMING IMPROVE YOUTH HEALTH?

As the growth of gaming has skyrocketed among nearly all segments of society, researchers in health, technology, and education have been asking whether video games can be leveraged to improve health outcomes for youth.

Research led by **Cynthia Carter Ching**, associate professor of education, and several other researchers and game designers is beginning to reveal not only whether gaming can inform and impact health, but also how understanding young people’s motivation to play games implicitly connected to health and nutrition behaviors can make or break the intervention.

In 2012, Ching received a grant from the National Science Foundation, along with colleagues J. Bruce German and Sara Schaefer from the UC Davis Foods for Health Institute, Funomena (a game design company in San Francisco), and Ariel Hauter from Play4Change Labs (based in New York City), to design a game that puts youth personal health and well-being at the center of a virtual universe where the choices the user makes are based on personal data about key health and nutrition indicators.

Merely providing students with a gaming experience explicitly tied to health and nutrition will not necessarily lead to sustainable change, however. The type of game matters, according to Ching’s research. Ching argues there must be a mind-body connection.

Some games, referred to as “exergames,” are designed to get players physically active by playing the game. One example of this is the Wii Fit. Unfortunately, exergames provide no sustainable knowledge to help inform players about the effect of the play on their health. The approach Ching and her colleagues took puts the collection and analysis of data about personal daily activity at the center of the game, through the use of wearable devices

that collect information such as number of steps taken.

Youth participated in the initial development, testing and launch of the game that incorporates data from activity monitors. These data, along with diet logs and health and nutrition information they receive prior to play, inform the choices youth make and their rate of progress in their journey through the game.

A year into the study, evidence of students’ lack of data literacy and desire to analyze sets of data has resulted in a greater understanding of what actually motivates young people to take action on what they are learning about their daily exercise. For instance, the youth in the study are more interested in the immediate data they glean from their activity monitors than they are in the aggregate data they can collect from the game’s dashboard. The participants have also found it difficult to incorporate exercise more into their daily routine, such as walking to school, even when they want to because often they live too far from school or feel unsafe.

But what holds true among all the youth is that getting more accurate data about their daily exercise has changed their ideas about how they define “exercise” and has motivated them to do more. For instance, some students didn’t think that walking to school was exercise until they realized the number of steps taken.

“People who walk to school have a big advantage,” one student said.

Likewise, some youth were motivated to walk more when they knew the actual distance: half a mile versus half a block. Their attitudes about PE, which many “hated” before the study began, have improved.

Ching presented this research at the April conference of the American Educational Research Association. Read more about the project at <http://education.ucdavis.edu/news-release/designing-video-games-put-kids-charge-their-own-health>.





EXPLORING THE CONNECTION BETWEEN Health and Education

REQUIRES BETTER RESEARCH DESIGN AND ANALYSIS

Researchers agree that good health and proper nutrition are critical for positive education outcomes, but the connections between health and academic success are often less clear, particularly in developing countries and among different ethnicities. **Kevin Gee**, assistant professor of education, presented new research in these areas this spring.

In “The Cognitive and Academic Achievement Impacts of School, Health, and Nutrition Interventions: A Review of the Evidence,” Gee and co-author Elizabeth Adelman (Harvard University) examined 23 studies from Africa, Latin America and Asia that looked at the impact of health and nutrition programs on the cognitive and academic outcomes of children. The researchers found that the variation in assessment tools was so wide that they could not determine the impacts of the programs.

“Our study sheds important light on how evaluators of health/nutrition programs need to more carefully consider the range and type of cognitive and achievement outcomes they assess,” said Gee. The paper was presented at the



Kevin Gee

annual conference of the Comparative and International Education Society in March.

In “Examining Differences in the Health-Education Nexus Across Asian American Subgroups,” Gee tackles the problem of how grouping six Asian American subgroups under a catch-all “Asian American” category masks important links between education levels and Body Mass Index (BMI) among Asian American subgroups in California. Though much of research exists to indicate that those with lower levels of education tend to have higher levels of obesity (or lower BMIs), a more nuanced analysis of different ethnicities and cultures is necessary

to tailor education interventions that acknowledge intra-ethnic differences and differences in education levels among the groups. Gee presented this paper at a conference of the Association for Asian American Studies in April.

Gee is an expert on the impact that school-based health policies have on children’s health and educational outcomes and in conducting large-scale evaluations of educational policies and programs.

New Book on Teaching Common Core in Diverse Classrooms

Susan O’Hara, executive director of the School’s CRESS Center, released *Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy*. The book, co-written with Jeff Zwiers and Robert Pritchard, describes seven research-based teaching practices for developing complex language and literacy skills across grade levels and disciplines: using complex texts, fortifying complex output, fostering academic interaction, clarifying complex language, modeling, guiding, and designing instruction. The authors provide descriptions and examples of how these essential practices can—and should—be woven together in real lessons. Learn more at <http://www.stenhouse.com/html/common-core-standards-in-diverse-classrooms>.



Susan O’Hara

U.S., Vietnam Agriculture Exchange

HIGHLIGHTED IN RESEARCH SYMPOSIUMS HELD IN HCMC, HANOI

In March, more than 50 student researchers from Hanoi Agriculture University (HUA) and Nong Lam University in Vietnam presented the results of research they conducted as part of a six-month program led by **Cary Trexler**, associate professor of agriculture education.

The work was the culmination of a one-year grant awarded by the Vietnam Education Foundation to Trexler and his colleague Glenn Young from the UC Davis College of Agricultural and Environmental Sciences. Both are associate professors, Young in the Department of Food Science and Technology, and Trexler in the School of Education.

The grant supported the establishment of a participatory research class in Vietnam, for Vietnamese undergraduates, to guide them through projects related to pre-harvest, postharvest, food science, crop science and food safety. Students' research was conducted at Dong Xuan Cooperative in conjunction with the UC Davis and HUA's Safe Vegetable and Fruit project, funded by the USAID Horticulture Innovation Lab.

The students presented their research at two symposia hosted by the Vietnamese universities. In attendance were professors, researchers, members of the Vietnam Ministries of Agriculture and Rural Development, Education and Training, U.S. Department of Agriculture, as well as university leaders, representatives of the Vietnam Education Foundation, and major donor United States Agency for International Development. Additionally, the HATCH! PROGRAM, a community for entrepreneurship, which mentors and incubates agribusiness and other start-ups, invited agriculture sector entrepreneurs.

"The symposia at Nong Lam and HUA represent an important step in this public private partnership, as well as introducing students to the interested business community," Trexler said.

Young said, "What is most novel about this program is that we have combined the resources of several U.S.-based organizations into a unified program that meets the future human resource needs of the Vietnamese agriculture sector and a bold and innovative program by the MOET (Ministry of Education and Training). UC Davis is cooperating on another Advanced

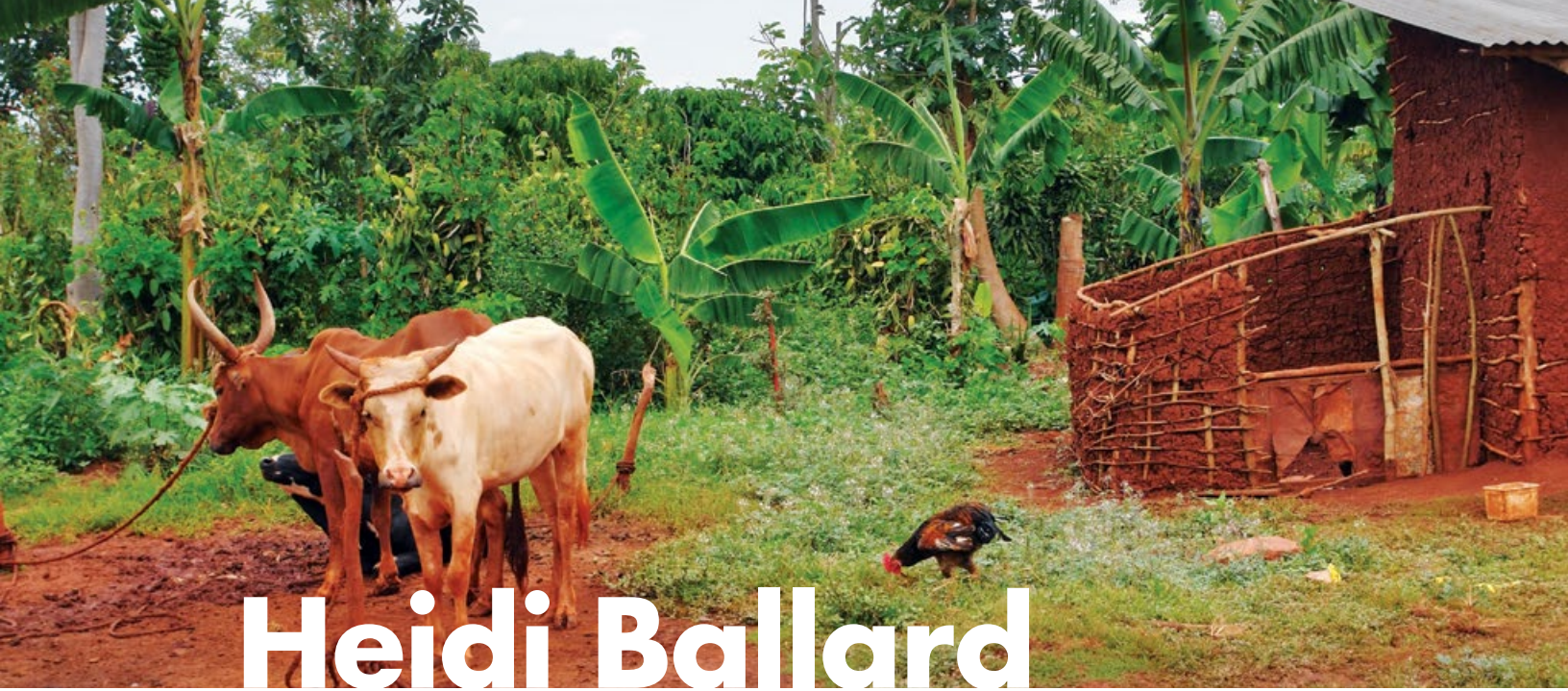
Program in Environmental Management at Thai Nguyen University of Agriculture."

"The students participated in a 'first of a kind' agricultural research symposium," said Dr. Nguyễn Thị Thanh Phương, Director of the Vietnam Education Foundation. Students are enrolled in the Vietnamese Ministry of Education's Advanced Programs, with all instruction based on U.S. university curriculum and taught in English, preparing students for Vietnam-based future careers and businesses that are competitive on a global scale.

Watch a national Vietnamese telecast about this work at <http://bit.ly/1k16IFU>.

Cary Trexler





Heidi Ballard

Evaluates Science Learning Among Rural Farmers in Uganda

Small farmers in developing countries, particularly in sub-Saharan Africa, often struggle to make a living. In Nkokonjeru, a rural area of Uganda, a group of researchers and in-country extension workers have spent the last three years training farmers how to grow native crops more sustainably and to bring them to market.

Heidi Ballard, associate professor of education in the UC Davis School of Education, joined the team in October to find out whether the project was meeting its major goal of building capacity and collaboration among farmers and to discover what learning the farmers had retained a year after intensive training had ended.

“When I asked the project coordinators, they didn’t think that there was any science learning going on, but when I asked the facilitators who continue to communicate with the farmers, they disagreed,” said Ballard.

After visiting 18 villages and extensively interviewing farmers from nine of the villages, Ballard found that not only did the farmers remember lessons they were taught (for instance, the efficacy of using cow dung versus chicken dung to fertilize certain crops), but they were applying scientific skills they had learned in order to experiment with different crops and cultivation methods.

One collaborative aspect of the program, the formation of small savings and loan groups often referred to as village banks, was also still in place and helping farmers to make loans to each other to buy pumps and other supplies.

“Overall, I found that the farmers were still doing the work, applying the inquiry skills they had learned to their own gardens, sharing what they had learned, and collaborating with each other to make comparisons among different crop yields and methods,” said Ballard.

To learn more about the project “Increasing Capacity of Smallholder Farmers to Produce and Market Vegetable Crops in Uganda,” visit <http://hortcrsp-uganda.weebly.com/index.html>.

The project is led by Kate Scow, professor of soil science and soil microbial ecology and deputy director of the Agricultural Sustainability Institute in the Department of Land, Air and Water Resources at UC Davis, with funding from USAID’s Horticulture Collaborative Research Support Program. Learn more about Scow’s research at <http://scowlab.lawr.ucdavis.edu/people/profile-pages/kate-scow>.



Heidi Ballard

Transforming **STEM** Education, Starting with Teachers

In the small towns of Dixon and Davis, Calif., K-12 teachers are working with researchers from the UC Davis School of Education to revolutionize teaching in K-12 math and science.

Two years ago, **Cindy Passmore, Rebecca Ambrose, Heidi Ballard and Tobin White**, all associate professors of education, along with **Arthur Beauchamp**, director of the Sacramento Area Science Project, received a grant to implement a unique and intensive four-year “study and action” project called Innovations in STEM Teaching, Achievement, and Research (or I-STAR).

Passmore and her colleagues began by forming a team of 34 math and science teachers from the Davis and Dixon school districts along with education researchers from UC Davis to design learning experiences that focus on reasoning as the path to mastery of science, technology, engineering and math (or STEM).

The ultimate goal is to develop and disseminate an approach to integrated STEM education that centers on a set of practices called for in the Next Generation Science Standards (NGSS) and the Common Core State Standards (CCSS) for math.

“The teaching of math and science too often is reduced to a collection of discrete facts, rather than an exploration of these very complex and dynamic fields,” said Passmore. “This project is intended to provide an alternative vision for STEM education that transcends disciplinary boundaries and helps teachers and students engage in the kind of thinking and discovery that STEM professionals do every day.”

Now two years into the project, Passmore shares a few of the team’s discoveries. She describes the first year as exploratory, with all team members reviewing the standards and thinking about opportunities to align existing lesson plans and teaching strategies. “At first glance, many of us thought what was happening in many classrooms was pretty close to the standards, but when we dug deeper, they found a lot of missed opportunities,” said Passmore.

Last summer, the teachers formed small cross-grade, cross-disciplinary teams to work on curriculum development. For example, one team made up of science and mathematics teachers developed curricula on ratios. Rather than a narrow focus on how to calculate ratios, teachers worked on curriculum that asks students to collect data, create models, conduct experiments, and to think about when it is appropriate to employ ratios to discover an answer to a STEM-related problem. Groups shared and critiqued the small team approaches.

“It’s about the kinds of intellectual processes that occur when one engages in the practices of STEM,” said Passmore. “Of course, to use ratios students need to know how to calculate them, but not in isolation of how ratios are applied or why. Photosynthesis wasn’t discovered because someone decided they were going to learn about photosynthesis; they began by wondering how a tree became a tree.”

In the coming year, teachers will implement the curricula they have developed to understand how it affects their instruction and their students’ learning.

Ultimately, the I-STAR team hopes to provide exemplars online and to develop an “operating framework for STEM integration around reasoning practices that can be used for curriculum selection, modification and development spanning the K-12 continuum and applicable to STEM learning goals in applied and academic settings.”

Visit <http://education.ucdavis.edu/news-release/16-million-grant-raise-stem-achievement-k-12-schools> for more details on the I-STAR project.



Cindy Passmore



PUMPKINS

WITH A COMMON CORE:

Anderson Elementary School's Pumpkin Exploration Event

By Charisse Ceballos



On October 31, Anderson Elementary School in Dixon, Calif. held an event for Halloween costume-clad first grade students to investigate the lifecycle of Halloween's number one mascot, the pumpkin. Organized and hosted by Anderson Elementary first grade teacher, **Carolyn Tutt**, the Pumpkin Exploration Event engaged about 100 first graders and their parents and had over 150 unique pumpkins donated from local pumpkin patches.

The event was inspired by Tutt's involvement in one of the UC Davis School of Education's projects, Innovations in STEM Teaching, Achievement and Research, or I-STAR.

The Pumpkin Exploration Event had seven different learning stations set up for students. Some stations required students to tap into their math skills in order to measure the size and weight of a pumpkin or counting up a pumpkin's seeds. Other stations relied on students to develop specific vocabulary to describe the different textures of the pumpkins or identify their parts. The final and most popular station was a taste test of foods made with pumpkin. Students snacked on pumpkin slices, bread, and pie, and decided which ones were their favorites and why.

The goal of the event was to teach "students to use question words and phrase basic questions to uncover deeper meaning," said Tutt. "Eventually, we want the students to learn to ask questions using specific vocabulary and math."

Rebecca Ambrose, an associate professor of education who is part of the I-STAR research team at the School of Education, was also in attendance. "It was exciting to see how engaged the children were when communicating with one another and with adults," said Ambrose. "There was an emphasis on thinking for themselves and drawing on their own knowledge."



Paul Heckman

California's Students Not Engaged in Higher Order Thinking in

MATH

Tests should inform teachers about their students' learning and help shape instruction, but, far too often, tests do not lead to nor measure learning, according to research by UC Davis School of Education professors **Jamal Abedi** and **Paul Heckman**.

"Much of what is being taught in classrooms, particularly in mathematics, is driven by what is measured on end-of-year standardized tests," said Heckman, who cites the results of a statewide survey of K-12 mathematics' teachers to identify current assessments and practices.

The result is a narrow focus on memorizing formulas and procedures at the expense of the kind of higher order thinking required by the new Common Core Standards and the 21st century workplace, according to the researchers, who also conducted a qualitative analysis of assessment materials and tools from 122 of the surveyed schools.

"Years of research has shown us that a focus on drills and right or wrong answers leads to students who never get asked to engage in the practices of mathematics, such as constructing viable mathematical arguments and critiquing their own and others' mathematical reasoning, and who are fatigued and uninterested in the material," said Heckman.

In 2010, Abedi and Heckman embarked on a five-year project funded by the National Science Foundation. The research is designed to increase understanding of the use of formative assessment in mathematics instruction in K-12. Formative assessment is intended to assess student knowledge and mastery during the teaching and learning process, thus enabling teachers to adjust their instruction to address and advance student understanding and mastery of particular concepts and problems.

The project's focus on math stems from concern about persistently low statewide achievement compared with the rest of the nation. The achievement gap for underrepresented students is even greater, particularly in math. The research also

points to issues that may affect low interest and persistence in mathematics as well.

Some of the results of the research are striking. For instance, only 31 of more than 2,800 items provided in existing formative assessment measures asked students to provide an explanation or justification for their answer, and only 1 percent of the items reviewed appeared to align with evidence for "mathematical reasoning," as defined in the California standards.

Ultimately, the project will produce guidelines and tools for the development and use of new or improved formative assessment instruments. According to Abedi, the products and recommended best practices will have broad potential to improve student achievement outcomes, particularly for traditionally marginalized students. Lessons learned will be applicable nationwide and across academic subjects.

Faculty and Students Share Work at Annual International Education Research Conference

Forty of the School's faculty, students, and researchers presented their latest research at the annual conference of the American Educational Research Association (AERA) in Philadelphia in April. Learn more about the School's research presented at the 2014 conference. Download the School's Education Research newsletter at <http://education.ucdavis.edu/current-research/spring-2014-research-newsletter>.





School's EdForward Teams Up with DIY Dollhouse Maker to Strengthen STEM Learning

The UC Davis School of Education's Center for Innovation in Education (EdForward) has joined forces with Roominate™, a company that makes build-it-yourself dollhouse kits designed for girls (ages 6-13) to have fun with science, technology, engineering and math (or STEM) while building hands-on skills and confidence.

EdForward is creating a series of themed activity guides, designed like a deck of cards, to accompany Roominate's DIY dollhouse based on Common Core State Standards and Next Generation Science Standards.

The first guide has been designed around the theme of interior design. Each set of cards provides information on how real scientists, or in this case, architects do their work. Each card presents a series of challenges and encourages builders to use their imaginations and to seek out other resources. Each deck also provides information on the standards that are met for teachers and parents.

The Roominate line is designed by Alice Brooks and Bettina Chen, two engineers from Caltech, MIT, and Stanford on a mission to get more girls interested in engineering. They believe that early exposure to engineering through toys and games will inspire the next generation of female technology innovators.

The Roominate Activity Guide is available for sale at <http://www.roominatetoy.com/products/roominate-activity-guide>.



Annual Academic Literacy Summit Puts Focus on Common Core

This spring, UC Davis School of Education's CRESS Center hosted its seventh annual Academic Literacy Summit. This year's summit focused on how teachers and schools can creatively adapt to the new California Common Core Standards in literacy across all subjects.

"These new standards promise teachers greater flexibility in helping all their students achieve," said Dean Harold Levine.

This event relies on the collaboration of several different people:

- Emily Solari, assistant professor of education
- Michele Fortes and Shannon Cannon, teacher education faculty members
- Susan O'Hara, executive director of the School's CRESS Center
- PhD student Laura Meyers
- Edgar Lampkin and Rhonda Adams from the Yolo County Office of Education
- Professor Chris Thaiss of the University Writing Program
- Tim Allen of the Carlston Family Foundation

Learn more about the Academic Literacy Summit at <http://education.ucdavis.edu/academic-literacy-project>.



COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION®

Catalyst, Tenth Anniversary Celebration Recognized for Excellence

The School of Education's *Catalyst* magazine was recognized in March 2014 by the Council for Advancement and Support of Education (CASE) with a bronze award in the category of Special Constituency Magazines. The School also received recognition for its yearlong celebration of its tenth anniversary under the Special Events category. CASE is a professional association serving educational institutions and the advancement professionals who work on their behalf in alumni relations, communications, development, marketing and allied areas. UC Davis received a total of four CASE District VII Awards of Excellence this year.

School of Education Ranked Among Finest Schools in Country: 2015 U.S. News & World Report Ranking

The UC Davis School of Education is among the top 50 schools of education in the nation. For 2015 rankings, the School jumped 15 points from a tie at 60 for 2013 to a rank of 45. The School is also ranked highly in several sub-categories:

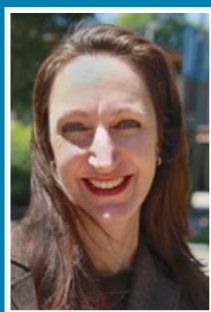
- Top 18% overall of ranked schools of education nationally
- Top 24% in non-academic reputation of ranked schools of education nationally
- Top 15% in academic reputation of ranked schools of education nationally
- Top 12% in research expenditures per faculty member of ranked schools of education nationally
- Top 13% in competitive acceptance rate of ranked schools of education nationally

Approximately 245 schools of education were ranked.

School Welcomes New Executive Director

Ali Morr joined the UC Davis School of Education in April 2014 as executive director of development and external relations.

Most recently, Morr served as director of major gifts and planned giving at the Mondavi Center for Performing Arts, UC Davis, where she launched and managed the Mondavi Center's planned giving program, major gifts and endowment gift programs. Prior to joining UC Davis in 2011, she practiced law in the San Francisco Bay Area before starting her development career as associate director of development at Stanford University's School of Engineering in 1999.



Ali Morr



Shakespeare Works

when Shakespeare Plays

A WORKSHOP CONFERENCE FOR TEACHERS

On August 29-31, 2014, the UC Davis School of Education and its partners will host a weekend of lively workshops designed to provide teachers with strategic, practical approaches to understanding Shakespeare's work and the connections and applications that his work inspires.

"Shakespeare at the Core," the third annual conference held at the UC Davis Mondavi Center, brings together actors, directors and teaching artists from the world's leading Shakespeare festivals to share their insights for teaching Shakespeare in the classroom. The conference opens on Friday afternoon, with a reception and keynote address by **Peggy O'Brien** of the Folger Shakespeare Library. O'Brien founded the Folger's education programs and edited the groundbreaking teacher series, *Shakespeare Set Free*.

All workshops are aligned with the Common Core Standards. In fact, Shakespeare is the only author included specifically in the ELA standards for the Common Core. This provides a significant opportunity for educators to rethink how they approach Shakespearean instruction. The internationally renowned and experienced *Shakespeare Works when Shakespeare Plays* presenters know that the best way to teach Shakespeare is to play with Shakespeare. Participants will learn from some of the most respected Shakespeare educators in the world.

Invited Presenters

- American Shakespeare Center (Virginia)
- Atlanta Shakespeare Festival
- Chesapeake Shakespeare Company
- Folger Shakespeare Library
- San Francisco Shakespeare Festival
- Shakespeare's Globe (London)
- Statford Festival
- Utah Shakespeare Festival

The conference is presented by the UC Davis School of Education and the Robert and Margrit Mondavi Center for the Performing Arts at UC Davis in association with Globe Education (Shakespeare's Globe, London) and the Shakespeare Theatre Association.

Learn more about presenters and workshops at <http://shakespeareplays.ucdavis.edu>.

REGISTER NOW

<http://www.regonline.com/shakespeare2014>

REGISTRATION: \$375 – Openings are limited!

Registration includes opening reception, as well as breakfast and lunch on Saturday and Sunday. For more information, visit the conference website at <http://shakespeareplays.ucdavis.edu>.

Words Take Wing

Words
take Wing

Authors Inspire through Personal Stories, Art, and Music

In February, *Words Take Wing: Honoring Diversity in Children's Literature* hosted the husband and wife team **Andrea Davis Pinkney** (writer) and **Brian Pinkney** (illustrator). They held nearly 1,400 students and their teachers in rapt attention at Freeborn Hall by telling their own stories about the creative process.

Andrea told the students about how she develops ideas for her stories while swimming every morning at 5 a.m. In talking about creating the narrator, Scat Cat Monroe for *Ella Fitzgerald: The Tale of a Vocal Virtuoso*, she told the students she heard Scat Cat singing to her in the pool. She immediately wrote down what he said in the notebook she keeps at the edge of the pool.

"When I got that idea, I was so happy that I had my notebook. Can you hear your cat sing? Ever seen him wear a purple hat? Do you believe?" she asked, encouraging the students to use their imaginations.

Brian shared some of his childhood drawings and talked about his father, famous children's book illustrator Jerry Pinkney, and how his work inspired him. He told the audience that he likes to draw and write at night and that when he gets restless, he plays the drums. To illustrate, he played the drums while walking students through the artwork and story he created about a boy who loved to make music in *Max Found Two Sticks*. "When I finished that book, I realized I am a writer," he said.

Teaching credential student **Christopher Strazzo** kicked off the event with a rousing introduction of the authors:

"I really liked to read stories about heroes, stories about brave characters standing up for what was right and defending



Andrea Davis Pinkney



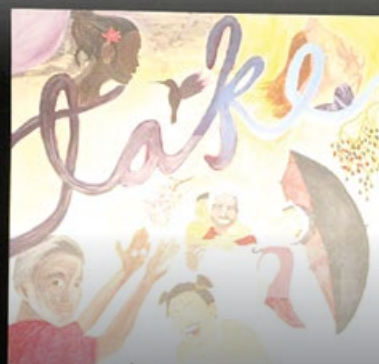
Brian Pinkney

the weak, stories about heroes who spoke up and acted when they saw injustice and mistreatment. Heroes who did the right thing even if it was hard. Heroes like the ones featured in the books by Andrea Davis Pinkney and Brian Pinkney. They've created books that tell the stories of heroes like Sojourner Truth and those who fought against slavery, and heroes like Martin Luther King, Mahalia Jackson, and all those who stood up for civil rights and equality. With Andrea's powerful words and Brian's incredible colors and lines, they really bring these inspiring stories to life."

Learn more about Words Take Wing at <http://education.ucdavis.edu/words-take-wing>. To make a gift to support literacy, visit <http://giving.ucdavis.edu/wtw> or contact Loretta Pehanich, associate director of development, at (530) 752-8053 or lapehanich@ucdavis.edu.



Christopher Strazzo



SPECIAL THANKS TO OUR WORDS TAKE WING SPONSORS AND SUPPORTERS

Sutter Children's Center, Sacramento, is the School of Education's Co-Sponsor of *Words Take Wing: Honoring Diversity in Children's Literature*. This year, Sacramento Public Library also sponsored the event.

The following donors made the 2014 program possible:

Organizations

- Children's Miracle Network
- Raley's
- Sutter Children's Center, Sacramento
- UC Davis Children's Hospital
- Western Health Advantage

Individuals

- Joanne and Michael Banducci
- Cheri and George Barden
- Marlys Bickley
- Judith Blum
- Joanne Bookmyer
- Shannon and Chris Cannon
- Bob and Wendy Chason
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- Anna and Dennis Kato
- Peter Keat
- Amy Medovoy
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- Anthony and Patricia Philipps
- Andee Press-Dawson
- Sandi Redenbach and Ken Gelatt
- Yvonne Seeders
- Ruth and Floyd Shimomura
- Joseph Silva, Jr.
- Patricia Wong



DINNER WITH A SCIENTIST

Brings Hundreds of Youth and Scientists Together for Third Year

The Sacramento Area Science Project (housed in the UC Davis School of Education's CRESS Center) and the Powerhouse Science Center in Sacramento hosted two Dinner with a Scientist events this academic year in December and May. The biannual event brings together junior high and high school STEM teachers and their students from the greater Sacramento area to have dinner and conversation with real-world scientists (many from UC Davis).

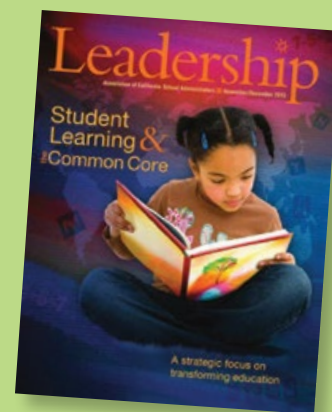
The School extends a special thank you to three organizations who helped fund the dinners this year: Bayer CropScience, Intel and PASCO Scientific. For more information about supporting Dinner with a Scientist, please contact Loretta Pehanich, associate director of development, at (530) 752-8053 or lapehanich@ucdavis.edu.

For more information on the event, visit <http://education.ucdavis.edu/post/dinner-scientist>.

Leveraging Funding for Expanded Learning Article

In an article in the November/December 2013 *Leadership* magazine, a publication of the Association of California School Administrators (ACSA), the UC Davis School of Education's **Renee Newton**, **Frank Pisi** and **Joanne Bookmyer** make the case for California school districts with expanded learning programs to use a portion of the extra Common Core funding they are slated to receive to ensure children in out-of-school-time programs are well prepared to tackle the new standards.

Link to the magazine and read the full article at <http://www.acsa.org>. Newton is the director of the Center for Community School Partnerships in the School's CRESS Center, Pisi is director of the California AfterSchool Network, and Bookmyer is director of collaborative projects.



PHYSICS

Play, Scientific Modeling, and Digital Technologies: A Case Study of Learning Physics Through Pretend Play

Children in school still spend a lot of time sitting and listening, despite a push toward a more interactive and collaborative learning environment, according to **Noel Enyedy**, associate professor in the Urban Schooling Division of the Graduate School of Education and Information Studies and Director of Research at the UCLA Lab School.

Enyedy shared his research in February as part of the UC Davis School of Education's Distinguished Educational Thinkers speaker series. He works to harness the activities found in children's playtime and align them with schooling to create excitement over learning.

During a "pretend play," there are no wrong answers and less reluctance to share ideas with others. "This is the attitude we want kids to take towards learning activities in early childhood education," said Enyedy.

When rules are introduced into pretend play, Enyedy argues, it becomes a form of inquiry as those rules are negotiated and reflected upon by the children. "That combination of rules and inquiry makes pretend play a bridge towards scientific modeling. We want to use pretend play as a way to engage kids deeply in the concepts of science," said Enyedy.



Noel Enyedy

Educators can use the rules negotiated in pretend play to direct pretend play in classrooms, Enyedy said, using the constraints imposed by physics as an example. By using augmented reality technology, children can embody objects within a virtual world. During the augmented reality play, the children's movements are simulated in the virtual world. They encounter new rules and constraints that require inquiry and social reflection by the children, leading to a form of scientific modeling. Enyedy found that by adding the new dimension of augmented reality to their learning, 88 percent of students' scores increased.

Enyedy, however, emphasizes that the mere use of technology is not teaching. "Technology is used to spark conversation and give children and teachers resources to move conversations in productive ways," said Enyedy.

Enyedy's goal is to create a representative and technological infrastructure that starts with pretend play as a creative, safe, and exciting activity and builds toward scientific modeling. This transition should help children "use the symbol systems in pretend play in a way that is grounded in a meaningful experience so they can make sense of those things," said Enyedy.

Dean Addresses Graduates at Air Force Community College Graduation

Dean Harold Levine made the keynote address at this year's graduation ceremony of the Community College of the Air Force (CCAF), held at Travis Air Force Base. The CCAF is the largest community college system in the United States, with 322,000 registered students and affiliated schools in 37 states and nine foreign locations. The dean was asked to speak about the importance of higher education and to encourage the graduates to continue their studies in pursuit of a bachelor's degree.

"Higher education is the engine of our democracy," the dean told the graduates. "It is the one place charged with the responsibility to shine a light on the big issues we must tackle to ensure a stable and hopeful future. As we progress through this new century, we must not shirk from this responsibility. We must continue to demonstrate the power of knowledge to make the world more prosperous for more people."



Harold Levine



Globe Academy

for Teachers Provides Unique Professional Development Opportunity

“**I**n Shakespeare’s time, it was said that people came to ‘hear’ the play,” said **Margo Gunn**, an actress and education practitioner from Shakespeare’s Globe Theatre in London, in an April workshop for 12 teachers who were chosen in January to participate in the 2014 Globe Academy for Teachers.

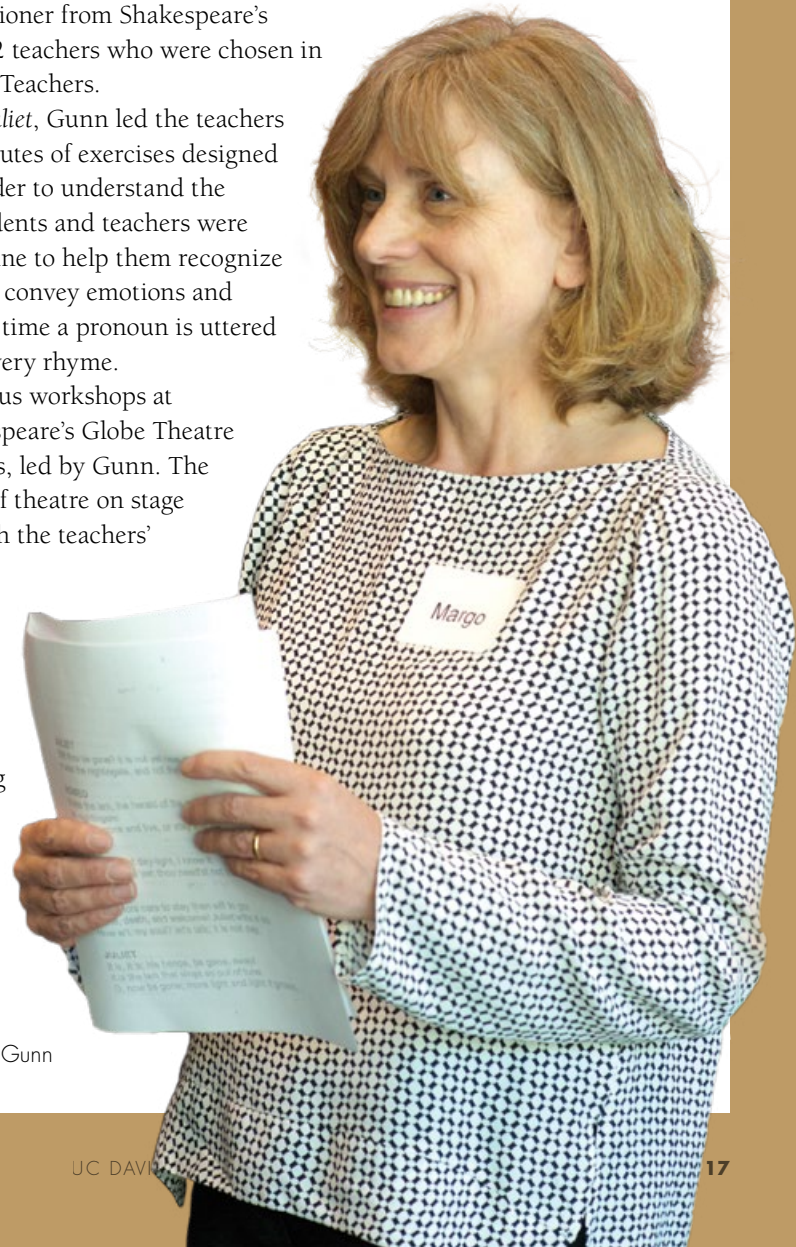
With a deep focus on the language of *Romeo and Juliet*, Gunn led the teachers and students they brought with them through 90 minutes of exercises designed to help them “listen” to the language of the play in order to understand the meaning of the action. For many of the exercises, students and teachers were directed to connect something physical to a word or line to help them recognize how Shakespeare used language, especially rhyme, to convey emotions and intentions, for instance having adversaries point each time a pronoun is uttered or having lovers take a step toward each other with every rhyme.

Globe Academy teachers have attended two previous workshops at UC Davis and will spend two weeks in June at Shakespeare’s Globe Theatre in London to work with Globe Education practitioners, led by Gunn. The Academy experience will culminate in a festival day of theatre on stage at the Mondavi Center in the fall of 2014 during which the teachers’ students will perform a condensed version of *Julius Caesar*.

The Globe Academy for Teachers, a partnership among Los Rios Community College District, the UC Davis School of Education, the Mondavi Center, and Shakespeare’s Globe in London, is a professional development initiative that provides in-depth learning opportunities for selected drama and English teachers of grades 7–12 and community colleges in the Sacramento region.

This year’s academy is the eighth. Gunn spent ten days in Northern California, facilitating workshops for Globe Academy alumni in their classrooms.

Margo Gunn



Graduate Group in Education Faculty and Student Research Showcase

By Charisse Ceballos

Faculty and students of the Graduate Group in Education showcased their research for colleagues and alumni in May. It was a great opportunity for one-on-one discussions with faculty and students about their presentations from regional and national conferences, some focusing on digital learning, some on writing and mathematics, and one on Assistant Professor **Kevin Gee's** evaluation of nonformal education in Bangladesh.

David Coad, PhD student and Co-Chair of the EdGSA (Graduate Students in Education), presented "Opening the Door to Multimodal Composition: Teaching the Transference of Rhetorical Skills from Social Media to Multimodal Projects." Students were asked about applying their social media skills to create presentations, websites, or other digital media for class. Coad looked at how rhetorical skills, such as development of a persona and targeting messages to particular audiences, required in social media communications can translate to discourse and writing in the formal classroom setting.

Other research topics presented included:

- Digital Literacy Across the Curriculum
- Writing Partners and the Bridge between High School and College Writing
- Greetings from the Learning Management System
- Writing Development and Working Memory in School-Aged Children with Autism Spectrum Disorder
- Math Talk in Elementary Classrooms
- Mathematics Classroom Discussion Observation Instrument
- Improving Educational Achievement for Marginalized Children in Rural Bangladesh via Non-Formal Education
- GET-UP: Health gaming for the "rest of your life"



First-year PhD student Matthew Zajic shares his research with Professor Chris Faltis, director of the UC Davis School of Education's Teaching Credential program.

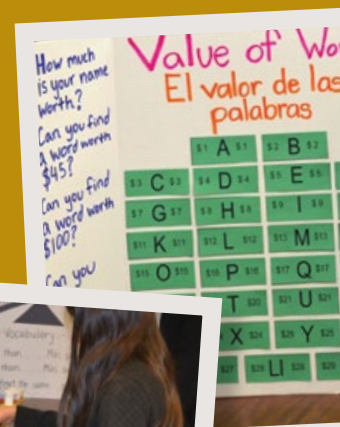
Una Tarde de Matemáticas: Family Math Day



Al Mendle

In March, **Al Mendle**, lecturer/supervisor in the UC Davis School of Education elementary teaching credential program, and his team of 50 student teachers joined the Vacaville Unified School District (VUSD) Education Forum to put on *Una Tarde de Matemáticas*, or An Afternoon of Math, following Spanish mass at St. Mary's. This is the second year that Mendle and the team have organized this event. More than 100 children and their parents participated in this community event.

"We are so grateful for all the hard work to make this possible," said Denise Frachhia, Vacaville Unified School District English learner literacy coach. Delta Kappa Gamma sponsored a book giveaway to each child.



CRESS Center Receives Grant to Build Instructional Capacity Model

The UC Davis School of Education's CRESS Center has received an augmentation award from the California Department of Education to extend and expand T-BAR (Teacher-based Reform) grant activities. This is the third round of augmented funding for this project.

Since its inception in 2009, the CRESS T-BAR project, known as the Pacific Coast Teacher Innovation Network (PacTIN), has funded three cohorts of teachers from 68 schools, providing direct support to 320 teachers. Teacher teams were awarded small grants to design and implement their own professional development.

The focus will be on exploring how diverse educational systems can support the development of instructional capacity to support teachers' participation in collegial planning and job-embedded professional learning activities.

"We found that teams who have administrator support and access to other school resources (time, structures, etcetera) seemed to fare better," said **Joanne Bookmyer**, director of collaborative projects, who leads the project at UC Davis. "One of our goals for the augmentation award is to go back to the three cohorts we funded to find out how well they were able to sustain their projects."

In addition to regional activities, CRESS will serve as the leading member of a statewide design team that includes T-BAR counterpart grants housed at UCLA and CSU Chico, along with a team from Stanford University who

will introduce an Instructional Capacity Building Framework and assist in documenting the process. The design team will produce a statewide infrastructure model and guidance document in which instructional capacity building can be disseminated and implemented at the district and school site level in support of Common Core State Standards implementation.

The CRESS team, led by Bookmyer, includes Susan O'Hara, Arthur Beauchamp, Uyen Do, and directors and teacher leaders for the subject matter projects.

To learn more about PacTIN, visit <http://teachergrants.ucdavis.edu>.

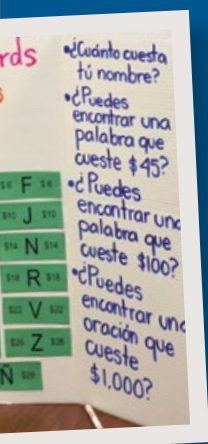


Education Staff Member Receives Prestigious Chancellor's STAR Award



MaryAnn Mellor

MaryAnn Mellor, the UC Davis School of Education's director of business operations and financial services, is one of the first recipients of the Chancellor's Staff Appreciation and Recognition (STAR) Award. This annual award recognizes outstanding contributions to the UC Davis campus and community. Recipients are individuals whose achievement and conduct go "above and beyond" in support of our campus' core values: demonstrating respect and integrity; responding courteously to the communities we serve; taking pride in your work as well as in our campus and campus community; and promoting a community.



You Got Something to Say? Say Something!

Annual Poetry Slam Season Gets Youth Ready to Compete on International Stage

Each spring, hundreds of Sacramento area students compete in local poetry competitions, or slams; ultimately, six students compete at the International Brave New Voices competition. All area students ages 12-19 are encouraged to compete in this year's slam competition. The competition is organized by the UC Davis School of Education's program, Sacramento Area Youth Speaks (or SAYS).

Performers present two original spoken word poems not longer than three minutes each. Students may compete in all open rounds to attempt to land a spot in the semi-final round. The competition began early in March and culminated in a final slam, in which 20 young people performed. Six, plus an alternate, will compete in Philadelphia in July. The SAYS team placed fourth overall in the international competition last year.

"I was really moved and impressed by this year's group of competitors," said Andre (Dre-T) Tillman, now a SAYS poet-mentor, who first competed in the SAYS competition five years ago and eventually competed at Brave New Voices. "I have never seen a more collaborative group of young poets during the slam season. They know they have a limited time on stage and are competing against each other, but still they give shout outs to each other and are very supportive." Find a link to a student-made documentary about the 2014 slam season at <http://education.ucdavis.edu/video/student-documentary-says>.

In addition to sponsoring the slam competition, SAYS hosts an annual summit at UC Davis that brings together teachers and students the program has been working with throughout the year. This year the summit was held on May 2, with Victor Rios, associate professor of sociology at UC Santa Barbara, making the keynote presentation. More than 1,000 students converged on the campus for a day of performance, writing, emcee battles and workshops. In all, SAYS touches the lives of up to 10,000 youth and teachers in the Sacramento region each year.

Watch highlights from the 2013 SAYS Summit at <http://vimeo.com/73224895>.

"My ancestors planned their revolution in my DNA."



School Honors Alumni, Students, Faculty and Supporters at

Annual Awards Ceremony

In May, the UC Davis School of Education hosted its seventh annual Honoring Educators Awards Ceremony. More than 150 alumni, staff, faculty, and friends attended the gala event held at the Walter A. Buehler Alumni Center on campus. This event is co-sponsored by the SOEAA.

Rising Star Alumnus

Dan Meyer (BS '03, Credential '04, MA '05)



After earning his bachelor's degree, master's degree, and teaching credential from UC Davis, Dan Meyer taught high school math to students who didn't like high school math. Since then he has advocated for better math instruction on CNN, *Good Morning America*, *Everyday With Rachel Ray*, and his blog. In 2010, he gave a talk on his methods for TED.com that has been viewed over one million times. He is currently a doctoral candidate in the field of math education at Stanford University.

Distinguished Alumna

Michele Dally (BA '76, Credential '77)



Michele "Shelley" Dally graduated from UC Davis in 1975 with an independent major in Developmental Linguistics. She completed her teaching credential in 1977 at UC Davis, and later received her administrative credential at Sacramento State. As principal of Markham Elementary School in Vacaville for 17 years, Shelley's motto was "We do not fit students into programs; we create the best program for each child." She retired in 2009, and in 2010 joined the UC Davis School of Education as a lecturer/supervisor.

Outstanding STUDENT

Thomas Anh Shirley (Ph.D. Candidate)



Thomas Shirley is currently completing a Ph.D. in education, with interests in psychometrics, language learners, and elearning. He holds a Master of Business Administration in International Business and a Master of Science in Computer Information Systems from the University of Miami. Prior to his current studies at UC Davis, he held roles as a mergers and acquisitions advisor and executive with McKinsey, KPMG, and General Electric (GE).

Outstanding Faculty

Joanne Banducci



Joanne Banducci, Ph.D., is a retired faculty member who served the UC Davis School of Education for nearly 20 years as a lecturer and supervisor for the multiple subject (elementary) teaching credential program. In 2005, she founded one of the School's signature events, *Words Take Wing: Honoring Diversity in Children's Literature*, which brings a renowned children's literature author to campus annually. She received the Chancellor's Achievement Award for Diversity and Community in 2007.



Outstanding Education Advocates

Dolly and David Fiddymment

Dolly and David Fiddymment have a long and rich history in education. David's great-grandmother built and taught at one of the first schools in the Roseville area in the 1880s. Both of their mothers taught at the turn of the 20th century. Dolly received her training as a teacher at UCLA in the 1940s and taught elementary school in the San Juan Unified School District for 25 years, retiring in 1981. In 2006, the Fiddymments made a \$1.09 million gift to the UC Davis School of Education to support an endowed chair in teacher education. The Dolly and David Fiddymment Endowed Chair in Teacher Education is one of only a handful of academic chairs in the country focused on teacher education.

Writer-In-Residence Inspires Teachers and Students Alike

With her boxing gloves and notebook in tow, children's literature author **Andrea Davis Pinkney** travelled from New York City to the UC Davis School of Education twice this academic year to talk with teachers about the art of crafting stories for young people and ways they can inspire their students to write.

As the School's Writer/Illustrator-in-Residence, Pinkney met with student teachers in the School's multiple subject (elementary) credential and English and social studies single subject credential programs.

Pinkney is the author of over 20 books for children, including *Alvin Ailey*, *Dear Benjamin Banneker*, and *Let It Shine: Stories of Black Women Freedom Fighters*, which won a Coretta Scott King Honor Award in 2001. Her latest award-winning book is *Hand in Hand: Ten Black Men Who Changed America*. Pinkney has been named

among "The 25 Most Influential People in Our Children's Lives" by *Children's Health* magazine.

In the fall, Pinkney met with the School's credential students to discuss how she creates her stories and to give guidance to the aspiring teachers about how they can encourage students to use their imaginations to write and share their stories. She shared how thoroughly she studies the historical accuracy of her tales, including learning to box in order to write about a young boxer, and shared details about her daily habit of swimming at 5 a.m., with a notebook always at the ready for jotting down ideas.

"The student teachers were enthralled by Andrea Pinkney's presentation in the fall," said Kim Holsberry, a retired classroom teacher who now supervises student teachers at the School of Education. "She talked about the power of writing and their own power to make writing real and relevant for their young students. She also addressed some of her personal struggles as a student, which reminded us that learning is not easy for all. Each student teacher left with an autographed book, which will be the beginning of their personal 'teaching library'. Such a wonderful gift."

In the spring, Pinkney and her husband, illustrator Brian Pinkney, visited Vacaville High School to meet with student teachers in their classrooms. The Pinkneys discussed some of their books that address challenging themes of race and politics, such as *Sit-In: How Four Friends Stood Up by Sitting Down*. The Pinkneys detailed their creative process and asked pressing questions.

Students gave a range of different answers, but all answers had one thing in common—students said they would not tolerate unequal treatment and were willing to stand up for their friends. The Pinkneys left the Vacaville High School students thinking about their own creative processes and feelings, not only when writing, but also when faced with character-challenging circumstances.

The Writer/Illustrator-in-Residence program is funded through a generous anonymous endowment. The program is designed to strengthen teachers' instructional options, student learning, and the ability to foster the development and exercise of the creative arts in the classroom.

CALIFORNIA SCHOOL PRINCIPALS GIVE HIGH MARKS TO UC-PREPARED TEACHERS



Behnaaz Ferozpurwalla (Credential '13) teaching at Grant High School in Sacramento, Calif.

P

ublic school principals in California say beginning teachers who received their credentials through the University of California are among the best prepared in the state, according to a recent survey.

The survey, conducted by Education Partnerships at the UC Office of the President, asked principals at every level of the K-12 system to rate teachers in their first three years of teaching. More than 70 percent rated their UC-prepared teachers in the top 25 percent compared to non-UC prepared teachers at their schools. Nearly 90 percent thought the “overall readiness to teach” among UC graduates was “good or excellent.”

One principal noted, “Compared to other teachers, they are at the top of the class. It takes two to three years of staff development and training for these teachers to catch up with their UC counterparts.”

In comments specific to teachers prepared by the UC Davis School of Education, one principal said, “Our UC Davis

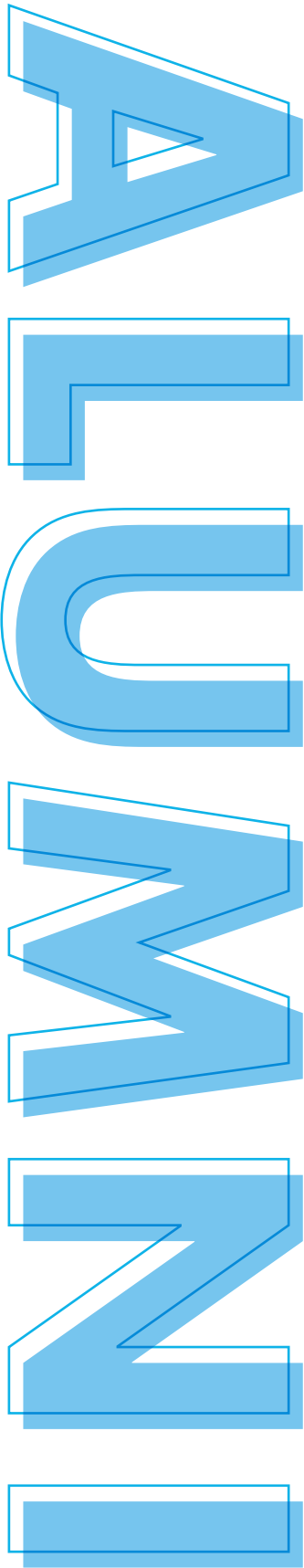
graduates have proven to be effective teachers. They have great communication skills with their colleagues and parents. They also have shared recent research with everyone. They are an asset to our school.”

Overall, principals rated UC-prepared teachers very highly in these areas:

- Knowledge of content (92.9%)
- Capacity to collaborate with colleagues (90.4%)
- Use a variety of instructional strategies (83.1%)
- Capacity to reflect on student learning to inform instruction (82.8%)
- Ability to apply relevant research to practice (82.5%)

“In all of these areas, we know our graduates excel,” said Dean Harold Levine.

Learn more about our teaching credential program at <http://teach.ucdavis.edu>.



HELP PREPARE STUDENT TEACHERS THROUGH MOCK INTERVIEWS

Perhaps the only thing more nerve-wracking than being interviewed for a dream job is the few minutes before the actual interview. Teaching credential students at the UC Davis School of Education understood this feeling all too well after undergoing three long days of over 400 mock interviews conducted by alumni and local school district administrators.

Each student spent 30 minutes with different interviewers answering actual interview questions derived from district interviews: “What role do state standards play in your classroom teaching?” “How do you meet the needs of all the learners in your classroom?”

“I don’t think it was super difficult,” said **Justin Smith**, single subject science student, “just the right blend of challenging yet comforting, knowing that this is an experience that betters me.”

Multiple subject student, **Paulina Suzan Stevens**, said she felt natural and well prepared for her interview. Stevens especially liked “that I was able to ease into it, receive feedback immediately, and now I feel more prepared for the district interviews.”



“This program has really improved the hands-on components in the classroom before completion.”

– Nancy Campos

Students weren’t the only ones who noticed their high level of preparedness. Alumna **Nancy Campos** (Credential ’69) said, “The School’s Teacher Education program has really improved the hands-on components in the classroom before completion.”

Mohini Jain, a member of the School’s Board of Advisors, also thought her interviewees did well. “I was impressed how well prepared and aware the students are of the new standards,” said Jain. “After going through these interviews, the students are absolutely ready to land teaching jobs.”

Among the school district administrators interviewing students was **Ruben Reyes** (Credential ’84), superintendent of the Robla Elementary School District in Sacramento. Reyes said he hired eight School of Education alumni for this academic year, hires new alumni every year, and even hosts a number of student teachers in his district. “UC Davis School of Education students are consistently more qualified than other applicants.” After interviewing students, Reyes said, “We are definitely excited about the possibilities with the current student teachers.”

The mock interviews are an essential learning and networking event to prepare School of Education students for their next career step. “The process is very valuable to students because it’s non-confrontational,” said **Sandi Redenbach** (Credential ’73). “We have the opportunity to coach students to attract employers and make their real interviews more effective.”

Social innovation entrepreneur **Ariel Hauter** joined the UC Davis School of Education's Board of Advisors in fall 2013. Hauter is a partner at Medina Hauter LLC, an agency that develops websites, mobile apps, and advertising for a variety of industries, as well as producing over 100 Hollywood events and developing retail products for 5th Avenue stores & hotels.



Ariel Hauter

In 2010, he co-founded and is executive director of the Play4Change Lab, a producer of video games designed to help solve social issues. He also co-founded Armchair Revolutionary, an Internet platform combining crowdfunding, gaming, and education to crowdsource activities supporting innovative social projects. Hauter has worked in the motion picture industry representing directors and writers, and in 2004, he co-founded and is executive director of The Hollywood Hill, an entertainment industry membership trade association connecting innovators and their projects in science, technology, and social issues with Hollywood professionals in the film, television, music, and gaming industries.

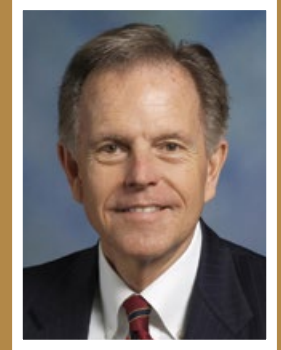
"We are honored to have Ariel serve on our advisory board," said Dean Harold Levine. "He brings an amazing mix of energy, innovation, and wisdom to our discussions, particularly around how we can improve teaching and learning through the imaginative application of technology."

Read Hauter's full biography at <http://education.ucdavis.edu/boa-profile/ariel-hauter>.

Francisco Rodriguez, a long-serving member of the School's Board of Advisors, is now chancellor of the Los Angeles Community College District (LACCD). In May, he stepped down from his position as superintendent and president of the MiraCosta Community College District.

"This is an extraordinary leadership opportunity because of its complexity as an urban district and the needs of its student population," said Rodriguez. LACCD serves more than 130,000 students and is the largest community college district in the United States.

Glen Thomas has decided to step down from the School's Board of Advisors after 10 years of service. Thomas was an inaugural member of the Board when the School started the group in 2004. In recognition of his service, the board inducted Thomas as an Honorary Advisor.



Glen Thomas

"We established the Honorary Advisors to recognize board members, and others in our community, who have made significant contributions to the School of Education and to education in general in our community," said Rick Fowler, chair. "Honorary Advisors are esteemed professionals who have identified education as a personal passion and whom we might call on from time to time for guidance and ideas. Glen more than meets these criteria as he has spent his entire life dedicated to education. He has been a classroom teacher and an administrator at the school, district, county office, and state levels."

Most notably, Thomas served as California Secretary of Education for Governor Arnold Schwarzenegger leading the effort for free digital textbooks, improving early childhood education, adopting the Common Core Standards, and seeing that California was the first state to apply for federal stimulus funds for higher education and K-12 schools.

Francisco Rodriguez

ALUMNI COUNCIL CHAIR HONORED FOR SERVICE BY CAL AGGIE ALUMNI ASSOCIATION

Sandi Redenbach (Credential '73), a retired English and theater arts teacher who overcame a tumultuous adolescence, was awarded the 2014 Aggie Service Award for her dedication of time, energy, volunteerism, and leadership in support of the Cal Aggie Alumni Association and UC Davis.

Redenbach, who serves as the chair of the UC Davis School of Education's Alumni Council, was a teacher in Woodland for more than 20 years and in 1988 established an independent learning program, which still operates serving at-risk youth. She has authored numerous articles and books and has funded an endowment to provide scholarships for students committed to improving education for those at risk of not succeeding in school. She is also recognized for exceptional

volunteer leadership and support of philanthropy at UC Davis.

In her acceptance remarks, Redenbach said, "Volunteering is my way of reaching out to others, my way of feeling that I fully exist. By helping others accomplish their goals—large and small—I feel fulfilled, connected and important. Being a part of something larger than myself reminds me that I can make a contribution. I am humbled at being singled out for recognition of my service.

"Role models have always inspired me toward a mission to make a difference in the world. The most compelling act of service I have rendered is that of a classroom teacher. At my urging and modeling my students performed many hours of community service during their high school years. I will continue to model that behavior until the day I die."

Rich Engel, assistant vice chancellor for alumni relations, Sandi Redenbach, and chancellor Linda Katehi



Five Alumni Teachers Together at Unique Charter School

Five alumni from the School's teaching credential program teach at a one-of-a-kind public charter school in Sacramento. **Alison (McComas) Chavez** (Credential '10, MA '11), **Kelly Cooper** (Credential '12), **Jenny Haller** (Credential '13, MA '14), **Adrian Peer** (Credential '12, MA '13), and **Amanda Zimmerman** (Credential '13, MA '14) all teach at Sacramento Valley Charter School, the first charter school in the United States established by the Punjabi community. Teachers provide standards-based curriculum, as well as Punjabi language studies.

The school opened in fall 2011 serving grades K-6. In 2012 and 2013, grades 7 and 8 were added. Chavez teaches third grade; Cooper teaches second grade language arts and social science; Haller teaches second grade math and science; Peer teaches fourth grade; and Zimmerman teaches humanities to sixth, seventh and eighth graders.



Alison (McComas) Chavez



Kelly Cooper



Tony Barcellos (PhD '05) received the American River College Patrons Club's 2014 Faculty Chair. The annual award recognizes an American River College professor for exceptional teaching, commitment, and service to education. Barcellos was selected for the breadth and depth of his teaching skills in mathematics, from the most basic to most advanced courses. The award is also

made in recognition of Barcellos' long service to American River College, teaching there since 1987, serving on many committees and providing leadership as chair of the mathematics department. The Patron's Club award includes a \$1,500 honorarium. Barcellos also funds an endowed scholarship fund in the UC Davis School of Education. Read more about Barcellos at: <http://education.ucdavis.edu/alumni-profile/anthony-tony-barcellos>.



The concussion management program, led by **Nancy Chinn** (EdD '10) at Santa Rosa Junior College, was named as the 2014 Grand Silver winner of the NASPA (Student Affairs Administrators in Higher Education) Excellence Awards. Chinn, chair of the Disability Resource Management Department, also co-authored with Paul Porter (Sonoma State University)

"Concussion Management in Community College Athletics: Revealing and Understanding the Gap Between Research and Practice," which discusses the relevance of concussion management in athletics to community college administrators, faculty and support service providers, and includes Chinn's research findings on the management of concussion in California Community College football.



Michael Lawson (PhD '11) has received a Review of Research Award from the American Educational Research Association (AERA). The award recognizes an outstanding review of a research article published in one of the AERA's publications.

Lawson is an assistant professor of human development in the College of Community and Public Affairs at SUNY Binghamton University.

Jennifer McKinnon (Credential '78, EdD '13) received an honorable mention from the American Education Research Association for her dissertation titled "An Organizational Theory Perspective of No Child Left Behind."

Pam Spycher (PhD '07), senior research associate at WestEd, just released *The Common Core State Standards in English Language Arts for Grades K-5*, published by Tesol Press. The book provides concrete ideas for engaging English learners in a range of intellectually rich tasks using a variety of text types. Each chapter provides Reflection Questions and Action Plans that are useful for practicing teachers, pre-service teachers, graduate students, academics, researchers, and professional development providers. Purchase the book at <http://www.tesol.org>.



Mark Palmerston (BS '02, Credential '03, MA '04) has been named executive director of Santa Ynez Valley Charter School. He previously served as assistant director of Family Partnership Charter School in Santa Maria. He is a doctoral candidate in Educational Leadership at California Lutheran University.

Ken White (BA '72, Credential '73) has written *Getaway Day*, a coming-of-age novel set against the backdrop of the 1962 World Series. The novel is published by Tate Publishing and is available through the publisher, Amazon and Barnes & Noble. White studied English and history at UC Davis before receiving his teaching credential. He worked on campus for Instructional Television from 1969-75 and for the College of Engineering from 2006-09.

Maria-Cecilia Gomez (PhD '13) won the annual Outstanding Dissertation Award from the California Council on Teacher Education this fall. She credits her dissertation committee (Barbara Merino and Chris Faltis, professors of education, and Cecilia Colombi, professor of linguistics) with inspiring her work.



Jenny Haller



Adrian Peer



Amanda Zimmerman

"I love the fact that foreign language is part of student learning at our school," said Peer. "Not only does it serve a functional purpose for our students, but having a second language also helps our students become more well-rounded individuals. I also enjoy working at SVCS because of the trust my principal puts in me as a professional. As a result, I am allowed to grow as a teacher."

Find out more about the school at <http://sacvalleycharter.org>.

In Memoriam

Jack Wallace

(Credential '79) died in his Roseville home in February. He was 82. He spent 27 years as a military police officer and Russian linguist before attending UC Davis. He taught languages in Roseville high schools for 16 years.

ALUMNI, STUDENTS AND FACULTY PRESENT Research at Northern California Educational Leadership Forum

In February, faculty, students, and alumni of the UC Davis and Sonoma State's joint Capital Area North Doctorate in Educational Leadership (CANDEL) program participated in and presented research at the first annual Northern California Educational Leadership Research Symposium.

The symposium is sponsored by a consortium of five California State University Educational Leadership Doctoral Programs in Northern California: CSU Sacramento, CSU Stanislaus, CSU East Bay, Sonoma State University / UC Davis, and San Francisco State University. The symposium's goal is to promote a culture of inquiry among faculty and students of the programs and to provide an exchange of views with practitioners in the field about findings and recommendations of doctoral dissertations.

The following CANDEL alumni presented research in areas ranging from closing the achievement gap to expanding higher education access and providing support to P-12 students, teachers and leaders:

- **Nelda Mackey** (EdD '14): High School Counselors Caseload Assignment Models: Counselors Voices about What Works and Why
- **Daniel Zaich** (EdD '13): Parents' Experience with School Choice

- **Cara Mendoza** (EdD '13): The Effects of the Layoff Process on K-12 Teachers: How Do Multiple Years of Layoff Notices Affect Teacher Attitude, Persistence, and Practice
- **Margaret Williams** (EdD '13): "Why Can't We Get More Minority Applicants for Our Openings?" African American Leadership at Rural and Least Culturally Diverse Communication College Administrators: Staying or Leaving
- **Steven Crow** (EdD '14): The Significance of the Transfer Mission of the California Community Colleges
- **Joseph Darin** (EdD '14): An Examination of the Persistent Recommendation to Grant the California Community Colleges Chancellor's Office Greater Authority and the Reactions of Stakeholders to This Recommendation
- **Jennifer McKinnon** (EdD '13): Policy Language as Paradigm: An Organizational Theory Perspective of No Child Left Behind

Viki Montero, Sonoma State CANDEL co-director and faculty member, also facilitated a session entitled The Future for Community College.

Dr. Paula Lane, Sonoma State University and CANDEL faculty member, facilitated a session titled Governance, Accreditation and Internalization Policies.

FACULTY NEWS & NOTES

Professor Jamal Abedi has received a 2014 Distinguished Scholarly Public Service Award from the UC Davis Academic Senate. The award recognizes significant contributions to the world, nation, state and/or local community through distinguished public service. Up to four (4) awards are made annually. Read more at <http://education.ucdavis.edu/news-release/jamal-abedi-recognized-peers-distinguished-public-service>.



Heidi Ballard, associate professor of education, co-wrote a piece for the magazine *Science* in March. The policy forum highlights the growth and evolution of citizen science projects. The authors address concerns about validity of data collected by nonscientists and offer several examples that "demonstrate how citizen science can provide opportunities for people of many backgrounds and



cultures to use science to address community-driven questions." The authors recommend creating centers that could centralize and synthesize the data collected by citizen scientists for greater impact and reliability. Read the full article at <http://www.sciencemag.org/content/343/6178/1436.short>.

Michal Kurlaender, associate professor of education, has joined an elite group of UC Davis faculty members named 2013-14 Chancellor's Fellows. The honor recognizes outstanding records of achievement among early career faculty. Each fellow receives a \$25,000 prize to support his or her research, teaching and service activities. Kurlaender retains the title of Chancellor's Fellow until July 1, 2018. Kurlaender was also named among the 200 most influential education researchers in the country (of more than 20,000 in the U.S.) for the ability to translate her research in settings outside of academe. The 2014 Edu-Scholar Public Influence Rankings honor is bestowed by the American Enterprise Institute's director of education policy studies Frederick M. Hess who explained, "The rankings offer a novel way of assessing the influence that scholars are having" in the public arena.



Dean Harold G. Levine shared his thoughts on preparing teachers for 21st century classrooms in the March/April issue of

Alumni Council: Update from the Chair

Sandi Redenbach (BA '72, Credential '73)

Greetings to all of the UC Davis School of Education's alumni and supporters.

Spring is a great time to look forward and celebrate new beginnings and directions. In that spirit, I am pleased to draw attention to the many ways we can all renew our passion for education, reflect on our time at UC Davis, and commit to getting more involved with our alma mater.

One of the best ways to get more involved is through engagement with the School of Education Alumni Association (SOEAA), which welcomes all education alumni and friends who seek personal, professional, and intellectual connections with the School of Education and UC Davis. All education alumni may opt in to become members of the SOEAA, so be sure to check out the benefits of getting involved at <http://education.ucdavis.edu/soeaa-alumni-association>.

The Alumni Council has been working hard to complete a strategic planning process we launched when the SOEAA was established at the beginning of the academic year. We have laid



Sandi Redenbach

out some short-term goals for the year, including playing a major role in the School's annual Honoring Educators Awards Ceremony (see p. 21) and participating in mock interviews with our teacher education

students to ensure they put their best foot forward when seeking a position (see p. 24). At our retreat this June, we will finalize some longer-term goals and programs for our alumni.

Another great way to get involved is to join the Alumni Council, a dedicated group of people who meet monthly, share ideas, provide feedback to the School's leadership, and participate in several events during the year.

I hope you enjoy reading this issue of the *Catalyst* and reflect on all the great things going on here and on all the ways you could be a part of making this an even greater place for our students, faculty and fellow alumni. Enjoy your summer. We look forward to seeing you in the fall.

Join CAAA

If you are an education alumna or alumnus, you may have received a letter in the fall telling you about the SOEAA and the benefits of joining CAAA. For more information or to join the CAAA, please visit <http://alumni.ucdavis.edu/caaamembership>. Enter code SOE13 to ensure part of your membership fee goes back to the SOEAA.

Leadership, a publication of the Association of California School Administrators. The dean answers questions ranging from how we prepare our student teachers to tackle the state's content standards to how we recruit for diversity and ensure our students are meeting the needs of all students. Find a link to the magazine and the full Q & A at <http://www.acsa.org>.

In recognition of his scholarship on the use of language among Black and Latino youth in urban English Language Arts classrooms, the National Council of Teachers of English Assembly for Research (NCTEAR) has honored **Danny**

C. Martinez, assistant professor of education, with an award for his continued work to increase diverse perspectives into how we examine language and literacy in multicultural and multilingual communities. Read more at <http://education.ucdavis.edu/news-release/danny-c-martinez-honored-research-black-and-latino-youths-language-and-literacy>.



New Faculty Appointments

Marcela Cuellar will join the UC Davis School of Education in July as an assistant professor in higher education leadership. Cuellar received her doctorate in Higher Education and Organizational Change at the UCLA Graduate School of Education & Information Studies. She also was a recent postdoctoral research associate at the Center for Enrollment Research, Policy, and Practice at the University of Southern California. Her research focuses on Latino student success in higher education.

Megan Welsh will join the School in July as an assistant professor in educational assessment and measurement. Welsh comes to us from the University of Connecticut, where she has served as an assistant professor since 2008. Her primary areas of research include validity analysis, testing as an educational reform lever, classroom assessment, and evaluation of educational programs for underprivileged children and families.

Francisco (Paco) Martorell will join the School as an assistant professor in July. Martorell completed his PhD in economics at UC Berkeley and has been a professor at the Pardee RAND Graduate School since 2006. His broad research interests include the effects of college remediation on academic and labor market outcomes, the impact of exit exam performance on student outcomes, and percent plans, automatic admissions, and college enrollment outcomes.

STUDENT NEWS & NOTES

PhD student **Elizabeth Flores** received a fellowship from UC MEXUS-CONACYT (University of California Institute for Mexico and the United States). The UC MEXUS-CONACYT doctoral fellowships provide up to five years of funding for Mexican students doing their doctoral studies at any of the University of California campuses. Flores is a second-year PhD student studying School Organization and Educational Policy.

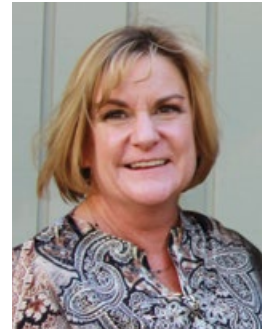
PhD Student **Angie Cortes** received the 2014-15 UC Davis Dissertation-Year Fellowship. Only six 12-month fellowships are awarded each year to doctoral students who are in the final stages of their doctoral work demonstrating strong potential for university teaching and research. Recipients receive a stipend of \$25,000 and their in-state fees are covered. They also receive a research fund of \$500 and a travel allowance of \$500.



Angie Cortes

PhD student **Miriana Gray** has been selected as a UC Davis Professor for the Future Fellow for the 2014-15 academic year. Professors for the Future (PFTF) is a year-long competitive fellowship program designed to recognize and develop the leadership skills of outstanding graduate students and post-doctoral scholars who have demonstrated their commitment to professionalism, integrity, and academic service.

PhD student **Anne Stephens** has been appointed for a three-year term to the U.S. Environmental Protection Agency's National Environmental Education Advisory Council (NEEAC). The NEEAC was created by Congress to advise, consult with, and make recommendations to the administrator of the EPA on matters related to activities, functions and policies of EPA under the National Environmental Education Act. Stephens is one of 12 members writing the biennial report to Congress on the status of environmental education in the U.S.



Anne Stephens

PhD student **Kelsey Krausen** began her second term as an education research fellow with State Attorney General Kamala Harris this spring, where she conducts policy research and advises the Attorney General and her staff on education policy, with a special emphasis on truancy, chronic absence, and attendance issues at the elementary school level. Krausen coauthored the Attorney General's 2013 report titled *In School + On Track* (find the report at <http://www.oag.ca.gov/truancy>).



Kelsey Krausen

PhD student **Aparna Sinha** received a \$10,000 Dissertation Year Award for 2014-15 from the UC Davis Graduate Group in Education. She also received a travel award from the UC Davis Graduate Student Association to support her presentation of research at national conferences.



PhD Student Presentations & Papers

Miriama Gray

- “Punishing Mitchell: A Critical Examination of Racialized Push Out Practices,” presented at the conference of the Society for Applied Anthropologists in March.

Aparna Sinha

- Chaired panel on the teaching of writing at the Writing Across Borders conference in Paris in February.



Aparna Sinha

Steven Worker

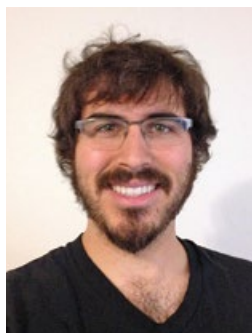
- “Engineering for Everyone: 4-H’s Junk Drawer Robotics Curriculum,” book chapter in *K-5 Engineering Curriculum Ready-to-Go*. Co-written with Mahacek, R., Wheeler, T., Frerichs, S. (in press).
- “4-H Out-of-School Time STEM Education.” *Children’s Technology and Engineering*, 18(2), 16-20. Co-written with Mahacek, R.
- “Promising Practices for Science Education in Out-of-School Time: Lessons Learned from California 4-H in Curriculum and Professional Development.” *Afterschool Matters*. Co-written with Smith, M. (in press).
- “Evaluating Adolescent Satisfaction of a 4-H Leadership Development Conference.” *Journal of Extension*. (in press).
- “Design-Based Learning in a Community-Based Youth Program: Affordances for Youth Learning and Development,” presented at the International Conference of the Learning Sciences in June.



Steven Worker

Matthew Zajic

- “Writing Development and Working Memory in School-Age Children with ASD,” presented at the annual University of California Center for Research in Special Education, Disabilities, & Developmental Risk Conference in January.
- “Understanding Writing Development in School-Age Children with HFASD & ADHD,”



Matthew Zajic

presented at the annual Conference on College Composition & Communication in March.

- “Implicit and Explicit Writing Prompt Concerns in School-Age Children with High-Functioning Autism Spectrum Disorder,” presented at the Interdisciplinary Graduate & Professional Symposium at UC Davis in April.
- “Writing Development and Working Memory in School-Age Children with ASD: Analysis of Preliminary Longitudinal Data,” presented at the International Meeting for Autism Research in May.



Lina Yamashita

PhD student **Lina Yamashita** has received a 2014 Outstanding Graduate Student Teaching Award. The award recognizes the contributions of graduate students to teaching and learning at UC Davis during 2013. Honorees are nominated by their undergraduate students and receive a certificate and small monetary award. Yamashita was recognized at an award ceremony on May 28, 2014.

Four teaching credential students, **Amy Hanson, Yesenia Idelfonso, Kimberly Leyerly, and Kimberly Tretten**, received \$2,500 scholarships from the Shirley Michel Scholarship fund.

PhD students **Leslie Banes, Matthew Zajic, and Renatta DeFever** made presentations at the inaugural UC Davis Symposium on Language Research in April:

- “Exploring Third Grade Students’ Beliefs and Understanding of Mathematical Word Problems” – Banes
- “Language Acquisition Trajectories of English Learner Students: Examining Student and School Factors” – DeFever
- “Write About Your Favorite Game and Give at Least Three Reason Why You Like It’: Comparing Written-Language Use of School-Age Children with HFASD and ADHD during a Standardized Writing Task” – Zajic

Several of the School of Education's most generous supporters are featured on the "One Campaign, One Hundred Stories" website.



Mohini Jain



One Campaign, One Hundred Stories

Behind every gift to UC Davis there is a story — a narrative of how people are fulfilling their life's passion by sharing it with others through a philanthropic gift. To honor some of the 100,000-plus donors who were inspired to give to UC Davis through its first comprehensive fundraising campaign, UC Davis has compiled 100 stories of inspiration and impact.

Several of the School of Education's most generous supporters are featured on the "One Campaign, 100 Stories" website at <http://giving.ucdavis.edu>. Click on Impacts of Giving to access the stories.

We invite you to read and share the accounts of these people who have transformed UC Davis and the School and made a difference in the lives of people throughout California and the world with their generosity. And to all of our donors, a sincere Thank You!

Mark Friedman: An honorary advisor on the UC Davis School of Education's Board of Advisors, Mark Friedman is also a member of the Dean's Leadership Circle.

Sandi Redenbach (BA '72, Credential '73) and **Ken Gelatt** (BS '67, Credential '68): Sandi Redenbach and Ken Gelatt made the School's first estate gift and have been among our most generous donors. Redenbach is the chair of the School's Alumni Council.

Dolly and David Fiddymment: The Fiddymments established the Dolly and David Fiddymment Chair in Teacher Education, the School's first endowed chair and one of only a handful in teacher education in the nation.

Mohini Jain: A member of the School's Board of Advisors and the UC Davis Foundation, Mohini Jain and her family established the Mohini Jain Family Foundation Award at UC Davis to provide annual support for PhD students in the School of Education. Last fall, Jain made two gifts in response to the UC Davis Foundation's matching fund for graduate scholarships. Read an expanded version of Jain's story on page 33.

MaryAnn Peoples/Boyd Family Foundation: The Boyd Family Foundation provides a scholarship for a School of Education teaching credential student each year.



Mark Friedman

A Life Borne of INSPIRATION



By Donna Justice

Every aspect of **Mohini Jain's** life has been borne by inspiration from others. Giving back to her community and to the UC Davis School of Education is her way of passing it on.

The youngest of six girls, Jain was inspired by her mother who defied her station in life to uplift the lives of others by establishing a school for women and girls in India in the 1950s—a time during which women were not even allowed to leave home alone. What began with three women in 1950 evolved into a school that today serves more than 2,000. One of Jain's sisters now runs the school.

"My mother was not educated, but she understood that education meant liberation, especially for women," said Jain whose mother recently passed away at the age of 97. "In India, in the 1950s, it was considered a kind of curse to have girls. My parents never made us feel that way and always put our education first."

"Education is the start of all the other sciences and disciplines. Without educators, there would be no engineers, doctors or botanists."

– Mohini Jain

It was a teacher's love of flowers that inspired Jain to study science and work as a microbiologist at UC Davis in the 1980s. "My connection to UC Davis began with my husband, Anil, who taught engineering at UC Davis for ten years until he passed away in 1988," said Jain.

The Davis community's rich culture of knowledge and learning inspired Jain to eventually leave the lab and become a high school teacher in the area. For

18 years, Jain taught Honors Biology and Physiology in West Sacramento and Davis. "I don't think most people realize how hard teachers work or how much time it takes," said Jain.

To honor those that inspired her and to motivate others, Jain has made giving to UC Davis a priority. She made her first gift in 1988 to support scholarships in the College of Engineering in honor of her husband.

More recently, her family established the Mohini Jain Family Foundation Award at UC Davis to provide annual support for PhD students in the School of Education. The endowment provides annual support for students whose work has the potential to improve public education. "Supporting educational researchers, especially within the School of Education, is so important because the School is really on the edge of the sea change that is taking place in education, and the ability to prepare educators begins with the research," said Jain.

Last fall, Jain made two gifts in response to the UC Davis Foundation's matching fund for graduate scholarships. "Our family owes much to this university. It only makes sense to give back." All three of Jain's children are engineers; two are UC Davis alumni.



Photos of Mohini Jain's mother and father courtesy of Mohini Jain.

Alumni Establish New Matching Fund for Scholarships

To help train the next generation of STEM teachers, **Nancy** (BS '74, Cred '75) and **Tom Patten** (BS '74, MS '76) have pledged \$100,000 to establish the Next Generation STEM Teaching Award, a matching fund to support student scholarships in the UC Davis School of Education.

Every gift to the Next Generation STEM Teaching Award is matched dollar for dollar by the Pattens' match, with a goal of raising an additional \$100,000 in gifts.

"We invite UC Davis alumni and other supporters to join us in making an investment in the future," said Nancy. "We are most excited about this opportunity to double the impact of our gift and to inspire others to support our effort."

The fund will support scholarships for School of Education teaching credential students who have the interest, passion, and aptitude to teach STEM-related subjects in K-12 public schools.

In California, the demand for professionals in STEM (science, technology, engineering, and math) fields will grow nearly 20 percent by 2018. Yet too few graduates are prepared to enter STEM fields.

The Pattens believe that enthusiastic and well-prepared teachers are the key to unlocking the state's potential for innovation and prosperity through STEM.

"No one has more power than a classroom teacher to reach and excite children about learning," said Nancy, who discovered

her love of teaching after helping another student in high school.

By preparing UC Davis educators to inspire the next generation of students to pursue STEM majors and careers, the School of Education strengthens California's and the nation's ability to tap the true potential of its future engineers, scientists and mathematicians.

"Great teachers can make all the difference," said Tom, who studied engineering at UC Davis.

Double Your Impact: Make Your Gift Today

To support this matching fund, visit <http://giving.ucdavis.edu/schooled/stem>. Every gift is matched dollar for dollar, doubling your impact on a future teacher. Make your gift today online or contact Loretta Pehanich, associate director of development, at lapehanich@ucdavis.edu or (530) 752-8053.



Nancy and Tom Patten

Fund Established to Support Agriculture Education

At the end of 2013, the UC Davis School of Education announced the creation of the **Tom Barcellos** Award in honor of the 2013 Farmer of the Year in Tulare County.

When fully funded at \$25,000, the Tom Barcellos Award will provide funding every year, in perpetuity, to support:

- Opportunities to visit and learn from innovative and progressive agriculturalists
- Annual tours of agricultural industries
- Attendance at conferences that support agricultural teachers, such as the National FFA convention and California Agriculture Teachers Association Conference
- Scholarships

To date, the fund has \$9,000. To make a gift to the fund, visit Facebook at <http://www.facebook.com/TomBarcellosFund>. Download and complete the form provided and mail to Loretta Pehanich, UC Davis School of Education, One Shields Ave, Davis, CA 95616.

In 2006, Tom Barcellos was named that year's Conservation Tillage Farmer Innovator by the University of California and the USDA Natural Resources Conservation Service. In 2010, Barcellos and his family were designated the Dairy Family of the Year.



Tom Barcellos

Teacher Education Veteran Joins School

In December, the UC Davis School of Education welcomed **David Jelinek** as associate director of teacher education. Jelinek comes to the position with a wealth of experience as a classroom teacher and administrator and after nearly two decades serving as an education professor at California State University, Sacramento (CSUS).

Jelinek, professor emeritus at CSUS, replaces long-time associate director Barbara Goldman, who retired last year.

“Dr. Jelinek comes to us with a long history of successful teaching and leadership in teacher education,” said Paul Heckman, associate dean. “We are so pleased that he has decided to bring his many skills and dispositions to our teacher education program and to help further advance the many positive attributes of the program.”

Jelinek said he was drawn to the “entrepreneurial and innovative environment” of the School. His career reflects a love for start-ups and research-based approaches to education, combined with a solid foundation in education leadership, teacher preparation, and assessment. He was the founding faculty member of a Waldorf school in Santa Barbara more than 30 years ago, and he has taught every grade from kindergarten through twelfth.

“I have always been drawn to alternative, innovative and entrepreneurial ventures, so I was attracted to the School’s real commitment to a cutting-edge approach to looking at teacher education,” said Jelinek.



David Jelinek

Citing UC Davis’s expertise in theory and research as a plus for teaching credential students, Jelinek noted the School’s mission to bridge research and practice is not just a label, but a lived experience. “Our program is very hands on and deeply embedded in the practical world. In fact, our students receive more extensive field experience than those in the CSUs,” said Jelinek.

Most importantly, he points to the amount of expertise and time the teacher education faculty spend with students on lesson plans and strategies. “Our faculty focus on the ‘why’ in addition to providing the tools,” said Jelinek. “Lots of people can teach how to write a good lesson plan, but our faculty dig deeper to make a theoretical connection. This is just one of the ways we operationalize the theory-practice connection and ensure our alumni are prepared to make evidence-based decisions about their practice.”

In addition to his primary responsibility to oversee the day-to-day operations of the teacher education program, Jelinek works closely with the director of the program, **Chris Faltis**, and the faculty on the curricular aspects of the program, commending yet another oft-cited strength of our alumni: subject knowledge.

“I would like to see our teacher education program serve as a model for what leading-edge teacher preparation can look like,” said Jelinek. “We already are very respected in our region; now we need to work on demonstrating our approach in the larger context of the state and nation.”

School of Education Exceeds Fundraising Goal in The Campaign for UC Davis

As the campus wraps up its first-ever comprehensive fundraising campaign, the UC Davis School of Education celebrates surpassing its ambitious goal of \$16 million. As of March 31, 2014, the School has raised \$18,020,541, more than \$2 million over its goal for The Campaign for UC Davis.

“We are humbled by the passion and commitment of our donors,” said **Dean Harold Levine**. “It is astounding to me that when we set the goal of raising \$16 million in 2006, we were just getting started. We’ve grown tremendously, both in size and stature, and that is due in no small part to the generosity and vision of our donors. The Campaign for UC Davis has truly helped shape the School.”

In fact, the tenure of The Campaign has run nearly concurrently with the tenure of the School. In 2002, the School had no endowment, very little connection to alumni, and no philanthropic record of achievement. The Campaign for UC Davis empowered the School to build a culture of philanthropy and reach its campaign goal nearly a year ahead of schedule.

The Campaign for UC Davis ends on May 31, 2014.

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UPCOMING EVENTS

School of Education Graduation

June 11, 2014, 4 p.m. – 6 p.m., Mondavi Center

Adventures in Enrichment

The School of Education offers several summer camps for grades 2-12. Learn more at <http://education.ucdavis.edu/adventures-enrichment-camps>.

Professional Development for Teachers

Area 3 Writing Project has Summer Institutes focusing on instruction using the Common Core Standards. Learn more at <http://education.ucdavis.edu/general-information/summer-open-institutes-2014>.

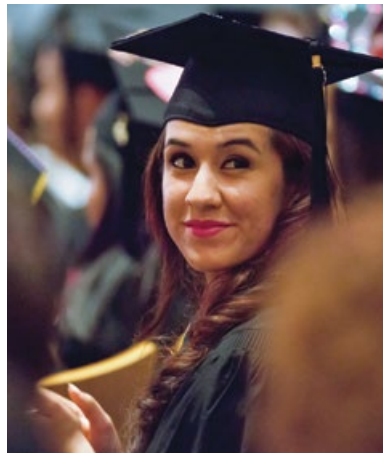
The UC Davis Math Project is offering five open institutes for teachers this summer. Learn more at <http://education.ucdavis.edu/event/ucdmp-open-summer-institutes-2014>.

In July, **the STEM Academy for Teachers** will help prepare elementary school teachers bring Common Core State Standards into their classrooms. Learn more at <http://education.ucdavis.edu/post/stem-academy-elementary-teachers>.

From August 29-31, **Shakespeare Works when Shakespeare Plays** brings teaching artists from some of the world's most respected Shakespeare theaters to campus to share active and playful approaches to enliven the teaching of Shakespeare. Learn more at <http://education.ucdavis.edu/shakespeare-works-when-shakespeare-plays>.

Fall Welcome

September 29, 2014, 5:30 – 7:30 p.m., Putah Creek Lodge, UC Davis



ALUMNI!

Let us know what you are up to, ask us questions and give us feedback at ed-alumni@ucdavis.edu



STAY CONNECTED

To receive timely news, events and other updates from the UC Davis School of Education, visit

<http://education.ucdavis.edu/news-events>

or sign up for our monthly e-newsletter at the link on our home page.

