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CONNECTING...



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Photo by Amber Mahoney



Rossier — Rhymes with Career

Six Degrees of USC Rossier

Under Secretary of Education Ted Mitchell seemed to be all over USC this winter. In January he delivered a keynote address at the conference “College Admission 2025: Embracing the Future,” hosted by Rossier’s Center for Enrollment Research, Policy, and Practice (see pg. 5). Then a month later he dropped back into town to join a panel on “Engaging the Brain: Entertainment Literacies and the Future of Learning.” That energizing discussion was the prelude to a festive evening celebrating Alan Arkatov’s installation as the newest Katzman/Ernst Chair in Educational Entrepreneurship, Technology and Innovation (see pg. 28). The under secretary also delivered remarks there.

Mitchell’s six degrees of separation was apparent at the January “College Admission 2025” conference when he, a former Occidental College president, gave the opening remarks, and Rossier Professor John Brooks Slaughter, also a former Oxy president, wrapped up the day.

Slaughter’s personal reflections about the 50th anniversary of the Civil Rights Act included a story of his remarkable connection to the Brown family of Topeka who were made famous by the landmark case *Brown v. Board of Education* (see pg. 22). This spring, Slaughter became one of 14 recipients of the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring.

Connections—between educators and policymakers, and across disciplines, miles and even history—abound at USC Rossier. In this issue we reproduce a portion of Slaughter’s address, which punctuates Rossier’s urban mission, and tell other stories of connection: a professor and former student muse on the magical ingredients of mentorship (see pg. 10); the associate dean for Professional Development shares his department’s vision for connecting educators to the latest resources to support their career goals (see pg. 19); and two grads of the online MAT program, one teaching in Hawaii and the other in New York City, welcome Rossier faculty members to their classrooms to celebrate successes and discuss ways to refine the graduate program to better serve the diverse needs of America’s teachers (see pg. 13).

Which brings us back to Ted Mitchell, whose comments at February’s “Engaging the Brain” panel echoed Arkatov’s call to connect the dots between entertainment literacies so that they can help drive educational engagement and learning outcomes. Mitchell’s words could also define USC Rossier’s commitment of connection to its students, graduates and long-time alumni: “It’s about not just doing what we think we need now,” said Mitchell about finding the right approach in the 21st century, “but it’s about creating a system of education that connects to people in ways that can help us as a species be different, act differently.”

Mitchell’s so-called system was complex, consisting of “vectors” like film, music, online games and technology.

But his conclusion was simple: “What’s the real vector of education in American society? It’s the classroom teacher.”

MATTHEW C. STEVENS

Managing Editor, Futures in Urban Ed



Dear Friends of Rossier,

Eighteen months ago, USC Rossier proudly launched the USC Rossier Commitment.

The concept is fairly simple: Rossier will stay connected to our students and graduates—lifelong and worldwide.

For current students, this means support and mentoring by faculty and staff members. As EdD student Henry Romero put it on the night he received a Dean's Superintendents Advisory Group Scholarship (*see pg. 30*), "USC Rossier offers far more than a rigorous educational experience. It offers a network that is nationally recognized, yet still treats you like family."

For new graduates, it means resources to find appropriate positions, skill-building to apply and interview effectively, and support once you land that job. It means actual job connections since USC Rossier alums are principals, administrators, superintendents, teachers and educators in corporate, university and nonprofit settings.

For alumni—at any stage of a career—it means you are always connected to support. If you're finding a challenge in your classroom or workplace, you need only reach out to us, and a faculty panel of experts will engage and consult with you. Email us at commitment@rossier.usc.edu.

connections & commitment

Or if you simply want to build new skills, increase your value as an employee, bring your résumé up to date and learn the latest technology, Rossier connects you to professional development programs that are cutting-edge in delivery and pedagogy (*see pg. 19*).

This issue of *Futures* is about these connections. At Rossier, we are committed to seeking input from our graduates that can help us improve our programs. We are committed to connecting the critical work we do—improving learning in urban education—to our country's greatest educational needs. And we are committed to ensuring that every one of our graduates succeed in the educational work they have chosen by keeping them connected to Rossier.

Fight On!

KAREN SYMMS GALLAGHER, PHD

EMERY STOOPS AND JOYCE KING STOOPS DEAN

USC ROSSIER SCHOOL OF EDUCATION



UC President Janet Napolitano Urges Annual Pullias Lecture Audience to *Fight On!*

WHEN JANET NAPOLITANO TOOK THE PODIUM IN FEBRUARY TO DELIVER THE 37TH ANNUAL PULLIAS LECTURE, SHE COULDN'T RESIST MAKING LIGHT OF THE MOMENT.

"You might suspect that it's a bit of a 'Nixon to China' moment for me, the president of the University of California, home to Bruins and Bears, venturing into the heart of Trojan country."

But she also knew there was precedent.

Two of her predecessors, David P. Gardner and Richard Atkinson, had delivered the 1988 and 1997 Pullias lectures, respectively.

With her talk, "A Trifecta for the Future: Higher Education, California and Innovation," Napolitano added her name to the long list of nationally recognized scholars and academic leaders who have delivered the annual address named in honor of Earl V. Pullias, one of the founding faculty members of USC's Department of Higher Education in 1957.

Napolitano served as secretary of the U.S. Department of Homeland Security from 2009 to 2013 and as governor of Arizona from 2003 to 2009.

"President Napolitano is trying to forge a conversation with California citizens about what kind of state we want," says William G. Tierney, co-director of the Pullias Center, University Professor and the Wilbur-Kieffer Professor of Higher Education at USC Rossier. "She's arguing persuasively that a full-employment, high-skills economy requires a first-class public system of higher education."

Napolitano set the context for her remarks by summarizing the messages of her two predecessors, including an invitation to continue Atkinson's call for a passionate conversation about higher education that recognizes that "the discovery and application of knowledge are not at the periphery but at the heart of what research universities are about."



Napolitano made news with the announcement that she would postpone a promised 5 percent tuition hike at University of California campuses, at least through the summer session. Her lecture allowed her to place the controversial increase in the wider context of the state's declining funding and the gradual shift of the burden to students and their families.

"What has changed at the University of California is not the cost of producing an education," she said. "It is the amount of the cost borne by students."

With modest optimism that a funding accord might be reached in Sacramento, Napolitano shifted the attention to the need for private universities to see the wisdom of supporting the state's investment in public education, citing several examples of collaborations between USC, Caltech, UCLA and UC Irvine in the fields of public health and technology.

"We may hash it out on the football field as spirited rivals," said Napolitano, "but when it comes to research and education, the relationships between these research universities—public and private—are far more seamless and symbiotic."

For more on the speech, and to view a video of the entire lecture, see tinyurl.com/pullias2015.

"A North Star" GOAL

COLLABORATION WAS ALSO A KEY THEME OF AN ADDRESS by Under Secretary of Education Ted Mitchell, who spoke at the conference "College Admission 2025: Embracing the Future," held in January by Rossier's Center for Enrollment Research, Policy, and Practice. He called for action from states, academic institutions and business leaders to work together to achieve "the president's North Star goal of increasing post-secondary degree and certificate completion."



Photo by Ara Arzumian

In his talk, Mitchell praised one such effort: the Pullias Center's online game "Mission: Admission," which teaches underserved middle and high school students how to prepare for college, navigate college admissions and apply for financial aid.

The project was recently awarded a \$3.2 million First in the World Grant from the Department of Education, one of only 24 recipients in a pool of 500 applicants.



USC President C. L. Max Nikias, University of California President Janet Napolitano and Pullias Center Co-Director William G. Tierney.

Photos by Steve Cohn

Ednovate & Hybrid High

Making a New Connection with East Los Angeles

On Aug. 10, 2015, a new freshman class will inaugurate Hybrid High East, Ednovate, Inc.'s second charter school. The charter management organization that opened the first USC Hybrid High School, in partnership with Rossier in September 2012, has now hired 7 of the 10 teachers needed by the opening day of classes at Hybrid High East.

"We have an incredible group of teachers and staff coming on board," says Principal **Drew Goltermann**. "They have a history of excellence and are going to push innovation in our school in a way that's going to really help our students."

For example, Hybrid High East's math teacher is coming to East Los Angeles from Boston, where her students produced the highest test scores in the state while also topping the charts for overall growth in scores from the prior year.

Goltermann is a self-described math and science guy, having taught science in Chicago public and charter schools for six years. He moved to Los Angeles in July 2014 to spend the year recruiting students and teachers to the new school. He helped the 2012 graduating class of Chicago's UIC College Prep achieve a 100 percent acceptance rate to four-year colleges, but he knows numbers and statistics don't always tell the complete picture.

Says Goltermann: "We told parents that our mission is not simply to gain 100 percent acceptance to colleges, but also to instill in our students the belief that their education can impact their families and communities in a way that's lasting."

Hybrid High Makes College the Norm

Ednovate board member and USC Rossier Professor **Maria Ott** echoes Goltermann. "Bringing Hybrid High to East Los Angeles is exciting and reminds me of how I felt as a new teacher returning to the community where I was raised," she said. "It was an opportunity to make a meaningful contribution."

As a teacher and administrator at several schools in East Los Angeles, Ott experienced the community's desire to expand educational opportunities. "I was the first in my family to attend college," she says, "yet attending college was not the norm for Latinos during my youth. Hybrid High makes college the norm, leading to multigenerational change for students and their families. USC Hybrid High is synonymous with excellence, and the expansion of this charter school will be welcomed in East Los Angeles."

Ednovate Student Recruitment Coordinator **Connie Cervantes** worked hard to cultivate relationships with the 215 families that submitted applications for the 145 ninth grade spots, building trust in the community through small gatherings and information sessions.

"I was hearing their appreciation of Ednovate's commitment to get their children *into* college," says Cervantes, "but they wanted to be sure their kids would *graduate* from college."

Goltermann explains that students will build their academic skills at Hybrid High East, "but we will also build the mindsets in our students that will help them be successful in college." Part of that process has already begun. Goltermann welcomed the incoming students at a celebration event in February and addressed them as the Class of 2023—the year they are expected to graduate from college.

A \$250,000 High Quality Charter (HQC) school grant from the Walton Family Foundation and a \$200,000 grant from the Charter School Growth Fund have helped set the stage for the new school. As an independent public charter school, Hybrid High East will receive state funding based on student enrollment and attendance. While the school is still in its start-up phase, philanthropic support is crucial.

By the 2017–18 school year, Ednovate plans to have five campuses operating in Los Angeles, serving more than 2,000 students.

The 2015–16 school year will bring the first senior class to Ednovate's original charter school, USC Hybrid High, and a freshman class to Hybrid High East, a new school in East Los Angeles. At right, students from USC Hybrid High.

Photos by Joel Maus

Dean Gallagher *for Impact*

Dean Karen Symms Gallagher is a founding member of Deans for Impact, a group of nearly 20 leaders from a variety of traditional and nontraditional teacher preparation programs around the country who are committed to data-driven change and improvement. Her fellow deans include Robert Pianta from the University of Virginia, Shane Martin from Loyola Marymount and David Andrews of Johns Hopkins.

"This is an organization that will embrace and advocate for effective, structural reform in how we educate tomorrow's teachers," says the dean.

"We are committed to transforming the expectations of teacher-preparation programs," she continues. "We will shift the emphasis from inputs to outcomes. We will advocate for measuring our programs' impact. 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."

For more information, go to deansforimpact.org.



Where STEM hits the road

What has cars, ramps and loops
and fits on a classroom work table? What has a

cheering section of policymakers and elected officials across the country? And what has dozens of TV, radio and print journalists playing with toys and raving about the ways they reinforce science, technology, engineering and math (STEM) subjects like speed, velocity, kinetic energy and gravity?

It's **Speedometry**, dreamed up by a team of USC Rossier researchers, Mattel Hot Wheels designers and fourth grade teachers.

In the fall, *Futures* reported on the completion of a pilot test of the curriculum in three local schools and the start of a district-wide test in Southern California. Since then, Rossier faculty hit the road with the Mattel team, including Mattel Children's Foundation Executive Director Robert Goodwin (see pg. 9), visiting administrators, government officials and classrooms in Austin, Chicago, Denver, Detroit and Phoenix.

"The program is real world," said LeAnn Tafel-Weide, an elementary teacher from the Detroit Metro Area, who marveled at the program's potential for her students. "They can take home what they learn in school—and grow further."

And now it's being used in fourth grade classrooms around the country. With generous support from the Mattel Children's Foundation, more than 12,000 free Speedometry kits have been distributed, while additional curricula, lesson plans and FAQs are on the Speedometry site for any teacher or parent to download at hotwheels.com/speedometry.



Talking about the FUNdamentals of STEM

The Mattel Children's Foundation has provided more than \$1 million to create Speedometry in partnership with USC Rossier. Futures spoke to Robert Goodwin, executive director, about the Mattel Children's Foundation's support of Speedometry.

Futures: Why did the Mattel Children's Foundation want to create Speedometry?

Goodwin: Our mission is to make a meaningful difference in the lives of children. In light of kids' falling scores in STEM subjects in the United States, we felt there was an opportunity for us to leverage our expertise in play not only to help students and teachers find new and innovative ways to improve education, but also to make learning fun and engaging.

Futures: Why did Mattel choose to partner with USC Rossier for this effort?

Goodwin: This partnership matched Mattel's expertise in play with USC Rossier's expertise in education. We admired the school's reputation, track record in research and highly regarded faculty and staff. Rossier was instrumental in making Speedometry credible and teacher-friendly, and also brought a thorough methodology of testing to prove the efficacy of the curriculum in classrooms.

Futures: What are Mattel's long-term goals for Speedometry and its impact on the field?

Goodwin: Already we're seeing that Speedometry is making a difference in fourth grade classrooms, improving skills and knowledge in STEM areas while demonstrating the true power of play. Eventually we would like to expand that impact to additional grade levels, after-school programs and to students outside the United States.

Futures: The Speedometry team traveled to five cities, and you joined them in Austin. What was it like to see Speedometry in action?

Goodwin: It was inspiring to see how excited the kids got going through the curriculum. The shy kids became more animated and were willing to speak up and share their experiences. Also, the girls and boys were equally motivated, and I could really see all they were learning in such a short time. The reaction from teachers and administrators was also positive across the board, and they commented on how well the curriculum was written and how easy we made it for them to use. I'm amazed at how quickly schools are adopting the program and by the organic way that momentum is spreading from teachers and community leaders.

Futures: How can Hot Wheels toys help increase children's interest in STEM fields?

Goodwin: While there is a great deal of focus on STEM learning in upper grades, there is very little attention given to lower grades. By using Hot Wheels toys as a teaching tool for STEM, we are reaching elementary school kids and giving them the opportunity to play, imagine and learn at the same time.



Speedometry proves to be equally popular with girls and boys. Upper right, Mattel Children's Foundation Executive Director Robert Goodwin takes a turn using the kit with fourth graders in Austin, Texas. Pictured with educators in Austin (left to right), Goodwin is joined by Michael Williams, the commissioner of education in Texas (and three-time Trojan), Rossier Associate Professor of Education Julie Marsh and Rossier Associate Professor of Clinical Education Angela "Laila" Hasan.

being
there.



A mentor
and her
student keep
connecting.

How does mentorship work for a Rossier graduate student? Grabbing a Starbucks once a month with your mentor? A phone call when necessary? Help with a complex assignment? The characteristics of a great mentorship reveal themselves in subtle, yet powerful, ways for one Rossier duo: trust, a similar sense of humor, a common background, mutual respect and a shared taste in pets, to name just a few.

Rossier Associate Professor of Clinical Education Kristan Venegas is a mentor to many of the students in the Educational Counseling (EC) and Postsecondary Administration and Student Affairs (PASA) programs. When we asked her to describe the formula for a successful mentorship, she cringed at the idea of a prescriptive “how-to.” Instead she invited us to follow along on an email exchange with Araceli Espinoza PhD ‘13, the first person to ask Venegas to serve as a master’s thesis adviser.

Simply by asking each other what the big deal was to their rapport, they somehow managed to arrive at the answer.

Kristan: I think we’ve been working together since fall 2007? Is that right? I remember that you were a student in one of my classes, but I’ve always wondered what made you reach out to me as a thesis adviser.

Araceli: In summer 2007 I met with you to ask you about the thesis process. At the end of that meeting, I awkwardly asked if you would serve as my master’s thesis adviser. To my surprise, you said yes. When I initially met you, earlier that spring, it was the first time in my collegiate career I had interacted with a young Latina professor. To be honest, the idea of working with a Latina professor was very appealing to me. I felt very fortunate to have you guiding me because the process was so foreign to me. Now that I think back to that initial meeting, I realize that you could have easily said no. Why did you say yes?

by kristan **VENEGAS** and araceli **ESPINOZA**

Kristan: I immediately said yes because you were so prepared—you had a list of questions for me, and they were really good questions about things like time commitment and communication expectations. Also, I cared about your topic related to Latinos and their experiences in STEM majors. I knew that there was little research in the area and that you would be making a significant contribution to the literature. And you did. Others have gone on to use your findings and research design in their own work.

I was also interested in working with you as a person. You would be my first thesis student at USC. I hadn't planned on working with any new students at the time, but I could tell from that first meeting that you really had strong potential to go on for a doctorate. I remember that over the course of that year we talked a lot about that possible jump to a PhD. I wasn't sure if we would continue to be in touch once you finished your master's program and moved into the PhD program, but we did. Why did you decide to stay in touch with me after you finished the master's?



Kristan Venegas PhD

focuses on college access and financial aid for low-income students and students of color. She has been published in research and practitioner-based journals internationally, and her first financial aid-related mobile app is scheduled to be released in spring 2015. She is a first-generation college student, a three-time USC alumna, a former James Irvine Predoctoral Dissertation Fellow, an ASHE/Lumina Dissertation Fellow and an American Council on Education Fellow. She is part of an academic couple and has two children, ages 5 and 3. She is from El Monte, Calif.

Araceli: During our conversations you were always honest with me; your honesty created trust. You provided advice that was holistic; you took into consideration not only my professional aspirations but also my cultural and familial values. Unfortunately, throughout my studies—undergraduate and beyond—I had poor interactions with individuals because they questioned my academic ability if I expressed any concerns about my academic program. But that was not the case with you. As you know, my transition into a PhD program was tough for me. During class discussions, I sensed that my voice was not valued, which made me feel as though I didn't belong in the program. Although my cohort members and I had started the program at the same time, I felt like I was behind. I was navigating new territory with a poor sense of direction and no GPS. I knew I could express my concerns to you without having to worry about you thinking less of me. So, to answer your question, I stayed in touch because not only did I know that I could learn a lot from you, I knew that I could depend on you for straightforward guidance.



Araceli Espinoza PhD

is now the special programs coordinator in the Office of the Dean, College of Engineering, at the University of Tennessee, Knoxville. She is a Ford Fellow, Gates Scholar and UC Berkeley and USC alumna. Her research focuses on the college experiences and postsecondary outcomes of racial and ethnic minority (REM) students, first-generation college students and REM students in the STEM fields. She currently resides in Knoxville with her fiancé and pug and looks forward to one day being a mentor.



being there.

Kristan: For me, as a mentor, it's scary to give advice that impacts a person beyond the scope of his or her career, but then I guess all advice does. What if you say the wrong thing and then the person follows that bad advice?

But I learned from my closest mentor, and all of the other good ones I've had in my working career, that if you don't think about the other aspects of a person's life, you are really giving your ideas in isolation of important parts of an individual's reality. I think in our case, it really makes a difference that we are both first-generation Latinas because there are cultural things, like connection to our family, that we just don't have to explain to one another. Our mutual understanding of your goals and life expectations are pretty aligned at this point.

And truthfully, if I really see a student as a mentee, I never do give judgment-free or worry-free advice—I'm always rooting for you to be your best self and to occasionally try something that might seem beyond what you thought you might do, which is risky, but also helps you grow.

It's meant a lot to me that you've kept in touch with me over the years, that you have made that effort to let me know what you are doing, and that you've been receptive to catching up at conferences and at other times throughout the year. It's sometimes hard for me to know when it's a good idea to check in. I want you to know that I'm thinking of you, but I don't want you to think I'm being intrusive or think that you can't do it all on your own.

Araceli: It's funny that you think about not being intrusive because I think about that too. I try to keep in mind how often I email you and/or ask you for something. I also believe that our similar backgrounds—and our appreciation for pugs—contribute to our relationship. I appreciate that you are willing to share with me personal aspects of your life. Seeing you in your various roles—professor, administrator, mother, partner—has helped me reflect about what I want for my career and personal life. ■

Rossier Faculty **MENTORSHIP AWARDS**

a rewarding experience.

M

entors don't seek plaudits, but nonetheless this winter USC Rossier recognized the commitment of three faculty members to mentoring. The recipients of the first annual Rossier Faculty Mentorship Awards were **Robert Rueda**, the Stephen H. Crocker Professor of Education, for mentorship of faculty; **Mary Helen Immordino-Yang**, associate professor of education, psychology and neuroscience, for mentorship of postdoctoral scholars; and **Mary Andres**, associate professor in the Master of Marriage and Family Therapy program, for mentorship of graduate students. "Whatever success I have had as an educator," says Rueda, "can be directly tied to someone who stepped in at the right time, so it is only natural to extend that to those around me."



robert
RUEDA



mary helen
IMMORDINO-YANG



mary
ANDRES



PRACTICING

what you teach

Coast-to-coast trips inspire MAT grads and visiting faculty

Jennifer Nelson MAT '11 can always tell the moment one of her Language Arts students "gets it." The seventh grader's hands go up in a "silent cheer," as per the protocol in her classroom at Future Leaders Institute Charter School in New York City. But sometimes the punch in the air is accompanied by a not-so-silent "yesssss."

This scenario had just played out at the end of an exercise arranging jumbled paragraphs from a memoir by young adult novelist Gary Paulsen. The students had paired up to decipher the author's intentions by moving around cut-outs of small passages as if they were game board pieces.

"Authors don't necessarily rely on transitional phrases," Nelson tells her students, "but they use subtle hints and clues in the sequencing of their ideas to create a logical order."

Nelson is four years removed from earning her Master of Arts in Teaching from USC Rossier's online program, one of the more than 2,200 teachers around the world to get this degree since 2010.

Jennifer Nelson MAT '11 with one of her seventh graders at Future Leaders Institute Charter School in New York City.

Photo by Amber Mahoney

by matthew c STEVENS

ONLINE

students from USC Rossier have now logged more than 12,000 student-teaching placements and nearly 1.7 million hours of fieldwork in nearly 650 school districts and charter school networks in 48 states and more than 3 dozen countries around the world, dispelling any myths that online learning takes place in a vacuum.

USC Rossier Professor of Clinical Education Margo Pensavalle flew to New York to pay a visit to Nelson's classroom in November on the day of the Paulsen lesson. She was on the road to observe grads and interview school administrators and guiding teachers who have hosted and mentored USC student teachers over the years.

"I was there to observe the kinds of strategies our graduates are using in their classrooms," she explained after her return. She interviewed Nelson and other online MAT grads about how USC courses have helped them while also identifying gaps in their training that might lead to improvements in the MAT curriculum.

She liked what what she saw in Nelson's classroom.

"Jennifer was using many of the strategies that she learned in our program," Pensavalle said, "and in a way that just really engaged the kids. She was being accountable to the kids while also being accountable to good practices."

Nelson and her co-teacher, Daniel Née, were using Paulsen's nonfiction book *Winterdance: The Fine Madness of Running the Iditarod* as part of a writing lesson that focused on organization. Before tackling their own writing, the seventh graders would study how a pro did it.

Students took turns reading paragraphs out loud, raising their voices at the word "whoa!" and laughing at Paulsen's humorous account of his attempt to race across Alaska with a pack of huskies.

Each student made his or her case for sequencing the story, pointing out the evidence along the way.

"I call them investigators," says Nelson of her students. "They're detectives. When they see they have used the evidence accurately, they get so excited."



USC Rossier Professor Margo Pensavalle says of Nelson (above): "Jennifer was using many of the strategies that she learned in our program."

Photo by Amber Mahoney

PRACTICE MAKES PRACTICE

Pensavalle and her fellow faculty members in the MAT program go to great lengths to cultivate a similar sense of excitement in Rossier's student teachers, whether they are from the online or on-campus program. While you might not see these new teachers let loose with silent cheers in the classroom, they feel the exhilaration when something clicks, when the hours and months and years of preparation pay off with a productive lesson or a burst in a child's confidence.

"Practice *makes* practice," says John Pascarella, assistant professor of clinical education and director of fieldwork for academic programs at Rossier, "which means that we want our teacher candidates to generate knowledge of practice *from* practice during student teaching so they may learn how to use that knowledge to describe evidence of learning, analyze their teaching and propose alternatives to their practice."

Pascarella worked with Pensavalle to devise a set of key competencies that former students should have mastered. With uniform sets of questions, Rossier faculty set off to conduct observations and interviews in four metropolitan regions where there are concentrations of online MAT grads: New York, Washington, D.C., Seattle and Honolulu.

How well do Rossier grads believe they were prepared to take on instructional responsibilities from day one? Work with students from diverse cultural and socio-economic backgrounds? Work with English language learners, students with disabilities, struggling readers?

Do they know basic things about monitoring understanding by listening to responses that require reasoning, problem solving and critical thinking? Are they assessing student learning? How well are they integrating instructional technology? Are they using a wide range of classroom management techniques and discipline strategies?

Answers to these and other questions from a diverse sampling of grads help Pensavalle and Pascarella suggest modifications to the MAT curriculum.

"We're trying to get this information by encouraging the former students to open up," says Pascarella. "Our use of program surveys has given us some descriptive feedback from graduates and school partners and has helped formulate our interview questions used in our school visits. The interviews allow us to dig deeper into specific experiences and perspectives of the graduates and the school partners who have

hosted our student teachers."

The in-depth conversations allow faculty to pinpoint areas for improvement. For example, some former students and guiding teachers thought it might be helpful to add a new case study to the curriculum when covering strategies for working with students with disabilities. Another former student suggested adapting pedagogy classes so that students felt better prepared to deal with struggling readers, especially high school students that might read at a fifth grade level. Pascarella and Pensavalle log all of the feedback and compile their findings to take back for review by their faculty colleagues.

This rigor is a natural extension of the intensive training Pascarella oversees during student teacher placements. Beginning in the very first semester, an MAT student like Jennifer Nelson logs about six hours of onsite school observation. That picks up in the second term with teaching lessons.

During Guided Practice (student teaching), teacher candidates complete "Teaching and Learning Events" involving the use of planning videos, lesson plans, full-length lesson videos and a narrative reflection forum. "We call these rehearsals," Pascarella explains, "but essentially they're teaching lessons based on models of instruction learned during their methods courses."



The interviews allow us to dig deeper into specific experiences and perspectives of the graduates and the school partners who have hosted our student teachers."

—John Pascarella, assistant professor of clinical education and director of fieldwork for academic programs

Then by term three they engage in full-fledged student teaching, when they're at the school site four days a week, 10 weeks at a time.

In many ways, USC Rossier is ahead of the curve in preparing teachers but is always working to refine what is already working well. Take Rossier's use of video, for example. By watching lessons shot over a 20-week period, student teachers can chart their developmental growth and hear feedback from their guiding teachers as well as from their fellow students in the MAT program.

“When we started five years ago,” says Pascarella, “we were one of the very few online programs that required the use of video during student teaching as a form of performance assessment.”

Now five years later, other schools have been adopting this model. So much so that video has become common practice in teacher preparation programs and is now a requirement in the new edTPA, formerly the Teacher Performance Assessment (TPA), which was developed out of the Stanford Center for Assessment, Learning and Equity.



We don't just give students degrees and wish them luck. We're invested in them and connected to them from the time they begin their coursework until they retire.”

—Margo Pensavalle, professor of clinical education

Recent modifications to Rossier's program include setting up students with guiding teachers for three consecutive 10-week sessions. Prior to this year, the student teachers switched schools—and guiding teachers—but Rossier has moved to a one-school placement this year.

“We wanted them to be able to establish rapport and learn the culture and community of that school across the time span of their enrollment in our program, rather than switching classrooms, schools and students during a key period of their development,” he says.

It is this spirit of constant self-evaluation, adaptation and improvement that has driven Rossier to ask former students to help the school improve. Before the advent of the online program, this meant faculty were driving down to Garden Grove or Santa Ana for the day to visit classrooms of former students.

But now grads are scattered across 48 states and 3 dozen countries, prompting faculty to plan strategic visits to hub cities. And yet the spirit of the process hasn't changed.

“We don't just give our students degrees and wish them luck,” says Pensavalle. “We're invested in them and connected to them from the time they begin their coursework until they retire. And we owe it to subsequent students to adapt and improve the program with the times.”

TEACHING BY DESIGN

Five thousand miles from Nelson's middle school classroom in Harlem, Jenny Young MAT '14 teaches English language learners at Roosevelt High School in Honolulu, Hawaii. In her first year as a full-time teacher, the online grad has faced a steep learning curve.

“I've had to create my own curriculum from scratch,” she explained to visiting Rossier Professors Monique Datta and Ronni Ephraim, “but because USC organized its English language arts pedagogy classes with the ‘Understanding by Design’ framework, I was able to approach that challenge with a sigh of relief.”

Datta and Ephraim were pleased to hear that one of Rossier's key educational theories had bolstered a teacher that didn't have resources available to her on day one.

“Through ‘Understanding by Design,’ we're looking at the end in mind and determining what kinds of skills or processes or content we want our students to understand by the end of the unit,” says Young, explaining the premise behind Jay McTighe and Grant Wiggins' formative text *Understanding by Design* (1998).

When Datta and Ephraim paid a visit to her classroom in October, Young was only two months into her career and yet she was providing her ELL students with a level of rigor found in the English Language Arts classrooms of seasoned teachers, said Datta.

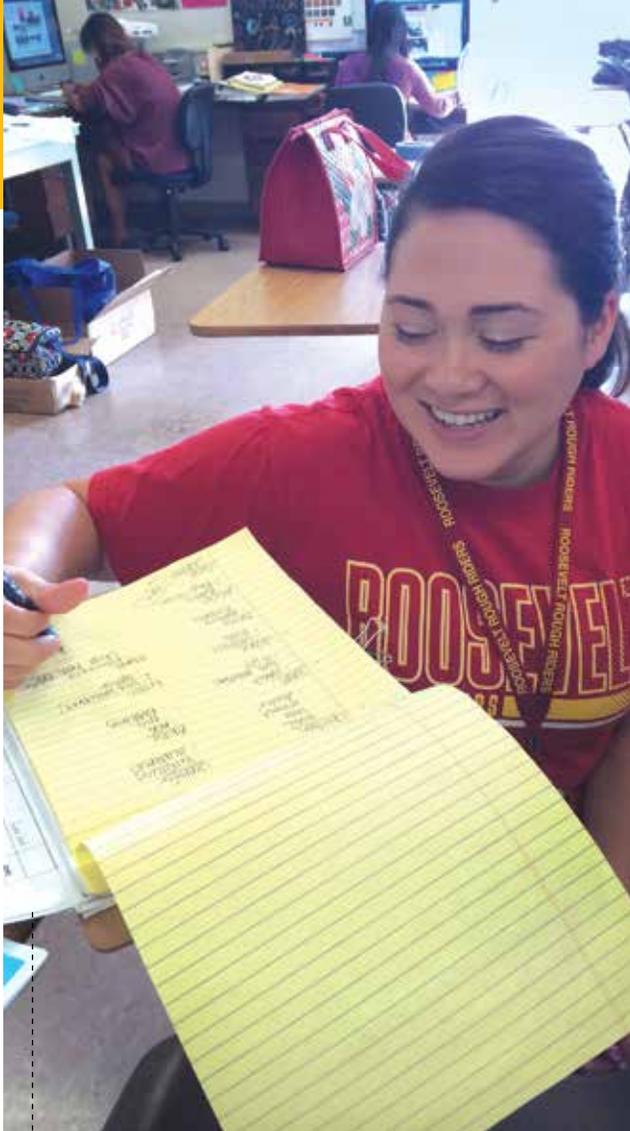
“We were very impressed with how she facilitated the class discussion,” said Datta, “and with how she created this culture of safety and openness in her classroom.”

Young was beginning her unit on argumentative writing by showing a video of a commercial and asking the students to pull pieces of evidence from what they saw.

“It's a visual thinking strategy where students have to look at a picture or video and find evidence before talking about it and then tackling it in writing,” says Young.

“I focus on a lot of comprehensible input, which I know is huge in 501,” says Young, still referring to the Rossier course number for Instruction for Teaching English as a New Language. “Breaking things down and scaffolding them correctly with the right pacing is so important for English language learners.”

“We're really pushing our teacher candidates to bring their students to a conceptual level of understanding of the content area,” says Datta. “Students are not just



Jenny Young MAT '14 teaches English language learners at Roosevelt High School in Honolulu, Hawaii.

Photo by Michelle Luu

regurgitating factual knowledge. It's the difference between knowing and understanding."

One of the principals from Young's student teaching placement agrees that USC Rossier student teachers are strong in content: "I think that team from NASA that went to the moon was less prepared," said the recent host of Young and two other student teachers from USC.

Datta admits to envying the foundation Young has received as a recent grad.

"When I was a student teacher," she says, "I was literally thrown to the wolves. It was sink or swim." Rossier teaching candidates do observations before teaching classes, then review their work with guided teachers, video assessment and self-reflection.



I think that team from NASA that went to the moon was less prepared."

—Host principal for Jenny Young and two other student teachers from USC

Young is a big advocate of the reflective process she learned at Rossier, the four-phase cycle of presence, description, analysis and experimentation. "It's a part of my regular thinking process now," she says.

Young got in the habit of journaling about her experiences on a regular basis, sometimes grabbing Post-its to record her thoughts on the fly.

"It was absolutely crucial when I was student teaching to make notes in the moment or immediately after a lesson," she says.

That fourth step, called active experimentation or intelligent action, is crucial to Young.

"In your first year, you're really learning what is working for you," she says. "Whereas in student teaching, you were doing things that worked for your guiding teachers, since you weren't in charge. Sometimes I am experimenting with different strategies, and I rely on all those notes I take in order to make those decisions."

FRUSTRATION AND TRIUMPH

Young's frank self-assessment and willingness to identify possible gaps in the Rossier curriculum proved Pascarella's point about why it was so worthwhile to send Rossier faculty on planes to the far corners of the country—from Hawaii to the New York island—on a quest to see how the MAT program could be improved.

While Young's conversation with Datta and Ephraim was sprinkled with academic terms like constructivist theory and the popular Problem Solving Matrix, it also included tales of triumph and frustration that wouldn't have been captured in a typical survey.

Back in New York, Jennifer Nelson shared similar feedback with Margo Pensavalle, sitting down with her to explore the four-year backstory to that silent cheer of one of her students



Photo by Amber Mahoney

who had successfully sorted those paragraphs from the Gary Paulsen memoir.

“My students wouldn’t have been successful at this lesson if they didn’t already have a buy-in to reading,” says Nelson.

Like Young, Nelson tried to bring it all back to readings and content from her pedagogy classes. She recalled one book in particular, *Literacy with Attitude*, which taught her how important it was for kids to learn to see themselves as readers.

“It starts by finding just the perfect book for them, having them be empowered to make those choices for themselves,” she said.

Nelson admits she didn’t come out of the gate fully formed. She was idealistic in her first year, checking out dozens of books from the public library and handing them out to kids who seemed indifferent to cracking them open. She

admits to having coddled her students, wanting to be “Mama Bear,” before coming around to the philosophy of “warm strict”—the idea of letting her students know that she loved them while also holding them accountable by keeping expectations high.

“I carry that with me,” she says. “I think I even wrote a paper about ‘warm strict’ in grad school.”

“All new teachers struggle with classroom management,” says Pensavalle, noting the common refrain captured in data collected from Honolulu to Washington, D.C. “We can give students the strategies and tell them when they are likely to work, but every classroom is different. And I think that many times our graduates want the magic recipe. But it really has to be their construction of what works for *their* classrooms.”

And yet Rossier still dabbles with a real-world recipe. Pensavalle and other faculty members have been exploring ways to intentionally incorporate classroom management strategies into the program, including a new assignment that will run through all four semesters. Associate Professor of Clinical Education Fred Freking explains how first-term students will now be required to construct an initial classroom management plan based on theory from their courses and observations from their fieldwork. This plan will evolve with each subsequent semester as students incorporate strategies gleaned from content-specific pedagogy classes, student teaching placements and their own reflection.

Throughout this process, candidates can exchange feedback with their peers through an online forum; faculty will also weigh in.

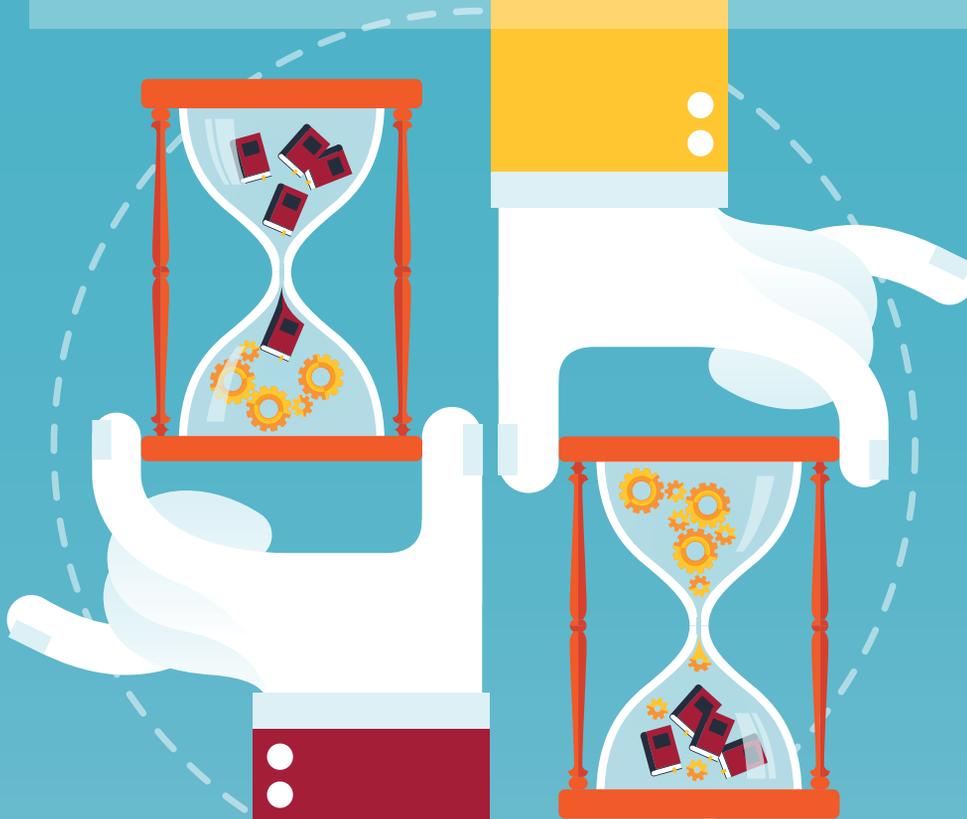
“Assignments like these will better prepare our graduates for their first year of teaching,” says Freking.

Datta and Pensavalle were gratified by their visits to Jenny Young in Hawaii, Jennifer Nelson in New York and other grads who had transitioned from students to peers to collaborators in Rossier’s perpetual assessment.

“I think our former students really felt a sense of empowerment,” said Datta, “like wow, my experiences and opinion matter and they may impact future candidates.”

“What was clear to me,” says Nelson, “was Dr. Pensavalle’s authentic interest in how USC Rossier made a difference for my teaching practice. And it seemed to me that she really wanted to know everything so that she could look at ways to always be improving the program.”

Practice makes a better MAT. ■



Lifelong Learning for Long-term Impact

Rossier's Professional Development Office thinks big

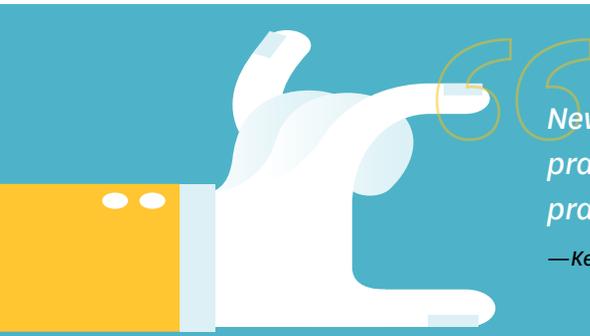
“V

ISUALIZE AN HOURGLASS,” says Ken Yates when describing the vision for USC Rossier’s newly revamped Office for Professional Development. “The top half represents Rossier’s master’s and doctoral programs providing the knowledge, skills and dispositions that guide and focus a student toward achieving a degree, while the bottom half provides current educators with ongoing academic resources throughout their careers through our Professional Development programs.”

According to Yates, the Associate Dean for Professional Development, the office’s goals align with the school’s overall strategic goals of building innovative partnerships that extend the reach and impact of Rossier’s mission, conducting research in the field to gain knowledge of “what works” and supporting the Rossier Commitment by providing programs that help educators succeed throughout their careers.

“As careers develop and evolve, our graduates are likely to encounter new challenges that require new knowledge and skills. We want to provide those resources,” he adds.

“Now flip the hourglass,” says Yates, who raises his hands to perform the gesture as he talks. “You now have our Professional Development programs at the top. As we engage classroom teachers and other educators in our programs, we remind them that if they want to increase their knowledge and skills even more, Rossier’s master’s or doctoral degree programs are available, which is the bottom half of the hourglass,” suggests Yates.



New research gives us new theories, new principles and new practices all the time, and we want to pass this information on to practicing professionals long after they have earned their degrees.”

—Ken Yates, associate dean for Professional Development



YATES LIKENS THE PROCESS to a constantly rotating hourglass for the way it shows how degree programs and professional development constantly enrich one another throughout an educator’s career. A perpetual reset, if you will, that propels lifelong learning for long-term impact.

Across all programs, the goal of the Office for Professional Development is to give educators the expertise they seek in order to broaden their practice and improve student achievement.

Also important is that new research generates new approaches to solving problems of practice. As these new practices come into play, Rossier will provide those resources and skills to graduates to augment their career development.

site,” adds Yates. Teachers report that this collaboration and feedback add tremendous value to the program.

As another example, this year Professional Development will celebrate the offering of its 30th Annual **Summer Gifted Institute**, which regularly attracts more than 300 new and returning teachers each year.

Professional Development also offers a unique program designed to enhance the financial literacy of school and district administrators. The **School Business Management Certificate Program** is offered in conjunction with School Services of California, Inc. and Financial Crisis and Management Assistance Team.

“We are very intentional about incorporating adult learning theory in this one-year program that uses scenario-based learning models to develop leadership and budget management expertise,” says Yates. “This is especially critical for districts after the passage of the Local Control Funding Formula, California’s new funding and accountability system.”

“P Customized Programs

PEOPLE ARE SURPRISED,” says Yates, “when they hear about the range of programming we offer to meet the requirements of diverse practitioners, both nationally and globally, across all fields and levels of education.”

The **Reading Certificate Program** is a year-long CTC-approved program that equips K–12 educators to diagnose and remediate students’ literacy needs. The one-year **Differentiated Curriculum Certificate Program** prepares teachers to develop students to be critical and creative thinkers with problem-solving skills.

“Both programs provide weekly coaching and support for teachers in which their own classrooms are used as a lab

P Global Impact

PROFESSIONAL DEVELOPMENT ALSO serves the needs of international educators. For the past two years, faculty from SOKA University in Japan have participated in an intensive week-long faculty training institute, both at USC and on site in Hachioji, Japan. The institute helps faculty develop new teaching strategies and approaches that integrate adaptive instructional techniques to reach a variety of different English

learner university students. This training capitalizes on the assets of a multicultural classroom to maximize learning in an English learner environment through curriculum design, instructional strategies and classroom management.

A relationship with Shanghai Normal University for the past two years has resulted in customized **Teacher and Faculty Training Institutes** that host both international student teachers and their faculty for a two-month comprehensive program studying learning theory, curriculum design, creativity across the disciplines, critical thinking, motivation and use of technology to enhance instruction. This program incorporates an apprenticeship model where participants are matched with local master teachers in their respective disciplines for classroom observation and co-teaching opportunities in English.

This year's program with Shanghai Normal involved the largest number of Rossier faculty ever in a professional development program.

Competency from Rossier.

Rossier faculty members, whose areas of expertise include English language learners, gifted learners and underserved students, designed the courses. The curriculum and delivery model are specifically geared for working K–12 teachers who need flexibility in their busy schedules.

The emphasis for all professional development programs is on building skills in authentic educational contexts, including the additional knowledge teachers need to individualize and transfer these skills to their own classrooms.

Professional Development's second new partnership is with Noodle Partners, a new educational resources website that has joined with Rossier to launch **One With USC Rossier**, an innovative tutoring and coaching service for students in grades K–12 as well as lifelong learners. Available in a growing number of subjects, the program matches tutors from the ranks of USC Rossier graduate students, alumni and faculty with students who need them, through cutting-edge technology that facilitates online and face-to-face tutoring around the world.

"We believe the One With USC Rossier model is more compelling, effective and efficient than standard tutoring models," Yates says. "By creating an avenue for extraordinary members of the USC community to become great tutors, we help families find the right tutor for their child. It's a great way to further our mission."

Rossier's Office for Professional Development will also be offering a **Certificate in Tutoring** to build skills beyond content and pedagogical knowledge for an understanding of how motivation and the environment interact with learning.

To begin learning with a One With USC Rossier tutor, prospective students can go to onewithuscrossier.com and search by location and area of expertise. The website provides learners with a complete tutoring experience by facilitating scheduling, online collaboration, document sharing and performance tracking.

Whether through partnerships or customized programs, USC Rossier's Office for Professional Development is committed to lifelong learning across disciplines. "We want to engage educators to be lifelong learners with long-term impact. New research gives us new theories, new principles and new practices all the time, and we want to pass this information on to practicing professionals long after they have earned their degrees." ■



One With USC Rossier

New Partnerships

PROFESSIONAL DEVELOPMENT RECENTLY announced two new partnerships. The first is with Knowledge Delivery Systems, Inc. (KDS), a leading provider of strategic professional learning solutions for states and school districts. It has joined with Rossier to offer in-service teachers professional development programs through both online and blended platforms. The **Equity Educator Certificate Program** is the first product



of this collaboration. The four courses focus on diversity as an asset in the classroom and provide strategies for teachers to meet every student's diverse learning needs.

"Working at local school sites, our faculty and school-site teachers demonstrate proven strategies that teachers can adapt for any grade level to emphasize diversity in the classroom as a means for all learners to achieve academic success," says Yates.

The Equity Educator Certificate Program follows a blended approach that includes coaching, modeling, practice and feedback. The engaging curriculum is grounded in effective teacher practice, including interviews, experts in action, model lessons and real classroom footage.

Teachers who complete all four courses in the Equity Educator Certificate Program will be awarded a Certificate of



Nine-year-old
LINDA BROWN,
the student at the
center of *Brown v.*
Board of Education,
standing in front
of the segregated
Monroe Elementary
School in Topeka,
1951.

Photo by Carl Iwasaki/
The Life Images
Collection/Getty
Images

THE 2014–15 ACADEMIC YEAR BEGAN SHORTLY AFTER THE 50TH ANNIVERSARY OF THE CIVIL RIGHTS ACT, THE LANDMARK LEGISLATION THAT OUTLAWED DISCRIMINATION BASED ON RACE, COLOR, RELIGION, SEX OR NATIONAL ORIGIN. It was signed into law by President Lyndon Baines Johnson on July 2, 1964, 10 years after the Supreme Court handed down its decision in *Brown v. Board of Education*, outlawing segregation of public schools.

Throughout this academic year, USC Rossier faculty members have been commemorating the Civil Rights Act through events and seminars. John Brooks Slaughter, a member of Rossier’s faculty and chair of its Diversity and Inclusion Committee, spoke about the anniversary of the Civil Rights Act at the recent conference “College Admission 2025: Embracing the Future,” sponsored by Rossier’s Center for Enrollment Research, Policy, and Practice.

Slaughter is known throughout American academia for his contributions to education and science. He currently holds joint appointments at USC Rossier and USC Viterbi School of Engineering. He was the first African-American director of the National Science Foundation, was chancellor of the University of Maryland College Park and president of Occidental College. He received the 2014 Reginald H. Jones Distinguished Service Award, the highest honor conferred by the National Action Council for Minorities in Engineering. Slaughter is widely acknowledged for his commitment to increasing diversity in higher education with a special focus on STEM disciplines. In March, President Barack Obama announced that Slaughter is among only 14 recipients of the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring.

In this excerpt from his presentation, Slaughter connects America’s painful past with regard to race with an image of the future that resonates in USC Rossier’s vision: “a world where every student—despite personal circumstance—can learn and succeed.” In sharing his personal memories of growing up in Topeka, Kan., during the fight for civil rights, Slaughter makes the connection between a challenged past and an aspiring future.

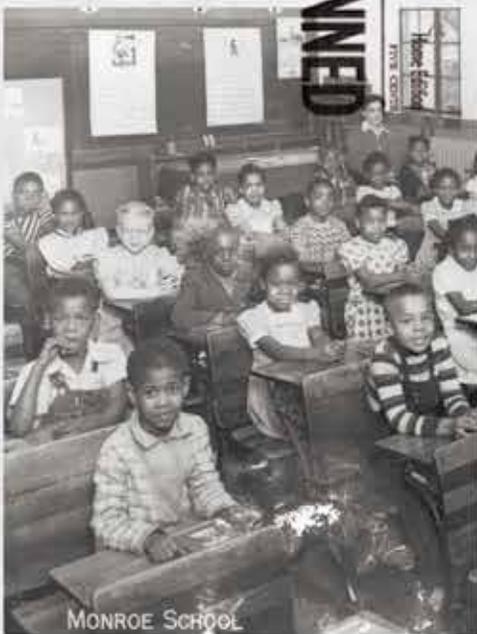
PERSONAL REFLECTIONS ON THE CIVIL RIGHTS ERA

by john brooks
SLAUGHTER

introduction by
matthew c **STEVENS**

**remembering the past,
embracing the future.**

“We couldn’t quite put our fingers on it, but we knew something was wrong. And we were very much aware of the circumstances that would end up leading to the famed decision known as *Brown v. Board of Education*.”



Second grade students from **MONROE ELEMENTARY SCHOOL** in Topeka in 1949.

National Parks Service Trading Card.
Creative Commons.

TODAY’S COLLEGE AND UNIVERSITY STUDENTS ARE VERY DIFFERENT FROM THOSE WHO PURSUED HIGHER EDUCATION IN PREVIOUS GENERATIONS.

They come from many different backgrounds. They have different goals, different aspirations, different fears, different needs, and it requires a great deal of sensitivity on our part to address these needs.

Back in the 18th century, Edmund Burke reminded us, “Those who don’t know history are destined to repeat it.”

And at the dawn of the 20th century, W. E. B. DuBois told us that the problem that America would be facing in that dawning century was the color line. How prescient he was. The same words could be used to describe the problem that America is facing at the dawn of the 21st century.

What can we make of Trayvon Martin in Winter Gardens, Fla., or Eric Garner in Staten Island, N.Y., or Michael Brown in Ferguson or Tamir Rice in Cleveland? Their stories prove that we are not yet living in a post-racial society despite what many pundits and politicians want us to believe.

It seems to me as I think back over my life that I’ve always been interested in issues of admissions and enrollment for minority students. As a 17-year-old freshman in college, I wrote a paper that was titled “Racial Discrimination in Public Higher Education.” I delved into the sagas about George McLaurin at the University of Oklahoma, Heman Sweatt at the University of Texas and Lloyd Gaines at the University of Missouri. McLaurin was required to sit in a hallway outside the doorway to listen to the instructor and to eat in a separate room outside the main cafeteria. The students were told not to speak to him. These were the kinds of problems that students faced in the early 1950s.

I was particularly fascinated by the story of Lloyd Gaines, who disappeared in March 1939, never to be seen again, just months after the Supreme Court ordered the University of Missouri to either admit him or to develop a separate law school for black students.

I followed the story of Autherine Lucy, who fought to enter the University of Alabama. After being admitted in 1952, she had to withdraw as a result of the threats and the vitriol she experienced from members of that campus community.

I also tracked the paths followed by Charlayne Hunter, now Charlayne Hunter-Gault, the radio and television reporter, and Hamilton Holmes, who each enrolled at the University of Georgia in 1961.

I was particularly captivated by James Meredith’s

courageous journey to enroll at the University of Mississippi and face then Governor Ross Barnett, whose lips so eloquently described by Martin Luther King Jr., "dripped with words of interposition and nullification."

I knew Jimmy Meredith. I knew him when he was a young airman stationed at the air force base in my hometown of Topeka. He came to our home nearly every Sunday afternoon, about dinnertime, in order to enjoy my mother's fried chicken and hot rolls, but also to pursue his interest in my younger sister Sally. I found him to be a strange young man, somber and withdrawn. I was astonished 10 years or so later to find that he was the same James Meredith who integrated Ole Miss and who, in 1966, was shot by a white gunman as he led a 220-mile march from Memphis, Tenn., to Jackson, Miss., to encourage black voter registration. He survived his wounds, and today a statue of him commemorating his role is located on the Oxford campus.

In 1982, I was invited to be a commencement speaker at the University of Mississippi. I was shocked when I came to the stage and sat next to the chair of the university's board of regents, who turned out to be a black dentist from Yazoo City, Miss. I thought about the changes that had taken place in that state, in that university over that period of time, from Jimmy Meredith to the black dentist being chair of the board of regents. What a major transition. It shows what can be done over time when people of goodwill and good faith decide to work together.

WAS BORN AND RAISED IN TOPEKA. Kansas was one of those states that permitted, but did not require, municipalities to operate segregated schools. Several of the largest towns and cities in the state did so. Topeka chose to have segregated elementary schools, and I attended Buchanan School, one of the four black elementary schools along with McKinley, Monroe and Washington. The six junior high schools and Topeka High School were "integrated," but the high school operated separate athletic teams and all social events were segregated.

Topeka was a town of approximately 68,000 people at the time I was growing up in the 1940s. African-Americans were not allowed to eat in any of the restaurants or sit at the

Woolworth's or drugstore counters to have a Coca Cola. They could not stay in any of the town's hotels or go to the movie theaters unless they were willing to sit in the upper balcony in a very small section reserved for black movie viewers. We did have our own swimming pool, but we had to share space with the frogs in order to swim.

We were the only black family in our neighborhood, and most of the friends that I played with on a day-to-day basis were white. We developed strong bonds, strong relationships. We would play baseball and visit each other's homes, and we would walk to school together. Except that we would say goodbye to the white students three blocks from our home, at Clay School, and my sisters and I would walk on another six blocks to Buchanan School.

We couldn't quite put our fingers on it, but we knew something was wrong. And we were very much aware of the circumstances that would end up leading to the famed decision known as *Brown v. Board of Education*.

One of the officers of the Topeka NAACP who had brought that case forward was Lucinda Todd, who was my first cousin. She was much older than I, so I called her Aunt Cindy. She would come to our home often on Sunday afternoons and tell us of the progress of the case. In fact, she was the first person to attempt to enroll her daughter in one of the white elementary schools, Randolph School in Topeka. Nancy, her daughter, was denied admission. But Thurgood Marshall, who led the case, decided that it would be better to have a male plaintiff, which is the reason that Oliver Brown and his daughter, Linda Brown, became the named plaintiffs even though Lucinda Todd was the first person to make that effort.

Elisha Scott ran the law firm that assisted Marshall. I knew his two sons, Charles and John, who were both attorneys. Another young attorney was Samuel Jackson, who was my baseball coach and remained a good friend. He later became one of the first persons appointed by President Johnson to the Equal Employment Opportunity Commission under Franklin D. Roosevelt Jr. He later was deputy secretary of the Housing and Urban Development Department in Washington, D.C., under George Romney.

Sam once told me the story of how when he was meeting with President Johnson to see if he would be nominated to be a member of the Equal Employment Opportunity Commission, Johnson had asked him, "Can you be loyal to me, given the transgressions that I did upon minorities in Texas as a young man?"

Sam talked about how conflicted Johnson was over civil rights, and so much of that was apparent in the way in which he ultimately led the fight to bring about the Civil Rights Act of 1964.

I also knew Arthur Fletcher, who was a football player at Washburn University in Topeka. He was the person who developed the Philadelphia Plan, the Affirmative Action Plan that insured contracts for minority workers in Philadelphia under the leadership of the Nixon administration. In fact, it was Nixon's first foray into Affirmative Action.

WAS IN COLLEGE WHEN THE BROWN DECISION CAME DOWN, ON MAY 17, 1954, AND I REMEMBER IT VERY VIVIDLY.

It overturned the court's 1896 Plessy v. Ferguson decision that allowed states to segregate public schools. The unanimous decision of the Warren Court stated, "Separate educational facilities are inherently unequal and a violation of the equal protection clause of the 14th Amendment of the U.S. Constitution."

Subsequent to the decision, very little improvement occurred. As a matter of fact, the South became even more

intransigent. Many of the public schools were converted into private schools in order to restrict admission. In September 1957, you may remember, the Little Rock Nine in Central High School in Little Rock, Ark., had to get past Orval Faubus, who wanted to prevent black students from entering. It was only after President Eisenhower brought in federal troops that they were able to enroll.

In March 1961, President Kennedy issued Executive Order 10925, which called for affirmative action in hiring and employment practices. That was the first reference to the words "affirmative action." Then, of course, on July 2, 1964, we finally had the Civil Rights Act.

It's considered one of the most important legislative achievements in American history. The long road to passage of that legislation involved individuals of all backgrounds, white and black, old and young, able and disabled. Ordinary Americans became civil rights leaders. All of them marched, held sit-ins, staged boycotts, sang and participated in freedom rides, all for the purpose of ending segregation and discrimination.

These protests brought much attention to the injustices against black Americans and underscored the need for legal change. On the evening of June 11, 1963, President Kennedy delivered a nationally televised address pledging his administration's support for this far-reaching Civil Rights Bill, but after his assassination in November it was left to President Johnson to bring it into effect.

Johnson proclaimed that this bill would promote "a more abiding commitment to freedom, a more constant pursuit of justice and a deeper respect for human dignity." When President Johnson signed the Civil Rights Act into law 50 years ago, he rightly recognized it as a groundbreaking moment in the history of the United States. Although its adoption did not resolve all of the issues, or settle the cause of civil rights, it was a major change in the course of the direction of this country.

On the night he signed it, President Johnson noted, "Our generation of Americans has been called on to continue the unending search for justice within our own borders. We believe that all men are created equal. Yet many are denied equal treatment. We believe that all men have certain unalienable rights. Yet many Americans do not enjoy those rights. We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings—not because of their own failures, but because of the color of their skin... But it cannot continue. Our Constitution, the foundation of our Republic, forbids it. The principles of our freedom forbid it.



John Brooks **SLAUGHTER PhD**
Professor of Education and Engineering

Photo by Ara Arzumian

educators hold history in their own hands.

Morality forbids it. And the law I will sign tonight forbids it.”

Not only was it truly groundbreaking, it prevented or prohibited discrimination on the grounds of race, religion or national origin by government agencies that receive federal funds. It permitted the attorney general to file lawsuits to desegregate schools. This action, as President Kennedy had put it, was a matter of simple justice.

Education was one of the major targets of this Civil Rights Bill. Today, we need to think of education as a civil right. According to Secretary of Education Arne Duncan, we are still addressing situations that would have been all too recognizable to those who enacted the bill a half-century ago.

The secretary reminds us that “discrimination continues to affect students of many different racial and ethnic backgrounds. It also impacts English learners, students with disabilities, female students and lesbian, gay, bisexual and transgender students.” So, 50 years after the passage of the Civil Rights Act, there’s still a lot of work to be done to make education accessible, welcoming and equitable for everyone.

Martin Luther King Jr., in the manner in which he did so often in his powerful and mellifluous prose, gave us the words that should provide us with both comfort and purpose as we face the challenges yet ahead of us. King once delivered a masterful speech in which he informed his audience that “the arc of the moral universe is long, but it bends toward justice.” There can be no greater role than justice in all of our endeavors, and it is my hope that all of us here, entrusted with the lives and futures of so many young people, keep that as our sacred calling. ■

A few days after delivering his keynote speech on his personal recollections of the Civil Rights era, John Brooks Slaughter co-hosted a Rossier faculty meeting at the Mayme A. Clayton Library & Museum in Culver City (MCLM). The MCLM is a hidden gem of Greater Los Angeles that arose from the collecting passions of Mayme Clayton, a long-time librarian at USC and UCLA who amassed an extraordinary archive of books, pamphlets, photographs and historical manuscripts that document African-American history.

Slaughter, along with Associate Professor Alan Green and other members of Rossier’s Diversity and Inclusion Committee, invited faculty members to MCLM to ponder the influences of history on their roles as educators in the 21st century. The off-site faculty meeting proved to be a powerful and sobering experience, as captured in one of many reflections recorded on poster boards: “The photos remind us how important our history is for understanding the present.”

“This visit,” said Professor Estela Mara Bensimon, “has given us an opportunity to better understand the roots of racism.” Bensimon is co-director of Rossier’s Center for Urban Education (CUE) and recently authored, with CUE co-director Alicia Dowd, *Engaging the Race Question: Accountability and Equity in U.S. Higher Education* (2014, Teachers College Press).

The previous week, CUE had released another new book, *America’s Unmet Promise: The Imperative for Equity in Higher Education*, authored by Bensimon, Dowd, Keith Witham and Lindsey E. Malcolm-Piqueux. Published by the Association of American Colleges and Universities (AACU), it includes a foreword by AACU President Carol Geary Schneider that begins with an epigraph from W. E. B. DuBois: “Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental.” ■

—Matthew C. Stevens

Faculty members **MARIA OTT** and **SYLVIA ROUSSEAU** look at an album of historical photographs and pamphlets.



Photo by Matthew C. Stevens



ALAN ARKATOV INSTALLED AS *Katzman/Ernst Chair*

Alan Arkatov was recently installed as USC Rossier’s newest holder of the Katzman/Ernst Chair in Educational Entrepreneurship, Technology and Innovation. In this post, Arkatov will leverage research from across USC—from medicine and engineering to public policy and communications—with the goal of improving K–12 and higher education in the United States. The chair was endowed in 2008 by John Katzman, founder of the Princeton Review, 2U and Noodle, and his wife, Alicia Ernst. David Dwyer, who developed USC Hybrid High School, served as the inaugural Katzman/Ernst Chair.

Prior to the installation ceremony, Arkatov gathered five experts to discuss the use of entertainment and new technologies in the classroom. The panel, “Engaging the Brain: Entertainment Literacies and the Future of Learning,” featured Rossier Associate Professor Mary Helen Immordino-Yang (see story at right); Ted Mitchell, under secretary, U.S. Department of Education; Bob Santelli, executive director of the Grammy Museum, which partners with USC to provide educational opportunities; Amy Shea, director of research, Journeys in Film, a project of the USC Annenberg Norman Lear Center; and Lucien Vattel, CEO/founder of GameDesk.

Mitchell summed up the day at the installation ceremony: “The Katzman/Ernst Chair represents an important way of thinking and doing: cross cutting, impact driven, outcome focused and all with the sense of real urgency. These attributes reflect the founders and they represent the new holder of the chair, Alan Arkatov.”

For more, including video of the panel and installation, visit tinyurl.com/arkatov2015.

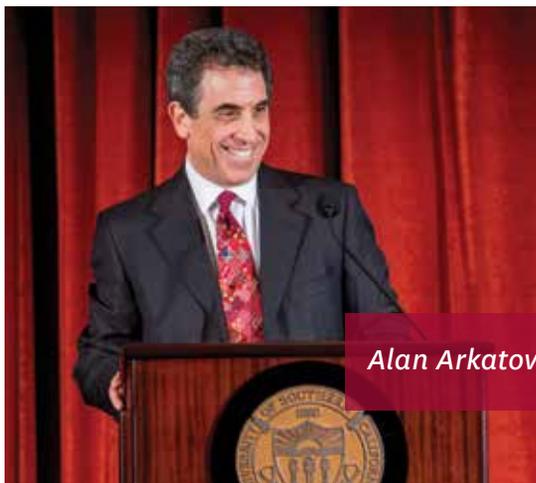


Photo by Brian Morri

Alan Arkatov

Faculty News



Brendesha Tynes

Brendesha Tynes, associate professor of education and psychology, has received the 2015 Early Career Award from the American Educational Research Association (AERA), which is among the most significant awards given to education scholars and acknowledges exceptional bodies of work conducted in the first 10 years of a career. This award recognizes Tynes’ research on the cultural assets youth possess that may buffer against the negative outcomes typically associated with race-related cyberbullying. She has also received the Spencer Foundation’s Midcareer Award, which will allow her to design a mobile intervention to enhance adolescents’ ability to cope with these experiences. She previously received the 2012 Early Career Contribution Award from the AERA Committee on Scholars of Color and was named in the 2010 cohort of Diverse Issues in Higher Education’s top ten scholars under 40.

Mary Helen Immordino-Yang, associate professor of education and psychology and a member of the neuroscience graduate program faculty, received a 2015 Early Career Impact Award from the Federation of Associations in Behavioral and Brain Sciences (FABBS). The honor “recognizes scientists who have made major contributions to the sciences of mind, brain and behavior” and is awarded to scientists of FABBS member societies who are within their first 10 years of receiving their doctorates.

The award citation mentions Immordino-Yang’s work to raise public awareness of the connection between storytelling and brain development, including a 2011 TEDx talk titled “Embodied Brains, Social Minds.” It also notes previous accolades including the American Educational Research Association’s 2014 Early Career Award, a 2013 Early Career Award from the American Association for the Advancement of Science and the National Academy of Sciences’ Cozzarelli Prize. Immordino-Yang, an affective neuroscientist, is currently working on a National Science Foundation–supported longitudinal study on psychosocial influences on learning in adolescents.



Mary Helen Immordino-Yang



Adrianna Kezar

AERA has selected **Adrianna Kezar**, professor of education and co-director of the Pullias Center for Higher Education, as a 2015 AERA Fellow. She is among 23 new Fellows who will be joining 579 current Fellows. "We are thrilled to honor these scholars for their commitment to excellence in research and for their significant contributions to the field," said AERA Executive Director Felice J. Levine. "AERA Fellows emphasize to new scholars the importance of sustained research of excellence and exemplify the highest professional standards." Kezar is co-directing a three-year National Science Foundation-funded project aimed at reforming STEM education.

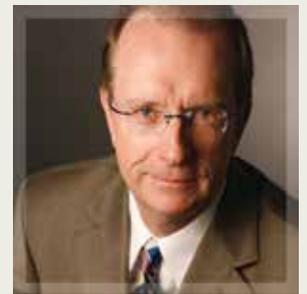
Estela Mara Bensimon, professor of higher education, received the Outstanding Latina Faculty Award for Research/Teaching from the American Association of Hispanics in Higher Education (AAHHE) at its annual meeting in Frisco, Texas. The award recognizes an individual who has demonstrated excellence in both research and teaching and has provided significant contributions to his/her academic discipline. Bensimon is co-director of Rossier's Center for Urban Education, which developed the Equity Scorecard, a process that enables educational institutions to create structural change that will influence equitable outcomes for students of color. She was inducted as an AERA Fellow in 2011 "for sustained excellence in research" and in 2013 received the Research Achievement Award from the Association for the Study of Higher Education (see also pg. 27).



Estela Mara Bensimon

William G. Tierney, University Professor, Wilbur-Kieffer Professor of Higher Education and co-director of the Pullias Center for Higher Education, has been selected as a Fulbright-Nehru Scholar and will spend the 2015–16 academic year in India. He has previously served as a Fulbright Scholar in Central America and Australia and was elected a member of the National Academy of Education in 2014. The Fulbright Program, created in 1946, is the U.S. government's largest and most prestigious international exchange program.

Tierney is an expert on higher education policy analysis, governance and administration. His Fulbright project is titled "Academic Work in a Global Economy: Privatization, Public Governance and Regulation, and the Changing Nature of Faculty Work."



William G. Tierney



Melora Sundt

Melora Sundt, Rossier's executive vice dean and professor of clinical education, has been recognized by USC President C. L. Max Nikias as one of two winners of the 2015 Associates Award for Excellence in Teaching. The award recognizes "the career achievements of outstanding full-time tenure-track and full-time non-tenure-track faculty with a proven track record as exceptional teachers with a positive, inspiring and long-lasting effect on students and their learning." It is the highest honor conferred by the university for outstanding teaching and is accompanied by a citation and monetary award presented at the annual academic honors convocation. Sundt is the first Rossier professor to be so honored since William McComas in 2004.

Sundt teaches in USC Rossier's PhD, Global Executive EdD, Educational Leadership EdD, Organizational Change and Leadership EdD and Postsecondary Administration and Student Affairs programs. She is a recognized expert in online learning, having chaired the design teams that built Rossier's groundbreaking online MAT, Global Executive EdD and Organizational Change and Leadership EdD programs.

DSAG

CONNECTING LEGACIES TO THE PROMISE OF NEW ONES

Annual dinner of Dean's Superintendents Advisory Group



The Dean's Superintendents Advisory Group (DSAG) Awards Dinner unfolded on Jan. 28 in Monterey, Calif., with the symmetry that has become an annual tradition: scholarships to emerging education leaders followed by recognition of a decades-long contribution to the field.

The honoree for career achievement was **Pedro E. Garcia EdD '83** (see sidebar). Scholarships were awarded to current EdD students **Robert Allard**, principal, Paramount Elementary School in the Azusa Unified School District; **Patricia Brent-Sanco**, principal, Mark Keppel School in the Paramount Unified School District; and **Henry Romero**, assistant principal, Serrano Middle School in the Ontario-Montclair School District.

"As I reflect on my young career in education," said Romero, "I am keenly aware that I am a product of the remarkable mentors who have invested their time and energy into grooming me for greater leadership challenges."

Brent-Sanco was happy to share the honor with one of her mentors, DSAG member **David Verdugo EdD '05**, who was her superintendent in Paramount for eight years. She also acknowledged the influence of someone else in attendance, her mother, a 34-year teaching veteran.

DSAG was established in 1980 and is now 200 members strong. The group of current and retired superintendents

consults with Dean Karen Symms Gallagher and recruits aspiring superintendents to join the USC family. In 2013, DSAG solidified its commitment to the future of the field by establishing the DSAG Endowed Scholarship Fund, an endowment built through the generosity of DSAG members, dinner sponsors and others. Since that milestone, the group has increased annual scholarship awards from two to three.

At this year's dinner, DSAG Fundraising Chair **John Roach EdD '88** reported that the endowment has now topped \$200,000, thanks to the greatest year on record for donations and total amount raised. DSAG member **Margaret "Maggie" Chidester EdD '95** pledged a challenge that evening to match donations from first-time DSAG member donors. The challenge was such a success that several DSAG members made their first gift that evening, immediately meeting the match maximum. The first ever Gold Level Sponsor, Shmoop University Inc., helped underwrite the evening with a \$25,000 contribution.

"I am honored to receive this scholarship from DSAG because of what the group represents," said Allard after the Awards Dinner. "The evening inspired me to continue the challenging and meaningful work of making a difference in the lives of children and their families."

For complete profiles of all three scholarship recipients, visit rossier.usc.edu/tag/dsag-2015.

PEDRO E. GARCIA EdD '83 HONORED



(Upper left, L to R): John Roach EdD '88, DSAG fundraising chair; scholarship recipients Henry Romero, Robert Allard and Patricia Brent-Sanco; and Rudy Castruita EdD '82.

(Above): Patricia Brent-Sanco with DSAG member David Verdugo EdD '05, former superintendent of the Paramount Unified School District.

Photos by Benjamin Kaatz

Gifts can be made to the DSAG Endowed Scholarship Fund to support future EdD students aspiring to become superintendents. Every gift counts toward the Campaign for the USC Rossier School of Education and helps grow the endowment. To make a gift, visit rossier.usc.edu/giving or contact Diana Hernandez, director of development, at 213-740-3499 or dehernan@usc.edu.

In accepting his award for career achievement, Pedro E. Garcia EdD '83 moved seamlessly between tributes to his mother and recollections of mentors from the Trojan Family. "You can lose everything you own," his mother had once told him after the family fled Cuba, "but your education, no one can take away."

A string of mentors would steer Garcia's way well into his professional career, including Ed Dundon EdD '72, the Garden Grove superintendent and founder of DSAG who encouraged Garcia to buckle down and get his EdD at USC. Garcia would go on to superintendencies in three school districts, including the 79,000-student Metro Nashville district.

When notified by **Rudy Castruita EdD '82** of the recognition, Garcia said it was the most valued award that he has ever been honored to receive.

Merely in traveling to Monterey for the ceremony, Garcia was demonstrating the perseverance that has characterized his life since enduring the isolation of a refugee camp as a 15-year-old. Weakened by illness in recent months, Garcia showed why he is a master of converting his own adversity to lessons for those he mentors. "Never allow someone's opinion to become your reality," he said from the dais in recollecting discouraging advice he had received as a young student.

"I still have shelf life," he proclaimed with equal measures of humor and conviction.

"Dr. Garcia exemplifies the Trojan spirit," says Castruita. "And that is to Fight On!"

Dean Karen Symms Gallagher with honoree Pedro E. Garcia EdD '83.



STAYING CONNECTED

Last June, three-time Rossier alumna **Kathy Frazier '79, MS '82, EdD '08** became superintendent of the **Southeast Regional Occupational Program (ROP)**, a joint effort of the ABC Unified and Norwalk-La Mirada Unified School Districts that provides career technical education to high school students and adults in the two communities.

Her office is located on a former middle school campus in Norwalk that hosts classes and doubles as the site of the Southeast Academy High School, which focuses on public services career pathways (law, military, police science and fire science) and boasts a 100 percent graduation rate.

"The typical superintendent would be at a district office without students at the same facility," she explains, "but I'm connected to a school site, so I can see and interact with students every day."

Frazier's office is modestly adorned with USC memorabilia, nautical-themed keepsakes and books on leadership. One of her favorites is *Lincoln on Leadership: Executive Strategies for Tough Times*. The first chapter, "Get Out of the Office and Circulate among the Troops," captures Frazier's style of connecting.

Lincoln's maxim seems especially apt at Southeast, where Frazier works frequently with Major Adriana Gonzalez, the school's battalion commander (that is, student body president).

Gonzalez likes having a superintendent on campus. "It teaches us how to address someone in a high position," she says, "but it also gives us a model. I'm pretty sure if I work as hard as Dr. Frazier, I can succeed too." After graduation, Gonzalez will pursue a degree in mechanical engineering while serving in the Coast Guard Academy.

Indeed, the pair shares a common passion for sea and service. Frazier lives in Long Beach's island community of Naples, where she helps organize the annual boat parade and summer concerts. Her dedication as president of the Naples Improvement Association earned her the community's esteemed Jimmy Heartwell Award for service in 2014.

Frazier grew up in South Gate, not far from her Norwalk office. She says her parents instilled in her a love for giving back. She was recipient of the Service Above Self Award in high school and as an undergrad joined the Helenes, a longtime service organization at USC. When she dropped journalism to move to the Rossier School for a BS degree in general studies (multidisciplinary degree), she began



Kathy Frazier '79, MS '82, EdD '08 flanked by Southeast Academy seniors Raymond Smallcomb and Adriana Gonzalez.

volunteering at the John Tracy Clinic. She became president of the Undergraduates in Teacher Education. She furthered her education with an MS in special education and eventually an EdD in Educational Leadership, both at Rossier.

Today, Frazier manages to balance her service among professional and community organizations. She's a proud member of Rossier's Academy, the school's leadership giving society, as well as CAMEO, the mentoring program affiliated with the Assistance League of Long Beach. She's also a longtime Trojan football season ticket holder and an 18-year member of Cardinal and Gold.

Frazier is down to earth, admitting to only a few extravagant displays of Trojan pride—USC's marching band showed up at her wedding and again for her installation as president of the Cerritos Regional Chamber of Commerce in 2006. But walk with her through her district campus and she'll sooner take the silence of a campus that has no bells, rendered obsolete by a student body that monitors itself six times a day by walking from class to class in dignified precision.

"The kids at Southeast Academy are beating the odds," she says. She's pleased with how her current position builds on her Rossier doctoral dissertation about the factors contributing to high performance in urban high school districts, including that right balance of district leadership and student engagement.

"If you focus on instructional strategies and make connections with students, then you're going to see success."

“With Your Gift, I Can Achieve”

Longtime supporter **Wayne Butterbaugh EdD '55** died in February at the age of 93. Among his many achievements was serving as the founding superintendent for the Southern California Regional Occupational Center, the first occupational trade school in the South Bay area, which opened in 1968.

In 1994, his generous donation to USC Rossier established the D. Lloyd Nelson Scholarship Fund, named in honor of one of his beloved professors here.

“Wayne’s generosity and selflessness is represented in the lasting tribute he created in honor of another teacher, Dr. Nelson,” said Dean Karen Symms Gallagher. “Dozens of EdD students have benefitted from the scholarship he established, allowing the best and the brightest candidates to pursue their passion for improving education in communities across the globe.”

In 2008, one appreciative scholarship recipient wrote to Butterbaugh: “Though my family is limited in resources, they are limitless in spirit. With my family’s encouragement, I can dream, and with your gift, I can achieve.”

For more on Dr. Butterbaugh, visit tinyurl.com/butterbaugh2015.



Wayne Butterbaugh EdD '55

In memoriam gifts can be mailed to the attention of the USC Rossier School of Education, In Memory of Dr. Wayne Butterbaugh, 3470 Trousdale Parkway, WPH 1103D, Los Angeles, Calif. 90089-0031, or made online at www.rossier.usc.edu/giving.

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