

futures in Urban Ed



radical
THINKERS



changing
the education
paradigm



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Rossier students Syndia Limon, Brian Boyle, Ying-Yun Chang

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School of Education

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A Rossier staff member will follow up with information about our programs.

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:

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

Rossier gathers the best and brightest to undertake what President Nikias calls USC's "Great Journey" 6



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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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Rossier — Rhymes with Career

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Dear Friends of Rossier,

PRESIDENT C. L. MAX NIKIAS, newly installed in October, has been consistent in his message both internally and externally: USC's top priority is to be a home for the highest caliber individuals that it can find. Transformative faculty members who represent academic excellence. A student body that is elite and highly selective. Women and men who are blazing new pathways to help USC enter the pantheon of international research universities.

*At the USC Rossier School, we call them **radical thinkers.***

I hope you have seen or heard our national campaign touting some of these trailblazers and the work they are doing in our programs and research centers to change the education paradigm for the better.

This issue of *Futures* features many of them and is dedicated to all of them. Dynamos, contrarians, revolutionaries, provocateurs, game-changers. The Rossier School is populated with students, faculty members, researchers, alumni, donors and partners all of whom in their own way are radical thinkers who believe that to improve education you need to rethink it from the ground up.

Webster defines "radical" as "tending or disposed to make extreme changes in existing views, habits, conditions or institutions. Marked by a considerable departure from the usual or traditional." Rossier's work is all that and more.

Throughout our nation there is agreement that the "usual or traditional" in our schools is not working. "Existing conditions" in most classrooms cannot be sustained if we want the next generation to be successful as global citizens. It will take some radical thinking to effect the change we need.

I'm extremely proud of the men and women of the USC Rossier School of Education and I believe they embody the transformative scholars that President Nikias talks about. As you read these profiles I hope you will have a better understanding and appreciation for the work they are doing to heed our call to action:

Innovate, Educate, Transform.

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



Higher Education Expert Panel Defines the Global University

In celebration of USC President C. L. Max Nikias' inauguration in October, Rossier brought together three experts in the globalization of higher education for "The Global University" symposium held at Town & Gown.

Guest panelists included **Ben Wildavsky**, author of *The Great Brain Race: How Global Universities Are Reshaping the World*, **Kenneth McGillivray**, USC vice provost of global initiatives and former secretary general of the Association of Pacific Rim Universities, and **Chuan Lee** (Ph.D. '86), president of Ming Chuan University in Taiwan. The panel was moderated by KCET journalist **Val Zavala**, and about 200 guests attended.

The panelists talked about how to define a global university and the global knowledge economy, the trend in partnerships between universities in the U.S. and Asia, and the potential of digital technology to shape higher education around the world.



From L to R: Ben Wildavsky, Kenneth McGillivray, Chuan Lee, Val Zavala.

Photo by Steve Cohn

ON the COVER

[Row 1] Associate Professor Ginger Clark, Student Icela Pelayo, University Professor William G. Tierney, Assistant Professor Brandon Martinez

[Row 2] Professor Sylvia Rousseau, Associate Professor Tracy Poon Tambascia

[Row 3] Professor Guilbert Hentschke, Associate Professor Darnell Cole, Student Megan Chase

[Row 4] Professor Melora Sundt, Alumnus June Ahn, Student Cecilia Sam, Professor Dominic Brewer

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USC Rossier launched its "Radical Thinking" branding campaign in the fall, which showcases how the school's programs and research are pushing the envelope in the field of education.

The campaign includes provocative ads on websites such as *Inside Higher Ed*, *US News and World Report*, and *Chronicle of Higher Education*, and radio spots on KPCC and KCRW in Los Angeles, on KXJZ in Sacramento, and on WAMU in the Washington, D.C. area.

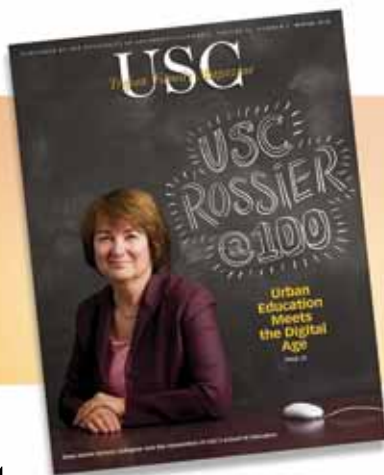
The campaign promotes the innovative work of faculty and students at Rossier and features our groundbreaking Ed.D. program, online MAT@USC program, Center for Urban Education's Equity Scorecard and the impactful mentoring programs from the Center for Higher Education Policy Analysis.

Rossier Shows Trojan Pride at 2010 Homecoming

Rossier family members of all generations – alumni, students, faculty, staff and friends – came out to celebrate 2010 Homecoming at the carnival-themed Rossier Tailgate. *Photos by 211 Photography*



2010
homecoming



Rossier is The Star of Trojan Family

The Rossier School and Dean Karen Symms Gallagher are the glowing centerpiece of the most recent issue of *USC Trojan Family Magazine*.

The Winter 2010 issue features a cover story on Rossier, its research and programs, and its evolution over the past century as one of the most transformative schools of education in the country.

MAT@USC Growth Sparks Interest Across the Globe

Dean Karen Symms Gallagher has traveled extensively since the fall telling the story of the unprecedented successes of Rossier's online MAT@USC program. From Georgia to Washington, D.C., and from Hong Kong to Saudi Arabia, the Dean has been invited to share the remarkable progress of this elite teacher preparation program.

MAT@USC

From 81 students on campus in Fall 2008, the MAT student body – now on campus AND online – has grown to over 1,600 in Winter 2011. Students are enrolled from 45 states, as well as the territories of Guam and Puerto Rico, and are located in 25 different countries. For their student teaching practicum, MAT students have been placed in 700 unique school districts and 1,400 schools, as well as 30 charter schools or individual school networks across the country. California claims 55 percent of the placements, with Georgia, Washington, and New York comprising the next 13 percent. Of the 255 students who have graduated from the program, 88 percent are employed or have offers pending as teachers or school-based practitioners.

Dean Gallagher presented the MAT@USC story to the conference of the Council of Academic Deans from Research Education Institutions (CADREI) in Charleston, South Carolina in October. In November, she was in Hong Kong for a presentation to the Asia Pacific Rim Universities (APRU) Education Deans. She also traveled to Washington, D.C., to give writers from the *Washington Post* a hands-on experience in an MAT@USC online classroom.

In December, the Dean was invited to visit colleagues at the University of San Francisco School of Education, where she met with Associate Provost Gerardo Marin to talk not only about the successes of the MAT@USC and its online components, but also Rossier's nationally recognized Ed.D. program.

Dean Gallagher accepted a special invitation to Saudi Arabia in January to give the keynote address at the 1st International Conference, "Teaching and Learning as Tools of Progress in Higher Education." The conference was held at Prince Sultan University College for Women in Riyadh.

The most recent stop on her whirlwind tour was a presentation by special invitation to members of the US Department of Education in January. The Dean was joined by **Dr. Margo Pensavalle** as guests of several key DoED staff members, including Under Secretary **Martha Kanter**, Assistant Secretary **Thelma Meléndez de Santa Ana** and Assistant Deputy Secretary **Jim Shelton**. In addition to hearing about the MAT@USC, the federal staffers also got the latest encouraging statistics from Rossier's work at Crenshaw High School, presented by **Dr. Sylvia Rousseau**.

Rossier Presents Research at ASHE Conference

A large contingent of Rossier faculty members, graduate students, and alumni presented at the Association for the Study of Higher Education (ASHE) conference in Indianapolis in November.

Dr. Estela Mara Bensimon, Dr. Darnell Cole, Dr. Alicia Dowd, Dr. Adrianna Kezar, Dr. Tatiana Melguizo, Dr. William G. Tierney, and Dr. Kristan Venegas presented their research and participated in a number of symposia and discussions. Center for Higher Education Policy Analysis Post Doctoral Research Assistant **Zoe Corwin** and Center for Urban Education Project Specialist **Sandra Luca** also presented at the conference.

In addition, several Rossier Ph.D. candidates participated, including **Robin Bishop, Araceli Espinoza, Monica Esqueda, Lisa Garcia, Tiffany Jones, Jonathan Mathis, Stefani Relles, Cecilia Sam, Sheila Sanchez** and **Misty Sawatzky**.

Noted Rossier alumni who presented at ASHE include:

- **Dr. Julia Colyar (Ph.D. '03)**
- **Dr. Jarrett Gupton (Ph.D. '09)**
- **Dr. Ronald Hallett (Ph.D. '09)**
- **Dr. Frank Harris, III (Ed.D. '06)**
- **Dr. Karri Holley (Ph.D. '06)**
- **Dr. Margaret Sallee (Ph.D. '08)**

Gupton was awarded the ASHE Bobby Wright Dissertation of the Year Award for his dissertation, "Pathways to College for Homeless Adolescents."



In his inaugural address in October, President C. L. Max Nikias spoke not only to the value of education, but to the essential role played by those who embrace the unknown, are fearless in pursuit of their goals and eagerly blaze new trails toward knowledge and understanding. Here is an excerpt:

W

e have always believed that education is the Great Equalizer for a society. Education lifts up the weak from despair, and it teaches humility to the mighty. Education is what helps us to be fully human and to appreciate the full range of human experience in our own life. Education is what expands our lives to be as vast as the frontiers of the cosmos and the edges of eternity, and yet it gives us deep insight into the fleeting moments of our own inner existence.

Allow me to look back to an epic story told two thousand years ago, by the Roman poet Virgil. In the epic poem *The Aeneid*, Virgil chronicled the story of the Trojan hero Aeneas. Aeneas and the Trojans responded with courage when fate made it clear that the Trojans would have to seek their destiny beyond the walls of the old City of Troy. So the Trojans set sail and navigated the uncertainties of their times. They navigated their way through raging winds and waters. They navigated through the extreme anger of gods and spirits. They navigated through the full catalog of uncontrollable monsters of antiquity. Aeneas and the Trojans would reach their destination, where they would lay the cornerstone for a new city of Troy. This Troy would grow into the great city of Rome. Rome – the home to the mightiest and most enduring of all empires. That was the destiny the Trojans began to claim, when they moved from what was comfortable and familiar, when they were willing to lose sight of their native shores and undertake a Great Journey. Virgil's *Aeneid* makes the timely eternal, and the eternal timely.

For this university and for our Trojan Family, our own quest for undisputed elite status could be likened to the voyage of Aeneas. It means the difference between being a "hot" and "up-and-coming" university and being undisputedly one of the most elite and influential institutions in the world! A Great Journey awaits us, and on the other side of the adventure lies our destiny.

Let's make no mistake about it: When it comes to doing good for the world, we believe there is a USC way of doing it. This way is entrepreneurial, imaginative, collaborative, ethical, adaptable, and global. We must place this USC stamp on the intellectual and the social revolutions that lie ahead.

...Our Great Journey requires that we achieve a critical mass of the world's most brilliant faculty minds – the most productive and renowned intellectual giants of our generation. Transformational faculty whose reputation for productivity will place USC at the vanguard of every intellectual revolution.

...We must build an unsurpassed network and quality of young women and men capable of leading the future – students from all 50 states and from across the Pacific Rim – from East Asia and South Asia and India and the emerging economies of Latin America.

As our world today is shifting away from an Atlantic to a Pacific Century, USC is better positioned than anyone else to lead this change. To become the intellectual and cultural and spiritual fabric of a world that is tied to the Age of the Pacific. To become the foremost laboratory of experimentation of "East-West" ideas, in scholarship and the arts and media and journalism and culture. To become the campus where the influencers of the Pacific Age will be educated, shaped, and molded.

This is our moment. And, I believe, that should be our vision!



“...there is a USC way... entrepreneurial, imaginative, collaborative...”

Why did a Long Island-bred graduate of Hofstra University, NYU and Harvard agree to become the chair of the USC Rossier School of Education Board of Councilors? It's all about the quality and caliber of the people inside Rossier, according to Ira W. Krinsky, who in 2010 assumed the leadership position.

"I have had many long and successful relationships with members of the Rossier faculty who are wonderful people and incredibly good at what they do," said Krinsky, citing nationally recognized Rossier faculty members Rudy Castruita, Rudy Crew, Pedro Garcia, Stu Gothold, Guilbert Hentschke, and Melora Sundt.

"And of course Karen Gallagher is one of the finest education leaders I've ever met in the country," he continued, referring to the Dean. "She is very focused and pragmatic and passionate about education. Everything she touches she does so well."

Krinsky knows great leadership when he sees it. For over 30 years he has led executive search efforts to place high quality educators into key leadership positions around the country, originally as the senior client partner and now as a consultant for Korn/Ferry International, the world renowned executive search firm. In fact, Korn/Ferry was the first firm to have a specialty practice in education and Krinsky was the first to head it. He has recruited CEOs, CFOs, CIOs, presidents, vice presidents, deans and other senior academic and administrative leadership positions. He has served both public and private universities of all sizes and missions, public school districts, private schools, charter schools, not-for-profit organizations and corporations serving the field of education.

"In my work, I have met a great number of professionals in education who received their degrees from USC Rossier. I have continually been very impressed with them," he said. "I am heartened by Rossier's commitment to school leadership, which is my passion. The quality and quantity of their programs in that area are unsurpassed." When he was asked to join the Board of Councilors, and more recently to lead it, the answer was easy. "I thought 'wouldn't it be great to be part of something like this?'"

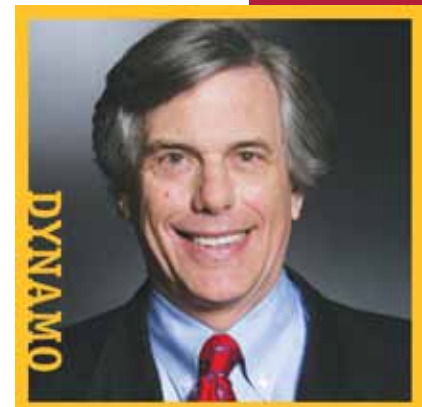
Krinsky's impressive resume includes hands-on work as an education practitioner. He has taught in the classroom, been a school counselor, and spent 10 years in school administration, as Assistant Superintendent of the Public Schools in Levittown, New York, and then as Deputy Superintendent of Public Schools in Pomona. But his passion for quality education is familial as well. According to Krinsky, his wife, Roberta Weintraub, is a source of inspiration each day.

"Roberta served on the Los Angeles school board for 14 years. She was president of the board for four years. She founded High Tech High, the LA Police Academy magnet schools, and the Police Officer Preparation Program ("POPP") for high school and junior college students. Every day I see what is possible by the work that she does." The family's roots in education run deep. Roberta Weintraub was first a teacher, as was her own mother, who received her college degree in 1922, and lived to the age of 100.

Krinsky has specific goals for the Rossier School of Education Board of Councilors.

"It is my hope that we will build on the wonderful foundation provided by Dr. Rossier, the school's benefactor and former Board chair, to continue to provide support, guidance and perspective to both Dean Gallagher and to the School — to be a resource to the School as it moves into its next century of existence and to help Rossier make a difference in the field of education. I am honored as well to have such wonderful colleagues on the Board and want to especially acknowledge the contributions of our Vice Chair, Carol Fox. On a personal level, I am so proud to be associated with such an innovative and excellent school of education!" ■

— Barbara Goen



His father's unprecedented dedication to education throughout his life, during wars and across continents, compelled Robert Wang to give something back to the Rossier School of Education. Wang, an accomplished retired business executive, established a scholarship fund for Rossier students in memory and honor of his late father, lifetime educator and alumnus Dr. Yu-Kai Wang (MS '35).

Since 1996, the Dr. Yu-Kai Wang and Mrs. Alice Ah-Chu Wang Endowed Scholarship Fund has helped many Rossier students studying to be high school and community college counselors.

"The student recipients are top-notch," Robert Wang said. "My father graduated from the School of Education, and education is the most important thing for our younger generation. With no education, there's no foundation."

Dr. Yu-Kai Wang was a pioneer for education in China. He opened an elementary and high school in Shanghai before leaving to study at USC. After earning his M.S. in Education in 1935, Wang returned to his homeland and soon found it in the throes of World War II's Second-Sino Japanese War. Wang fled to Chuang Kang with his wife and children, where he was able to pursue his career in education, spending the next eight years in faculty and leadership posts at Great China University, National Teachers College, and United Christian University.

After the war, the family returned to Shanghai. Wang reassumed management of the schools he had founded, and opened and ran a new business school, Kwang Hsia College, with branches in both Shanghai and Hong Kong. In 1959, he earned his Ph.D. and authored a number of books on education systems in both the East and West.

In 1948, Robert Wang followed his father's path and came to study in America. He entered St. Thomas College in St. Paul, Minnesota, and earned his MBA at the University of Michigan in Ann Arbor in 1950. He spent a number of years as a senior executive at 3M Company, where he developed business strategy for 3M subsidiaries in Asia and became the first managing director of 3M Taiwan.

The elder Wangs immigrated to the U.S. following the Hong Kong riots of 1967. Long after his "official" retirement, Dr. Wang was still teaching at Glendale City College and Los Angeles Metro College.

With his wife, Victoria, Robert Wang now resides in the Orange County neighborhood of Villa Park, where a framed photograph of his parents is prominently displayed on the fireplace mantle

in his home. He said his gift to Rossier is a reflection of his father's legacy, and the elder Wang's commitment to education and philanthropy.

"My father was an educator all his life. He always taught us that human beings can only take in two bowls of rice a day. If you are lucky enough to have any surplus, then you should spend it on other people," Robert Wang said. "I followed in my father's footsteps. He is my inspiration." ■

— Andrea Bennett



Sitting in their Pasadena home high atop the Rose Bowl, and ruminating on the countless international journeys that keep them on the move, Jeri and Mike Wilson keep coming back to the topic that anchors them to home – USC. And it's not subtle. She is decked out in cardinal, including shoes; he is wearing gold with a snappy cardinal trim. These two are true believers. And it was ingrained at birth.

Jeri Wilson's New Mexico-based grandfather was a Teddy Roosevelt Rough Rider. At a Southern California reunion of his regiment in the early 1920s, he fell in love with the USC campus, and returned home to tell his son, Jeri's father, in no uncertain terms that he expected him to attend the University of Southern California. No discussion. And he did, graduating from the School of Pharmacy.

Son-in-law Mike Wilson is also a proud Trojan graduate – receiving his MS in education from the USC Rossier School in 1972. Together, Jeri and Mike have made a significant financial commitment to the school to endow a scholarship, which they hope “will perpetuate these many years of good work.”

“This is a school with great foresight. They've hired terrific Deans,” said Mike, referring specifically to Irving Melbo and later Guilbert Hentschke. “And I can't say enough good things about Karen Gallagher. When she came in, she involved students, alumni, faculty...everyone...in moving the school forward.

“She's a leader that has established a national reputation. The new faculty she has hired are great. The staff, too.”

Both Jeri and Mike have been teachers, and while Jeri segued into multiple successful entrepreneurial ventures, Mike spent his career within LAUSD, moving from teaching, to serving as assistant principal, principal, and what was then designated as regional and area administration. “Attending the USC School of Education sparked your interest in doing lots of different things,” he recalls. “And it wasn't just theoretical. The professors had worked in education. They were practitioners and they were always on the cutting edge.”

Mike Wilson's commitment to USC fundraising goes back to the beginning of President Steve Sample's tenure, when the President asked Mike to join a committee to build a \$500 million endowment. That goal was challenging enough, according to Mike, but when it was soon raised to \$1 billion, he and his colleagues clearly had their work cut out for them. But his respect for the President and his vision kept them on the path to success, a success which at the time was unprecedented.

This legacy of success and greatness is what Jeri and Mike Wilson want to continue for a new generation of education students. “We don't want our gift to be restrictive,” they say. “Whoever wants to go to the Rossier School, and is a great candidate, should have the opportunity, no matter their financial need.”

USC Rossier is “a top school,” say the Wilsons, even though Jeri herself carries a degree from a Westside campus. “I know we're not supposed to be biased, but...” ■

— Barbara Goen



As my age begets moments of quiet reflection, I am increasingly drawn to the public education debate juxtaposed to the urgency for economic growth and more specifically the reduction of the nation’s unemployment. The jobless numbers across the country are mind-numbing, particularly for our youth and if you are black or Latino the news is even worse. Those rates are in the double digits and holding.

Behind the 9.6% overall unemployment figures (and inching downwards) is a stark and completely unpublicized reality related to the disconnect between schooling, employability and economic recovery. Judging from the numbers and the segments of the economy where the jobs will be re-emerging, it would appear an easy prediction that there are many young people whose ability to be hired, even as new jobs emerge, is in serious doubt. It’s as though the policy debates about schooling, globalization and employability are in silos within the Washington beltway and many state legislatures throughout the country. All the while, from school boards to parent meetings and academic institutions, there is frenzy for “innovation” in school districts, higher education, philanthropic organizations and the private sector. In an era punctuated by “change we can believe in”, I have assembled a list of what these changes should be.

Let’s start with vision. American education and those educators who labor within it are an army of the democracy. They are the keepers of the faith and the ideals and aspirations of our nation’s youth. Maudlin as that sounds, this is a time for our beleaguered education system to have a commander in chief with a vision for public schools. Privatization of schooling, which is so much en vogue now, seems more like a strategy than a vision. Not since Martin Luther King, Jr. has there been a public leader whose unabashed, visionary, campaign-like support of public education elevated the needs of children, the value of teaching and the demands of the future. Such a vision is needed now.

Beyond vision, there is teaching strategy support as a central focus. There is an enormous opportunity to build new architecture around the instructional needs of teachers and students. Instead of the superman hyperbole, substantive discussion should be organized within every region of the country and plans made to increase the numbers of quality teachers whose content knowledge and teaching repertoire would be the focus of the national discussion. Thankfully, this would replace the senseless conversations devaluing the profession. Issues of compensation would be contextualized similarly to the investments needed in building a space program, strengthening national security or needed dollars for cancer research. The highest and best use of technology, the arts, internships and community service would be a signature of the recovery efforts for public education.

And last, “change that you can believe in” has a definable end game for America’s youth.

Our children have to be able to become gainfully employed in this complex, highly technical global economy. They must have the skills and social capital to negotiate in the adult world where the prize of prosperity is connected to effort, collaboration and the practice of human dignity, as much as grade point averages. Few will make the “end game” if their schooling experience is devoid of the investments in such things as foreign language, internships, community service, the arts and technology. ■

.....

Dr. Rudolph Crew is the former Superintendent of Schools, Miami-Dade County Public Schools, and also served as the Chancellor of the nation’s largest school district, New York City Public Schools. A nationally renowned educator and education policy opinion leader, Crew advised the transition team of President Barack Obama in the formulation of national education policy and now serves on the President’s Education Policy Council.



One scholar is bringing his pioneering work in new media literacies and learning to the School of Education.

Dr. Henry Jenkins, Provost's Professor of Communications, Journalism, and Cinematic Arts at USC Annenberg and the Cinema School, recently received a courtesy appointment in Rossier as Professor of Education.

Jenkins is a leading scholar in the study of New Media Literacies and Learning. In December 2010, *Prospect* magazine named him No. 3 in its list of top 10 "brains" of the digital future. He came to USC in 2009 from the Massachusetts Institute of Technology, where he directed the Comparative Media Studies graduate degree program, led a consortium of educators and business leaders promoting the educational benefits of computer games, and oversaw a research group working to explore ways that educational practices can be re-imagined to reflect young people's informal learning practices in a participatory culture.

Jenkins is Principal Investigator for Project New Media Literacies, which he launched four years ago. As part of the newly launched Participatory Culture and Learning Lab, Project New Media Literacies develops curricular materials and pedagogical methods for teaching new media literacies in and outside the formal classroom. The center ran a teacher's training program through the New Hampshire Department of Education to help educators integrate the new media literacies into their teaching. Jenkins is also developing a book project, "Reading in a Participatory Culture," which reflects on a curricular experiment of using *Moby Dick* to get teachers and students to think about the aesthetics and ethics of remix culture.

Since moving to Los Angeles a little over a year ago, Project New Media Literacies has become the primary academic partner for the Robert F. Kennedy Schools in Los Angeles.

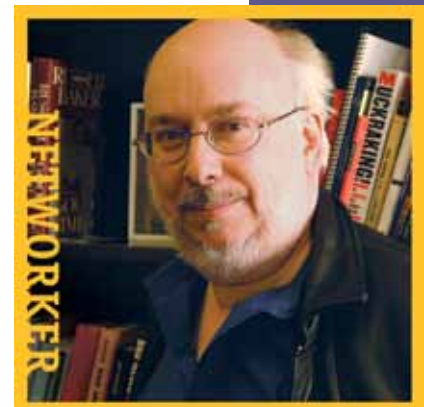
The center will be advising the schools on teacher training, after-school and school-based learning, and community outreach efforts around digital media. A research team was created within Annenberg that involves a number of Rossier students. Jenkins also teaches a class on New Media Literacies at Annenberg, which he said he encourages Rossier students to take.

He led the Microsoft "Games-to-Teach" research initiative from 2001 to 2006, which explored how computer and video games might be deployed for pedagogical purposes, and included the development of conceptual models and playable prototypes for a range of educational games, opening this space for future research.

Jenkins also has worked closely with the MacArthur Foundation to shape a media literacy program designed to explore the challenges and opportunities of learning in a participatory culture, and reveal potential new pathways for education through emerging digital media. He wrote a white paper offering a road map of key skills and challenges to confront in order to increase meaningful youth participation in the media, which was released at the launch of the MacArthur Foundation's Digital Media and Learning Initiative. The paper, "Confronting the Challenges of a Participatory Culture," has been discussed by educators all over the planet and become a standard reference for thinking about the new media literacies. He now serves on a MacArthur Foundation research network focused on better understanding the political and civic identities of young people.

"I am deeply honored to accept an honorary appointment in Rossier," Jenkins said. "I am hoping my research and teaching will contribute to USC's reflections on what it means to teach and learn in a networked culture, and I am hoping to continue to work closely with Rossier students and faculty." ■

— Andrea Bennett



A Conversation with Dr. Thelma Meléndez de Santa Ana

Q | What inspired you to pursue education as a career?

A | I come from a family that has always valued education. In particular, my grandmother, mi Abuelita, has been a real inspiration to me. She was a wonderful teacher and principal in Chihuahua City, Mexico.

When she passed away, my husband and I returned to Chihuahua for the funeral. Hundreds of people, including several generations of her students and many colleagues, were there to honor her, for the lasting positive difference she made in the lives of so many children and families.

Besides my Abuelita, another reason I decided to become a teacher was because of my kindergarten teacher, Mrs. Silverman, at Fremont Elementary in Montebello. Mrs. Silverman did everything to help me, a nervous Spanish-speaking child, feel welcomed and confident in my ability to excel. She had no doubt that I could succeed in school, and with her help, I did.

Looking back, the sheer joy of learning I experienced with Mrs. Silverman is something I've come to call "the magical moment." It's the flash of understanding and inspiration that teachers and students share, when ideas come to life and children gain confidence in their ability to learn. My "magical moments" with Mrs. Silverman not only set me on a course for academic success – they also set me on the path to making education my career.

Q | In your opinion, what is the most critical issue in education today?

A | Right now all students in this country do not have access to a high quality education. This issue drives my work every day – I believe that ensuring high-quality teaching and learning for every child is a question of social justice. No child should ever walk into a school or classroom and find anything but the highest expectations, and the most attentive support as he or she strives to reach them.

Q | Why is Rossier distinctive as a school of education?

A | First, Rossier provides high quality education programs that are relevant to the challenges of urban education, such as ELL teacher prep programs. That's so important. They have innovative approaches. They have top tier professors.

I also appreciate that USC is always looking for ways to support students, through fellowships like the Title VII fellowship under which I received my PhD. The institution is on the cutting edge of research, practice, and student support.

Q | What are the key policy issues your department will be addressing in 2011?

A | The mission of my office, the Office of Elementary and Secondary Education (OESE), is to promote academic excellence, enhance educational opportunities and equity for all of America's children and families, and to improve the quality of teaching and learning.

We carry out our mission primarily through our work with grants. Over the past year, we've taken a whole new approach in how we actually administer grants more effectively. This is important, because we believe that effective grant administration will help grantees – schools, districts, and states – achieve their goals and improve student outcomes.

OESE has identified five key priorities that will guide our grant work in the next year: struggling schools reform, effective teaching, secondary schools, rural schools, and special populations.

These priorities will focus our work and make sure that we are doing all that we can to support our grantees.

Q | What are the top priorities for the administration in education?

A | First, we are working on increasing our global competitiveness and boosting college completion rates. We know that students in this country need to increase college completion in order to keep up with their peers from around the world. The administration is committed to working with colleges to improve graduation rates, and we'll work to increase financial support to young people who want to earn a college degree.

Second, we are focused on supporting preK-12 reform at the state and local levels. I've talked about OESE's goal of providing as much support to our states and districts – this support is a goal for the Administration as a whole. We at the Department of Education are transforming ourselves from a compliance-driven bureaucracy to an engine of innovation. We're working to connect states and districts with one another, so they can support and learn from each other. And, we're pushing to reauthorize ESEA this year, so the law better supports reform that's happening at the local and state levels.

Finally, we are focused on strengthening the teaching profession, as well as supporting school leadership. As a former teacher and principal, I'm especially passionate about teaching and learning, and in particular, an investment in strong teachers and leaders. Great teachers and school leaders are absolutely essential to the success of our students.

Q | What are the prospects for the reauthorization of ESEA? What major changes need to be made to NCLB?

A | Reauthorizing ESEA is one of the Department's top priorities for 2011 – and we are working hard with both Democrats and Republicans to get this done. I think there's strong agreement from both sides of the aisle that NCLB needs to be fixed to better support the work that's happening in our schools and in our classrooms.

Our recommendations on how NCLB should be changed are clearly detailed in our Blueprint for Reform. Our plan ensures that states, districts and schools are held accountable in a fair way. We also want to create more space and greater flexibility in how schools and districts can innovate to improve. We must better support creativity and innovation at the local level, as we've done through competitive grants like the i3, Race to the Top, and Promise Neighborhoods grants. (See pg. 28 about Rossier's i3 grant.)

And finally, we want to focus on the schools and students most at risk, like our lowest performing schools and other high needs student populations including low-income students and English Learners. ■

/// We at the Department of Education are transforming ourselves from a compliance-driven bureaucracy to an engine of innovation.



The impact of teachers' unions on school reform and student learning has been a contentious topic for policymakers and scholars alike in recent years.

One Rossier faculty member has devoted her research to uncovering the real effects of unions on teaching and learning, one of the few scholars in the field examining these areas.

"When I was in graduate school and participating in conversations about how to improve California's education system, I heard over and over that important California reforms could not succeed because the teachers' union would never allow them," says Dr. Katharine Strunk. "I wondered if this could really be true; could teachers' unions impede district and state reforms to such a degree? Could they impact student achievement?"

After combing the research for studies that might answer this question, she found that there were very few empirical studies that asked about the impacts of teachers' unions on district practices and student achievement. Realizing that the most important function of teachers' unions at the school district level is to negotiate a Collective Bargaining Agreement (CBA, or contract) with the local school board, she collected approximately 500 union contracts from California school districts from the 2005–2006 school year. She then read and coded all of those contracts, and developed an unbiased method for examining how restrictive they were to district policy.

Her findings revealed that contract restrictiveness was associated with lower student achievement and differences in district spending. Contrary to popular belief, teachers' salaries didn't waver with restrictive contracts. However, administrators' salaries are higher in districts with more restrictive contracts, and spending on important budget areas such as books and supplies is lower.

Currently, Strunk has collected contracts for the same districts for the 2008–2009 school year, and she's looking for changes that are related to students' outcomes and spending. She's also examining how local school boards may be associated with contract restrictiveness.

"It's critical because many of our schools are failing, just as we have less money to spend on education. As a result there's a need for policy innovation at the local district level," she said. "Unions are being painted as the enemy of reform. But before we assume that some groups or organizations are inherently against specific reforms, it's important to determine if the contracts actually do restrict reform, and what the school boards – who also bargain these contracts – have to do with it."

Strunk has already made a name for herself as a rising scholar in teacher labor nationally and district reform regionally.

She is working, along with Rossier colleagues Dr. Dominic Brewer and Dr. Julie Marsh, on a highly competitive Investing in Innovation Fund (i3) grant to evaluate the Public Schools Choice Initiative in the Los Angeles Unified School District.

The project aims to enhance the public school choice process; support the implementation of the instructional plans of the selected teams; and implement accountability and continuous improvement measures. ■

— Andrea Bennett



// ...many of our schools are failing, just as we have less money to spend on education. As a result there's a need for policy innovation at the local district level.

Dr. Mary Helen Immordino-Yang spoke with Roger Bingham, scientist and television host, at the Society for Neuroscience’s Neuroscience 2010 conference in November. The following excerpts were reprinted with the permission of The Science Network.

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RB | Give me some sense of what kind of role you think neuroscience should play in solving the problems that we read about every day concerning education and schools.

MHI-Y | I feel like one of the roles of neuroscience is to encourage an interdisciplinary dialog which can inform in a very deep way the theories we’re building in the discipline of education, and, in turn, educational policy. These discussions also, in turn, could shape the kinds of questions that are possible to ask within neuroscience. For example, in social and affective neuroscience there are some really new and exciting ways to look at social emotion, moral development, and cultural differences in the ways that people perceive and understand situations, and in the ways that they consciously understand the meaning that they’ve made. And some of those findings have very interesting implications for the ways that particular educational constructs are being studied, for example, constructs like identity and self-awareness and cultural differences in social affiliation and moral judgment. The role of non-conscious processing, for example, has been almost universally left out of educational theories. Via informing the educational theory, we can indirectly influence practice in ways that in the longer term I think will have a very deep impact.

RB | I’m thinking now about a suite of areas that emerged from neuroscience research talking about processing, attention, sequencing and prediction, memory, spatial skill, social cognition, executive functions... Papers that never find their way into schools because they’re usually used in neuropsychological batteries for, in quotes, “handicapped” or “challenged” populations, not for improving performance of, again the quotes, “normal” populations. What do you think about that?

MHI-Y | I think there’s a big problem with the way that we divide kids into “handicapped” populations and “normal” populations and “gifted” populations. What we’re really after is a science of learning that’s inclusive, that tries to make sense of the ways that kids dynamically change and respond to experiences. We need to consider the role of kids’ own individual propensities, including genetic and biological propensities as well as psychological propensities, how they use those propensities to interact with and make sense of the environment, and how they’re changed by that interactive process. There’s a lot of individual and cultural variability in the way that learning happens, and so really what we’ve done by partitioning kids into groups is fail to appreciate that kids demonstrate a spectrum of abilities across all kinds of cognitive and emotional capacities. Understanding how particular kinds of strengths can actually outweigh other kinds of deficits to change not just someone’s ability to do one thing, but their more general approach to the world, allows us to study learning as a dynamic interaction between a person and a world that’s ever so much more nuanced and complex than ever could have been appreciated by the bin that the person would have been put into. ■

To watch the entire conversation with Bingham, Immordino-Yang, and Sarah-Jayne Blakemore, Royal Society University Research Fellow and Professor in Cognitive Neuroscience at University College London, go to thesciencenetwork.org



During a meeting last November, Professor David Shih, a sociology professor at the University of Wisconsin-Eau Claire, addressed an assembly of professors, administrators, and state policy makers from the university system. He was discussing Dr. Estela Mara Bensimon's contributions to higher education.

"She is the brain, heart and soul of a process that has the greatest potential of any tool I have encountered in closing the achievement gap and, therefore, of truly transforming higher education in Wisconsin and the country," he told the group about the longtime professor at USC's Rossier School of Education.

Because he was the team leader at UW-Eau Claire when the campus completed the Center for Urban Education's (CUE) Equity Scorecard™ process, Shih has firsthand knowledge of Bensimon's capacities as a researcher. Over the past five years, the University of Wisconsin system has been adopting the Equity Scorecard at its campuses.

In 1999, Bensimon launched CUE as part of USC's Urban Initiative, which sought to incentivize research to solve complex problems faced by cities. Bensimon with her CUE colleagues responded to this challenge by designing and testing tools to assist higher education institutions and systems in changing themselves to become more effective in producing racial equity in student outcomes. One of those tools is the Equity Scorecard.

If you listen in long enough to debates about the future of higher education in the United States, you'll hear concern right away for the gap between "research" and "practice." Bensimon's research and teaching shows that those worries only apply when researchers and practitioners are wedded to old ways and old divides.

There's one approach of conducting research, then writing articles in scholarly journals with recommendations for others to follow. Although Bensimon, who leads CUE with Rossier associate professor Alicia C. Dowd, publishes her research in journals and books, her approach is fundamentally different. She invented the Equity Scorecard because she saw that she could do research that makes a difference by creating tools to "re-mediate" educational practices. Many educators and policy makers are focused on remediating students. But, as the unchanging educational "achievement gap" between dominant and non-dominant racial-ethnic groups shows, that approach is not working.

The idea of remediating practices sounds abstract until you see the Equity Scorecard process in action, as Professor Shih did. The approach is not radical, but it does ask university researchers, professors, and presidents, as well as system leaders and administrators, to take a look at their own work, to ask how they might be contributing to the educational inequities revealed by racial gaps in student outcomes.

Under Bensimon's leadership, CUE has pioneered the "practitioner-as-researcher" model capable of bringing about the dramatic transformations Shih observed at Eau Claire. He saw himself and his colleagues on a 10-person "evidence team" take on new willingness and capacity to act as change agents. This type of leadership, spanning Los Angeles, Eau Claire, and the more than 50 locations across the country where evidence teams have engaged in the Equity Scorecard, is desperately needed. That becomes apparent immediately in the face of a national crisis where only 40% of African Americans and 49% of Latinos who start college are able to earn a college degree within six years.

"I want to focus attention on the accountability side of diversity – taking action to ensure that the diversity on graduation day is the same as the diversity in a college's service area," Bensimon said. ■ — Ana Beatriz Cholo



Dr. Darline Robles arrived at Rossier in the fall with a wealth of experience in school leadership and a passion for developing a new program from scratch to cultivate future K-12 leaders.

“What intrigued me was creating a master of school leadership program from the ground level,” said Robles, who left her post as superintendent of the Los Angeles County Office of Education to join Rossier.

Robles was recruited to the school to develop a new hybrid master’s degree program in school leadership, to be delivered online and on campus. She will lead the program development effort in conjunction with faculty and external organizations and experts.

“I am thrilled about this opportunity,” Robles said. “The program’s focus on school principals is really needed in this country – how to work with staff, create a vision, and ensure everyone is working for the students. In this day of accountability, principals really need support.”

Robles served as principal for Montebello Unified School District schools, before rising to superintendent of schools for the district in 1991. From 1995 to 2002, she served as superintendent of schools for the Salt Lake City School District, where she was successful in closing the achievement gap and significantly reducing the dropout rate.

In 2002, Robles was appointed superintendent for LACOE, where she led the nation’s largest regional education service agency until her retirement in August. In this post, Robles focused on at-risk and special-needs students and directed services to cash-strapped districts, particularly those with low-performing schools. She also led a reorganization of the office’s Head Start preschool program.

She was the first woman and Latina to serve in the post, and her position as a pioneer in the field has inspired her to work with two colleagues on a new book about leadership from the unique perspectives of three Latina women from different backgrounds.

Robles said her experience as a student with public education in urban communities left much to be desired. When her teachers discovered she excelled in a subject, they often appointed her to unofficial teacher’s aide, instead of working to challenge her academically.

“Even though I have no regrets, and I’ve carved out a wonderful career, I lacked a lot of support and direction from the system, and I was on my own,” she said. “There wasn’t anybody guiding me.”

While these experiences compelled her to become “that teacher for a child who needs more,” by high school, she discovered an interest in psychology and law as well as teaching.

“I didn’t realize at the time that all three together made a superintendent,” Robles said.

With two decades experience as superintendent, Robles has received many recognitions and honors for service to her community and her work to ensure a quality education for all children.

In October 2009, she was named one of the nation’s top 100 influential Hispanic Americans by *Hispanic Business* magazine.

Currently, the creation of the school leadership program at Rossier consumes most of her time and energy. She is busy collaborating with stakeholders around the country, has developed design committees to address specifics of the program, and looks forward to connecting with other USC schools like Marshall and Annenberg with expertise that future principals can use.

“At the end of the day, I’d like to see superintendents with job openings for principals or assistant principals who are so comfortable with the quality of our program that they would be confident that our graduates could do it,” she said. ■

— Andrea Bennett



A decade ago, many professional doctorates (The Ed.D.) in schools of education were imitations of research degrees in education (The Ph.D.) and neither degree was strong enough for its intended purpose. The Rossier School of Education took the lead in making each of these two degrees more unique, powerful, and relevant.

We began with a Future's Conference that involved over 100 stakeholders in defining our urban mission, and identifying four key academic themes (leadership, learning, diversity, and accountability) that guided all our academic programs in the Rossier School of Education. This strategy gave us a conceptual framework and a process of buy-in that provided the base for our bold adventure in redefining the Ed.D. program. A few years later, Lee Shulman, the President of the Carnegie Initiative on the Professional Doctorate, wrote a major article outlining his core ideas for both the research and the professional doctorates in education and singled out the Rossier School of Education as the best example of the radical thinking and radical practice needed to reform both degrees (Shulman et al, 2006).

The dramatically new Ed.D. program design had many revolutionary features (Dembo and Marsh, 2006). A powerful set of core courses helped all of our doctoral students become better leaders in urban education, especially as leaders of learning for the diversity of students in 21st century schools and universities. We found that the four academic themes provided our students with these "power levers" for change. We were able to draw on the best ideas and strategies from faculty across our school of education. In a similar way, we created a unique set of inquiry courses to help our professional doctorate students acquire data collection and analysis skills that are linked to their professional practice.

Four concentrations allowed Ed.D. students to gain advanced understanding and leadership skills in a specific work setting: K-12 schooling, Higher Education, Educational Psychology, and Teacher Education in a Multicultural Society. Another revolutionary component was a fundamentally new capstone experience that replaced the traditional dissertation. In this new format, groups of doctoral students worked together looking for best practice related to an ongoing problem of practice. Each student wrote a unique dissertation, but benefitted from the collaborative experience with faculty and other students.

The new Ed.D. program was also revolutionary in the process by which it was designed and implemented. The planning team brought together Dr. Myron Dembo, a highly respected tenure track expert in learning, and Dr. Stuart Gothold, a full-time clinical professor with relevant recent field experience. Without this symbolic research and practitioner partnership, and without the strong participation from faculty across the school, the bold design never would have happened.

Our Ed.D. program benefitted from three more major components of the revolution: a new governance, a new program management, and a new curriculum development process. We found a way to provide extensive faculty involvement in the governance of the program by creating a school wide Ed.D. governance committee to tackle conceptual issues and policy problems that need attention.

A new program management strategy was also needed. Drawing on the experience of world-class law schools and M.B.A. programs, we hired a full-time program director and created a program office with professional staff. This allowed faculty to concentrate on academic issues rather than program logistics. We also created a separate high quality recruiting office and another doctoral support center that provides extensive support for professional writing and related student engagement



issues. The program governance and program management efforts work together to provide program coherence and quality.

We wanted the curriculum and instruction in our new program to be the best we could create. To launch the program, teams of tenure-track and clinical faculty worked on each of the core courses, and shared their syllabi with the other core course teams. The tough-minded professional dialogue, guided by Dr. Richard Clark, had immense benefit for our curriculum. We have made sure that each course is not “owned” by only one professor, and that the common resources in the form of video clips, case studies, course reader, and PowerPoints are freely shared and mutually improved among faculty to support the common goals and objectives of each course.

We also wanted to strengthen the experience for our students in ways that benefitted our program management. Students now began the program only in the fall, and move through the program as a cohort. Our revolutionary strategy of enrolling about 150 new students each year is balanced by having groups of 20 to 25 students take the whole core together in the first year. The student bonding and mutual support in this context has been vital to the Ed.D.’s success.

The revolution in our Ed.D. program has had national influence. When Lee Shulman formed the Carnegie network for the professional doctorate, Vanderbilt University and USC were the lead universities. An important meeting of the Carnegie Network happened at USC in 2009, allowing other Network members to examine our program more closely. The feedback from other university teams, and the subsequent requests to help other universities told us very clearly that our revolution was on track and influential to others.

We have also seen the influence of our revolution in print. Murphy and Vriesenga (2005) called the Rossier Ed.D. program one of the doctoral programs that have clearly distinguished themselves from Ph.D. programs. Out of 161 Ed.D. programs offering a degree in Educational Leadership, Rossier was one of four cited for having created alternative dissertations and “professionally anchored capstone” experiences (Murphy & Vriesenga, 2005).

The prestigious Peabody Journal of Education devoted an issue (Peabody Journal of Education, 2009) to the revolution in the professional doctorate. David Marsh was invited to be the guest editor for the special issue which featured conceptual articles and three case studies of programs thought to be the most cutting edge: Vanderbilt, USC and Saint Louis University. More recently, an important book on the professional doctorate in education (Jean-Marie & Normore, 2010) featured a chapter on the USC program. A critical component of our Ed.D. program is evaluation, and Rossier will embark on a third party assessment beginning this year. ■

For references, please go to: <http://rossier.usc.edu/futures/>

“ The feedback from other university teams, and the subsequent requests to help other universities, told us very clearly that our revolution was on track and influential to others.



Internationally renowned gifted education scholar, Dr. Sandra Kaplan said she came into her field of expertise by chance. “It was serendipity,” said Kaplan. “I was a first-year teacher, and the principal asked, ‘Do you want group A, B, or C?’ and I said, ‘C.’ Once I got the class, I found 15 of the 23 students were gifted, and they were asking questions that made me think, ‘This is what it’s like to have your student teach you.’”

Kaplan said she began to get involved in differentiating curriculum and creativity for her students and moderating the curriculum as a result. “It became a kind of self-directed study,” she said.

Since those early years, Kaplan has risen to recognition as one of the principal experts in teaching gifted children. She has published more than a dozen books on the subject, consulted for scores of special projects, and provided training internationally to incorporate gifted education into classrooms. Kaplan has served as president of the California Association for the Gifted and the National Association for the Gifted.

Gifted education, she said, provides academic rigor and challenge to all students – not just those who are gifted, and the spill-over effect benefits students at every academic level. But current economic woes have compelled some school districts to cut funding and therefore services in gifted education. Due to the state fiscal crisis, districts are able to divert the more than \$40 million budgeted for gifted education to fund other priorities.

Kaplan now chairs the first California Association for the Gifted Blue Ribbon Committee to push for new or amended California legislation or regulations to improve gifted education in schools to be convened since the 1960s. Its goal is to make gifted education an educational priority for gifted students. “We think it’s important that in tough economic times, in order to close the achievement and opportunity gaps that are prevalent in the gifted population, we have to sustain equity and access for gifted students,” Kaplan said. “I think we’ve lost sight of the fact that all students need to be challenged and sometimes a disproportionate effort is made for one group over another. I care about equity for all students.”

Kaplan was also recently awarded a California Foundation for the Gifted grant to research the characteristics and traits of 21st century gifted students. The last study on traits of gifted children was done nearly 15 years ago. The project also includes developing an early childhood strategy to recognize and provide for gifted students at a younger age. “In California, gifted kids are usually not identified until 3rd grade, and that’s too late,” she said. “They’ve already been socialized to habits that negate the gifted. We want to start in preschool.”

In places like Hong Kong, where Kaplan recently spent a week training teachers at the Hong Kong Academy of Gifted Students, universal concepts and big ideas are beginning to trump just teaching to the right answers to attain good grades in the classroom, she said. “The students there are scoring high on tests, but they want to learn how to teach them creativity, critical thinking, and provide curriculum that includes open-ended experiences,” Kaplan said. “Ironically, they’re moving towards what we are moving away from.”

With two new electives in gifted learning being introduced to the Rossier Master of Arts in Teaching program in June 2011, gifted education has the potential to have an even greater impact within the urban, high-need schools to which Rossier is committed in its mission and practice.

“We have found gifted kids in every single place, in every culture and society, from English language learners to kids living in poverty,” Kaplan said. “If people understand who the gifted are, they can look for them and nurture their potential, which would otherwise remain dormant.” ■ — Andrea Bennett



written by
Dr. Lindsey E. Malcom-Piqueux

DR. LINDSEY E. MALCOM-PIQUEUX

Ph.D. '08, Assistant Professor for the
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University of California, Riverside

ON MULTIPLE OCCASIONS, I have described my decision to leave the sciences to pursue my Ph.D. in Urban Education Policy at USC as the best one of my academic life. Prior to enrolling in the Rossier School of Education, I was the only underrepresented minority in the Geological and Planetary Sciences doctoral program at Caltech. Before that, I earned my bachelor's degree in the same field at MIT. I never intended to pursue a career in planetary science; I thought I would just put in my time, find some way to cope with the daily feelings of isolation in such a non-diverse environment, earn my degree, and go on to a position related to science education policy. However, two years into my studies at Caltech, I realized that I needed to change course in order to achieve my career goals. I entered the Ph.D. program at Rossier somewhat uncertain of what to expect; but I exited the program armed with the theoretical lenses that I needed to make sense of my own experiences as an African American woman studying the sciences as well as the methodological tools needed to investigate the large-scale patterns and structural causes of inequities in access and outcomes for minorities in science-related fields.

I spent my tenure as a doctoral student in Rossier aiming to understand the ways in which postsecondary institutions and higher education policy facilitate access for and the success of underrepresented minorities in science, technology, engineering, and mathematics (STEM). I have continued this research agenda as an assistant professor of higher education at the University of California, Riverside. One of the primary purposes of my work is to identify points of intervention to broaden participation and create equity in STEM for these students. Through my work as a graduate research assistant in the Center for Urban Education (CUE) for Estela Bensimon and Alicia Dowd, I came to see the need to widen my focus to include student experiences in science and engineering at all types of postsecondary institutions—particularly those that serve a disproportionately high number of minority students. Conducting research in and about community colleges and minority-serving institutions (MSIs) in the state of California for various CUE research projects helped me to realize the importance of understanding the unique barriers students face in multiple institutional contexts and actually caused me to broaden my own interests. As a result, I now spend a great deal of time exploring the ways in which the institutional environments of community colleges, Hispanic-Serving Institutions, Historically Black Colleges and Universities, and other MSIs shape opportunities in STEM education for Latinos, African Americans, and other historically disadvantaged students. I also seek to understand how minority-serving institutions serve as spaces in which students of color can explore and embrace the intersection of their racial, cultural, and science identities.

Because of my own experiences as a minority woman in science, my research is deeply personal to me. As a result, my interest in scholarship and publishing goes far beyond my desire to achieve tenure; I aspire to conduct rigorous research that informs policy and practice to bring about more equitable educational outcomes. My doctoral education at Rossier prepared me to do just that. ■



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I always had music around the house. My dad played the guitar, my mom sang and my sister played the piano. When it was my turn to choose an instrument, I was drawn to the violin because of the vibrations from the strings and voice-like qualities it produced. When I got to middle school, I joined the symphonic band and also played the flute and percussion. Often during band rehearsal, I would get on the conductor's podium and try to conduct the band when he wasn't looking. After being caught so many times, he finally allowed me to conduct the band during a rehearsal, and then later in concert. This was my first exposure to music education and I always remembered this experience.

One summer during my college years, I visited my sister, who was studying at DePaul University. She recommended that I take a lesson with a violin professor from her school, Olga Kaler. I had several lessons with Mrs. Kaler and was completely amazed by her teaching. She is one of the greatest violin teachers in the world for violin pedagogy. Olga Kaler was truly an inspiration because she taught me how to be a great teacher to myself.

During my senior year as an undergrad at Azusa Pacific University, I began to research graduate schools in music education. This is how I stumbled upon the MAT music education program. The section about influential teachers in urban education caught my attention. I wanted to be that effective teacher like Olga Kaler.

During my MAT experience at USC, there were many education courses I needed to take in order to complete the program. With a performance background, this was completely new to me. My music education courses were easily applied but I didn't understand why education courses were so important until I was placed in an urban school in Covina for student teaching. Who'd ever thought education classes like Methods in Bilingual Education and Teaching English as a Second Language would apply to a music teacher?

Everything I have learned about education through Rossier and the Thornton School of Music has prepared me to become an effective music teacher in a diverse classroom.

USC has provided me the confidence and the strong foundation in designing a curriculum for classroom violin instruction and general music education. I am able to continue and progress in my methods of teaching at Heritage Oak Private School in Orange County. My curriculum is designed and developed to also help children learn about their own strategies in learning. The curriculum is not only about music but development in learning. The violin is merely an application tool for this learning process.

Heritage Oak initiated the violin program to execute their academic vision and to provide children with the opportunity to experience the joy in music. In a period of 2 ½ months, our

students have learned not just to play the violin, but music theory, history, and ensemble performance, among other things. Through these subjects, the children also learn about principles, morals, ethics, discipline and values while building confidence and self-esteem. The impact I have witnessed has been tremendous. ■



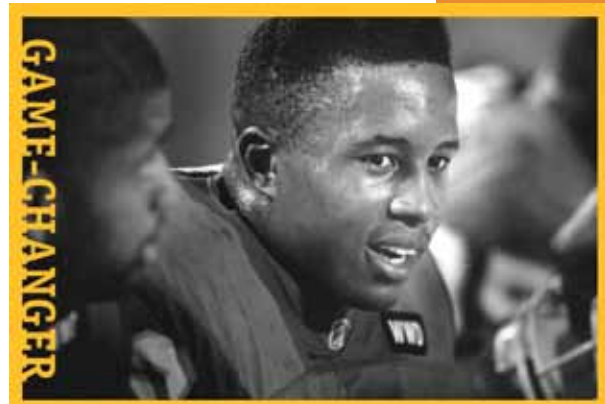
Almost as far back as I can remember I have been around the USC campus. I grew up a couple of blocks away on 30th place and Vermont, extremely close to campus. My original connection to the campus came through baseball. My Dad used to take me to the 'SC baseball practices and games and, at one point, I ended up shagging baseballs for Rod Dedeaux.

Being raised around the USC campus made going to college seem like a natural progression. I never once thought that I wasn't destined for college even though neither of my parents even made it to high school. Though I grew up close to the school, my neighborhood was infested with gangs, drugs and violence. The major influences were flowing towards a destructive end. The 'SC campus was used as a getaway for my friends and me. We would often host our neighborhood football games at the Howard Jones practice field. It's ironic that I ended up playing Division I football for the University of Washington instead of USC, though it was my childhood dream. I guess I can say that I had an advantage because I practiced as much and as hard on their own field as the Trojan players did.

But dreams still come true. I was able to fulfill my dream of playing major college football and on to the NFL. I still held on to my dream of attending grad school at USC though. I envisioned myself being on campus and doing what I always thought I would. Like the other dreams, this one has found its way to fruition. Since getting into the MAT@USC program and seeing the campaign to better urban education I know that everything happens for a reason. It may not have been my timing but the timing is perfect nonetheless. For me to be in a program that is actively making a push toward being involved in the surrounding community is not a coincidence. The University's endeavor to impact the local neighborhoods in a way that will reverberate for years to come is something I want to be a part of and something I know I am equipped to do. The excellence of a school like the Rossier School of Education bleeding over into the surrounding areas will nourish the community and create fertile soil that will in turn, bolster the strength and future of the University. Like in football, in education, you can't let your best local recruits get away. Taking advantage of your local talent is good strategy. Being involved in the lives of kids who would not otherwise get the opportunities that you can provide is good citizenship.

I am glad to be a part of this program and am very excited being back in school with the chance to pay forward the many blessings that have been bestowed on me. I have lived most of my life in close proximity to 'SC and have never felt a stronger connection to the University than I do now. I have a feeling that the MAT@USC program is a step in the right direction and will have benefits for the local community, the University and our society for years to come. I am proud to be a part of this endeavor. ■

Charles Mincy is a former National Football League player. Mincy left the University of Washington before completing his degree to enter the draft and play in the NFL. He was a starter for nine years at the safety position, playing primarily for the Kansas City Chiefs, then for the Tampa Bay Buccaneers, and retired as an Oakland Raider.



Thirteen years ago, I finished my Master's degree in College Student Personnel Services at the University of Southern California (USC) Rossier School of Education and started working with undergraduate students at the USC Viterbi School of Engineering. In my various student affairs positions, I saw firsthand the disparity between students' public education experience around the country and how it affected students' academic performance in college. As I tried to help retain students in the engineering field, I realized that for many students, it was too late to try to remediate 13 years of poor education. So, I decided to help solve the educational disparity by becoming an inner-city elementary school teacher in order to provide students with a solid educational foundation. As a public school teacher with the Los Angeles Unified School District, I enjoyed working with my students, but I felt that I could make a greater impact on the American public education system if I could have more instructional freedom to develop a new way of teaching. As a result, in August 2004, I co-founded Synergy Academies' first school, Synergy Charter Academy, located near USC in South Los Angeles. Within just four years, Synergy's educationally disadvantaged students catapulted their academic achievement from performing among the bottom 10% of all students statewide at their previous schools to performing among the top 10% of all students statewide. In November 2010, Synergy Charter Academy became the first elementary school in the history of South Los Angeles to receive a National Blue Ribbon Award, the highest honor bestowed upon a public school in our country. In September 2008, I helped found a middle school, Synergy Kinetic Academy, and I plan to open a high school, Synergy Quantum Academy, in Fall 2011. Both schools are designed to empower more Latino and African American students to pursue a career in Science, Technology, Engineering, and/or Math (STEM) and are natural extensions of my previous career working with USC engineering students.

My long-term goal is to transform Synergy Academies' schools into professional development schools that will train educators nationwide on how to eliminate the achievement gap, especially among urban public schools. By achieving this goal, I plan to help reposition America as a world leader in education and thus, help strengthen our country's workforce. In order to strengthen my personal leadership skills and to stay current with educational research, I enrolled in the USC Ed.D. program this past Fall 2010. I believe that in addition to my previous experience in both higher education administration and public school teaching, obtaining my Ed.D. degree from the USC Rossier School of Education will provide me with the necessary knowledge, skills, and connections that I need to accomplish my goals.

I applied to Rossier for both my Master's degree and my doctorate because it has a strong reputation for educating future high-level education leaders, and thus I believe that it is the best school to help me reach my goal of becoming a national educational leader. In particular, I like how USC is located in the inner city and therefore understands the history and challenges of inner city families. Since Synergy Academies' schools are located near USC, I also hope to create a greater partnership between Synergy and USC. I believe that if we can eliminate the achievement gap in one of the most challenging neighborhoods in America, then USC can position itself as a national leader in transforming the American public education system. ■



Instead of knocking him off course, a life-altering accident only strengthened Rocky Paneno’s resolve to become a math teacher and inspire the disenfranchised kids he works with in inner city Los Angeles.

Paneno, a Math for America Los Angeles Fellow, said he knew he wanted to teach math.

“I’ve always enjoyed math, and realized it was my strongest subject pretty early on,” Paneno said. “In community college, I was going towards accounting, but found myself falling asleep in class. That’s when I realized it was math that I really enjoyed.”

In 2000, Paneno was studying in Italy when he leaned against the balcony six stories up, and the railing broke. The fall put him in a coma for a month, and required numerous surgeries. His father donated a kidney when he had to have both removed. Paneno now uses a wheelchair, and says the accident didn’t deter him from continuing towards his dream. “Once I realized I wanted to teach math, it felt right,” he said. “After the accident, I never wanted to reevaluate what I wanted to do. There was never any doubt.”

And he also always knew he wanted to be a Trojan. Paneno was accepted into the Math for America Los Angeles program, which is based at USC Rossier, and said the support he received from instructors and peers in the MfA LA program was “tremendous.”

As a first year Algebra I and II teacher at Miguel Contreras Learning Complex in downtown Los Angeles, Paneno said he is always presented with new problems to solve. The regular professional development, lesson sharing, and classroom visits he receives through MfA LA have been invaluable, he said. “It’s the kind of collaboration that doesn’t usually happen in schools because teachers are being judged on performance, and some teachers think they can’t share information or lesson plans if they want to beat the competition,” Paneno said. “This program’s focus is on the students, which in the end makes us all better teachers. This is a community of teachers building each other up.

“The community and support in Math for America LA is overwhelming.”

Paneno said he has also come to see his disability as an asset in his inner-city classroom, sending a message of resilience over hardship that resonates with the urban, high-need kids he teaches. “I felt they were more positive and trusting towards me because I was disabled, and they believe me a little more,” he said of his students. “Students around here have a lot of adversity they have to deal with, and while we have different circumstances, we all have to fight through these things and not give up.

“Some people, you don’t know what they’ve been through by looking at them, but I wear some of the stuff I’ve been through on my sleeve every day,” Paneno said.

According to MfA LA Director Pam Mason, Paneno has had an impact on not just his students but on his entire program. “Rocky is an exceptional person. His love of math, desire to teach and passion for urban education are unmatched,” Mason said. “He continues to be one of the most positive people I’ve met, and is an inspiration to everyone in Math for America Los Angeles.” ■ — Andrea Bennett

.....

Math for America Los Angeles (MfA LA) launched in 2008 with the goal of recruiting and supporting highly skilled secondary school mathematics teachers to improve math education and address the critical shortage of math and science teachers in the region. Based at Rossier, MfA LA offers a five-year fellowship program for recent college graduates and mid-career professionals who make a commitment to teach math in public secondary schools in the Los Angeles area.



News

Dr. William G. Tierney was appointed to the 2010-2011 USC Strategic Planning Committee, which will spend 18 months creating USC's next strategic plan. A number of faculty members are serving on subcommittees for the Strategic Planning process. **Dr. Adrianna Kezar** is a member of the Academic Culture and Faculty Profile Committee, and **Dr. Melora Sundt** is serving on the Graduate Programs Committee. **Dr. Estela Mara Bensimon** is co-chair of the Local Connections Committee, and **Dr. Darnell Cole, Dr. John Slaughter**, and **Dr. Denzil Suite** are all members of the Undergraduate Education Committee.

Dr. Ron Avi Astor was awarded the Society for Social Work Research's Distinguished Research Award for an article on his study of nine "atypically peaceful" schools in Israel. The article, titled "School Violence and Theoretically Atypical Schools: The Principal's Centrality in Orchestrating Safe Schools," was published in the *American Educational Research Journal*.

Dr. Michael Genzuk was elected to the Editorial Board of *Issues in Teacher Education* for a four-year term. The journal is affiliated with the California Council of Teacher Educators.

Dr. Tatiana Melquizo joined the editorial board of *Research in Higher Education*, which is the official journal of the Association of the Study of Higher Education (ASHE).

Five USC Rossier School of Education faculty members received promotions in recent months. *Shafiqah Ahmadi, J.D.* was promoted to Assistant Professor of Clinical Education; **Dr. Kim Hirabayashi** was promoted to Associate Professor of Clinical Education; **Dr. Margo Pensavalle** was promoted to Professor of Clinical Education; **Dr. Julietta Shakhbagova** was promoted to Professor of Clinical Education; and **Dr. Kathy Stowe** was promoted to Associate Professor of Clinical Education.



In recent months, several new faculty members have joined Rossier. **Dr. Jerome Lucido**, Executive Director of the USC Center for Enrollment Research, Policy, and Practice (CERPP) and Special Advisor

Dr. Jerome Lucido

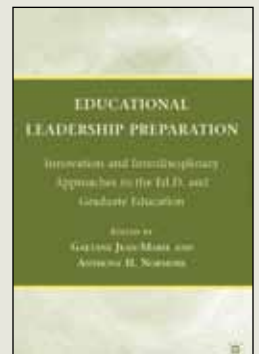
to the Provost, joined the school as Research Professor of Education. **Dr. Darline Robles**, former Superintendent of Los Angeles County Office of Education, joined the school as Professor of Clinical Education (see page 17). And **Dr. Henry Jenkins**, Provost's Professor of Communications, Journalism, and Cinematic Arts, received a courtesy appointment in Rossier as Professor of Education (see page 11).

Publications

College Bound: Strategies for Access and Success for Low-Income Students, which was published by USC, features an introduction by **Dean Karen Symms Gallagher** and articles by **Dr. Estela Mara Bensimon, Dr. Alicia Dowd, Dr. Jerome Lucido, Dr. William G. Tierney**, and **Dr. Kristan Venegas**. The articles feature the latest research about barriers that keep low-income students from enrolling in college and succeeding once they get there. The book also highlights 15 case studies of USC programs that offer pathways to college for children in the local South L.A. neighborhood, including CHEPA's SummerTIME and Increasing Access via Mentoring (IAM) programs.



Dean Karen Symms Gallagher, Dr. Kathy Stowe, Dr. David Marsh, and **Dr. Myron Dembo** have a chapter in the new book, *Educational Leadership Preparation: Innovation and Interdisciplinary Approaches to the Ed.D. and Graduate Education*. The book, which is published by Palgrave MacMillan, explores the efficacy of innovative and interdisciplinary approaches to educational leadership preparation. Rossier faculty members discuss the creation and structure of the school's innovative Ed.D. program (see page 18).

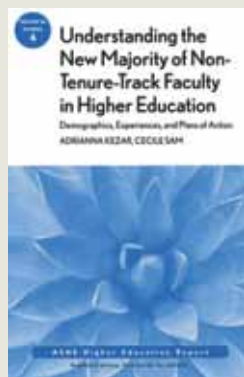
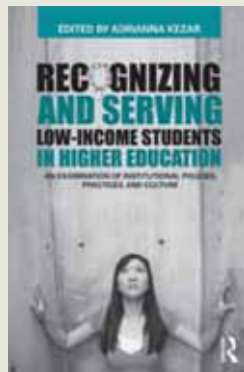


Several Rossier faculty members authored chapters in the newly released 3rd edition of the *International Encyclopedia of*

Education, which is published by Elsevier. **Dr. Dominic Brewer** and **Dr. Dennis Hocevar** were section editors for the eight-volume edition. In the Economics of Education section, Brewer and **Dr. Guilbert Hentschke** co-authored "Theoretical Concepts in the Economics of Education;" Brewer co-authored the chapter "Teacher Quality in Education Production;" and **Dr. Katharine Strunk** wrote "The Economics of Teachers' Unions in the United States." **Dr. Robert Rueda** and **Dr. Gisele Ragusa** co-authored the chapter "English Language Learners with Special Needs" in the section titled Education of Children with Special Needs. In the Education Research Methodology section, **Dr. Richard S. Brown** wrote "Sampling," and in the Educational Assessment section, **Dr. Harold O'Neil** co-authored "Instructional System Provided Feedback." Finally, **Dr. Mary Helen Immordino-Yang** co-authored the chapter "Neuroscience Bases of Learning" in the Learning and Cognition section.



Dr. Adrianna Kezar has two new books out. *Recognizing and Serving Low-Income Students in Higher Education: An Examination of Institutional Policies, Practices, and Culture* examines organizational biases that prevent post-secondary institutions from adequately serving these students, and offers guidance for adopting policies and practices that have the potential to help these students thrive. Kezar and Ph.D. candidate **Cecilia Sam** also published a new book about non-tenure track faculty with Jossey Bass Press. The book, which is part of the ASHE Higher Education Report Series, is titled *Understanding the New Majority of Non-Tenure-Track Faculty in Higher Education*.



Dr. Priscilla Wohlstetter and **Dr. Joanna Smith** co-authored a chapter in the new book from Harvard Education Press, *The Charter School Experiment: Expectations, Evidence, and Implications*. Their chapter, "Uncommon Players, Common Goals," examines democratic governance through charter schools.



Dr. Patricia Burch is contributing author to a recently published book by Harvard Education Press. *Between Public and Private: Politics, Governance, and the New Portfolio Models for Urban School Reform* examines an innovative approach to school district management that has been adopted by a number of urban districts in recent years: a portfolio management model.



A chapter co-written by **Dr. Estela Mara Bensimon** was published in a newly released book on public policy concerning young men and boys of color. *Changing Places: How Communities Will Improve the Health of Boys of Color* is edited by Christopher Edley and Jorge Ruiz de Velasco of the Warren Institute at the UC Berkeley School of Law.



Dr. John Slaughter authored a chapter in the book, *Black American Males in Higher Education: Research, Programs and Academe*. His chapter is titled, "African American Males in Engineering: Past, Present and a Future of Opportunity."



Grants

The USC Rossier School of Education is an official partner in a recently awarded Investing in Innovation Fund (i3) grant of \$6 million over three years to support 60,000 students at some of L.A.'s lowest performing schools. The application was among the highest-rated by the U.S. Department of Education; only 49 applications were selected out of 1,700 applications nationwide. *Dr. Dominic Brewer, Dr. Julie Marsh and Dr. Katharine Strunk* are leading the evaluation of the project. "Los Angeles' Bold Competition - Turning Around and Operating Its Low-Performing Schools" aims to enhance the public school choice process; support the implementation of the instructional plans of the selected teams; and implement accountability and continuous improvement measures. The project is led by LAUSD, UNITE-LA, United Way of Greater Los Angeles and USC Rossier School of Education. Other partners include the City of Los Angeles, United Teachers Los Angeles (UTLA), Association of Administrators Los Angeles, Los Angeles County Federation of Labor, Los Angeles Area Chamber of Commerce.

In alphabetical order:

Dr. Estela Mara Bensimon received a \$50,000 grant from the Carnegie Corporation to develop and test an interactive web-based platform. The platform will present student data tables disaggregated by race and ethnicity, make sense of the information, identify trends and help colleges establish a baseline on students' academic progress and perform diagnostic benchmarking.

Dr. David Dwyer received a grant of \$100,000 from the Bill and Melinda Gates Foundation to start up USC Hybrid High School and hire a headmaster for the school. USC Hybrid High will be a year-round school, open seven days a week and ten hours a day, allowing students the ability to create flexible and personalized schedules. Its aim is to provide an alternative to traditional urban high schools for high-needs students who are most likely to drop out of school.

Dr. Julie Marsh was awarded \$56,000 from the Fund for Public Schools for the Evaluation of New York City Schoolwide Performance Bonus Program, and received a \$28,000 grant from Hewlett, Stuart & Kabcenell Foundations for the California Education Flexibility Finance Study. Marsh also is leading a two-year grant of \$347,000 funded under the Spencer Foundation's new strategic initiative on Data Use and Educational Improvement. She will examine how data coaches, literacy

coaches, and data teams are used in a sample of middle schools to build teacher capacity for using data to guide instruction.

Dr. Allen Munro received a grant of \$706,000 from Soar Technology Corporation to develop a system for authoring computer-based Rapid Skill Tests on Navy tactics for surface warfare. DARTS (Diagnostic Automated Rapid Testing of Skills) will include an enhanced version of the Center for Cognitive Technology's TAO Sandbox, which lets instructors rapidly develop tactical problems that can be 'played' by learners who want to practice tactical decision-making.

Dr. Harold O'Neil received two \$70,000 grants from the Office of Naval Research for Research Support for Science of Assessment Using the Healing Heroes Program as a Case Study and Research Support for Evaluation of Simulations for Assessing Medical Education and Training.

Dr. Gisele Ragusa was awarded a \$300,000 grant from the NSF Research and Evaluation on Education in Science and Engineering (REESE) for "Emerging Research - Empirical Research - Measuring the impact of online discourse in undergraduate STEM courses: Semi-automatic assessment of large discussion board corpora." Ragusa is also Director of Education for a \$12 million grant from the Department of Homeland Security for the USC Center for Risk and Economic Analyses of Terrorism Events, and Co-PI for a \$3 million grant from the NSF Graduate STEM Fellows in K-12 Education for "Body Engineering in Los Angeles." Ragusa is Director for a Department of Homeland Security Career Development grant of \$500,000, and is Co-PI for a U.S. Department of Health and Human Services' Agency for Health Care Research Quality grant of \$200,000 for the "Innovative Adaptation and Dissemination of Comparative Effectiveness Research (CER): Autism Spectrum Disorder."

Dr. Priscilla Wohlstetter was awarded \$150,000 from the Ahmanson Foundation to refine and further expand the online, interactive CEG website of performance indicators for California charter schools. Wohlstetter received a \$70,000 grant from the Cowen Institute of Public Policy to develop a statewide accountability system for charter schools in the state of Louisiana, with pilot testing in New Orleans. And she was awarded a U.S. Department of Education grant of \$75,000 to research, develop and produce a book-length project that synthesizes research on charter schools over the past 20 years.

Professional Development

The Office of Professional Development has an array of programs for K-12 teachers and administrators. Our upcoming programs include:

CERTIFICATE PROGRAMS

USC School Business Management Certificate
July 27, 2011

USC Reading Certificate
October 3, 2011

USC Differentiated Curriculum for Gifted and Talented Students
October 3, 2011

SUMMER CONFERENCES

USC-PDK Leadership Summit
June 1, 2011

USC Summer Gifted Institute
June 27 - 30, 2011

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CONTACT INFORMATION

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GO

Alumni Achievements



Dr. Todd A. DeMitchell



Dr. Jarrett T. Gupton



Dr. Thanh Truc T. Nguyen



Dr. Tammi Oyadomari-Chun

Dr. Todd A. DeMitchell Ed.D. '79, professor and chair of the Department of Education at the University of New Hampshire, was awarded the 2010 Distinguished Professor award from UNH. DeMitchell just published his fifth book, *Labor Relations in Education*.

Dr. Jarrett T. Gupton Ph.D. '09 was awarded the Association for the Study of Higher Education (ASHE) Bobby Wright Dissertation of the Year Award for his dissertation titled "Pathways to College for Homeless Adolescents." The dissertation examines the barriers and facilitators to success homeless youth experience along their pathways to college.

Dr. Talin Pushian Kargodorian Ed.D. '08 was appointed Principal of the college preparatory school, AGBU Vatche & Tamar Manoukian High School in Pasadena, California.

Dr. Elsa Mendoza Ed.D. '05 accepted the position of Principal for Venice High School. The high school in Local District 6 has a student population of 2,500.

Dr. Thanh Truc T. Nguyen Ed.D. '07 was selected to be among Phi Delta Kappa (PDK) International's 2010-2011 Class of Emerging Leaders. She currently works at the College of Education Curriculum Research & Development Group (CRDG) at the University of Hawai'i at Mānoa.

Dr. Youn Joo Oh Ed.D. '08 is collaborating on the research and evaluation of a Science, Technology, Engineering, and Math Education for the 21st Century (STEM21) project, funded with \$4.5 million by the U.S. Department of Education.

Dr. Tammi Oyadomari-Chun Ed.D. '10 was recently appointed to serve on Hawaii Governor Neil Abercrombie's policy team to oversee policy initiatives and legislative issues. The Hawaii Ed.D. alumna is Executive Director of Hawaii P-20 Partnerships for Education, a statewide partnership working to strengthen the education pipeline from early childhood through higher education.

Ken Peters MS '48 was awarded the USC Rossier Alumni Lifetime Achievement Award in December for his significant contributions to the field of education, the community, and USC. The World War II Navy veteran served as principal of Montebello Senior High School and Beverly Hills High School before serving as Superintendent of Schools for Beverly Hills Unified School District from 1959 to 1982.

Dr. Deborah Stark Ed.D. '01, Paramount Unified School District Educational Services Director, was honored by the California Association of School Counselors as their California State Administrator of the Year. Her work coordinating a professional development program for K-12 counselors in the district has become a model for districts across the state, according to the association.

Dr. Christian Teeter Ed.D. '10 was selected to receive the 2010 Association of Community College Trustees (ACCT) Pacific Regional Professional Board Staff Member Award. Teeter is the Secretary of the Board of Trustees for Coast Community Colleges in Costa Mesa.

New Rossier Directors Named



Ryan Best

Ryan Best is the new **Director of Instructional Technology** for the school, where he will be evaluating new and emerging technologies and helping to support technological needs of programs and faculty at Rossier. Formerly the Director of eLearning Development for 2tor, Inc., Best helped customize the innovative 2tor Moodle platform to deliver MAT courses online and increase social collaboration among students and faculty.



Pixie Boyden

Pixie Boyden joined Rossier as the new **Director of Management Information Systems (MIS)**. Boyden comes from Loyola Law School where she served as Assistant Director of Administrative Computing for the past eight years. In her new role at Rossier, she will work to build a vision, direction and objectives for information technology at the school.



Dr. Arman Davtyan

Dr. Arman Davtyan joined Rossier as the new **Director of the Masters Program**, overseeing the administrative operations of the Program Office and the student support functions it serves. Davtyan came aboard after leaving UCLA School of Law, where he served as the Assistant Director of Admissions. With Davtyan joining the Masters Office, **Dr. Kristan Venegas** now assumes the role of **Chair of the Masters Governance Committee**.



Jessica Gibson

Jessica Gibson was named the new **Director of the Ed.D. Program**. As Associate Director for the past seven years, Gibson led the advising program and supervised advisors, managed the course schedule, and assisted with the development of budget and tuition projections. Moving into the Director position, she will also assume recruiting and admissions functions, facilitate curriculum development, manage faculty scheduling, and represent the program for external audiences.



Dr. Robert Keim

Two Rossier faculty members were also appointed to administrative leadership positions in the school.

Dr. Robert Keim was appointed to the position of **Director for Accreditation** in November. In this role, Keim will coordinate the NCATE/CCTC/WASC accreditation processes for the Rossier School. His background includes responsibility for overseeing the accreditation of the USC School of Dentistry. He serves as Associate Professor at Rossier, with a joint appointment at the School of Dentistry.



Dr. Ken Yates

Dr. Ken Yates was appointed to the position of **Director for Program Evaluation** in January. In this capacity, Yates will assist in the strategic planning for, and development and assessment of, Rossier's academic degree portfolio to insure the school continues to offer innovative educational experiences of the highest quality. Yates is a Research Associate Professor at Rossier, and comes from the Center for Cognitive Technology where he has developed training and evaluation programs and conducted research in, and applications of, cognitive task analysis methods to improve human performance, instructional design, and educational technology.

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.

Ira W. Krinsky, Chair
Consultant, Korn/Ferry International

Carol Fox (MS '62), Vice-Chair
Teacher education lecturer
President, USC Alumni Association
Board of Governors

William (Bill) Allen (BA '79)
President and CEO,
Los Angeles Economic Development Corp.

Jim Berk
CEO, Participant Media

Margaret (Maggie) Chidester (Ed.D. '95)
Law Offices of
Margaret A. Chidester & Associates

Verna B. Dauterive (MS '49, Ed.D. '66)
USC Trustee,
Former principal in the Los Angeles
Unified School District

Greg Franklin (BA '83, Ed.D. '97)
Superintendent, Los Alamitos Unified School District
Dean's Superintendent Advisory Group Chair

John Katzman
Founder and CEO, 2tor Inc.

Donald (Don) Leisey (Ph.D. '73)
Former Superintendent and educational entrepreneur,
President of A+ Report Card

Cindy Shueh Lin (BS '94)
General Manager of PepsiCo Foods Taiwan

Luther S. Luedtke
President and CEO
Education Development Center, Inc.

Brent Noyes (BS '74, MS '79)
Principal of Arroyo Vista Elementary School,
Alumni Rep for USC BOG

Larry Picus
Rossier Faculty Council Chair, Professor

Steve Poizner
Entrepreneur and Former State Insurance
Commissioner of California

Mark Rocha (Ph.D. '88)
Superintendent President of Pasadena City College

Barbara J. Rossier (MS '62, Ed.D. '71)
USC Trustee,
President, Rossier Enterprises, Inc

Blair Taylor
President and CEO, Los Angeles Urban League

Peter Weil
Co-Managing Partner
Glaser, Weil, Fink, Jacobs, Howard & Shapiro, LLP

New Rossier Board

of Councilors Members

IN RECENT MONTHS, the Rossier Board of Councilors has added four prestigious new members.

The board welcomed **Jim Berk**, CEO of Participant Media, a Los Angeles-based entertainment company that focuses on socially relevant feature films, documentaries and television programs, as well as



Jim Berk

publishing and digital media. The company produced the recent film about America's education system, *Waiting for Superman*, in addition to a number of other socially impactful documentaries including *An Inconvenient Truth*.



Luther Luedtke

Luther Luedtke, president and CEO of Education Development Center in Boston, a 50-year-old nonprofit research and development organization with programs in

education, health, technology, community and workforce development, joined the board.

Luedtke was president of California Lutheran University from 1992 to 2006, and served as professor and chair of graduate studies in the Department of English at USC College.



Steve Poizner

Steve Poizner, a technology entrepreneur who recently finished a four-year term as

State Insurance Commissioner of California, is the most recent addition to the board. Poizner, a former White House Fellow in the National Security Council Office of Cyberspace Security, is co-founder of the K-12 educational non-profit EdVoice, and co-founder of the California Charter Schools Association.

Also new to the board is business attorney **Peter Weil**, a co-managing partner with the Los Angeles law firm Glaser, Weil, Fink, Jacobs, Howard & Shapiro, LLP who focuses on real estate law. His clients include Fortune 500 companies, real estate developers, and public and private companies.



Peter Weil

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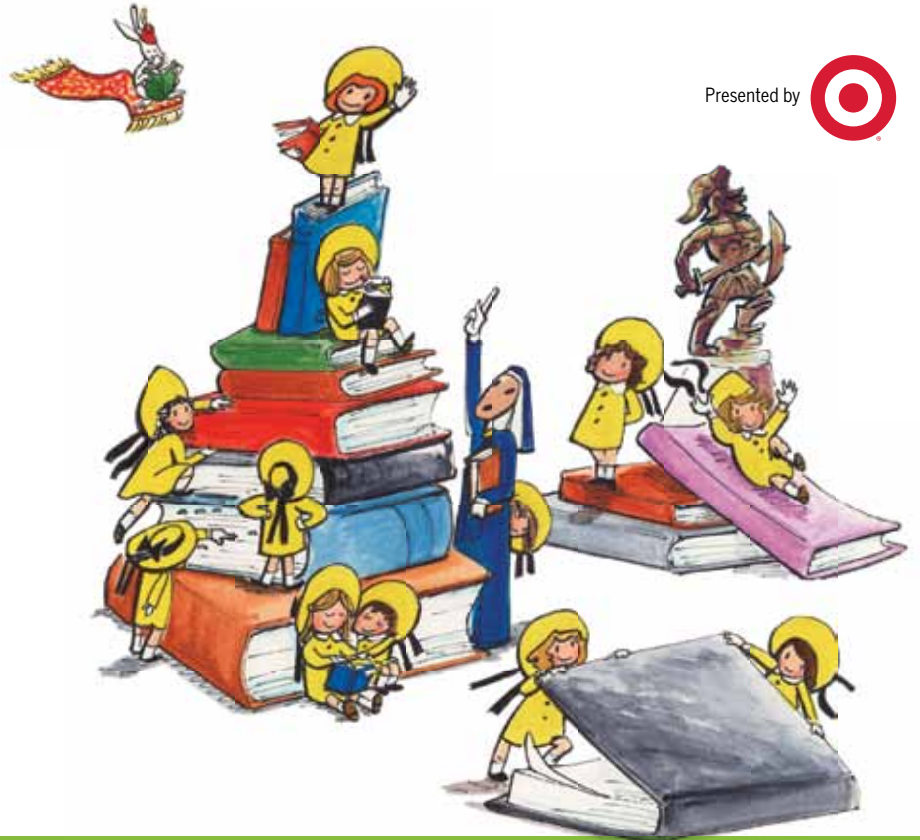
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