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At the University of Southern California's Rossier School of Education, we continue to build upon our exceptional reputation as a leader in urban education with these core commitments:

- > Guaranteeing a diverse school community
- > Offering a personalized student experience
- > Seeking innovative approaches to learning
- > Providing opportunities for global exchange
- > Uniting theory and practice

futures in Urban Ed

Summer / Fall 2010

improving lives of people in our community 7

USC and the Rossier School of Education are making a difference in the neighborhoods around campus **By Tom Sayles**



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Futures in Urban Ed is published for the alumni, friends and supporters of the USC Rossier School of Education.

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Dear Friends of Rossier,

THANK YOU FOR JOINING US in making our Centennial anniversary year such a landmark for the school. Through the participation of students, faculty, staff, alumni and friends, we have enjoyed a remarkable year of celebration and achievement. Our commitment to *Innovate, Educate* and *Transform* will continue to guide our work into the next 100 years.

changing the
community

This issue of *Futures* celebrates the USC community and our local neighborhood schools and other organizations that are integral to Rossier's work. Almost every day, Rossier faculty and students are engaged in programs and research that have a direct impact on educational success in the schools that border our campus and make up our community. We are mentoring LAUSD students to get into college and to succeed there. We are training local teachers to improve their skills. We have administered programs focused on improving the English language skills of kindergarten students in the eight public schools surrounding the USC campuses. We help LA teens understand their world by engaging them with our international students in the USC Language Academy. We are collaborating in efforts like the Greater Crenshaw Educational Partnership to help more Crenshaw High School students graduate. And we have partnered with the Paramount School District, the Community College District and many others – all with the goal of effecting real change for Los Angeles students from kindergarten through college.

We are very proud to have taken up the challenge set forth by retired President Steven B. Sample almost 20 years ago – to be the best possible neighbors we can be and to assist our community in growing stronger and achieving more. Under President C.L. Max Nikias, we will continue the momentum. There are examples everywhere you look that our efforts are making an impact. We have offered many illustrations in this issue of *Futures*, and I encourage you to read through it. As an advocate and friend of the USC Rossier School, your suggestions on additional ways we might serve our community would be most welcome.

Sincerely,
 KAREN SYMMS GALLAGHER, Ph.D.
 EMERY STOOPS AND JOYCE KING STOOPS DEAN



2010 USC Rossier

Commencement & Trojan Pride Day

On May 13th, 146 USC Rossier Ed.D. and Ph.D. candidates participated in the 2010 Doctoral Commencement Ceremony. Ph.D. graduate June Ahn and Ed.D. graduate Jason Pappas were Flag Bearers for the ceremony. On May 14th, 161 USC Rossier master's candidates walked in the 2010 Master's Commencement Ceremony, which featured the School's benefactor and outgoing chair of the Board of Councilors Dr. Barbara Rossier as Keynote Speaker. Master's graduates Anna Huerta and Devika Parashar served as Flag Bearers and Commencement Speakers for the ceremony. Our master's graduates included over 60 members of the first cohort of the MAT@USC online program, most of whom were visiting campus for the first time.

Four Rossier graduates were recipients of the 2010 Student Recognition Awards this year. Ph.D. graduates June Ahn and Michelle Nayfack were selected for awards, which honor outstanding leadership, volunteerism, and commitment to the campus and community. Ed.D. graduate Guadalupe Garcia Montano, a program advisor for the Ed.D. Program Office, was also a recipient of the award. And PASA graduate Olivia Chen, Treasurer for the Education Graduate Organization, was honored with the award as well.

Prior to their commencement ceremony, the MAT students participated in Rossier's first ever Trojan Pride Day, which was designed to introduce online and on-campus Master of Arts in Teaching students, provide networking opportunities with faculty, and inform students about resources after graduation, such as alumni and career services. The special Trojan Pride Day concluded with "A Tribute to Teaching", featuring remarks by University Professor Dr. William G. Tierney about "The Best Job in the World."



Doctoral graduates (left), and master's graduates (bottom left) celebrate at the 2010 Commencement ceremony. Dr. William G. Tierney (below) delivers remarks at the first "A Tribute to Teaching" event.



HISPANIC Outlook TOP 25 Grad Schools For Hispanics

Rossier Ranked High in Ed.D.s for Latinos

Hispanic Outlook in Higher Education magazine ranked the University of Southern California number two in universities that awarded the most education doctoral degrees to Latino students.

USC Rossier ranked second only to Nova Southeastern University, which is an established Hispanic-Serving Institution (HSI). The magazine noted that USC Rossier awarded 29 Ed.D.s to Latinos in 2009 - 11 to men and 18 to women.

US News & World Report

U.S. News & World Report featured the USC Rossier School of Education and several of its programs in its new edition of "Best Graduate Schools."

The Rossier School ranked No. 6 in higher education administration and No. 10 in the administration/supervision categories.

Rossier was also ranked No. 3 among the top schools of education in funded research at \$578,300 per faculty member.


 ROSSIER AROUND THE GLOBE

> KOREA : CHINA <

In March, Dean Karen Symms Gallagher and Dr. Mike Diamond visited **Ewha Womans University** in Seoul, Korea as part of an extended trip to Asian countries. The Dean hosted alumni gatherings in Seoul and Taipei during the trip, before travelling to **Ming Chuan University** in Taiwan to give a presentation in honor of that school's anniversary celebration.

During her trip, Dean Gallagher signed a Memorandum of Understanding along with **Ming Chuan University** President Chuan Lee to establish a partnership between USC Rossier and the university in Taiwan. The MOU states that the schools will promote the exchange of scholars, students, and information and academic materials, and they will organize joint research programs and other educational activities for mutual benefit.

Back in L.A., Dean Gallagher also hosted a lunch for **Beijing Normal University** faculty as part of Rossier's ongoing collaboration with the university. Dr. Zhikui Niu and Dr. Zhiyong Zhu of the **College of Educational Administration at Beijing Normal** joined the Dean and Rossier faculty in a discussion about future student exchanges and collaboration in the Ed.D. program.

> SAUDI ARABIA <

Dr. Guilbert Hentschke returned from Riyadh, Saudi Arabia in April, after spending three months researching and teaching there as a U.S. Fulbright Scholar. His focus was the impact of globalization on higher education institutions, and his findings at **King Saud University** will be compared with similar research conducted at the University of Southern California.

> FINLAND <

Dean Gallagher traveled to Finland in May as part of a small delegation sponsored by the **Woodrow Wilson National Fellowship Foundation (WWNFF)**. The goal of the trip was to observe and understand how the Finnish educational system contributes to Finnish students' consistently high test scores.

> CHINA : VIETNAM : MALAYSIA <

A group of seven Ed.D. students traveled to Shanghai and Beijing, China, in May along with Dr. Dominic Brewer and Dr. Stuart Gothold. They visited **Shanghai Normal University, Shanghai Yangpu District Vocational Technical School, Yangpu Senior High School, Western Academy of Beijing, Beijing Institute of Education, and Beijing Normal University**.

In June, seven Postsecondary Administration and Student Affairs (PASA) students traveled to Beijing, China, as part of a Chinese higher education administration class taught by Dr. Jing Li. The group visited **Central University of Finance and Economics, Capital Normal University, and Peking University**.

In August, 13 Ed.D. and MAT students participated in a study tour to Hanoi, Vietnam and Kuala Lumpur, Malaysia.

Great Rossier Participation at AERA in Denver

More than 25 renowned faculty members and 25 doctoral candidates from the USC Rossier School of Education participated in a variety of paper presentations and sessions at the 2010 American Educational Researchers Association (AERA) Annual Meeting in Denver, CO. this spring.



Pictured at the AERA reception, clockwise from bottom left: Ph.D. student Robin Bishop, Ph.D. student Katie Moulton, Dr. Alicia Dowd, Ph.D. student Kris DePedro, Ph.D. student Monica Esqueda, Ph.D. student Misty Sawatzky, and Dr. Melora Sundt.

Dr. Ron Avi Astor received AERA's Division E Outstanding Research in Counseling Award for his paper, "School violence and theoretically atypical schools: The principal's centrality in orchestrating safe schools," which was published in the *American Educational Research Journal* in 2009.

Dr. Michelle Riconscente was elected treasurer of AERA's Motivation in Education Special Interest Group for the 2010-2012 term.

USC Rossier Board of Councilors Update

The USC Rossier School of Education Board of Councilors has announced several changes.

Alumna Barbara Rossier (Ed.D. '71) retired from many years of service as chair of the board. In honor of Dr. Rossier's service, a jacaranda tree was planted at the east entrance to Waite Phillips Hall as a symbol of the school's growth under her philanthropy and leadership. The tree is accompanied by a new bench and brick pad with an inscribed plaque dedicated to Dr. Rossier.

Ira W. Krinsky has been installed as the new chair. Dr. Krinsky is a Senior Client Partner for the executive recruitment firm, Korn/Ferry International. Prior to his career in executive search, he served as assistant superintendent of public schools in Levittown, New York, and as deputy superintendent of public schools in Pomona, California.

Two new members have joined the board.

Cindy Shueh Lin is the General Manager of PepsiCo Foods Taiwan. She earned her MBA degree from the USC Marshall School of Business, where she focused on marketing. Lin currently lives in Taipei, and is an active member of the Board of Governors for the American Chamber of Commerce and the USC Taiwan Alumni Club.

Mark Rocha was recently selected to serve as the next Superintendent/President of Pasadena City College. He has more than 20 years of experience in higher education, including nine years in the California community college system. Most recently, Rocha held the position of President of West Los Angeles College in the Los Angeles Community College District (LACCD).



Cindy Shueh Lin



Mark Rocha

University Leaders Discuss Region's Future at 32nd Pullias Lecture

Four prominent university leaders met at the USC Davidson Center on April 28 for a discussion about the future of higher education in Southern California at the 32nd Earl V. Pullias Lecture.

Retired USC President Steven B. Sample moderated the panel, which included Gene D. Block, chancellor of UCLA; Jean-Lou Chameau, president of Caltech, and Michael V. Drake, chancellor of the University of California, Irvine. William G. Tierney, University Professor and Director of Rossier's Center for Higher Education Policy Analysis (CHEPA), which hosted the lecture, delivered opening and closing remarks. Rossier's Dean Gallagher welcomed the audience of nearly 200.

Following the discussion, Tierney announced that upon Sample's return to the USC faculty following a sabbatical, he would be appointed as the first Pullias Fellow in the Center for Higher Education Policy Analysis.

The event was attended by President-elect C. L. Max Nikias, USC trustees Malcolm R. Currie, Verna B. Dauterive and Barbara J. Rossier, as well as USC Deans Howard Gillman of USC College and Yannis C. Yortsos of the USC Viterbi School of Engineering.

The annual Pullias Lecture is dedicated to Earl V. Pullias, who was Professor Emeritus of Higher Education at USC and established the university's Department of Higher and Postsecondary Education.



*Pictured from R to L:
Chancellor Michael V. Drake,
President Jean-Lou Chameau,
Retired President Steven B. Sample,
and Chancellor Gene D. Block.*

Dean's Anniversary

Dean Karen Symms Gallagher marks her 10th anniversary with the USC Rossier School of Education this year. When she joined Rossier as the Emery Stoops and Joyce King Stoops Dean in 2000, the Rossier School was a distinctly different institution of education, one whose enrollment rates were slipping, and one that lived in the shadow of the University's larger and more celebrated academic centers. In ten years, all of that has changed.

Since assuming her leadership role, Dr. Gallagher has led her faculty, students, staff and alumni in a strategic plan with a mission of strengthening urban education locally, nationally and globally, and a goal to grow the Rossier School into an institution of research, scholarship and academic achievement that all others seek to emulate. Everywhere one looks, there is evidence that her efforts are working. Enrollment has doubled in the past two years; the school boasts a prestigious roster of world-renowned faculty; and practitioner-driven research from Rossier is changing the education landscape for the better. Under her leadership, the USC Rossier School has risen to the top ten among private universities in national rankings (US News and World Report).

According to University Professor William G. Tierney, "Karen has consistently encouraged a climate for innovation in the School. She also walks her talk. She works hard, she works tirelessly, and she cares deeply about creating better learning experiences for those kids who attend urban schools." Dr. Tierney directs the Rossier School's Center for Higher Education Policy Analysis (CHEPA).



“she works tirelessly...
she cares deeply”

“Dean Gallagher has a true passion for improving educational outcomes for underserved students,” said Dr. Estela Mara Bensimon, who co-directs Rossier's Center for Urban Education. “In the ten years she has served the School, the Center for Urban Education and so many other Rossier initiatives have benefitted and grown from her support, encouragement and leadership.”

USC Vice President for Academic Planning and Budget Elizabeth Garrett commented on Dean Gallagher's contributions over her decade-long tenure. “Under Dean Karen Gallagher's leadership, USC's Rossier School has risen to national prominence for its innovative approach to addressing the nation's critical need for dedicated and practiced teachers. Karen led the development of Rossier's new Master of Arts in Teaching degree (MAT@USC), an online program that allows students from around the nation to learn from USC faculty and each other in common classes. That means students in different settings – rural or urban, ethnically diverse, bilingual, etc. – are able to share their experiences with other classmates and become more skilled, more effective teachers. Through Dean Gallagher's energy and vision, Rossier is transforming the way the nation and the world prepare teachers.”

Before joining Rossier, Dean Gallagher had been a professor, scholar and academic administrator at both public and private research universities throughout the United States. She was the dean of education at the University of Kansas before departing the Midwest for USC.

Dr. Gallagher has also continued to publish books and scholarly articles, serve on numerous regional and national education committees, and teach. She was awarded the Los Angeles Urban League's Social Responsibility Award in 2009 for her efforts to improve schools in the USC neighborhood. Many of those efforts are detailed in this issue of *Futures*. **Happy Anniversary, Dean Gallagher!**

by BARBARA GOEN

improving lives of people *in our community*



during my time managing and coordinating the University's civic engagement efforts, I have witnessed the beacon of hope this institution has become to our neighborhood.

USC has created an infrastructure for an academic pipeline that nurtures children from pre-school through college, a challenge that we at USC have taken on as one of our responsibilities as a member of this community.

The **USC School for Early Childhood Education provides an education**, not just for pre-schoolers, but for their parents. SECE goes above and beyond what is required of Head Start programs by providing prenatal care, with an emphasis on reaching out to teen parents. After all, a baby doesn't come with an instruction manual. That is until now.

We created a program called **Kid Watch** that attracts more than a 1,000 volunteers who rally around the simple, but profound, notion of looking out for our most important resources: Our children as they make their way to and from school.

The **USC Neighborhood Academic Initiative** program targets students in the sixth grade and puts them on a path to higher education. Over the course of six long years of taking classes after school, on Saturdays and in the summer, 99 percent of them have gone to college – 100 percent in the last eight years. And this year a record 28 students were accepted to USC and offered full-financial aid packages to attend. It's important to note, NAI is not looking for the most gifted but for the most determined students, because that is what it takes to achieve the goals we instill in them.

We will continue to develop this academic pipeline and we realize we can't do this alone. Thankfully with partners such as USC Rossier we don't have to. We will use the School of Education's knowledge, research and desire to improve urban education to help us improve academic performance.

Rossier's students and professors will guide us as we emphasize the need for children to be reading proficiently by the third grade so they are able to "read to learn" by the fourth. Rossier will help us better connect what is learned in pre-school to what is needed for a successful transition to kindergarten. Rossier will help us improve the partnerships we already have with 15 local schools, known as the USC Family of Schools. Rossier Dean Karen Gallagher and Rossier professors Rudy Crew and Dominic Brewer, as well as USC School of Social Work Dean Marilyn Flynn, are part of the Family of Schools advisory group.

Crenshaw High School is one of the beneficiaries of Rossier's dedication to the community as Dean Gallagher, Rudy Crew and Rossier Professor Sylvia Rousseau – along with Crenshaw Principal Carrie Harris Allen – have done an outstanding job turning that school around.

We have seen just an inkling of the benefits of having a world-class School of Education dedicated to helping urban youth by using their research to inform our programmatic efforts. For example, a study showed that boys whose classroom time included physical activity performed better academically. Our executive director of Educational Partnerships, Kim Thomas-Barrios, used this information to revamp the way her students learn – making a positive impact on her male students' scores.



[CONTINUED ON PAGE 8 >]

by TOM SAYLES,
Vice President, USC Government and Community Relations



ednovate

DR. DAVID C. DWYER, who holds the Katzman-Ernst Chair in Educational Entrepreneurship, Technology and Innovation, has been hard at work developing a number of groundbreaking programs which will emerge from the newly named EDNOVATE Research Center within the Rossier School. With a mission to “develop, deploy and sustain disruptive organizational and technology based innovations that solve intractable educational problems”, EDNOVATE is looking to break boundaries and shake up common and antiquated perceptions about, as Dr. Dwyer puts it, “this thing we call school”.

Among the proposals Dr. Dwyer and his Rossier colleagues are working on is one called Hybrid High School, designed to address the seriousness of the dropout problem in urban settings throughout the country. USC Hybrid High is conceived as a beta-site test facility here in the USC neighborhood community. The program, designed specifically to increase students’ sense of school connectedness and their opportunity to learn, would be a blend of online college-preparatory courses supported by virtual master teachers and a local program of integrated social and academic support provided by a team of principals, counselors, social workers, remediation specialists, ELL teachers, project teachers, and learning coaches. USC Hybrid High would serve up to 600 students with highly personalized learning plans based on a student’s success. It would be open 10 hours a day, seven days a week, and all year long to accommodate students who must work and/or provide family care, two key causes for dropping out.

Innovations in Educational Technology is another of EDNOVATE’s new program concepts. This multi-disciplinary incubator would use competition and prizes to challenge young social entrepreneurs to produce technology-based solutions for intractable problems in education.

EDNOVATE also seeks to spotlight the Misfits and Mavericks among us. This aptly-named program would seek out the quiet heroes who see and work differently to make society a better place through education. A dynamic blog would be dedicated to shining a bright light on these men and women and the results of their efforts.

The USC Rossier School of Education’s EDNOVATE Research Center is clearly on a path that can one day lead to a completely new definition of “the thing we call school”. ■



by BARBARA GOEN

improving lives of people in our community

[>CONTINUED FROM PAGE 7]

Kim Thomas-Barrios grew up in this neighborhood and returned to become an educator and then an education reformer, tasks she takes very personally.

“Since 1988, I’ve devoted my career to improving the educational possibilities for the children of University Park,” Thomas-Barrios said. “I have witnessed the growth and strength of USC’s mission to undergird the educational possibilities of neighborhood children. This mission is gaining momentum through the burgeoning partnership with the Rossier School of Education.”

This alliance between USC Rossier, USC Civic Engagement and the USC Family of Schools will only get stronger as we apply to be a Promise Neighborhood, a federal program inspired by the comprehensive anti-poverty efforts of the Harlem Children’s Zone. Rossier professors Gisele Ragusa and William Tierney are key partners in this effort that brings together the Viterbi School of Engineering, the School of Policy, Planning, and Development, Cinematic Arts and the Annenberg School of Communication and Journalism as well as community organizations, such as Magnolia Place Network and Inner-City Arts. Ultimately whether or not we receive the Department of Education grant, the framework we create, and the partnerships, will be used to improve the educational outcomes of our neighborhood schools.

Growing up in the community around the University of Southern California myself, I know the extra challenges you must confront on a path to higher education. What USC has attempted, and accomplished, is something I am very proud of. And I am proud to say that USC Rossier and USC Civic Engagement are truly improving lives of people in our community by improving the educational outcomes of these students. ■



THE CENTER FOR URBAN EDUCATION (CUE) has successfully developed an array of data and benchmarking tools to assist higher education institutions to meet President Obama’s college completion goals, especially those in underserved racial and ethnic communities.

CUE Enhances Equity in Community Colleges



Helping
local
colleges
solve
problems



WITH SUPPORT FROM the William and Flora Hewlett Foundation and the Ford Foundation, the Center launched a performance benchmarking project just over a year ago to improve community college student retention and success rates in mathematics and English basic skills courses.

Building on earlier efforts to raise awareness of the problems in basic skills education—mainly low retention and completion rates in these classes—the Center is implementing strategies that will help community college leaders and faculty members develop action plans that commit them to equity performance benchmarking goals and continuously monitor students’ progress from noncredit basic skills to college transfer-level courses.

To do this, CUE’s researchers worked with college leaders to organize faculty and staff into action research teams. Their members were tasked with collecting and analyzing student data disaggregated by race and ethnicity to identify equity gaps, inquiring into the effectiveness of academic and student support practices and policies, and developing solutions. By involving faculty and staff as researchers of their own practices and campuses, they were able to “own the problems” and use their professional expertise to exert a positive impact on students.

For instance, the Math Department at Los Angeles Southwest College (LASC) increased tutoring resources, and adjunct faculty desks were relocated to the Math Lab so instructors could hold their office hours there and be available to tutor students. Workshops were added on Friday afternoons, and lab hours were expanded so that students who worked full-time during the week could use the lab on Saturday mornings.

At Long Beach City College (LBCC), administrators and faculty adopted new practices and programs, such as in-class transfer advising and a Transfer Academy. It now has students taking part in enrichment activities that will facilitate their successful transfers to four-year universities. At the same time, the college embraced transfer more prominently as part of its mission. For example, it increased the visibility of transfer students on the college web site; and the college’s institutional researcher created a campus newsletter with statistical updates on transfer outcomes among African American, Latina and Latino students.

At LASC and LBCC, basic skills faculty conducted a rigorous and comprehensive review of their course syllabi which led to important changes in tone, organization, and lessons. The tone of the syllabi became more student-friendly and welcoming, they provided more information about student support services and where to go for extra help, and some faculty members changed reading lists and assignments to be more representative of the cultural, ethnic, and racial diversity of the college.

CUE’s approach creates a process and provides the tools that empower faculty to lead the change process, rather than expecting them to embrace a solution imposed from outside. ■

by ANA BEATRIZ CHOLO

SummerTIME &

Education was always the top priority for Berhane Azage and his family. Growing up in Ethiopia and attending a prestigious international school, he was being groomed to study at an American university.

In 2001, Berhane's mother was forced to apply for political asylum in the United States and Berhane's carefully laid plans were altered. At age 15, he followed his mother to Los Angeles.

The cultural adjustment wasn't easy. Communication styles, traffic patterns, social norms – all were unfamiliar. Berhane, always driven, stayed focus on his education.

Noticing a sign posted at his school for a workshop on writing college-admissions essays, Berhane decided to sign up for the workshop being offered by the Center for Higher Education Policy Analysis (CHEPA) within USC's Rossier School of Education. Berhane's registration as a sophomore was somewhat premature, as the program normally catered to 11th and 12th graders. To Berhane, it made sense to be aggressive about his future. He felt he had to do whatever was necessary to gain ground and catch up. Having only immersed himself in an English language learning environment two years prior in Ethiopia, Berhane perceived himself to lack the necessary expression to adequately convey his ideas.

Luckily, the director of CHEPA, Dr. William G. Tierney, made an exception and invited Berhane to participate in the program at USC. This connection would prove to be important for Berhane, who would take advantage of other opportunities within CHEPA, such as the Increasing Access via Mentoring program.

Tierney and his team of professionals took a keen interest in Berhane, helping him map out his college plans as well as navigate the college application process and his undergraduate years at Stanford. As mentors, the CHEPA team provided advice on a variety of academic, professional and social decisions, offering strategies for improved reading comprehension, suggesting etiquette for composing a professional e-mail and even proposing solutions for the troubles he was having with his then girlfriend.

Berhane credits the SummerTIME program for giving him the competitive advantage that he had so eagerly sought. In his freshman year, Berhane took Stanford's standard freshman course, "Program in Writing and Rhetoric." To his surprise, he landed an A+. This gave him confidence, confirming that he could excel within a highly competitive institution. Berhane began study for his master of science in electrical engineering in 2009.

berhane azage



extracted from an article by
MATTHEW KREDELL

I AM

Hi-Touch Assistance for LA High Schoolers

CLEARLY, CHEPA IS MORE THAN A RESEARCH CENTER.

Its pro-active outreach arm hosts both the Increasing Access via Mentoring (I AM) program and the Summer Tools Information Motivation Education Program (also known as the SummerTIME Writing Program) to help under-represented students from USC neighborhood schools improve their chances for admission and success at the nation's universities.

The two CHEPA programs complement each other. The I AM program matches local high school seniors with USC student, staff, and faculty mentors who help facilitate the college application process; the SummerTIME program continues where the I AM program leaves off, assisting students who are admitted to four-year colleges and universities to understand the expectations of postsecondary institutions and to develop the skills, particularly writing skills, to perform in the undergraduate environment.

The I AM program works with students from the 10 schools with which CHEPA partners – Belmont, Crenshaw, Downtown Magnet, Foshay Learning Center, Bravo Medical Magnet, Locke, Manual Arts, John Marshall, Roosevelt, and Roybal Learning Centers. Program participants are recruited with the support of the college counselors at these LAUSD high schools. Students from all Los Angeles Unified School District high schools may apply to the SummerTIME writing program, but applications from the partner schools are given preference.

Each year, approximately 120 first-generation college-bound high school seniors from families with low incomes participate in I AM. They are matched with undergraduate and graduate students who are recruited predominantly from the USC School of Social Work as well as Rossier. CHEPA trains these mentors to help high school students research their college choices, locate relevant scholarships, and fill out college applications and financial aid forms.

CHEPA invites 90 graduated seniors to enroll in the SummerTIME program. SummerTIME was conceived and is executed as a "hi-touch" program. Everyone pitches in: the support staff, graduate students, faculty and CHEPA administration. This creates a comfortable and welcoming environment which minimizes the sense of displacement that first-generation college-going students may feel on a college

campus. Students develop a sense of belonging and ownership of the college environment. Many graduates of SummerTIME continue to rely on the staff of CHEPA as a resource long after they leave the program.

Students enroll in a writing seminar, modeled on USC's freshman writing course, to build their expository writing abilities, grammar and language capabilities, as well as their skills as self and peer editors. The SummerTIME course is taught by the same doctoral students who are writing instructors for seminars directed at incoming USC freshmen. In terms of expectations, many of the SummerTIME students have never been required to write a five-page paper while in high schools, but must complete three such papers during their participation in the four-week program. In the three years the Test of Written Language-3 was used, SummerTIME participants' writing improved by one grade level during the course of the program.

Each day, SummerTIME students also participate in an hour-long College Knowledge advisory explaining what to expect when they are at college. This seminar focuses on the small details and transactions that often are overlooked but affect the quality of a student's experience and rate of adjustment within college. Tasks include reading a syllabus, analyzing and understanding the preferences of professors, and budgeting and financial planning during the college years.

Belmont High graduate Jennifer Rios, 18, a member of the summer 2010 cohort, said "The college knowledge classes have been the most helpful. I've learned about college life, and library sources I never knew about - journals, Google Scholar. It's nice to know about this stuff before I go to UC Davis and have to write research papers. I've already seen the improvement in my writing in just two weeks, and I'm also learning how to not procrastinate."

UC Berkeley-bound Sidronio Jacobo, 18, who graduated from Los Angeles High School of the Arts, appreciates the personal attention. "I always knew my writing wasn't up to par, and I knew college was going to be hard, so I needed to gain these tools. What I enjoy is expressing myself through the

[CONTINUED ON PAGE 13 >]



USC RESEARCH LABS

open their doors to LAUSD science teachers

by ANDREA BENNETT

*Pictured L to R:
teacher Isabel Perez
demonstrates a solar powered
car; teachers Charles Ezeoranu
and Matthew Plomell in the
lab; graduate student Hong
Seok Choi in Armani Lab;
teacher Maria Rivera
at microscope.*

EIGHT MIDDLE AND HIGH SCHOOL TEACHERS from local inner-city Los Angeles schools spent five weeks this summer working in science and engineering labs at USC to gain a deeper understanding of the latest research in the fields and to learn new ways to engage their students in the subjects.

“One of the most wonderful aspects of teaching is that our job requires that we continue to learn new things,” said Tony DiMauro, who teaches at Francisco Bravo Medical Magnet High School and is learning how to bring the technology of MicroFluidics into his classroom. “And the teachers’ enthusiasm for learning then permeates the classroom and resonates in their students.”

The project, which was funded by a National Science Foundation grant, was co-led by Dr. Gisele Ragusa, professor of engineering and education and director of Rossier’s Center for Outcomes Research and Evaluation, and Dr. Maja Mataric, senior associate dean at the USC Viterbi School of Engineering. The partnership between Rossier, Viterbi, and the Los Angeles Unified School District gives teachers from USC Family of Schools and Greater Crenshaw Educational Partnership schools invaluable hands-on experience with engineering technologies that work to better society.

“The NSF RET (Research Experience for Teachers) program provides unique opportunities for our local teachers to work with premier USC STEM (Science, Technology, Engineering, and Mathematics) researchers. They can then bring research to practice in their classrooms by collaboratively planning and implementing STEM curriculum based on USC research,” Ragusa said.

Research indicates that urban science teachers have a low sense of self-efficacy in teaching science content. The program aims to build ongoing partnerships with STEM teachers, increase their knowledge of societally relevant engineering technologies, and provide professional development that improves teaching practice in these subjects.

Participating teachers use their experiences in the research labs to develop middle and high school curricula in their LAUSD classrooms, with the goals of improving teacher self-efficacy and competency, and ultimately impacting students’ engagement and achievement in STEM. USC researchers will examine how the new curricula impacts student performance, interest and literacy in science. The lessons have to include ethics, experimentation, science literacy, and science content.

Depending on their areas of interest, the teachers can spend time with USC faculty who are leaders in their research fields.

“By having teachers spend time in the faculty labs, we are creating an opportunity for the teachers to immerse themselves in cutting-edge research, learn about the current methods, challenges, and approaches, and then take that inspiration and knowledge and use it to create STEM modules for their K-12 classrooms,” Mataric said. “In this way, we will bring cutting-edge research know-how as well as excitement for STEM into the classroom.”

One lab led by Mataric researches socially assistive robotics, and currently has projects working with children with autism spectrum disorders, stroke patients, the elderly, and individuals with Alzheimer’s disease. Another lab led by Dr. Andrea Armani focuses on biophotonics, which are novel optical devices for biological applications.

Matthew Plomell is a Manual Arts Senior High School teacher working in Armani’s lab. “I’m working on developing a unit related to nanoparticles to bring into the classroom,”



SummerTIME & I AM

[>CONTINUED FROM PAGE 11]

he said. "I hope this engaging experience will help my students grasp the difficult concepts of electron behavior and the dual nature of light."

Dr. Dan Dapkus leads a lab in nanophotonics, where teachers learn about novel designs for light-emitting devices. Maria Rivera, a science teacher at Foshay Learning Center, said she is building a unit on the process of harvesting solar energy into electricity based on what she has experienced in Dapkus' lab.

"It's been an amazing experience so far," she said. "I would like to take back to my students the experience of working with real scientists, and instill in them a desire and passion for science and technology."

In addition to engineering technologies and research that works to improve society, the teachers' training was infused with ethics in research, scientific activities and teaching. They examined ethical issues and dilemmas faced by scientists and engineers and learned how to create science ethics curriculum that would resonate with their students.

USC faculty and doctoral students will continue to serve as mentors for these local teachers during this academic year, visiting classrooms to participate in lab activities and speak with students about their research.

According to Plomell, "There is a spirit of trying new things that is encouraged, and USC is treating us as part of the team – to the fullest extent possible with our limited experience." ■

power of writing, letting others hear your story. It's empowering, and nice to know your professors support it."

The I AM Program was started in 2002 with 50 seniors at Belmont High School. The program's objective was to increase the college-going population at partnering schools by 10-to-25 percent. As many as 550 students have worked with mentors through I AM. In 2009, over 99 percent of students in I AM were accepted to a four-year college, 80 percent to in-state colleges..

SummerTIME was developed in 2001 in response to the dissolution of affirmative action in California in 1996. CHEPA director Tierney strove to develop a program that would have the same impact at the local level and offer under-represented and minority students in USC's neighborhood increased access to college. In developing the program, Tierney embraced a broad definition for the term "college access," in that it would refer not merely to entry to college but integration – students would enter college and be adequately prepared to succeed in an unfamiliar and demanding culture.

According to Tierney, "the most perilous time for first-generation college students is the first seven weeks of their college careers. SummerTIME serves as an inoculation, guarding first-generation college students against dropping-out and arming them with the skills necessary to complete their undergraduate education."

The programs are funded solely by private grants, with USC providing in-kind support. The College Access Foundation of California funds scholarships for participating SummerTIME students.

I AM and SummerTIME have been widely recognized for their innovative and efficient strategies. A recent report released by the Educational Testing Service found they provided the greatest impact for the resources and costs, compared with other mentoring programs.

CHEPA doesn't just send its students off to college and figure the work is done. How a young adult adjusts to the first year of college often determines whether or not that student will graduate. CHEPA invites recent alumni from both SummerTIME and I AM back for a winter reunion during the December holiday break, where CHEPA administrators assess how students' first years of college are progressing and offer workshops on time management and similar topics which are relevant to new college students. Every year the program appears to be more successful in fostering resiliency. More of the SummerTIME students are adjusting to college and showing signs of success within their first seven weeks of college. ■

This article is extracted from USC's recent publication, **College Bound: USC Programs that are Making a Difference**. **College Bound** will soon be republished with additional chapters on transitioning into college, increasing college access for low-income students, increasing college success for underserved and minority students, and access to financial aid. Rossier School of Education faculty that have contributed to **College Bound** are Dean Karen Symms Gallagher, Dr. Estela Mara Bensimon, Dr. Alicia Dowd, Dr. William G. Tierney and Dr. Kristan Venegas.



an equation of excellence

F

OR THE LAST YEAR, USC Rossier School of Education has been providing a unique form of professional development to teachers in high-need Los Angeles schools. Rossier faculty members instruct math teachers in the principles of the Algebra Project and show them how to apply its curriculum in their classrooms, with the goal of improving student comprehension in algebra.

The Algebra Project brings together renowned mathematicians, university researchers, and other experts to change the way math is taught and learned in target schools and communities across the country.

Studies show that when students are proficient in algebra, they have a foundation that can lead to higher learning, a lucrative career, and an improved position in society. Yet U.S. students continue to rank below the international average for industrialized nations in mathematics, and among minority students in high-need schools, math proficiency levels can be downright dismal.

Bob Moses, founder of the U.S. Algebra Project, considered this an issue that needed national attention, and believed math is to Civil Rights today what reading and voting had been a few generations ago.

In 2009, Rossier began training teachers from Crenshaw High School, Franklin High School, and Academia Avance Charter Middle and High School in Los Angeles in the Algebra Project. Students at Crenshaw and Franklin had an average proficiency in math of only two to three percent, said Dr. Laila Hasan, Assistant Professor of Clinical Education at USC Rossier.

"It's very rare as a mathematics professional that you're provided with the time and the space to do this type of work, particularly with a curriculum that's student centered," said Antonio Orozco, a high school math teacher at Academia Avance who spent two weeks training in the Algebra Project last summer.

Orozco said that, although the curriculum has only been in use at his school for one year, he sees an impact in his classroom already.

"Students learn more from talking to each other, rather than having a teacher talk to them," he said. "I feel it's more engaging, and students feel more empowered to speak. They feel more ownership and confidence."

Through experiential learning, students engage with algebraic concepts in ways that resonate with them and are not taught in traditional classrooms. The curriculum is based on their experiences, and encourages their communication about these experiences through "people talk," or peer discussion. A train ride, for instance, can facilitate discussion and comprehension of concepts like distance and points on the number line.

Hasan has been leading the training of L.A. teachers in the project.

"Teachers' practice cannot be cultivated in isolation," she said. "Algebra Project is creating a process by which teachers are able to think about why students are learning, and students are constantly unveiling learning through 'people talk.'"

CRENSHAW HIGH

+

FRANKLIN HIGH

+

ACADEMIA AVANCE CHARTER

MIDDLE and HIGH

+

MANUAL ARTS HIGH



Pictured top to bottom: teacher Doris Fifer on the Algebra Project train trip; parent Haydee Escajeda with Gloria Siller, community rep; and teacher Maypril Giltendez.

by ANDREA BENNETT

The USC Language Academy IN THE COMMUNITY

This summer, Hasan and her team have been providing professional development to every teacher in the 9th Grade Academy at Manual Arts High School, where student math proficiency levels are at just three percent. By this fall, more than 900 Manual Arts students will be engaged in the Algebra Project.

“It’s a notion of how to learn algebra that takes the concepts apart into small pieces and gives them gradually to students to increase their success, rather than increase difficulty,” Hasan said. “You don’t plow these things down from out of nowhere without allowing for experience or for their own discovery.”

By starting the cognitive processes required for algebra early, keeping a cohort of students together for four years with the same math teacher, and devoting at least an hour and a half to math each day, the Algebra Project aims to improve math literacy to the point where students will not have to take remedial math their first year of college.

“The high school exit exam is based on Algebra I, which is 8th grade math. We have a fifty percent drop-out rate in LAUSD, and many of these students couldn’t pass the Algebra I level. They fail, and yet we keep using the same methods and structures,” Hasan said.

That has changed with the introduction of the Algebra Project at several Los Angeles area high schools, and Hasan said there are plans to expand the initiative to other LAUSD schools in the near future. ■

THE USC LANGUAGE ACADEMY, which helps students develop the academic English skills needed for the university classroom as well as the practical English needed for real-life situations, has been extremely active in the Los Angeles community since its inception in 1993.

For several years, it administered “Literacy One,” a kindergarten literacy program funded by the Good Neighbors Campaign, the Verizon Foundation, and Toyota Corporate Contributions. This program focused exclusively on improving the English language literacy skills of kindergarten students in the Family of Schools, eight public schools surrounding the USC campuses.

The USC Language Academy has also hosted students from Manual Arts High School and Bell High School who are interested in global studies and issues. These high school students have come to USC to observe classes, participate in one-on-one personal interviews with Language Academy students, and attend international expo picnics. The Language Academy students had the opportunity to showcase their countries and cultures and teach these high school students about their customs, culinary traditions and languages.

Manual Arts High School students have also interned at the Language Academy office assisting its staff with a myriad of clerical duties such as filing, running errands, mailing and event planning. In addition to the above programs, 20 to 60 Language Academy students volunteer every semester with LA’s Best, an after school education, enrichment and recreation program for elementary school children. ■

USC Research Center JOINS ROSSIER

THE CENTER FOR ENROLLMENT RESEARCH, POLICY, AND PRACTICE, under the directorship of Dr. Jerome Lucido, has joined the Rossier School of Education. Previously housed in the USC Provost’s office, the research center is dedicated to research and action that advances the societal benefit of enrollment policies and practices in higher education. Within this scope, the center engages in original research, demonstration projects, conferences and symposia, and professional development activities that are dedicated to enhancing student progress throughout the educational lifecycle. Areas of focus include college information and access, college readiness, assessment of college-going culture, recruitment and admission policy and practice, affordability, aid and indebtedness, college completion and success, collegiate outcomes and impacts, and federal and state enrollment policy. ■

teachers get specialized professional development

FROM USC ROSSIER FACULTY



NEARLY 80 TEACHERS from nearby Crenshaw High School are the recipients of intense, specialized professional development from a cadre of Rossier faculty experts, organized by Rossier's Office of Professional Development Programs. The teachers spent the summer of 2010 in what will be ongoing education and training in how to integrate literacy, numeracy, and special education across all subjects using a problem-based learning strategy. Another 70 Crenshaw teachers are expected to undergo the training prior to the new school year in September.

"Problem-based learning redirects the focus from teacher-directed to student-centered learning, and it allows for the study of concepts and skills in the identification of solutions to real world academic problems," said Dr. Sandra Kaplan, who helps lead the training. "The problems are a means to developing projects. The whole process allows students to interact with their peers as a means for learning."

Crenshaw High School recently organized its student body into five Small Learning Communities (SLCs). As part of the accreditation process, the Western Association of Schools and Colleges (WASC) advised Crenshaw to implement a problem-based learning approach, which has been shown to increase active involvement of learners and raise test scores. In order to specifically raise math and reading scores, and prepare more students to be college ready, a sub-theme of the problem-based learning is to integrate literacy and numeracy into all subjects.

With this problem-based teaching and learning strategy, each unique community takes a highly conceptual real-world problem and integrates it across all subjects of the curriculum. The Social Justice SLC, for example, is focusing on the impacts of war on society in the first semester and then switches the focus to the impact of peace on society for the second semester.

Another layer of training revolves around helping Crenshaw mainstream special education students into these SLCs. Therefore, the teachers are learning how to differentiate curriculum for a full spectrum

of students, including gifted and special education. Currently, about 20 percent of Crenshaw High's students have been categorized in special education.

A team of USC Rossier faculty is involved in the training. Kaplan explains the theories behind problem-based learning, which usually offers no close-ended answers for participants and instead encourages critical thinking skills. In specific workshops, Dr. Laila Hasan guides the integration of numeracy; Dr. Eugenia Mora-Flores directs the literacy aspect; and Dr. Pat Gallagher and Dr. Margo Pensavalle lead the special education elements.

"We gave them a list of our needs and they got experts together in each of those areas to work with us on a long-term basis," said Carrie Harris Allen, principal of Crenshaw High School. "Our faculty and staff are able to interface with experts and bring their knowledge, experience and practical prowess back to our students. You can't put a price on that."

Throughout the fall, Dr. Sylvia Rousseau will coordinate with several Ed.D. candidates from Rossier's Teacher Education in Multicultural Societies (TEMS) concentration. They will help bridge theory into practice and use the practice to further research. Additionally, many Rossier Master of Arts in Teaching candidates will receive their guided practice (formerly known as "student teaching") placements in Crenshaw in an effort to further engage with the school and embed the ideas of Rossier into the teaching practice at Crenshaw High.

The professional development process is unique in that it provides multiple teaching-learning opportunities for teachers – from a large group discussion with the whole faculty, to

smaller specialized focus group sessions, to SLC-based meetings focused on specific interests and needs, to work in individual classrooms.

"This is an opportunity most schools don't get in a lifetime," Allen said. "Our teachers are really excited and very impressed. We're taking steps to make sure this is continuous throughout the year and beyond." ■

"this is an opportunity most schools don't get in a lifetime"

by ANDREA BENNETT

among THE BEST neighbors



THE USC GOOD NEIGHBORS CAMPAIGN kicks off a new year in October, and Rossier has some impressive giving and participation rates to replicate. In 2009, Rossier achieved the highest increase in funds raised by any USC school or department by \$24,000, and the School was the only academic unit at USC to boast 100 percent participation in the program.

The innovative fundraising program was launched in 1994. USC faculty and staff are asked to contribute a portion of their paychecks to support programs that help strengthen local communities. Over the years, students, alumni and friends have joined in.

Recently funded education projects include **Expanding STARS**, which addresses science education at Francisco Bravo Medical Magnet High School; **The Family Science Project**, a hands-on science program that brings science discovery to underserved 5th-7th graders and their parents; **Mission Science**, an after-school program that allows hundreds of elementary and middle school students to learn science, engineering and technology; and **USC African Millennium Pen Pal Program**, which emphasizes global awareness, social development and the meaning of being a global citizen as tools to improve students' writing skills.

Last year, Rossier representatives for the Good Neighbors Campaign were awarded for their tireless work which led to the school's phenomenal participation levels. Faculty member Dr. Kimberly Hirabayashi and staff member Melisa Carson led the successful campaign at Rossier, and received the Creativity and Leadership Award for their efforts.

Carolina Castillo, executive director of the planning and development for USC Government and Community Relations, said, "The commitment of Rossier faculty and staff to civic engagement and their advocacy for enhancing the educational opportunities in our neighborhoods is noted by their achieving 100 percent participation in the 2009 Good Neighbors Campaign." ■



rossier students counsel in the community

ROSSIER POSTSECONDARY ADMINISTRATION AND STUDENT AFFAIRS (PASA) and School Counseling students have served as Student Program Advisors for the USC Educational Talent Search (ETS) program over the years. The program is part of USC's federally-funded TRIO programs, which were created to motivate and support our community's low-income and first-generation minority students as they progress through the academic pipeline from middle school through college.

Given budget cuts and the fact that urban school populations are so large, not all students get the services they need. There is typically only one college counselor per school. ETS provides academic, career and financial counseling to encourage more students to graduate and continue on to college.

"Since most, if not all, the students we work with are low-income and/or first-generation students, the information they receive from us is new most of the time," said ETS Academic Advisor Maria Rodriguez, a Rossier school counseling student.

In the past year, ETS hired 12 Rossier students to provide outreach at target middle and high schools in Central and South Los Angeles as Student Program Advisors. They assist ETS Academic Advisors with academic counseling, personal counseling, assistance with the college admission and financial aid processes, and exposure to different colleges through campus visits.

In addition, all current ETS Academic Advisors are either Rossier students or alumni. ■

Photo: ETS advisors Luis Bermudez, Veronica Corona, Daisy Astorga, and Maria Rodriguez join a number of students from Central and South Los Angeles at the National College Fair in Pasadena.

THE CENTER FOR COGNITIVE TECHNOLOGY (CCT) reached a milestone in its collaboration with the Keck School of Medicine with the graduation in May of its first cohort of Ed.D. students who conducted studies in the application of Cognitive Task Analysis (CTA) for surgical training. Under the guidance of their committee, CCT colleagues Drs. Richard Clark (Chair), Maura Sullivan, and Kenneth Yates, seven members of the 2007 cohort conducted a series of studies designed to improve the teaching of surgery. The studies focused on two critical procedures all physicians must learn, the Cricothyrotomy (Cric), an emergency procedure to secure an airway for patients who are not able to breathe on their own, and the placement of a Central Venous Catheter (CVC), a commonly used procedure to quickly administer fluids to very sick patients. Both carry a high risk of infection and have been the focus of medical errors in the past. The studies were based on suggestions in prior research that teaching faculty, like most top experts, may unintentionally omit important information about how to perform these and other procedures when teaching students.

The results of the dissertation studies both supported and extended previous research on the type and amount of knowledge experts omit while describing how to perform a complex task, the difficulty knowing when to, and when not to, perform a procedure, the number of experts required to capture enough of the essential procedural knowledge to perform a task, and the effectiveness on achievement and self-efficacy when training is based on expertise captured during cognitive task analysis.

For example, Drs. Eko Canillas and Maryann Tolano-Leveque found that surgeons omitted more decision steps when describing the CVC and Cric procedures than action steps, supporting the evidence that CTA can effectively be used to capture unobservable cognitive processes. They discovered that although surgeons performed the CVC many more times than the Cric, they omitted few decision steps in their description. Because the more frequently a procedure is performed, the more automated it becomes and less available to conscious

recall, this result was unexpected, suggesting further research is necessary to examine how different types of prior knowledge might influence expert recall.

Surgeons make key decisions before they carry out a surgical procedure by analyzing the indications (when to perform the procedure) and contraindications (when not to perform). Dr. Joon Kim examined the extent to which our expert surgeons omitted key indications and contraindications when they describe how to perform the CVC procedure and found that they omitted more of these key “when to” decisions than procedural steps. He also found that surgeons omitted more information by analyzing the indications (when to perform the procedure) and contraindications (when not to perform) – an interesting finding for future research.

These studies have important implications for replicating expertise in surgery through curriculum content and instruction. They support the conclusions often found in the CTA literature that one expert is not enough to capture all the knowledge and skills required to perform complex tasks. But how many experts are necessary to give a complete description, when time and resources are constantly under pressure? A previous study in debugging computer programs found that three experts were sufficient before there was a diminishing return on experts’ time. Drs. Craig Bartholio and Patrick Crispin set out to apply the methods in this previous computer study to examine the number of experts required to capture the critical procedural steps necessary to perform the CVC and Cric procedure and concluded that interviewing four experts was necessary to reach a point of diminishing returns for the acquisition of additional procedure steps.

While the studies above focused on the reasons for, and the process of, conducting CTA, Drs. Leslie Tirapelle and Julia Campbell performed two instructional experiments that compared the way the procedure is currently trained with CTA-based instruction. In the CTA-based instruction, they provided all of the information captured from the experts as the basis for training. In the other condition, they tested the result of the same instruction provided in the normal fashion where one surgical expert trains a group of students in how to perform the procedures. Medical students and residents at the Keck School of Medicine participated in the study, which demonstrated a significant positive effect on procedural knowledge, performance, and self-efficacy ratings with CTA-based instruction.



*Dr. Richard Clark (Top) and
Dr. Allen Munro, Co-Directors*

THE CENTER ON EDUCATIONAL GOVERNANCE**FACULTY FORUM: Should States Vote to Adopt the Common Standards?**

The National Governors Association and the Council of Chief State School Officers spearheaded the Common Core State Standards Initiative. Its goal is to address the uneven patchwork of expectations across schools, districts and states that leave many students unprepared for work or college. By grade level, the Common Standards detail necessary English/language arts and mathematics skills.

Below, both new and veteran CEG faculty consider the pros and cons of the common core.

Morgan Polikoff : Teachers will react to the new national standards only if curriculum materials also are modified; many levels of influence separate standards from teachers. If the creators of the new national standards want effectiveness, they will have to work hard to help states, districts, schools, and teachers in implementing a tightly aligned curriculum. Otherwise, there might be some change in instruction, but probably not as much as anticipated.

Patricia Burch : As the United States weighs moving in this direction, we need to ask: Do the countries which already have adopted national standards promote meaningful and rigorous learning and ensure high standards for all children? Under certain conditions, common standards can undermine efforts to teach children about their own history and culture. When I visited Australia, some history teachers there worried how national standards would mesh with the profession's efforts to incorporate history of indigenous people into the curriculum.

Priscilla Wohlstetter : Politics create a key tension around the common core. The Constitution delegates control over education to the states, yet the Pledge of Allegiance trumpets "...one nation indivisible ..." Some critics view the core as an attempt to nationalize education decisions, citing federal incentives to adopt the common standards, such as the U.S. Department of Education's Race to the Top grant competition. However, legal precedent says that the quality of a child's education should not be a function of his/her parents' wealth or the neighborhood of residence. States would be smart to approve the standards and take charge of implementation to circumvent federal intervention. The pushback will likely come from two extremes: states with weak standards that view the common core as too demanding and states whose expectations exceed the core's.

Julie Marsh : Adopting common academic standards would address one of No Child Left Behind's primary weaknesses. By allowing states to create their own standards, NCLB has yielded

wide variation in expectations and proficiency levels, allowing schools in states with lower standards to avoid sanctions that are more widely imposed where standards are higher. Common standards would help ensure that all students are adequately prepared for life after high school. We know that pushing common standards clashes with long-held traditions of state and local control; requiring minimum thresholds instead could solve this.

Joanna Smith : I applaud the idea of national curriculum standards enabling comparisons of student performance across states. But common standards do little to tackle the pervasive inequalities in our country's schools: especially student access to high-quality teachers. Without further reforms, urban schools still will offer the least experienced teachers, the most rudimentary materials, and the least conducive learning environment. "Preparing America's students for college and career"—the initiative's motto—will require a fundamental shift in resource allocation.

Katharine Strunk : The common standards have received wide political support from both major teachers' unions and the National School Boards Association. But for successful implementation, the federal government, state governments and local school districts will need to work cooperatively. For example, the pending reauthorization of the Elementary and Secondary Education Act (ESEA) currently holds schools and districts accountable for their students' abilities to reach state-set standards. Will this also be true of new national standards, and will the federal government address inter-state and intra-state inequities in funding and resources to help students reach them?

Guilbert Hentschke : Installing common core standards in the U.S. education system amounts to adding lanes to stretches of highway. For short distances, more traffic can move at somewhat greater speeds: Not bad. Optimistically, some increment of students will learn more with the core in place than they would have otherwise. But we risk treating common standards as a principal remedy for today's education problems, much like widening freeways "fixes" our transportation problems. In today's globalized "brain race," Web technology is changing how schooling is imagined and delivered, and escalating income inequality shapes educational access. Whether to adopt common standards raises more fundamental questions about America's education system.



Dr. Priscilla Wohlstetter, Director

THE CENTER FOR HIGHER EDUCATION POLICY ANALYSIS

(CHEPA) has received a grant from the TG Foundation to continue its work on the development of an on-line game, Pathfinder, designed to increase the college-going aspirations of low-income youth and teach them strategies useful when applying to college. CHEPA is working with USC's Game Innovation Lab on the development of the game. A paper card game version of Pathfinder has been manufactured and sent to 500 school districts and college access groups across the country. Feedback from players is informing the digital version of the game. Professors Zoe Corwin, Gisele Ragusa, Tracy Fullerton, and Bill Tierney have also submitted a proposal to the Institute of Education Sciences to conduct research on the game.

Dr. Tatiana Melguizo is working with the Los Angeles Community College District (LACCD)

on a recently funded grant by the Institute of Education Science (IES). The main objective of the project is to explore the effectiveness of the basic skills math sequence in the LACCD. Preliminary results of the descriptive statistics have been presented at regional and national conferences.

Dr. Adrianna Kezar has been asked by the Spencer Foundation

to serve on a board of experts to help them develop an agenda around data use in education. Kezar has been commissioned by Project Kaleidoscope to evaluate their Keck Funded initiative to improve undergraduate STEM education. Kezar has several grant proposals submitted to conduct work about non-tenure track faculty in higher education examining the relationship of working conditions to improve the educational outcomes for students. She looks forward to re-joining the faculty in August after a sabbatical where she wrote three books.

Professor Darnell Cole, in addition to receiving tenure, continues to work on a Diversity Course Assessment Project

a grant funded by the Teagle Foundation. He is also currently working on a book with Shafiqah Ahmadi on the experiences of Muslim students in American Colleges and Universities. This summer, Dr. Cole hosted Dr. Meechai Orsuwan as a visiting scholar to the center. Dr. Meechai Orsuwan is currently in the Policy and Leadership Studies



Academic Group of the National Institute of Education, an autonomous institute of Nanyang Technological University (NTU) in Singapore.

Professor Corwin recently presented at the MacArthur Foundation's Digital Media and Learning conference

and continues to work on college access issues for youth in foster care. Professors Brewer and Tierney have written an article on barriers to innovation in higher education for the American Enterprise Institute, and Tierney also has written an article with Randall Clemens, a Ph.D. student in the Center, on Qualitative Research and Public Policy. Tierney also has penned a number of pieces for the mainstream media on rethinking higher education. CHEPA's blog, 21stcenturyscholar.org, received an

unusual number of hits over the last 6 months in large part because of the provocative pieces by the various columnists.

Professors Hentschke and Tierney have embarked on a follow-up work to their analyses of for-profit higher education.

The book looks at the idea of entrepreneurial education; they address the challenges for entrepreneurial action in education and how market forces are reshaping the meaning of the public good. They look not only at privatization in the United States but around the world and the study in part derives from Professor Hentschke's Fulbright in Saudi Arabia in the spring, and Tierney's sabbatical to Malaysia a year ago. They are also submitting a proposal to IES with Professor Ragusa that compares for-profit and traditional higher education.

Dr. Mark di Fusco has joined the Center as a Senior Research Associate.

He has a great deal of experience in the for-profit higher education world and will be working with Center staff on ways to improve administrative efficiencies in systems of higher education.

CHEPA's signature summer writing program is underway.

We have restructured the program based on our previous research to focus more intensively on writing instruction. The College Access Foundation and the Gilbert Foundation have been major providers for this summer's program under the guidance of Diane Yoon. Stefani Relles, a PhD student focusing on remedial writing for her dissertation, has been the mastermind in rethinking the program. (See page 10)

We also note with sadness the passing of Calvin Pullias, the son of Dr. Earl Pullias. He was a devoted son, a Trojan alum, and a strong supporter of the Center.



Dr. William G. Tierney, Director

THE CENTER FOR OUTCOMES RESEARCH AND EVALUATION (CORE) has been quite busy with urban focused educational research over the past several months. We have several “in-progress” research projects that we are engaging with, in addition to projects that we have completed.

As an example, we recently completed a two-year study examining the role of individual tutoring on struggling readers’ reading achievement, reading activity and reading motivation. This study, funded by the California Community Foundation, is an evaluation of a community program through Jewish Federation in which volunteers work individually with elementary grade readers in Los Angeles Unified School District to improve students’ reading achievement and interest in reading and writing. Results of this project reveal that not only does individualized attention to students’ reading improve their reading achievement, it also improves their reading motivation, and the amount of out of school reading that they engage in. Published results of this study are forthcoming.

Much of CORE’s work is focused on K-12 Science, Technology Engineering and Mathematics (STEM) education. Accordingly, and particularly noteworthy, this summer we have two summer STEM teacher institutes underway. The first, funded by the National Science Foundation, and in collaboration with the Viterbi School of Engineering, (PIs Drs. Maja Mataric and Gisele Ragusa, Senior Researchers: Drs. Laila Hasan and Fred Freking), is a Research Experience for Teachers program, entitled Societally Relevant Engineering Technologies: Research Experience for Teachers (SRET RET) in which teachers spend five weeks observing and conducting research in USC’s engineering and science labs and then, working with Rossier faculty, translate their research into middle and high school curriculum. *(See page 12)*

The second STEM teacher development research project is funded by the California Postsecondary Education Commission’s Improving Teacher Quality (CPEC ITQ) program and is a collaborative effort with the Rossier School, USC’s College Math and Earth Sciences Department, and Paramount Unified School District and the USC College (PIs: Drs. Gisele Ragusa, Lowell Stott and Gary Rosen, senior researcher: Dr. Laila Hasan) in which middle school teachers attend a five-



day teacher institute in which they meet with scientists and mathematicians and embed engaging applied mathematics and scientific experimentation into middle school curriculum.

With both of these STEM teacher professional development programs (SRET RET and CPEC ITQ), we use a lesson study approach to teacher professional development and measure teachers’ instructional performance changes resulting from the professional development in addition to their science and math teaching efficacy. At the student level, we will measure students’ science literacy and science and math achievement. These projects are three and four-year projects respectively.

Additionally, a fourth summer CORE research project, the Minority Youth Leaders in Action Project (MYLA), just completed its pilot year and has begun its second year of operation. In this collaborative research endeavor with the Keck School of Medicine’s Childhood Obesity Research Center (CORC) project (PI: Drs Lourdes Baezconde, Gisele Ragusa and Donna Spruijt-Metz), teens with weight, nutrition, and associated health difficulties from Los Angeles area schools attend a summer leadership camp at USC in which they receive nutrition, movement, health, and community action education and training. As a follow-up to the summer camp, the youth design and conduct community outreach activities in partnership with local community action groups in their local areas that are associated with nutrition and health awareness and education. In this project, we measure youth empowerment, community leadership, and efficacy in addition to health related behavior changes. Results and publications associated with this three-year study are forthcoming.

There are two new faces at CORE. This summer, two new doctoral students have joined our research team: Diane Mendoza and Jason Perkins. These students begin their Rossier Ph.D. coursework in Fall 2010.



Dr. Gisele Ragusa, Director

USC'S CENTER FOR URBAN EDUCATION, in collaboration with the Association for the Study of Higher Education (ASHE), recently completed five successful Institutes on Equity and Critical Policy Analysis.

Funded with a generous \$1.4 million grant from the Ford Foundation, the Institutes, in association with other institutions, are designed to build a community of equity-minded scholars through a series of seminars on racial equity in postsecondary research. They are also a training ground for researchers from underrepresented groups to network with one another and get advice from senior scholars about how to pursue academic careers while engaging in critical scholarship. The Institute on Participatory Critical Action Research, co-taught by Drs. Estela Mara Bensimon and Alicia C. Dowd, Co-Directors of the Center for Urban Education (CUE) and USC professors, has already had demonstrable impact.

Tia Brown McNair, assistant director of the National College Access Network (NCAN), drew on what she learned about participatory critical action research at the 2009 Institutes to design a pilot project for two Boston high schools. In partnership with CUE, NCAN will form teams of teachers, counselors, and staff that will learn how to use data to assess their high schools' effectiveness in providing underrepresented students with equitable access to academic, informational, and financial resources that help students prepare for college admission. As part of this project, CUE's tools and processes, which up to now have only been used in colleges, will be redesigned for high schools. It is expected that through

CUE's data-based process the team members will become more knowledgeable about ways of encouraging students to continue their education.

In Illinois, 10 community colleges are using elements of participatory critical action research and infusing data practices to uncover racial inequity in occupational programs as part of the state-funded Pathways to Results (PTR) initiative. The project focuses on improving graduation and employment prospects for college students. The idea was planted when a team of Illinois educators, which included Brian Durham, senior



*Dr. Estela Mara Bensimon (Top) and
Dr. Alicia C. Dowd, Co-Directors*

director for Academic Affairs at the Illinois Community College Board (ICCB); Jennifer Foster, Senior Director for Adult Education & Family Literacy at the (ICCB); and Dr. Debra D. Bragg, Professor in the Department of Educational Organization and Leadership at the University of Illinois, attended the Institutes in July 2009.

Another example of how ASHE participants have taken what they have learned to reshape the world of policy with an emphasis on equity is the creation of the *Journal of African American Males in Education* (JAAME), a peer-reviewed publication devoted to advancing scholarship and practice on African American males in education. It requires that every article provide recommendations for policy and practice. Drs. Luke Wood, Co-Coordinator of the Arizona Program for Policy, Ethics & Education Leadership, and Adriel Hilton, executive assistant to the president at Upper Iowa University, met during the Institutes. Dr. Wood was inspired to launch the journal earlier this year after many fruitful conversations held during the workshop, which included Institute participants Drs. Shaun Harper and Terrell L. Strayhorn, now serving on JAAME's advisory board.

It's too early to tell what will come out of the most recent series of workshops, but if the previous year can serve as a barometer of success, this second batch of participants is already rolling up their sleeves for the work ahead, armed with new ideas on how they can transform their corner of the higher education world to make it better.



Linda J. Wong, a leader in the nonprofit sector in Los Angeles, was appointed the Center's first executive director in April 2010.

Wong is overseeing the Center's work with the goal of expanding its national footprint to increase college transfer, retention and graduation rates for underserved students from racial and ethnic communities.

She is a member of the Center's leadership team, comprised of co-directors Drs. Estela Mara Bensimon and Alicia C. Dowd.

Most recently, Wong was vice president of civic engagement at the California Community Foundation.

Rossier Faculty

Shape State and National Policy

NUMEROUS USC ROSSIER FACULTY MEMBERS presented their research and analysis on several key education issues to policy makers and legislative officials in Washington, D.C. and Sacramento over the past year.

To commemorate its centennial celebration, Rossier hosted a series of congressional policy briefings in Washington, starting with **a briefing on teacher compensation in December 2009 led by Dr. Dominic Brewer**. The briefing, entitled “Seniority? Test Scores? Student Outcomes? Rethinking Teacher Compensation,” tackled the topic of alternative teacher compensation plans, accountability, and policy in light of President Obama’s Teacher Incentive Fund, which will reward teachers and administrators who raise student achievement and work in challenging schools. Policy Analysis for California Education (PACE) Executive Director Dr. David Plank, Brad Jupp, former Senior Academic Policy Advisor to the Superintendent of Denver Public Schools, and Terry Bowman, Senior Director of Labor, Policy and Implementation at the New York Department of Education, spoke.

In February, Dr. Priscilla Wohlstetter led a policy briefing on charter school authorization, which drew a capacity crowd of approximately 50 congressional staff. Joining Wohlstetter were panelists Jonas Chartock, Executive Director of State University of New York Charter School Institute; Nina Gilbert, founder and director of Ivy Preparatory Academy in Atlanta; and Nelson Smith, President and CEO of the National Alliance for Public Charter Schools. The briefing informed legislators of the issues surrounding charter school authorizers - the gatekeepers of charter school quality – and federal standards and legislation that could address some of the problematic issues.

Dr. Alicia Dowd was invited to testify before the House Subcommittee on Research and Science Education in Washington, D.C. in March. The hearing examined institutional and cultural barriers to broadening the participation of students pursuing science, technology, engineering, and mathematics (STEM) degrees. Dowd fielded questions from members of Congress ranging from how to encourage minority Ph.D. recipients to go into teaching, whether debt was a barrier to broadening participation in STEM, how she would define the “new pedagogy” that is needed to improve the STEM teaching environment and how NSF could enhance its “broader impacts” requirement.

In the April installment of the Washington policy briefing Series, Dr. Dowd discussed how federal funding can



Dr. Alicia Dowd testified before the House Subcommittee on Research and Science Education in March.

be used effectively to increase Latino participation in STEM fields. Recent federal legislation directs funding to Hispanic Serving Institutions (HSIs) in new and important ways through the America COMPETES Act in order to dramatically improve the numbers of Latinas and Latinos earning degrees in STEM. Dowd’s research shows that the allocation of federal funds will create incentives for HSIs to use campus and state data disaggregated by race and ethnicity to create baseline and performance benchmarks to measure effectiveness in reaching Latino students and ensuring their success in STEM fields.

Dr. William G. Tierney held a seminar for PACE at the USC-State Capitol in Sacramento in May, entitled “You Can’t Get There from Here: Postsecondary Capacity, the Master Plan, and the Role of For-profit and Private Institutions.” His presentation addressed the inability of public institutions to accommodate the roughly 100,000 additional students a year over the next decade necessary for California to reach Obama’s goal of increasing higher education. Tierney considered the role of private and for-profit colleges to meet the needs of the state, examined criticism of the for-profit sector, and outlined issues the state might consider to ensure students make informed choices and the three sectors work together to increase access to postsecondary education.

In May, Dr. Sylvia Rousseau was invited to provide testimony to the California Legislative Black Caucus on “Closing the Achievement Gap: Challenges and Opportunities for African American Students in California Public Schools.” The Caucus was joined by members of the Legislature’s Education Committee. Other presenters included Dr. John Rogers of IDEA at UCLA and Dr. Ruth Love from UC Berkeley’s School of Education.

In June, Dr. Brewer and Dr. Guilbert Hentschke were panelists at the American Enterprise Institute’s “The Promise of Innovation in Higher Education” conference in Washington, D.C. Brewer and Dr. Tierney co-authored a report for the conference, which suggested that obstacles to innovation include accrediting agencies, higher education lobbyists and legislative funding models that reward enrollment numbers instead of learning outcomes.

New Faculty *at Rossier*



Lauren Anderson



Paula M. Carbone

Lauren Anderson joined the Rossier School of Education as Assistant Professor. Her research interests are situated at the intersections of education policy, teacher education, and K-12 classroom instruction and school leadership. Her works aim to: uncover how teachers and school leaders make sense of and mediate federal, state and local policy in the context of their daily work; draw connections across what teacher candidates experience in pre-service teacher education, what they do—their teaching practices—as in-service teachers in urban, high-needs schools, and what their students learn as a result; identify methods by which educators can build, maintain, and maximize resource-rich networks for learning and school change; and explore educators’ reciprocal relationships with parents and community members as contributors to retention and renewal in high-needs contexts.

Paula M. Carbone, Assistant Professor of Clinical Education, is a former high school teacher in Los Angeles who received her Ph.D. from the University of California, Los Angeles. Her research interests center on teacher preparation in secondary, urban contexts. She is currently focusing on literacy pedagogy, specifically with bi-lingual and bi-cultural students in Generation 1.5, as well as investigating pre-service teachers and online instruction and the relationship of theory-into-practice.



Jenifer Crawford



Michael Escalante

Jenifer Crawford is Assistant (Teaching) Professor of Clinical Education (offsite) in the Teacher Education concentration. Her intellectual passions are social justice education, democracy and access in schools, and bridging critical social science theory to teacher practice. Crawford said she adores working collectively with pre-service teachers in the MAT to push educational theory into practice and specifically conceptualize the way teachers work against the status quo to achieve better conditions for America’s public school students.

Michael Escalante Ed. D. '02 joined the USC Rossier School of Education as Executive in Residence after more than three decades in public education. Most recently, he served as superintendent of Glendale Unified School District, where he oversaw approximately 27,000 students, a \$280 million budget, and 31 K-12 schools in a diverse community. Under Escalante’s leadership, the district saw student API scores rise year after year. Prior to that post, Escalante served as superintendent of Fullerton Joint Union High School District from 1997 to 2004.

New Faculty at Rossier



Kimberley Ferrario



Frederick W. Freking

Kimberley Ferrario is Assistant (Teaching) Professor of Clinical Education (offsite) in the Teacher Education concentration. Ferrario has 20 years combined experience teaching for a school district in the North Bay Area in California at the elementary level, as a reading specialist and as a literacy coach/coordinator of professional development in literacy for K-12 teachers. She also taught an academic literacy course for teachers and supervised student teachers in the credential programs for CSU Sacramento and UC Davis. Currently, Ferrario is teaching Learning Theories, Integrating English and Social Studies, and Instruction for Limited English Proficient Students for the MAT@USC program.

Frederick W. Freking joined Rossier as Associate Professor of Clinical Education. He began his career as a high school science teacher, and went on to earn his Ph.D. in neuroscience at the University of California, Los Angeles. Over the past 10 years, Freking has taught genetics, molecular biology and human anatomy and physiology to UCLA undergraduates, as well as science teaching methods to graduate education students and future science teachers. Freking teaches in the Teacher Education concentration at USC Rossier, and his research focuses on the impact of inquiry-based instruction in Los Angeles area high schools.



Lynne Goldfarb



Marge Hctor

Lynne Goldfarb is Assistant Professor of Clinical Education in the Teacher Education concentration at USC Rossier. She received her Ph.D. in Education from Claremont Graduate University and San Diego State University, and has years of experience as both as a public school secondary social studies teacher and a district office coordinator for educational reform. Her research interests include democratic education and pedagogy, project-based learning, and action research and teacher research. She has held positions at Chapman University, Ashford University, San Diego State University and Mira Costa Community College.

Marge Hctor is Senior Lecturer of Clinical Education (offsite) in the Teacher Education concentration. Hctor is a former teacher and administrator in a large K-12 urban school district in Orange County. After nine years in the classroom, she went to the district office where she was the administrator for a variety of district departments/programs. In addition to teaching in the MAT program at USC, she provides instructional consultant services for an educational software company and for the Technology Department at the Orange County Department of Education.

New Faculty at Rossier



Brooke Howland



Julie Marsh

Brooke Howland Ed. D. '09 is Assistant (Teaching) Professor of Clinical Education (offsite) in the Teacher Education concentration. She is a national reading and language arts consultant who provides professional development for educators who serve racially and linguistically diverse students at “under-performing” urban schools. Howland received her Ed.D. from USC, and her research interests fall in the areas of literacy development, and pre-service and in-service education for urban educators, and the relationship between pre-service urban teacher preparation and teacher practice.

Julie Marsh started as Visiting Associate Professor in the K-12 Education Policy concentration in July 2010. She comes from the RAND Corporation where she last served as Senior Policy Researcher. Marsh specializes in research on policy implementation, educational reform, and accountability. Her research blends perspectives in education, sociology, and political science. Over the past 15 years, much of her research has examined school districts as central actors in educational reform, including the roles played by central office administrators in both interpreting and creating policy, as well as the roles of other district actors—school board members, union leaders, citizens, parents, university partners, and community organizations—in advancing system-level reform and enhancing district capacity.



Emmy Min



Althea Scott Nixon

Emmy Min is Assistant (Teaching) Professor of Clinical Education (offsite) at USC Rossier. She is an out-of-state faculty member for the Master of Arts in Teaching program. Her research interests include the issues of social and cultural capital, gender, language and online learning as they relate to the education of English language learning and ethnic minority students. Min is also interested in educational issues of Asian-American students and educational issues in different regions of the world.

Althea Scott Nixon joined Rossier as Visiting Assistant Professor of Clinical Education in the Teacher Education concentration. Prior to her current position, Nixon was a two-year University of California Presidential Postdoctoral Fellow at the Laboratory for Comparative Human Cognition at the University of California, San Diego. Her research focuses on the ways children and adolescents from culturally, linguistically, and ethnically diverse backgrounds draw on new media technologies in learning and play. She holds a Ph.D. in Education from the University of California, Los Angeles and formerly taught the third and fourth grades in Chapel Hill, NC.



John Pascarella III



Morgan Polikoff

John Pascarella III joined Rossier as Assistant Professor of Clinical Education. Prior to this appointment, he taught in three urban high schools in northern New Jersey and served as an instructor and researcher at Montclair State University, McGill University, and the University of KwaZulu-Natal. Pascarella received a Ph.D. in Culture and Values in Education from McGill University. His research examines the uses of new media and critical theory in the preparation of pre-service and practicing teachers in the U.S., Canada, and South Africa. His work and collaboration with South African scholars and rural school teachers encompasses arts-based approaches to literacy, media, and HIV/AIDS prevention education.

Morgan Polikoff is Assistant Professor of K-12 Policy and Leadership. He comes from the University of Pennsylvania, where he completed his Ph.D. in May 2010. Polikoff's work employs quantitative methods to address questions relating to policy effects on school- and teacher-level processes. Broadly, his research agenda is on improving the effectiveness of local, state, and federal K-12 policies that seek to influence students' achievement through teachers' instruction and principals' leadership.

USC Rossier School of Education
BOARD of COUNCILORS

The mission of the Rossier Board of Councilors is to assist and advise the dean in achieving the stated goals and mission of the school and to provide leadership in development efforts to meet the funding objectives of the school. We are very honored to have a group of board members who support, advise, advance, promote, and advocate for the USC Rossier School of Education in the fulfillment of our mission.

Following is the current roster:

William (Bill) Allen

Alumnus, President and CEO,
Los Angeles Economic Development Corp.

Margaret (Maggie) Chidester

Alumna,
Law Offices of Margaret A. Chidester & Associates

Verna B. Dauterive

Alumna, USC Trustee,
former principal in the Los Angeles
Unified School District

Carol Fox

Alumna, teacher education lecturer
President, USC Alumni Association
Board of Governors

Greg Franklin

Superintendent, Los Alamitos Unified School District
Dean's Superintendent Advisory Group Chair

John Katzman

Founder and CEO, 2tor Inc.

Ira W. Krinsky, Chair

Senior Client Partner, Korn/Ferry International

Donald (Don) Leisey

Alumnus, former Superintendent and educational
entrepreneur, President of A+ Report Card

Cindy Shueh Lin

General Manager of PepsiCo Foods Taiwan

Brent Noyes

Alumnus, Principal of Arroyo Vista Elementary School,
Alumni Rep for USC BOG

Larry Picus

Rossier Faculty Council Chair, Professor

Mark Rocha

Superintendent President of Pasadena City College,

Barbara J. Rossier

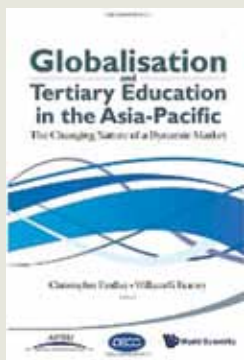
Alumna, USC Trustee,
President of Rossier Enterprises, Inc

Blair Taylor

President and CEO, Los Angeles Urban League

News

Dr. Estela Mara Bensimon was the recipient of the 2010 Outstanding Women of Color in Education Award from the University of Wisconsin System. The award was given in recognition of her contributions to equity and commitment to educational excellence in the UW System. Bensimon was the first woman outside of the state of Wisconsin to receive the honor.



Dr. William G. Tierney co-authored the book, *Globalisation and Tertiary Education in the Asia-Pacific: The Changing Nature of a Dynamic Market*, with Dr. Christopher Findlay of the University of Adelaide, Australia. The book examines how the integrated global economy has impacted tertiary education; it outlines the features of the new wave of globalization and

draws out specific trends and challenges associated with this new wave for universities and policy makers.

Dr. David Dwyer was formally installed as the first holder of the Katzman-Ernst Chair in Educational Entrepreneurship, Technology and Innovation at a ceremony on March 4, 2010.

Dr. Robert Rueda was officially installed as the Stephen H. Crocker Professor in Education on April 15, 2010.

Dr. Ron Avi Astor was awarded an Honorary Doctorate from Hebrew Union College in Los Angeles. Astor, who is an alumnus of the college, was honored for his groundbreaking research on school violence in Israel.

Dr. Patricia Burch has received tenured faculty status. Burch joins colleagues Dr. Darnell Cole and Dr. Alicia Dowd, both of whom received tenure in the past 18 months.

Susan Metros received a 2009-2010 USC Mellon Mentoring Award for Faculty Mentoring Faculty.

Dr. Priscilla Wohlstetter received a prestigious visiting professorship at Teachers College, Columbia University, where she will serve as the Distinguished Tisch Lecturer and Visiting Professor during the 2010-11 academic year. While in residence

at Teachers College, Wohlstetter will teach a course, engage with students and faculty on their research and grant-writing, and advise faculty and administration as the college cultivates its educational policy studies. She also will deliver the Tisch Distinguished Lecture to the college.

Dr. Mary Helen Immordino-Yang was awarded the Cozzarelli Prize, which recognizes the best paper of the year in each of six divisions by the National Academy of Sciences. Immordino-Yang's paper, "Neural correlates of admiration and compassion," was published last spring in the *Proceedings of the National Academy of Sciences*, and presented the first report of findings for a study of admiration and compassion.

Two new Assistant Deans joined Rossier in support of its growing faculty and expanding programs. *Paula Thompson* joined the school as Assistant Dean for Faculty Affairs. She comes to Rossier with extensive experience in higher education administration with an emphasis on faculty recruitment, retention, and career satisfaction. *Cathryn Dhanatya* is Assistant Dean for Research. Her most recent position was Director of Research and Financial Administration for the Art Global Health Center at UCLA.



Executive Vice Provost Barry Glassner and Dean Gallagher stand behind Dr. Robert Rueda at his installation as the Stephen H. Crocker Professor in Education.

Grants

The USC Rossier School of Education is an academic partner with the Keck School of Medicine in a prestigious \$56.8 million Clinical and Translational Science Award (CTSA) from the National Institute of Health. The five-year award goes to support and promote scientific discoveries and their application in real-life, urban settings to health and health care, and was awarded to the USC-based Los Angeles Basin Clinical and Translational Science Institute (CTSI). *Dr. Richard Clark* is co-investigator for the CTSI Center for Education, Training, and Career Development.

Dr. Gisele Ragusa was awarded \$2.1 million in partnership with ICEF Public Schools and several other Los Angeles-area public schools through the National Science Foundation and the California Department of Education to enhance professional development and increase student achievement in science and mathematics. Dr. Ragusa was also awarded a National Sciences Foundation grant in the amount of \$390,000 to provide a month long fellowship opportunity for high school teachers to explore science and engineering research in the labs at USC and work with STEM teacher education faculty on designing curriculum and science interventions based on compelling research in science and engineering (see pg. 12).

Dr. Tatiana Melguizo was awarded an Education Training Grant of \$550,000 from the U.S. Department of Education's Institute of Education Sciences (IES). The two-year grant is for the evaluation of the effects of basic skills mathematics placement on academic outcomes of community college students.

Dr. William G. Tierney was awarded \$10,000 from the Weingart Foundation for Capacity Building Support for CHEPA Outreach Programs, \$120,000 from the California Access Foundation of California for Scholarships for Increasing Access to Postsecondary Ed for Underserved Students, \$73,450 from the National University System Institute for Policy Research for Private Higher Education and the California Economy, \$50,000 from the Ahmanson Foundation for SummerTime 2010, and \$25,000 from the Angell Foundation for Core Cooperating Support for CHEPA Outreach.

Dr. Dominic Brewer was awarded a \$115,991 grant from the Walton Family Foundation to develop a School Quality Matrix (SQM) for Denver. A two-dimensional metric will allow comparison of schools operating under differing performance standards in the areas of attainment and growth. Schools in Denver will be plotted on an interactive computer application of the SQM.

Dr. Mary Helen Immordino-Yang received a \$25,000 grant from ASHSS for the project, Cross Cultural Investigations of Admiration and Compassion: An Interdisciplinary Study, which investigates the psychological meaning-making that Chinese and American participants report during the feelings of these emotions. The project will result in a cross-referenced database of video, verbal neuroimaging and psychophysiological data that allows for the investigation of individual and cultural differences in the psychology and neurobiology of varieties of admiration and compassion.

Dr. Gary Scott was awarded a \$24,492 Sea Grant for the project, Science Inquiry and Motivation in a Marine Context. The study examines how teachers' instructional practices change from traditional toward inquiry-based as a result of professional development, their sources of interest and levels in the three types of inquiry – descriptive, empirical-abductive, and hypothetical-deductive, and the impact of marine-based field experiences.

Dr. Michelle Riconscente and *Dr. Katharine Strunk* each received a \$1,650 grant from USC Undergraduate Research Associates Program for Contributors and Impediments to Student Learning. The grants fund the mentorship of three undergraduate students as they design and implement research on teacher quality in urban schools for three projects currently underway.

Dr. Strunk also received a \$17,500 ASHSS-USC grant to examine the impact of teachers' unions on school district resource distribution and student performance in California.

Alumni Achievements



Dr. June Ahn



Dr. Patrick Auerbach

Dr. June Ahn Ph.D. '10 accepted the position of Assistant Professor in Learning Sciences & Technology at the University of Maryland, College Park. He is part of the College of Information Studies with a joint appointment in the College of Education.

Dr. Patrick Auerbach Ed.D. '08 was promoted to Executive Director of Alumni Relations for the USC Alumni Association. In his new role, Patrick oversees the Association's alumni programming efforts, including domestic regional programs, lifecycle programs, and reunion programs.

Dr. Rita Cepeda Ed.D. '03 was appointed to lead the two campuses in the San Jose/Evergreen Community College District. Cepeda had been serving as president of San Diego's Mesa College.

Dr. Wen-Hui Chen Ph.D. '52 turned 107 years old on June 6, making her quite possibly the oldest living Trojan. Chen and her late husband, Theodore, were both Rossier faculty members. Together, the Chens sponsored and mentored hundreds of Chinese students.

Alumna *Carol Fox* was installed as the President of the USC Alumni Association Board of Governors at the annual meeting in May.

Dr. Brianna Kennedy Ph.D. '09 was the recipient of the PDK Recognition of Merit award for her dissertation, "Enacting Competing Ideologies: How Classroom Dynamics Influence the Education of Disaffected Early Adolescents at a Community Day School." Her dissertation was recognized in the May 2010 issue of *Phi Delta Kappan*.



Dr. Wen-Hui Chen



Carol Fox

Dr. Thelma Melendez de Santa Ana Ph.D. '95 was named 2010 Woman of the Year by *Hispanic Business Magazine*. Formerly the superintendent of Pomona Unified School District, Dr. Melendez de Santa Ana currently holds the post of U.S. Assistant Secretary for Elementary and Secondary Education. In this capacity, she serves as the chief adviser to U.S. Education Secretary Arne Duncan on all matters related to preschool, elementary and secondary education.



Dr. John A. Roach Ed.D. '88, superintendent of Carlsbad Unified School District, was just named Regional Superintendent of the Year by the Association of California School Administrators. Dr. Roach was selected by his peers from among 60 public school superintendents in Region 18, which includes San Diego and Imperial counties.

Dr. Roger W. Rossier MS '62, Ed.D. '72 was honored with the Alumni Service Award at the 77th Annual USC Alumni Awards in April. Rossier is Chair of the USC Orange County President's Council and President of the Trojan Club of Orange County. He and his wife, Barbara, are benefactors of the USC Rossier School of Education.

Dean Gallagher accepted a plaque on behalf of the late *Dr. Emery Stoops Ed.D. '41*, former professor and longtime benefactor of Rossier, in March. Phi Delta Kappa President Lisa Regan presented the plaque, which notes Stoops as a member of PDK since 1932 - the longest serving Kappan of all time, and his contributions to PDK and the education field.



Dr. John A. Roach

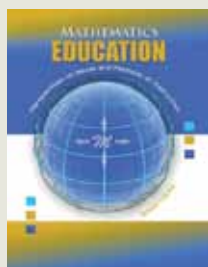
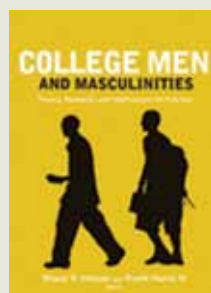


Dr. Roger W. Rossier

Books

Dr. Frank Harris III Ed.D. '06 and Dr. Shaun R. Harper,

founding executive director of the Rossier Ed.D. Program, recently published the first-ever book on college men. *College Men and Masculinities: Theory, Research, and Implications for Practice* was published by Jossey-Bass.



Dr. Bobby Ojose Ed.D. '06, assistant professor at the University of Redlands, published a mathematics education text with Kendall Hunt Publishing Co. titled *Mathematics Education: Perspectives on Issues and Methods of Instruction*.

Dr. Rebecca Wilke Ed.D. '97 co-authored a book with her husband, Dr. Steve Wilke. *The Leading Edge: 9 Strategies for Improving Internal and Intentional Leadership* includes specific "straight line" approaches to equip leaders with personal and professional skill sets needed in today's economic times.



Alumni Events

This spring, Dean Karen Symms Gallagher and several notable Rossier faculty have had the opportunity to engage with alumni at events throughout the country and the world.

On Saturday, February 20th, Dean Gallagher visited the USC Alumni Club of Atlanta to speak on **The Art of Teaching**, which focused on what the arts change about the learning experience. Following her presentation, Dean Gallagher and guests visited the High Museum of Art to view "Leonardo da Vinci: Hand of the Genius," which highlighted da Vinci's role as both an educator and student.



Dr. Michael Diamond, Alumnus Tae Hyun Oh, and Dean Gallagher at an alumni reception in South Korea.

In March, Dean Gallagher and Professor Mike Diamond, Executive Director of Rossier's Asia Pacific Rim International Study Experience, traveled to Seoul for the opening of USC's new international office in South Korea. They used this opportunity to host a dinner and reception on Tuesday, March 16th at The Shilla Seoul Hotel for Rossier alumni, friends and graduates of the Language Academy, who participated in the Intensive English Program at USC Rossier. At the event, Dean Gallagher shared how Rossier's programs are gaining international recognition.

Professors Rudy Castruita and David Dwyer joined Dean Gallagher on Wednesday, April 14, in San Diego for **Technology in Education**, a panel discussion and presentation. Hosted by the USC Alumni Club of San Diego, the panelists discussed the application of innovative technologies in the classroom for both K-12 and higher education.

Alumni Events

The USC Alumni Club of Colorado hosted Professors Melora Sundt and Guilbert Hentschke on Monday, May 3 in Denver for **High-Tech Higher Ed**. Dr. Sundt presented information about Rossier's groundbreaking MAT@USC program, and Dr. Hentschke discussed trends in distance learning for K-12 education and online learning for higher education.

USC Rossier thanks the clubs in Atlanta, San Diego and Denver for hosting our events and plans to partner with more USC Alumni Clubs in the upcoming year. Keep an eye out for an event near you!



Dr. Melora Sundt and Dr. Guilbert Hentschke spoke to the USC Alumni Club of Colorado in Denver.

Upcoming Events

Alumni, students, faculty, staff and friends of USC Rossier are invited to join us for the following special events:

SCoT Drive for Success – September 25th

The School Counselors of Tomorrow (SCoT) will host **Drive for Success** to raise funds for professional development opportunities for USC Rossier students in the Master of Education in School Counseling Program. The event will be held at the Flying A Garage in Pasadena on Saturday, September 25, from 3:00-5:00 p.m. Home to a private collection of American classic cars, guests will have the opportunity to take a stroll through automobile history and view award-winning, vintage cars. Ticket fee (\$25 for alumni, faculty and friends; \$15 for students) includes appetizers and drinks. For more information, please contact Melissa Norman at mnorman@pacbell.net.

Homecoming 2010 – October 30th

Join USC Rossier at our annual **Homecoming Tailgate** on Saturday, October 30, starting at 1:00 p.m. in front of Bovard Hall. Enjoy food, drinks, giveaways and activities for Trojans of all ages. For more information, contact Harmony Frederick at hfrederi@usc.edu or (213) 740-3499.

Endless PASAbilities – November 19th

The PASA Network, a student organization providing support services for graduate students pursuing the Master's of Education in Postsecondary Administration and Student Affairs (PASA), will host its first annual **Silent Auction** on Friday, November 19, at the Tutor Campus Center, Room 350. The event will feature appetizers, presentations from inspirational alumni, and endless PASAbilities to socialize and donate to a great cause. For more information, please contact Yevgeniya Kopeleva at kopeleva@usc.edu.



Dr. Glen Thomas (Ed.D. '95) was honored at a reception in May to recognize his years of service to California education, most recently as California Secretary of Education.

New Assistant Dean for Advancement

Anne E. Wicks joined the USC Rossier School of Education in the new position of Assistant Dean for Advancement in July. Wicks, who reports to Dean Karen Symms Gallagher, most recently served as Interim Managing Director of Development and Director of Institutional Giving at American Public Media (APM) in St. Paul, Minn.

Wicks has nearly 10 years of experience in fundraising for academic and non-profit organizations, and an additional three years of experience in alumni relations and athletics at Stanford University. Prior to her position with American Public Media, Wicks held the post of Vice President for Individual Giving at Teach For America in New York.

In her new position at USC Rossier, Wicks heads an advancement team in support of the School's aggressive growth plans and capital projects. Wicks is also striving to maximize existing fundraising activities with alumni, donors and advocates, and to build new sources of foundation and corporate support. In addition, Wicks is organizing an aggressive and comprehensive alumni outreach plan for the school. She received her MBA from USC's Marshall School in 2005, and a Master of Arts in Education degree from Stanford University.



Anne E. Wicks

Donor Gifts

ESTATE GIFT FROM CALVIN PULLIAS A bequest gift in the amount of \$4.2 million from the late alumnus Calvin Pullias (MA Math '60) has been made in support of the Rossier School's higher education program. The donor established the named gift to honor the legacy of his parents, Dr. Earl V. Pullias and Pauline Pullias. A loyal member of the Trojan Family, Calvin Pullias also served as a former university employee at the USC Testing bureau before his retirement.

BEQUEST GIFT FROM DR. MICHAEL G. AND JERRILYN WILSON Alumnus Dr. Michael Wilson and his wife, Jerrilyn, have named the USC Rossier School of Education as a beneficiary in a bequest gift that will establish the "Dr. Michael G. and Jerrilyn Wilson Education Scholarship"

The Next Century Fund Reaches Halfway Mark

THANKS TO THE GENEROUS CONTRIBUTIONS of the USC Rossier family, the school has raised half of the funds needed to match the \$100,000 challenge gift from Trustee Dr. Barbara Rossier and Dr. Roger Rossier. Their gift has propelled donations from alumni, students, faculty and friends, leading to a 64% increase in donors over the past year and doubling the amount of gifts of \$100 or more. To reach our final goal, USC Rossier needs your help. Tuition and endowment income do not cover all of Rossier's operating expenses, and the Next Century Fund supplements these funding sources. Your gift to the Next Century Fund provides vital resources to support the school's greatest priorities, including scholarships and research. A gift at any level will sustain Rossier's ability to support the world-renowned faculty, innovative academic programs, global partnerships and extraordinary students that make our school one of the top 10 private graduate Schools of Education in the entire country.

How to Make a Gift

To make a gift in support of Rossier, please address checks to
USC Rossier School of Education
(designate on the check for what purpose)
and mail in the enclosed envelope.

Or contact the
Office of Advancement at rossier.dev@usc.edu

for graduate students. Dr. Wilson has been affiliated with USC and the Rossier School for over four decades as a volunteer supporting its academic, professional networking and advancement initiatives.

BEQUEST GIFT FROM THE ESTATE OF MILLIE NASLUND A \$787,000 bequest gift from the estate of Robert and Millie Naslund was received to fund the Robert A. Naslund Chair in Curriculum Theory and Development in Teacher Education. Robert A. Naslund was a professor of education in the Rossier School of Education for 26 years. During his career as an educator, he was a teacher, principal, teacher educator, and supervisor of student teachers.



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