

futures in Urban Ed

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Dean Karen Symms Gallagher begins her fourth term



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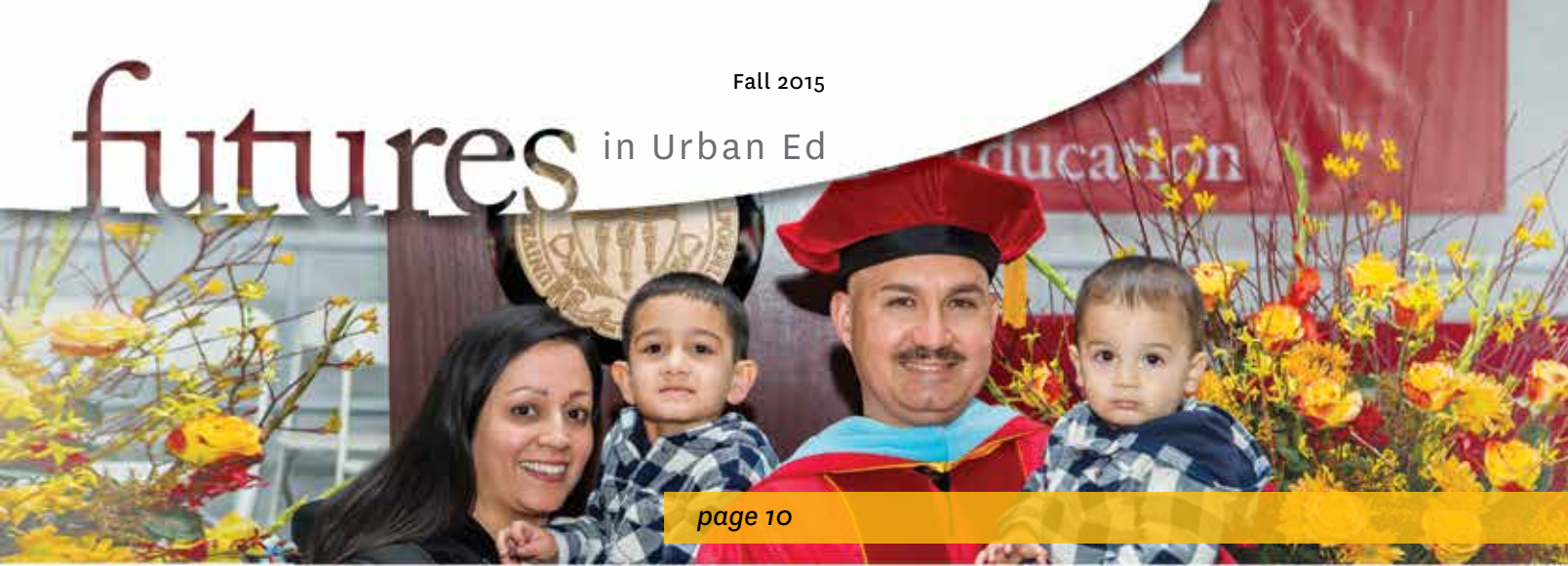
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Rossier



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*Photo (above):
Ramiro Rubalcaba EdD '15
and his family at the 2015
Commencement.
Photo by Brian Morri/
211 Photography.*

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Student Body Right

Former Superintendent Mike Escalante EdD '02 evokes legendary USC football coach John McKay when describing USC Rossier: "You know how we used to talk about the football team as Tailback U? Well, we are Superintendent U."

Escalante is admittedly biased. The two-time superintendent earned his EdD from USC Rossier and now teaches in the program, training and mentoring countless aspiring administrators, including members of his thematic dissertation group that go on annual international research trips (see pg. 4). In January, Escalante will be receiving the Heisman of USC Rossier—the award for lifetime service presented at the annual dinner of the Dean's Superintendents Advisory Group.

In "Superintendent U" (see pg. 10), we profile three remarkable alumni of the EdD program who embody the leadership qualities found in hundreds of EdD graduates who have gone on to superintendent positions in and beyond Southern California.

In "A Dean for Impact," USC Rossier Dean Karen Symms Gallagher traces her early rise to leadership to lessons she learned while coaching girls' middle school and high school basketball (see pg. 14).

"I drilled into them that we were going to play as a team," she recalled. "We weren't going to sit around and wait for our star player to get hot." This fall, Dean Gallagher began her fourth five-year term as dean, and she explains how she continues to rely on a team-oriented style of leadership.

In this context, the better McKay metaphor for Escalante might be the old Student Body Right, where the entire offense leads the way for the tailback.

While the power play has given way to other strategies on the football field, it is alive and well at USC Rossier, where graduate students are taught the value of exercising and *sharing* leadership, no matter their role—from superintendent to research scholar to college counselor to teacher.

"Don't become a superintendent for the power," said Escalante's good friend Rudy Castruita EdD '82 at this year's Leadership Conference (see pg. 26). "You should be giving the power to those around you."

MATTHEW C. STEVENS

Editor, Futures in Urban Ed



Dear Friends of Rossier,

I came to USC Rossier 15 years ago because I wanted to make a difference. I wanted to be part of an institution that puts students first.

Our school is mission-driven, and that mission is to impact the quality of education and student learning in our urban schools—and to have that impact *now* and to *sustain* it over time.

In other words, we *must* take the initiative to change students' lives. That's what our part of the Campaign for USC is about, so we call it the USC Rossier Initiative. It has three goals:

Educate Emerging Leaders: To prepare emerging teacher leaders who have the skills and the desire to have long and productive careers in urban education.

Engage the Field: To engage our educational system in a way that helps create schools where teachers and students succeed.

Investigate to Advance: Use research as a tool to refine and strengthen teachers, schools and programs.

taking initiative

I'm proud to say it's not only the biggest campaign in USC Rossier's history, it is the largest single campaign any school of education anywhere has ever undertaken. Last year we raised \$14.8 million, and we are now almost halfway toward our goal of \$100 million. We are so very grateful to all the supporters listed in our annual honor roll (see pg. 30). Educational philanthropy drives educational change.

Despite our many successes, my sense of urgency remains unchanged as I begin my fourth five-year term as dean. *Our children cannot wait.* Their education is happening *now*. They deserve the best education we can give them *today*.

I tell my colleagues, this is Star Trek: We have to move at warp speed. We have to prepare great teachers, work with schools and test out new ideas like there's no tomorrow.

Together, we can all lead the way.

Fight On!

KAREN SYMMS GALLAGHER, PHD

EMERY STOOPS AND JOYCE KING STOOPS DEAN

USC ROSSIER SCHOOL OF EDUCATION



Field TRIP

Each summer for the past three years, Professor Michael Escalante EdD '02 (below, far left) has taken his EdD students to Costa Rica to study the impact of globalization on the country's educational system. The June visit culminated in a meeting with Costa Rica President Luis Guillermo Solís (holding pennant).

"The goal of this research trip is for our students to more fully understand how we as educators can best prepare our students for competition in a global economy," said Escalante.

In 2016, the destination will be Ireland, yet another country that has much to teach EdD students about how schools adapt with a society in transition from an agrarian economy to a high tech one.



TACKLING Wicked Problems

“I preach a lot about having impact in the world, of solving problems—of pipelines of students having access to higher education—in tackling wicked problems around poverty and social justice. USC East College Prep rings all those bells.”

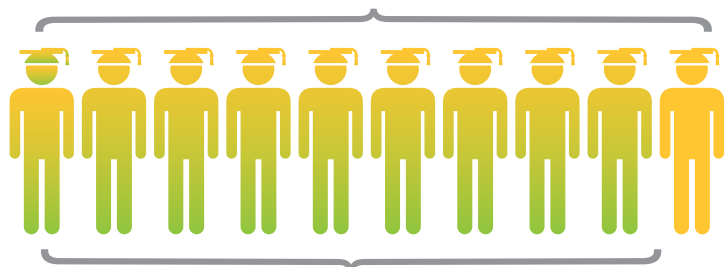
USC Provost Michael Quick, speaking at the ribbon cutting at USC East College Prep

USC East College Prep opened this fall in Lincoln Heights with an inaugural class of 100 freshmen. It's the second charter high school developed and designed by USC Rossier in partnership with charter management organization Ednovate, Inc.



Joining USC Provost Michael Quick (far right) at the ribbon cutting were USC Rossier Dean Karen Symms Gallagher, USC East College Prep Principal Drew Goltermann and USC Trustee and supporter Lydia Kennard. Photo by Gus Ruelas.

The Goal: 100% of graduates will be accepted into a selective four-year university.



90% will persist after the first year.

JOURNEYS in Education

USC Rossier has formed a new partnership with Journeys in Film, an organization that develops film-based curriculum and discussion guides to engage students.

“We take feature films and documentaries, both domestic and international, and develop curricula that are aligned with state standards,” said Joanne Ashe, executive director of Journeys in Film, who hopes to expand the organization’s reach through this collaboration with USC Rossier’s Office for Professional Development. “We are so excited to be joining forces with Rossier. As much as this is about film, it’s even more about education.”

The guide for *He Named Me Malala* includes nine lessons for teachers focused on English language arts, world history and other social studies classes. The film, directed by Davis Guggenheim, award-winning director of *An Inconvenient Truth* and *Waiting for Superman*, details the remarkable life of Nobel Peace Prize winner Malala Yousafzai, the Pakistani girl who was attacked by the Taliban for speaking out about girls’ education in her country.

On Sept. 29, Dean Karen Symms Gallagher (far right) attended the West Coast premiere of the film at the Microsoft Theatre in Los Angeles as part of Girls Build LA, an empowering initiative for girls in Los Angeles high schools, organized by the Los Angeles Fund for Public Education. With Dean Gallagher (from left to right): Megan Chernin, CEO of The Los Angeles Fund for Public Education; Davis Guggenheim; and Nancy Utley, President of Fox Searchlight Productions.

For more information: visit rossier.usc.edu/movies-made-for-the-classroom/.

© Johns Photography



Photos: USC University Archives (left); Crystal Ogilvie.



“We had seen the first picture (ca. 1950) from a prior USC feed on Facebook and thought we’d replicate it with our regalia. I love that we are so diverse—Filipino, Iraqi, Latina, Mexican-American and Caucasian, AND we are all getting our EdDs. It has been such an amazing experience, and I am so glad to be part of the Trojan Family.”

Merari L. Weber EdD '15

Standing from left to right in new photo: Marianne Geronimo, Jill Richardson and Joaquin G. Valdez. Sitting: Merari L. Weber and Susan David Baghdasarian.

Faculty News

In July 2015, USC Rossier Welcomed Two New Faculty Members

Briana Hinga, assistant professor of clinical education, received her PhD from the School of Education at the University of California, Irvine (UCI), where she specialized in learning, cognition and development as well as educational policy and social context. She has received numerous awards for her work in research methods, equity and diversity, and cross-disciplinary and collaborative reform efforts, including a Public Impact Fellowship and a Pedagogical Fellowship from the UCI Teaching, Learning and Technology Center in recognition of her excellence and promise as a university instructor. "I am incredibly grateful to join the Rossier Family," she says. "I am excited about the opportunity to learn from the amazing community of students, educational practitioners, faculty, staff and broader community at USC."



Briana Hinga



Jaimie Hoffman

Jaimie Hoffman, assistant professor of clinical education, holds an EdD in Leadership from the University of California, Los Angeles, and a MEd in Higher and Postsecondary Education from Arizona State University. Her areas of expertise include assessment in higher education, student affairs administration and use of technology for advancing student learning and engagement. Hoffman has spent over 15 years working in student affairs and information technology, most recently as a teaching and learning innovations specialist at California State

University, Channel Islands.

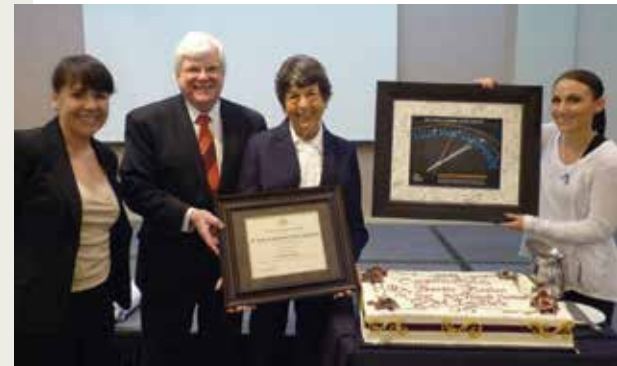
"I feel proud to join a community of scholars at Rossier who have already made huge strides to welcome me," says Hoffman. "I am honored to work in a school that is structured with intentionality, motivated toward innovation and excellence, and with such a strong conviction toward making an impact in urban education."

Assistant Professor **Morgan Polikoff** jumped up to 16 on EducationNext's annual list of the most influential K-12 education policy experts on social media. He was number 25 on last year's list. Follow him at @mpolikoff.



Sandra Kaplan Honored for Milestone

Professor of Clinical Education **Sandra Kaplan** presided over her 30th Annual Summer Gifted Institute for 350 teachers in mid-June. "You need to create an environment that is a catalyst for letting talent emerge," she explained sensitively to the packed conference hall, gently reminding the teachers that giftedness is already within the children and is not the possession of teachers.



Sandra Kaplan (third from left) celebrates her milestone with (from left to right) Madeleine Mejia, Associate Dean of Professional Development Ken Yates and Jessica Manzone of USC Rossier's Professional Development Office.

USC Rossier's gifted program began in 1985 with the goal of providing professional development for teachers who could observe children in action with master teachers, showcasing best practices in differentiating curricula for gifted students. This year the institute focused on earlier identification of gifted children, building on work begun under Kaplan's Project CHANGE, a grant-funded program seeking to extend the reliability of efforts to identify prospected gifted and talented students in preschool through the second grade.

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TOP

COMMON what?

In August, Policy Analysis for California Education (PACE) and the USC Rossier School of Education conducted its annual poll of California voters.

COMMON CORE

59%

of California voters know “little” or “nothing” about Common Core State Standards.

TESTING

69%

of California voters believe students should be tested in every grade to ensure they are progressing.

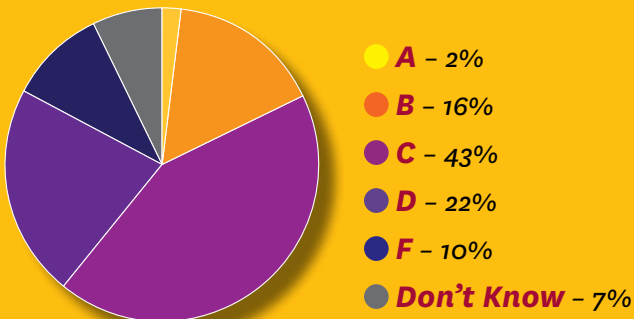
SCHOOL FUNDING

63%

of California voters favor extending at least one provision of Prop. 30, the tax increase on high incomes that helps fund public education.

GRADES VOTERS GIVE TO CALIFORNIA PUBLIC SCHOOLS

Only 18% give an A or B.



To view the results of the PACE/USC Rossier Poll, go to <http://edpolicyinca.org/node/534>.

Record-Breaking GRANT

In July, four professors from USC Rossier’s Pullias Center for Higher Education—Darnell Cole, Adrianna Kezar (principal investigator), Tatiana Melguizo and Kristan Venegas—began the largest private grant-supported study in the school’s history. The six-year, **\$6.2 million project**, funded by The Susan Thompson Buffett Foundation, will be a mixed methods examination of the Thompson Scholars Learning Communities (TSLC), living/learning student communities established in 2008 and housed on three campuses of the University of Nebraska—Kearney, Omaha and Lincoln.

The study explores how program experiences translate to greater success for participants, who are predominantly first-generation, low-income students. TSLC scholars receive academic support and individualized attention in order to foster academic success and engagement in campus life. Persistence to graduation is the ultimate goal.

“**This project will allow us to use very sophisticated methodologies not only to show the effectiveness of the program, but also the hows and the whys that are usually missing from rigorous evaluations.**”

USC Rossier Associate Professor
Tatiana Melguizo



follow the
LEADER

Anacany Torres ME '14
paves the way for
college-going high
school students.

It doesn't take much time in the company of Anacany Torres ME '14 to realize that she is a woman on a mission. As the Orange County coordinator for the California College Guidance Initiative, Torres' mission is indeed urgent—to expand college access to all California students in grades 6-12.

"Out of a hundred high school students," she explains, cutting to the chase by evoking the college opportunity ratio, "only 67 will graduate and only 26 are eligible for a four-year university."

Torres knows firsthand the challenges of overcoming the odds, beginning with an unpleasant counseling experience at her high school in Santa Ana. Torres, a first-generation college applicant, was seeking support and guidance for the college application process, but, to her dismay, she discovered that the understaffed counselors were of little help in navigating the process.

"Counseling at my high school was focused on graduation," recalls Torres now. "College information was not their forte."

Undeterred, she managed to muddle through the process anyway, and this tenacity would eventually earn her a spot at the University of California, Irvine (UCI). She credits the support of a non-counselor—a higher education coordinator at her school named Mike Muñoz—who remains her mentor to this day.

As with other students, the adjustment to college took some time, and it was not until sophomore year that she finally found a focus for her determination to improve the college access process.

She elected to double major in Psychology/Social Behavior and Chicano/Latino Studies.

In 2009 she returned to her high school as a volunteer student adviser with the University of California's Early Academic Outreach Program. For the next three years (the remainder of her time at UCI), she would attempt to provide the students at her alma mater with what she felt she could have used most during her time there—a keen mind and listening ear to help individual students navigate the maze of transcript requests, financial aid forms and applications that constitute "applying for college."

As she started to consider what her post-college steps would be, she began to look beyond Orange County to a larger, more complex urban education system to the north.

"Los Angeles is an awesome training ground for people in education," she says. "I've always been interested in LAUSD and what goes on up there."

by *Joseph* **PETERS**

She started the Educational Counseling program at USC Rossier in the fall of 2012.

“From the very first moment Anacany spoke up in my class,” recalls Alan Green, “I knew that she was destined to do great things in whatever field or endeavor she pursued.”

Green, associate professor of clinical education, is an expert on urban education and urban counseling. Prior to joining USC Rossier as lead of the Educational Counseling program, he served as chair of the department of Counseling and Human Services at Johns Hopkins University’s School of Education, training dozens of aspiring counselors. Among other individual and community interventions in the Baltimore area schools, he worked to develop a pilot urban counseling program dubbed “Project Inspiration” for the Baltimore County Public School System.

“After that first class,” says Torres, “I was interested in meeting with him about what I might want to do for a career.” The conversation sparked a mentorship that helped shape Torres’ thoughts about the next phase in her counseling career. Through USC’s TRIO programs for low-income minority college aspirants, Torres became a student adviser for the Educational Talent Search program, serving for a year as a volunteer counselor for students at the Animo College Preparatory Academy High School in Watts.

Compared to her own high school, Animo seemed a harder nut to crack. In the beginning she would send notifications to classes and wait for students that never came. Later on she discovered that teachers either ignored or misplaced such notifications, so she simply walked over to the classes and took out the students herself.

She helped the students tease out their ambitions and how they could possibly be furthered by attending college. Her one-on-one sessions focused on helping the students create individual academic goals.

“I tried to scaffold the conversations, talking about their strengths, asking about college, giving them the UC System A-G check,” says Torres. Results were mixed. Sometimes it seemed that students “had almost no aspirations,” as though surviving the stresses of everyday life was goal enough.

She decided to try community college advising for a time, and starting in the fall of 2013 worked as a first-year adviser at Rio Hondo College “as the first point of contact for freshmen,” she notes. However, her heart was still in pre-college advising and matters related to college access, and as graduation approached she kept an eye open for any opportunities that might present themselves.

It was around this time that the newly formed California College Guidance Initiative started putting out feelers to



Anacany Torres ME '14

education professors and college access experts, including Torres’ mentor. “When I was approached by CCGI about identifying a strong candidate for this new organization,” says Green, “Anacany’s name came immediately to mind.”

Upon meeting Torres, CCGI Executive Director Tessa Carmen De Roy recognized a kindred spirit. “Anacany is purely passionate about improving college access for students like herself,” says De Roy. “She is remarkably gifted and sophisticated for someone in such an early stage of her career.”

Torres joined CCGI shortly after graduation last year. Now back in Orange County, she’s come full circle from the days of providing stopgap high school counseling to working for an organization where she’s helping implement college access solutions for hundreds of students. This generally involves visiting individual schools to train educators how to integrate CCGI tech tools into their curriculum and to teach students how to use them.

“The majority of my days involve site support,” says Torres, “so I go out to different sites to help, or I do workshop support. Occasionally I’ll help figure out technical difficulties in person or over the phone.”

Torres’ client list will soon expand to other districts in Orange County (Garden Grove, for one) as well as Long Beach Unified. With such rapid progress so soon, it’s tempting to rest on her laurels, but Torres is cautious. Recalling the college opportunity ratio, she notes that it is even worse for students of color—out of a hundred, only 29 will graduate from high school and only 6 will be eligible for college.

Ever mindful of the gap between appearances and the data that reflects reality, she presses on in the knowledge that there is yet more work to be done. ■

USC Rossier is *the training ground* for today's educational leaders



The superintendent of an urban public school district is many things to many people. She or he is the outward-facing CEO of a public trust whose stakeholders include parents, a school board, unions, myriad community groups, multiple government agencies, print and electronic media and the public. She is the inward-facing chief operating officer for the district's principals, teachers, learning specialists and operational infrastructure. Above all else—in the spirit of her profession—she is called to be an indomitable champion for the students in her district.

If you wish to test a leader's mettle, install her as the superintendent of an urban school district in 21st-century America. Be assured the job will take her full measure. Until relatively recently, undergraduates aspiring to leadership in education and seeking out graduate schools were mostly limited to academic PhD programs. Doctoral programs geared to the real world of urban education were rare. That changed about a decade ago when the USC Rossier School of Education created its practitioner-driven EdD program. Over time, the Doctor of Education in Educational Leadership program has evolved into a leadership ecosystem with a faculty that includes seven former urban superintendents who, along with their professorial contributions, serve as sounding boards and mentors to program graduates.

Those veteran faculty members are central to the program's value to working superintendents. David Cash EdD '08 would cite himself as a case in point. Cash became superintendent of the Santa Barbara Unified School District in 2011. Four years later, he is still consulting with USC Rossier faculty on a weekly basis.

"At every step, my USC experience and my professors guide my work—how I look at problems in urban education, how I approach those problems, who needs to be in the room, who I need to listen to—it all comes from Rossier."

The Santa Barbara USD encompasses 23 K-12 schools, 900 teachers and 15,150 students. When Cash first arrived in Santa Barbara, he found a school district that was anything but unified. "Each campus was operating in isolation, doing whatever it felt was best for its students," Cash explains. "There was no comprehensive system of education."

Even more troubling, Cash perceived a deep schism underlying the campus fragmentation. In effect, Santa Barbara had two distinct school systems. One was affluent, shrinking and mostly white; the other was economically disadvantaged, mostly Latino and growing.

Cash assembled a wide spectrum of stakeholders. He asked them to create a comprehensive strategic plan to meet the district's challenges. The group met 29 times over a 14-month period. The leadership Cash brought to the process came directly from his Rossier training. "I learned from Rossier how to ensure that every voice is heard, that every perspective is respected and that the plan we come up with genuinely reflects the beliefs of everyone in the group," Cash explains.

One of the most telling insights to emerge from the process was a portrait of the district as seen through the eyes of students: *School is not a place for me. School is a place for someone else.*

Again, Cash credits his Rossier training for informing the process. "One of the most fundamental things I learned was to listen to students. Their voice is often least attended to, but it is the most important and the most powerful." If you ask Cash how often he finds time to visit classrooms, the reply bespeaks a Rossier graduate: every day.

Cash recalls the blunt assessment from a student during a visit. "She said, 'I need a teacher who knows who I am and cares about me. I don't really need answers to questions. I can get that from my smart phone. What I need are teachers who can tell me what to do with the answers, who know that I play soccer and have a younger brother who attends Goleta Valley Jr. High. That's what I need.'"

Progress has come slowly—but it has come. The district is evolving from two separate and unequal systems populated by isolated campuses into an interconnected network of schools

delivering consistent, quality education to students who feel understood and valued.

Cash recalls a recent session with a group of students. "Their teachers had become their allies. These students were confident. They were learning problem-solving skills," Cash says. "It is a completely different world when students know that their teachers care about them. I don't have the words to tell you how rewarding it was to hear those kids talk about how their lives have changed over the last couple of years."

Rossier's EdD program equips its graduates with salient conceptual tools. One of the most useful is a deep appreciation for reliable data and the indispensable role it can play in smart decision making.

In 2011—the same year that David Cash arrived in Santa Barbara—Hasmik Danielian EdD '09 became superintendent of the Brawley High School District in Imperial County. Brawley was known for strong athletics but less so for its academic performance.

No longer. Four years after Danielian's arrival, Brawley High School has achieved the highest graduation rate, and lowest dropout rate, in the Imperial Valley. Along with many other kudos, it has been recognized as a *U.S. News & World Report* Best High School, accorded honor roll status by California Business for Education Excellence and presented with the Award of Excellence by the California Courts.

Brawley's transformation into an academic powerhouse is a case study in leadership informed by resilient character, conceptual clarity and wise counsel. Danielian's first goals focused on relationship building and—true to her Rossier dissertation on data-driven decision making—developing an objective assessment of her new team.

Danielian found a staff of capable professionals working hard to do the right thing for their students but lacking a shared sense of clear goals. Often, intuition shaped decision making. Phrases like "My gut tells me..." "I have a feeling that..." and "We have always done it that way" came up often. Inevitably, instinct and subjective perceptions were sending staff in disparate directions. In effect, Danielian was leading a group of committed educators who had no shared compass.

To help chart her course, Danielian relied on two key concepts from her Rossier training. The first was that achieving team alignment is a difficult task but moving forward without it is an impossible one. To bring cohesion to the group, Danielian tapped into the power of distributive leadership. Rather than asking her team to implement solutions handed down from above, she empowered them to work together to find common ground around three basic goals focused on student learning.

The second concept was indispensable as well: when making decisions about an entity as complex, multifaceted and dynamic as a public school system, accurate data is essential. Danielian delivered the message at every opportunity: *reliable data is your friend*.

Step by step, the Brawley team evolved into an empowered, data-driven team fueled by passion but guided by reason. “For three and a half years,” Danielian explains, “we moved forward systemically to create a culture of data use where focused conversations about student achievement became the norm rather than the exception.”

Danielian takes special pride in the leaders who emerged during her tenure. “We were able to form a cadre of 22 teacher-leaders from all content areas. They have a voice, they take ownership and they are engaged in improving student learning every step of the way.”

In July, after four years as its superintendent, Hasmik Danielian left the energized and transformed Brawley High School District to become superintendent of the Norwalk-La Mirada USD.

If there was a “National Association for the Utilization of Distributive Leadership to Give Every Student the Highest Quality Education,” its chairpersons would be Hasmik Danielian and Ramiro Rubalcaba EdD ’15.

In August of 2014, Rubalcaba became principal of Azusa High School. He completed his doctorate in spring 2015, thanks in part to a scholarship from the Dean’s Superintendents Advisory Group (DSAG). (Founded in 1980, DSAG is a group of 200 plus Trojans who are current or former California district leaders. Along with awarding scholarships, DSAG hosts a variety of gatherings and an annual leadership conference.)

Rossier faculty see Rubalcaba as a rising star who is on his way to becoming a superintendent. Rubalcaba’s focus, however, is on the students of Azusa High.

The campus is 29 miles east of Los Angeles and has 2,100 students. During Rubalcaba’s first week in his new role, a 9th grader was caught trashing the boy’s locker room. It was the kind of destructive behavior that routinely triggers disciplinary action. In the year prior to Rubalcaba’s arrival there had been a hundred suspensions.

After the incident, however, events did not follow the usual course. Rubalcaba’s view of suspensions was an unorthodox one. His training at Rossier had stressed the importance of listening carefully to students and their parents. During his years at Garfield High, constructive engagement had reduced suspensions from 700 a year to just one.

Rubalcaba met with the boy and his distraught parents.



< David Cash EdD '08

Hasmik Danielian EdD '09 (far right) with USC Rossier Dean Karen Symms Gallagher >



< Ramiro Rubalcaba EdD '15

“I told the student, ‘You’ve made a mistake. We are going to help you fix it.’” The boy agreed to come in with his parents to handle the mess. The family showed up the next morning—early, as Rubalcaba had suggested, to avoid embarrassment—and cleaned up the locker room.

Later, the student sought out Rubalcaba. “He told me there was no honor in what he had done, that he had brought shame to his family.” The boy had turned a corner. It was the outcome Rubalcaba had hoped for. It is the outcome Rubalcaba always hopes for.

That afternoon, at a routine faculty meeting, teachers registered their dismay: not suspending the student risked undermining the school’s authority—and theirs. Rubalcaba set out to win them over.

Persuasion is a skill with many facets but Rubalcaba was keenly aware that persuasion, if it is to succeed, depends on something more basic than skill: integrity. Rubalcaba knows well a lesson from one of his Rossier mentors, Rudy Castruita: “Being a superintendent is about building relationships with people. You must communicate with many different communities—Latino, African-American, Anglo, Asian and

The Urban Superintendents Academy

others. *But you cannot communicate until you build trust. You have to walk the walk.*"

"The faculty puts us through scenario after scenario," Rubalcaba explains. "We gain a deep understanding of how you move people in the same direction." Gradually, a growing number of student success stories, coupled with Rubalcaba's commitment to distributive leadership, began to win teacher support. During Rubalcaba's first year there were three suspensions. In his second year, one. As students gradually realized that their teachers believed in them, academic performance improved. Standardized test scores and other key indexes went up. Energized with what Rubalcaba calls "the power of love in education," Azusa High began to attract attention in Sacramento and Washington.

Rubalcaba's passion for his work runs deep. "What we do is *important*. It isn't to be messed with. These students don't have time for us to get our act together. Their opportunity is *now*. It does no good to say 'dream big' if you don't give them the tools to make their dreams *happen*."

Rossier's EdD program is stronger than ever. Sixty-seven of its graduates are leading school districts across California and the nation. This year, the school launched the Urban Superintendents Academy (*See sidebar*). The Academy will address a severe minority deficit in urban educational leadership: nationwide, less than 5 percent of superintendents in urban school districts are persons of color.

If you ask Hasmik Danielian, Ramiro Rubalcaba and David Cash if USC Rossier has become the superintendent superpower its leadership envisioned, they will tell you there is only one way to find out: by evaluating the quality of education the students in their districts receive.

They will talk with their students and their parents. They will conduct a careful review of the data on academic performance. And then, they will give you your answer. It will be yes. ■

When Professor of Clinical Education Maria Ott and her colleagues survey leadership in urban education, they see cause for deep concern. People of color comprise a majority of students but represent just 5 percent of school superintendents. The imbalance has shown no signs of improving: minority representation among urban superintendents has remained essentially flat for years.

In spite of the shortage, educators like Ott believe this is a moment of opportunity. Their optimism springs from the enormous untapped wealth of skill, passion and vision among minority educators in classrooms across the nation. These professionals possess an abundance of talent, resilience and determination; what they have lacked is a clear path to leadership.

Until now. In collaboration with The School Superintendents Association (AASA), USC Rossier recently launched the Urban Superintendents Academy.

The Academy's inaugural cohort took part in their first online session in September. The program will emphasize small cohorts who will learn through live synchronous and asynchronous online programs and immersion sessions, and in-person mentoring by local superintendents. A leadership conference brought the cohort together with the Academy faculty in October.

There is a sense of urgency surrounding the Academy. The unique dynamics of urban education make the nationwide minority leadership deficit a costly one. The urban setting presents a host of obstacles to learning: there is a pronounced need for leaders who genuinely understand students and how they experience the world.

The Academy will welcome aspiring superintendents who wish to pursue a doctorate in educational leadership, as well as current superintendents and administrators who want to receive additional training and field experience. ■

Maria Ott (back row, far left) with members of the first cohort of the Urban Superintendents Academy. Photo by Joseph Chen.



a dean for

IMPACT

**Karen Symms
Gallagher stays
true to the public
mission of USC
Rossier as she
begins her fourth
term as dean.**

LONG BEFORE SHE WAS DEAN GALLAGHER, SHE WAS COACH GALLAGHER. In the mid 1970s she was working in her home state of Washington, at Renton Public Unified School District's Dimmitt Middle School, where so many young teachers had been laid off that no one seemed willing or able to moonlight as the assistant coach of the girls' basketball team.

"Well, I'll do it," Karen Symms Gallagher recalls thinking, admitting it was a bit of a stretch. After all, she had never played the game before.

"The girls would ask me, 'What position did you play when you were in school?' And I would say, 'None, girls, I played spectator.'"

She had been hired as a core teacher—language arts and social studies. Then they needed someone to teach PE, so she volunteered.

"I love that age group," she says. "They really get excited about the subject matter, and what you have to do is connect it to them."

Gallagher was already exhibiting the leadership traits that would earn her a subsequent job as an assistant principal in another Seattle-area school before she and her husband, Pat, packed up and moved across the country to North Carolina. He enrolled in a PhD program at the University of North Carolina, and she oversaw media services and many federal grant programs (such as Title IV-B) for the Chapel Hill-Carrboro City Schools. She also coached the Lady Tigers of Chapel Hill High School into the second round of the basketball playoffs.

"This was during the early years of Title IX," she says now with pride, "when high school girl athletes were getting equal treatment with the boys."

She had refined her coaching style: "I drilled into them that we were going to play as a team. We weren't going to sit around and wait for our star player to get hot."

Parents would pull Pat aside and tell them how much they loved Karen, amused that she might not have looked like a coach (she preferred slacks and boots to sweatpants and a whistle), but she sure could inspire the girls.

"My daughter would do anything for her," said one mother in a thick southern drawl.

The feeling was mutual. "I knew I was competitive," says Gallagher, "but I also knew I couldn't do it on my own."

When Pat wrapped up his degree, the Gallaghers headed off to Purdue, where he had secured his first academic position. Their agreement had always been that they would go where one or the other had the best offer.

She wasn't worried about her job prospects. Someone in Chapel Hill had a friend in West Lafayette and made phone calls on her behalf, spreading a message about an impactful teacher and promising administrator: "You need to hire this woman."

*Photo by Brian Morri/
211 Photography*

by *matthew c* **STEVENS**



Accountability is a hallmark of Gallagher's leadership, as is the team approach that was critical to the success of the online MAT and a characteristic of her newest effort.

How do you measure impact? Those Dimmitt and Chapel Hill girls are long ago scattered. But they would doubtless agree that Gallagher has earned a legitimate place in the broad history of Title IX, which has a narrative arc originating in the 1970s in countless middle schools and high schools across the country and runs through the recent women's World Cup victory over Japan.

It's not that Gallagher would insert herself into such a grand history, but rather that she knows the cumulative impact of completing countless day-to-day drills in classrooms and on basketball courts. She knows the value of stepping up to do what's needed, embracing extracurricular activities that extend to the wider community. She knows that success is best achieved through teamwork. She knows that a job well done can have a

a path to

LEADERSHIP



1970s Oversees media services and many federal grant programs for Chapel Hill-Carrboro City Schools in North Carolina; coaches basketball team (pictured above) at Chapel Hill High School.



1982 Earns PhD in educational administration from Purdue University.

transformative power beyond anyone's wildest expectations.

And she knows the potential impact of a singular mission: to improve learning in urban education locally, nationally and globally.

A **g a m e** CHANGER

In January 2015, Gallagher was halfway through her 15th year as dean of the USC Rossier School of Education and keeping her usual hectic pace. She had already secured a reappointment for a fourth five-year term as dean, set to begin in the fall of 2015, but there would be no slowing down. As a graduate school and a research institution with seven master's programs and four doctoral programs, USC Rossier demands her attention on multiple fronts.

Early in the month she published an op-ed in *Education Week* about the importance of public engagement, stating

that the most effective scholars are fluent in two languages: "They speak in the appropriate language for the appropriate audience, translating research-based evidence into the language of the public square, where policy makers and practitioners can implement that evidence for real impact in real-world situations."

On the night of January 15, she greeted the first cohort of the new online Doctor of Education (EdD) in Organizational Change and Leadership at a dinner reception. Fifty-eight students had descended on campus for an immersive weekend of collaborative learning with their classmates and professors before beginning their rigorous courses online. The next morning, she welcomed students enrolled in the Global Executive EdD program, who were also on campus for one of their nine immersive sessions that occur throughout the program's 25-month run.



1992-94 Associate dean for academic affairs at the School of Education at the University of Cincinnati.



1994-2000 Dean and professor of educational policy and leadership at the School of Education at the University of Kansas. Pictured above with US Senator Nancy Kassebaum of Kansas, 1995.



2000 Named Emery Stoops and Joyce King Stoops Dean's Chair in Education of the USC Rossier School of Education.

Then, during the last week of January, Gallagher was among 18 deans of education across the nation who had banded together to announce the formation of Deans for Impact, with members representing a variety of traditional and nontraditional teacher preparation programs committed to data-driven change and improvement. Her fellow deans include Robert Pianta from the University of Virginia, Shane Martin PhD '95 from Loyola Marymount University (LMU) and David Andrews of Johns Hopkins University.

"It's quite clear to me that Dean Gallagher is going to be one of our bolder members," says Ben Riley, founder and executive director of the group. "She's not afraid to push the envelope when it comes to calling for dramatic improvements in the ways education programs train teachers."

Gallagher is one of seven deans on the organization's executive committee and is also co-leader of the policy team with Shane Martin of LMU.

"Dean Gallagher is a game changer in transforming the educational system through her guiding principles and commitment to improving student learning," says Martin. "Her leadership serves as a model of collaboration, innovation and influence extending far beyond our local community and into the world."

Gallagher had hit a trifecta in the span of a month—demonstrating the wide-reaching impact of (1) translational research faculty; (2) innovative EdD programs for aspiring education leaders; and (3) a national network of deans who won't settle for the status quo when it comes to preparing teachers for 21st-century classrooms.

"This is an organization that will embrace and advocate for effective, structural reform in how we educate tomorrow's teachers," said Gallagher in January about Deans for Impact. "We are committed to transforming the expectations of teacher-preparation programs. We will shift the emphasis

a path to

DISTINCTION



2009 Helps launch groundbreaking Online MAT program in centennial year of USC Rossier. Pictured above with Barbara and Roger Rossier.



2012 Creates Ednovate, Inc. and opens USC Hybrid High School in downtown Los Angeles.

from inputs to outcomes. We will use data, including multiple measures of student learning, to improve our own programs, identify best practices and help programs that seek to improve themselves.”

“To lead in difficult times with truth and data shows the dean at her best,” says Sheree Speakman, the chair of USC Rossier’s Board of Councilors and founder and CEO of CIE Learning, a company focused on developing new learning pathways for neighborhoods and communities. “The dean is always very careful about what she says, and she is always looking for a research-oriented way to support her opinions.”

Melora Sundt concurs, saying, “Dean Gallagher digs into the data to make our case and then makes it, getting access to whoever needs to hear our message.”

“

She’s not afraid to push the envelope when it comes to calling for dramatic improvements in the ways education programs train teachers.”

—Ben Riley, Founder and Director of Deans for Impact



2013 *Becomes a Pahara-Aspen Education Fellow, a highly selective program designed to support extraordinary entrepreneurial leaders who are committed to transforming public education; receives lifetime achievement award from USC Rossier’s Dean’s Superintendents Advisory Group (above).*



2015 *In the fall, begins her fourth five-year term as Emery Stoops and Joyce King Stoops Dean.*

Countless times over the years, Gallagher has used the power of the dean's pulpit to advance the public mission of USC Rossier.

Sundt, currently on sabbatical from her position as the executive vice dean at Rossier, has seen firsthand the value of the dean's engagement outside the university, especially when it came to the launch of Rossier's then groundbreaking online Master of Arts in Teaching (MAT) program. "The dean networks widely with a diverse range of people so that she stays current with trends and issues affecting education, while also tapping into the opinions and experiences of people who are great at what they do," she says. "I think Rossier has benefited from the access and ideas she has generated through this diverse network."

The launch of Rossier's online program also set into motion a national and global discussion on online learning, which coincided with the introduction of the ubiquitous MOOCs (Massive Open Online Courses). As a leader in the field, Gallagher received dozens of invitations to discuss online learning in panels from Berkeley to Saudi Arabia. True to her nature, she strengthened her stump speech on the values of Rossier's hybrid program—combining live online classwork and field-based training—by enrolling in a MOOC course herself to understand the differences.

"I'm a MOOC non-completer," she says, shunning the term "dropout." "I found no interaction with the instructor or other students, and no accountability for finishing or achieving."

Accountability is a hallmark of Gallagher's leadership, as is the team approach that was critical to the success of the online MAT and a characteristic of her newest effort.

"Deans for Impact is another push forward for an agenda that is being shaped in a collaborative environment," adds Speakman.

"One of the definitions of being a professional," says Riley, of Deans for Impact, "is having a community of like-minded practitioners. Well, deans are professionals. They are professional leaders of educator preparation programs. The opportunity to improve their own programs comes through the ability to learn about what's working for others."



ROSSIER'S *public* MISSION

Countless times over the years, Gallagher has used the power of the dean's pulpit to advance the *public* mission of USC Rossier. She goes so far as to point out the similarities of Rossier's mission to public land-grant institutions—publicly funded research universities intended to study and teach subjects that serve the public good.

"We're trying to improve learning in urban education," she says, "and to do that we're primarily dealing with public schools, whether they be charter or traditional. To me, what we do is part of the democratic process of having an educated citizenry. So by preparing teachers and education leaders, we are fulfilling a public mission."

The land-grant comparison is not so far-fetched after Gallagher explains that private universities in California—the 42 members of the Association of Independent California Colleges and Universities (AICCU)—produce 46 percent of the teachers in the state, about the same percentage produced by the Cal State system. And the University of California? Its 10 campuses combined produce only 4 percent of the state's teachers.

"I'm not being critical of the University of California," she offers. "I'm just trying to remind people that private universities are making a significant contribution to a stronger, better educated California. When we decided to do the online MAT program, we knew we wanted to have a bigger impact. We needed to scale up. We wanted to increase the number of high-quality teachers because there was a huge public need for it."

The dean has been speaking truth to data frequently in the past year or so when it comes to addressing the shortage in the teacher pipeline. In the last five years, teaching degrees or certificates are down 53 percent in California. Nationwide, the decrease is not as dramatic, about 30 percent, but the U.S. Department of Education says there will be more than 400,000 teaching vacancies by 2018.

Gallagher brings it back to California by noting that currently, in all of the programs in California, “We—and I mean all of us running programs in the state—now have fewer than 20,000 people in the pipeline preparing to be teachers. That’s not enough.”

SMOOTHING the PATH

Gallagher didn’t come quickly to the teaching profession. She knows that career choices occur gradually, and sometimes serendipitously, for young people starting out and certainly for those already in the workforce and pondering a move into teaching.

Just a few blocks from Dimmitt Middle School, where she had taken the classroom and gymnasium by storm in the mid ‘70s, Gallagher had once punched a clock for the Boeing Company. In her first job out of college, she was routing airplane parts in quality control, wondering how she had landed on such an uninspiring career track.

“I had this realization that I had come out of Western Washington University with a Political Science degree, and people were asking me if I could type. Type? I could think.”

Unhappy with the work, Gallagher learned to study her managers, adopting techniques she admired and noticing what frustrated her from her vantage point as a contributing staff member of a large organization. She soon traded a poor manager at Boeing for someone who treated her more respectfully at a new job as a customer service representative at Liberty Mutual. All the while, her husband was teaching, and she was slowly coming around to a similar career path. She went after a master’s degree in education at the University of Washington and set into motion the steps that would lead her to Dimmitt Middle School and all the education jobs that would follow. She would go on to earn her PhD in Educational Administration at Purdue and serve as dean of the School of Education at the University of Kansas in the 1990s before coming to Rossier in 2000.

The dean is mindful of the innumerable paths to teaching, many of them as ordinary and uneventful as her own. Gallagher is also keenly aware of the fact that students do not always have easy access to the paths of their choice.

She vividly recalls her high school college counselor convincing her she should go to Wellesley, and her mother shaking her head and saying, “We could afford to fly you out there, but then we couldn’t afford to keep you there or even bring you home.”

The decision was clear. She would stay close to home by attending Western Washington University and cobble together three separate scholarships, including one from the Rotary Club and another for children of World War II and Korean War veterans, to foot the bill.

She attributes her persistence to the inspiration she drew from being a first-generation college student, thanks to the support of her mother, who raised Karen and her brother alone after Gallagher’s father died when she was in elementary school. And she remains indebted not only to her mother but to the teachers who made a difference and to the opportunity provided by scholarships. That’s why she and her husband, Pat, who had also attended Western Washington University, recently established the Karen Symms Gallagher & R. J. Pat Gallagher Scholarship for Secondary Teachers at their alma mater.

“We have known firsthand, as teachers and through our administrative work, how important to kids a teacher is in the classroom,” explained Gallagher in a profile in a recent issue of Western Washington University’s alumni magazine.



I had this realization that I had come out of Western Washington University with a Political Science degree, and people were asking me if I could type. Type? I could think.”

—Karen Symms Gallagher

"It's the most important in-school factor. So having people who really want to teach—and giving them the opportunity to do so by having scholarships available—is paramount. We both feel strongly that given the needs we have in this country for more teachers—and the fact that, right now, across the board, fewer and fewer people are deciding to be teachers—that we need to look for career-changers: not just undergraduates but people who have had another career and who are thinking, 'I always wanted to be a teacher.' They can't usually just quit a job and go back to school, so it's important for the support to be there for them. It's really important to the future of our country."



IMPACTING THE *world* AROUND YOU

Gallagher keeps a close watch on the number of teacher openings in the Los Angeles Unified School District (LAUSD). She takes seriously the fact that USC is situated in the heart of the second largest school district in the country and has spent her career at USC cultivating partnerships within this district and countless others throughout the region. She is guided by an important constituency—the Dean's Superintendents Advisory Group, made up of 200 plus USC Rossier alumni now heading up districts both large and small, most in California.

"Dean Gallagher feels very strongly that it is the role of USC to make sure that districts in the area are supported by the intellectual community that comes out of USC," says Katharine Strunk, associate professor of education and policy at Rossier. "I think it is huge for a dean to have that kind of really strong social commitment to the public sphere."

Along with her frequent co-principal investigator, USC Rossier Associate Professor Julie Marsh, Strunk has been in the thick of two major studies involving LAUSD: an evaluation of LAUSD's Investing in Innovation (i3) Project and an evaluation of the district's Teacher Incentive Fund Grant.

"The dean's support has allowed us to do work that is really impactful for the city we live in," says Strunk, who is about to begin yet another project with Marsh—this one funded by the Spencer Foundation—examining the implementation and early outcomes of aspects of

portfolio governance models in three districts across the nation, including LAUSD. Yet another new study, funded by the Laura and John Arnold Foundation, will help Strunk examine changes in the collective bargaining agreements negotiated between local teachers' unions and school district administrators and the impacts of recent education reforms.

While the dean has gained widespread attention for her role in founding Los Angeles charter schools USC Hybrid High and USC East College Prep, she has long fostered an environment for high-impact research that influences policy in the district. Strunk and Marsh's work on the Public School Choice Initiative highlighted impacts of the reform on student achievement and suspension rates, the challenges and successes in early implementation, the changes in the quantity and quality of parent engagement over time and the way in which politics shaped and was shaped by the policy over time.

Strunk sees the dean's commitment to LAUSD as going hand in hand with her efforts with Deans for Impact. "The dean is very good at challenging assumptions and making sure that faculty—and schools of education—are of the highest quality and are continuously striving to improve."

The dean's commitment to impactful research is one of the primary reasons Rossier has risen to number 15 in the latest rankings of *U.S. News & World Report*, with a number 3 ranking for the school in the higher education category. USC Rossier boasts the highest ratio of grant dollars to faculty member among schools of education, a tribute to Gallagher's joint goal with Associate Dean for Research William G. Tierney to apply for 100 grants over the last academic year.

The result: More than 40 awards, including a record-breaking \$6.2 million grant over six years funded by The Susan Thompson Buffett Foundation to conduct a mixed methods examination of the Thompson Scholars Learning Communities (TSLC) housed on three campuses of the University of Nebraska—Kearney, Omaha and Lincoln. Led by Professor Adrianna Kezar, Rossier's four-member research team will study how program experiences translate to greater success for participants, who are predominantly first-generation, low-income students (see pg. 7).

"Improving learning in urban education is not just about preparing practitioners," says Gallagher. "It's also about understanding the research that impacts the lives of students."

RISK *management*

Impact takes time. The results of the six-year study won't be in until well after Dean Gallagher's fourth term ends with the 2020 commencement.

This is the kind of perspective she maintains in the early stages of new projects, including Deans for Impact. In June she attended the third meeting of the group at Southern Methodist University, where she and her fellow deans discussed establishing common ground on various policy goals. By summer's end, in late September, Deans for Impact had grown to 24 deans and had published a document on "The Science of Learning," co-authored by Dan Willingham of the University of Virginia and Paul Bruno, a former science teacher and current PhD student at USC Rossier.

"It is, in our view," says Gallagher, "one of the most comprehensive, classroom-oriented syntheses of the fundamentals of learning compiled to date. We are now engaged in the exciting work of piloting this document in three member schools of Deans for Impact."

"In essence," wrote Gallagher in a recent essay, "the learning sciences seek to understand and codify the process of learning through a series of fundamental inquiries: What is the relationship between instructional practices and learning outcomes? What is the role of curriculum? What do we want them to learn? How do they learn?"

As she ponders the outcome of her participation in Deans for Impact, Gallagher goes through a similar exercise to the ones she undertook to launch Rossier's online MAT or establish USC Hybrid High School.

"Karen really had to reassess how Rossier taught when she embraced the online MAT," says Sheree Speakman, "and she had to reassess how teachers teach in the context of Hybrid High. When she considers a big change, I can just hear her thinking, 'Is this working, is that working?'"

Some say the dean embraces risk, whereas Speakman calls her a master of risk management. The dean might simply call it a can-do attitude mixed with persistence, something she has practiced since her early teaching days.

"We'll see how it goes," she says matter of factly. "We could be wrong, but I don't think so." Her modesty belies the hard work that has brought her to this point. She knows the facts and trusts her peer deans.

As we move forward," says Ben Riley of Deans for Impact, "particularly with the policy agenda led by Dean Gallagher

and Dean Martin of LMU, we'll be able to generate better data about the trends around educator preparation programs that will hopefully give us more nuanced information about what is actually taking place."

That's the risk management.

"I much prefer working for a dean who is willing to take risks," says Melora Sundt. "We may not always succeed, but as Wayne Gretzky says, 'You are guaranteed to miss 100 percent of the shots you don't take.'"

Sounds like something Coach Gallagher might have said to those middle school girls back in Renton all those years ago. ■

Dean Gallagher speaking at the ribbon cutting at USC East College Prep in October.



AN ALL-INCLUSIVE FORMULA *of* LEADERSHIP



Robert Rueda, Stephen H. Crocker Professor in Education and Professor of Educational Psychology, is retiring at the end of December after 30 years at USC Rossier. In 2013, he became the first USC Rossier faculty member elected to the National Academy of Education. This fall, he is serving as associate dean for research and faculty affairs, sitting in for William G. Tierney, who is in India for the year on a Fulbright Fellowship. While a formal leadership position may be new to Professor Rueda, the practice of leadership is not. We asked him to reflect on the role of leadership among research faculty at USC Rossier.

Q. What does leadership mean to the typical research faculty member who doesn't necessarily aspire to become an administrator?

A. Faculty members at premier research institutions are expected to become leaders in their field through the production of original research and the creation of "new knowledge." They are also expected to demonstrate intellectual leadership through their instructional activities as well as through their service within the university as well as to the profession. These expectations are, in fact, the criteria that guide promotion and advancement. Above all, faculty members are evaluated on their impact and visibility among scholarly peers and eminent professional organizations.

Marching orders to new faculty are essentially something like this: "You have five or six years. Go out and make a national reputation for yourself based on your scholarly work—and make sure that this work is funded by competitive and prestigious sources. And while you are at it, make sure you are a good instructor and be sure to provide meaningful service to the school, university and professional organizations."

Essentially, junior faculty are asked to become recognized as emerging leaders in their fields in a very short period of time. While different departments and schools favor theoretical or applied work, Rossier values both. We appreciate basic research that has important practical and societal applications and also makes a difference.



The days of the lone scholar working in isolation are long gone.”

Q. You recently received an award for mentorship of faculty. How does mentoring factor in to the day-to-day practice of faculty members?

A. I think of mentoring in three areas: research, service and teaching. For example, in the research domain, faculty are called upon to organize and lead research efforts and activities as principal investigators and other leadership roles with colleagues and students. The days of the lone scholar working in isolation are long gone. Today’s educational issues are too complex. Thus, mentoring of collaborators is a key activity in attacking these “wicked problems.”

Service is another core aspect of faculty responsibilities. This takes the form of providing expertise and intellectual leadership on various committees that form the organizational engines of school, university and professional organizations and the field in general. All of the aspects of mentoring mentioned earlier are no less important in the context of these activities.

Q. Where does teaching come in?

A. A simple view of teaching is that it involves serving as the instructor for courses for a few hours each week. In reality, the scope is much larger, with a great deal taking place outside of the classroom. Here’s where mentoring comes in again. From a mentoring perspective, teaching goes beyond conveying knowledge to students about facts, principles and theories. Teaching should lead to more intangible things like helping mentees to develop meaningful goals and professional identities. Identity development is key to success as a leader in education, whether one’s goal is to work as a faculty member or as an administrator. Examples of transitions that involve important identity shifts include moving from a member of a research team to the role of principal investigator; moving from doctoral candidate to professor; or advancing up the administrative ladder from teacher to principal, or from principal to superintendent.

Q. What are some of the intangibles of quality mentoring?

A. Faculty often find themselves mentoring students who are the first in their families to participate in higher education, and who don’t find it easy or comfortable envisioning themselves as future leaders. These “first-generation” students may sometimes need more mentoring and different kinds of mentoring than other students. In my own case, making

these career transitions was indeed difficult, and mentoring by various people at critical times was the key to successfully navigating these career steps. Perhaps because of my own experiences, throughout my career I have been very sensitive to this aspect of teaching, which often goes unnoticed.

Q. How do you know when it works?

A. When students are able to overcome anxiety and uncertainty to develop a sense of intrinsic motivation about their work. That is, joy and a sense of accomplishment in the work itself becomes the motivation rather than any potential rewards or recognition. In the area of reading and literacy research, which has been the focus of much of my work, researchers and teachers often distinguish teaching students how to read vs. teaching them how to love reading. Students who learn only to read can read, but students who truly love reading will read. This distinction is no less applicable in the context of mentoring students to become future academic leaders, researchers and practitioners.

Q. Is this your own philosophy or USC Rossier’s?

A. Both. When we think of school-wide mentoring we refer to it as the apprenticeship model. In this view, learners acquire new information and skills, much like apprentice craftsmen, by observing “more competent others” and then gradually taking more and more responsibility for the task or activity. The role of the mentor, then, is to provide “assisted performance,” which is adjusted to changes in the learner’s developing expertise. The PhD program at Rossier is based on this model, in which students work closely with faculty on day-to-day research activities, an experience that is designed to provide avenues for developing the skills and dispositions that will ensure a smooth transition to the future stages of career development. The EdD program provides opportunities to collaborate with each other and with faculty to address educational problems of practice. Importantly, in both programs, a part of this development is teaching students how to mentor others in the new roles they will occupy in the future—that is, how to mentor others. Then it begins all over again. ■



by kenneth ROSS

Keynote address inspires more than 275 students and alumni at annual Leadership Conference hosted by the Dean's Superintendents Advisory Group.

Wesley Smith EdD '05 Urges Tomorrow's Education Leaders to *Fight On!*

Before introducing keynote speaker Wesley Smith EdD '05 at the 2015 Leadership Conference on July 23, Greg Franklin EdD '97 primed the audience.

"There has never been a generation of young people so important to California as the youth in our schools today," said Franklin, chair of the Dean's Superintendents Advisory Group. "With birth rates down, immigration down, migration into the state down and an exodus of young adults from the state, it is crucial that every California student receive an excellent education. All Californians are depending on it."

Expanding on Franklin's sense of urgency, keynoter Smith, executive director of the Association of California School Administrators, spoke on "Leadership: Protecting Student Rights and Ensuring the Realization of Their Dreams."

"California is the eighth largest economy in the world," Smith said. "Not in the United States—in the world. Yet out of 50 states in the union, we rank 40th in per-student spending."

Smith translated that contradiction into blunt statistics: "Eighty-six percent of white students graduate, and 45 percent meet A-G subject requirements; 66 percent of African-American students graduate, and 29 percent meet A-G requirements; 73 percent of Latino students graduate, and 28 percent meet A-G requirements."

The educator credited his alma mater with transforming his understanding of education in the 21st century. "USC Rossier awoke my conscience to the inequities of a public education system that, consistently and disproportionately, benefits some groups of students while hurting others."

Smith shared a blunt assessment of what it will take to change the status quo. "Because the system is rife with inequities, education is necessarily and unavoidably political," he said. "We must be the defenders and champions that our students desperately need—and we must fight for them when necessary."

"Wesley Smith sounded a call-to-action that connected very directly with his audience," Dean Karen Symms Gallagher commented later. "His rallying cry for our educators came down to two words that resonate deeply for every Trojan: *Fight on!*" ■

“USC Rossier awoke my conscience to the inequities of a public education system that, consistently and disproportionately, benefits some groups of students while hurting others.”

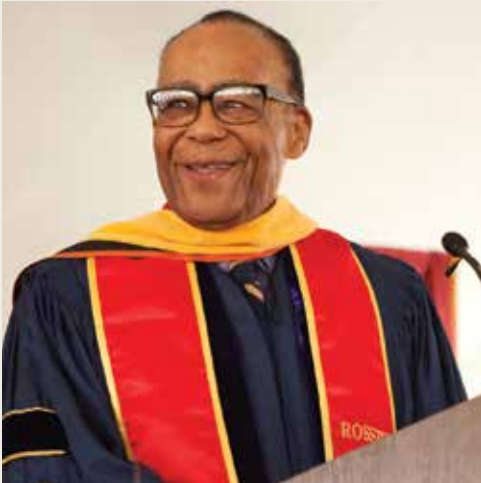
—Wesley Smith EdD '05

Cindy Bak EdD '15 (upper left) was among the more than 275 in attendance to listen to the keynote remarks of Wesley Smith EdD '05 (lower left). Photos by Brian Morri/211 Photography.



2015 COMMENCEMENT

Rain did not dampen spirits at the Doctoral and Master's Ceremonies on May 14 and 15, when more than 700 students graduated from USC Rossier among family, friends and faculty who gathered under a tent on McCarthy Quad. The sun returned for the Global Executive EdD Commencement Ceremony on July 17.



Keynote Speaker

John Brooks Slaughter PhD
Professor of Education and Engineering, University of Southern California

“I ask you who graduate here today to look ahead 30 years...to define a world that you would like to exist. After establishing in your mind what you wish to be true at that time, project yourself back to the present and determine what you must do now to make it come true.... You must have a sense of urgency, and a sense of purpose, and above all you must begin with an intention to persevere.”



Student Speaker

Julio Rene Flores MEd '15

“In order to create equal outcomes for our urban communities, we must create and support a new narrative, one grounded in an anti-deficit perspective. Through this counter-narrative, we promote stories that define students by their best, not their worst.”



Global Executive EdD recipient of the 2015 Dissertation Award of Merit

Brenda Sinclair EdD '15

“The Global Executive EdD program doesn't only transform leaders to become global education executives able to solve problems within our organizations, but it also empowers us with the resources and knowledge to transform lives on a global scale.”

WHAT IT MEANS TO BE FIRST

*Bringing a sense of purpose
to leaders in philanthropy*



On March 28, USC Rossier invited members of its leadership giving society, The Academy, to gather in celebration of their impact; since the launch of The Academy, members have raised \$3.8 million to support the school.

"Some of you have been Rossier donors for many years, and others are brand new this year," said Dean Karen Symms Gallagher to the gathering in Bashor Lounge at USC Heritage Hall. "But through your philanthropy, every single one of you plays an important role in the school's success."

One of the great successes of the past two years, the Southern California College Advising Corps (SCCAC), has benefited greatly from donor support. This program trains and places recent college graduates in high schools to serve as full-time college advisers for two years, with the goal to improve college outcomes for low-income, first-generation and underrepresented students.

Jerry Lucido and Davis Vo collaborated on a keynote address to Academy members to highlight the accomplishments of SCCAC and express gratitude for the support that has allowed the program to grow from serving three schools in 2013–14, 16 schools in 2014–15 and 32 schools in 2015–16.

Lucido is executive director of Rossier's Center for Enrollment Research, Policy, and Practice, which oversees the program. He is also associate dean of Strategic Enrollment Services at USC Rossier. He explained that the counselor-to-student ratio in California is 945:1, although the recommended ratio should be 250:1.

"We take recent college graduates who are very much like the students that they will be advising," he says. "They are first-generation students who have been successful and are willing to rededicate themselves to the communities from which they came."



SCCAC adviser and current PASA student Davis Vo.



New Academy members Charlene P. Shimada '91, Thomas Shimada '88 and Sally Butterbaugh-Alvino '72, MS '74 and guest Nancy Gregory Stratford '72.



CTBC Bank CEO Noor Menai (center) presenting a gift to CERPP Executive Director Jerry Lucido (left) and Dean Karen Symms Gallagher.

One such adviser is Davis Vo, who told Academy members that he returned to his home district in Garden Grove to advise students at Los Amigos High School. His path from high school student to college student at UCSB to graduate student in USC Rossier's Postsecondary Administration and Student Affairs (PASA) program is a story of firsts, as in "first generation." But Vo explained that his notion of what it meant to be "first" has evolved since he was a high school student.

"At the time," he says, "'being first' meant being the one winner at the end of some arbitrary race. At some point after high school, when I had to think about what kind of person I wanted to be and what kind of world I wanted to live in, 'being first' became something so much more purposeful and communal."

A GROWING ACADEMY

Sharing in this community effort are the donors who have supported SCCAC, including the national College Advising Corps, the Rosalinde and Arthur Gilbert Foundation, the Kresge Foundation and CTBC Bank.

In attendance at the gathering were representatives of CTBC Bank, including Bonnie Tseng and CTBC Bank CEO Noor Menai, who was accompanied by members of his family. Menai was recognized for the bank's support and marked the occasion to present another gift.

"CTBC Bank's philanthropy this year has helped bolster the SCCAC program," says Dean Gallagher, "providing crucial funding to support the training and placement of advisers who work closely with students in the local high schools. Thank you for helping ensure the educational success of the students in our surrounding community."

Academy Chair Brent Noyes '75, MS '79 concluded the proceedings by acknowledging The Academy's annual members. He also welcomed The Academy's newest members, presenting membership pins to the following in attendance: Rachel and Ron Beal; Sally Butterbaugh-Alvino '72, MS '74; Debbie Katsogianes '83, MS '85; Sherry Kendrick EdD '01 and David Kendrick; Christopher Meler '04; Lisa Michelle Regan '94, MS '03, EdD '13; Ramiro Rubalcaba EdD '15; and Charlene P. Shimada '91 and Thomas Shimada '88.

For more information on The Academy, please contact Diana Hernandez, Director of Development, at 213.740.3499 or deherman@usc.edu. You can view the Honor Roll on pages 30–33 or visit rossier.usc.edu/giving. ■

Photos by Brian Morris/211 Photography.

the passion and commitment OF A CLASSROOM TEACHER

Furthering USC Rossier's mission to improve learning

L'Cena Brunskill Rice '53 has been inducted into the Half Century Trojan Hall of Fame by the USC Alumni Association. Rice has been a devoted volunteer for USC for the past 50 years. In addition to serving on the boards of the Trojan League of South Bay, Friends of the USC Libraries and the USC Rossier School of Education for many years, Rice is a lifetime member of Cardinal & Gold, EDUCARE and the USC Associates at the Presidential level.

"I believe this record of service is intrinsically connected to the passion and commitment she first brought to her job as a classroom teacher," said Dean Karen Symms Gallagher, who introduced Rice at the award luncheon in Town & Gown on October 1. "We at USC Rossier believe in the importance of improving learning in urban education locally, nationally and globally. L'Cena's approach to her career stands as a model of this mission, from her first teaching job after graduation at Redondo Union High School to her leadership positions as vice principal and then principal at Redondo before becoming the assistant superintendent for Educational Services for the district. With each step, her rise in leadership coincided with a wider and wider impact. Indeed, test scores rose dramatically in the district during her tenure as assistant superintendent."

"I cannot think of a more worthy alumna for this honor," added Dean Gallagher. "From the local to the global, from her own community to the Trojan Family, L'Cena is a hall of famer in many, many more ways than one!" ■



USC Rossier HONOR ROLL 2014–2015

Thank you to our donors who generously supported USC Rossier during fiscal year 2015 (July 1, 2014, to June 30, 2015). Your gifts play an essential role in sustaining and expanding our student experience, programs and faculty research.

Collectively, Rossier donors contributed **more than \$14.8 million** — making fiscal year 2015 **the largest fundraising year to date** for the USC Rossier Initiative, a part of the Campaign for the University of Southern California.

The following Honor Roll includes individuals who supported Rossier with gifts of \$500 or more and corporations and foundations who contributed \$5,000 or more.

*As of June 30, 2015,
\$41.8 million has been raised
in support of the
USC Rossier Initiative.*

The Rossier Honor Roll is updated at the conclusion of each fiscal year. We make every effort to ensure the completeness and accuracy of this list. If you discover an error or omission, please contact:

Diana Hernandez | Director of Development
dehernan@usc.edu | (213) 740-3499

The Academy

The Academy is recognized for providing vital, leadership-level support that addresses the immediate needs of the school.

Dean's Laureate Circle

The Dean's Laureate Circle recognizes gifts from individuals of \$25,000 or more.

Visionaries: \$100,000+

Anonymous □

Lydia Kennard and Sammi Reeves *

Christopher Meler '04 *

Milton M. Meler '70, MBA '71 □

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Masters: \$10,000 – \$24,999

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and Frank G. Kostlan '56, MBA '62
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Patricia Poon '65 and Dudley G. Poon
L'Cena B. Rice '53, MS '59 and Robert L. Rice '56, MBA '62 †
Karen S. Sherman '90 and Chris B. Sherman '90

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Hasmik J. Danielian EdD '09 *
Marsha Davis MS '69 and Jack Davis MS '68
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Lucille Anne Derrig '60
Wendy Doty EdD '92
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 and Candace Chan Yee '68, MS '69
 Marilyn T. Zeronian and Joseph P. Zeronian PhD '71 *

□ *Member of Dean's Laureate Circle
 completing a 5-year pledge*

* *New Academy Member*

† *Deceased*

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*The following list acknowledges corporations
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