

futures in Urban Ed

“teaching might be the greatest of the arts since the medium is the human mind and spirit.”

— John Steinbeck



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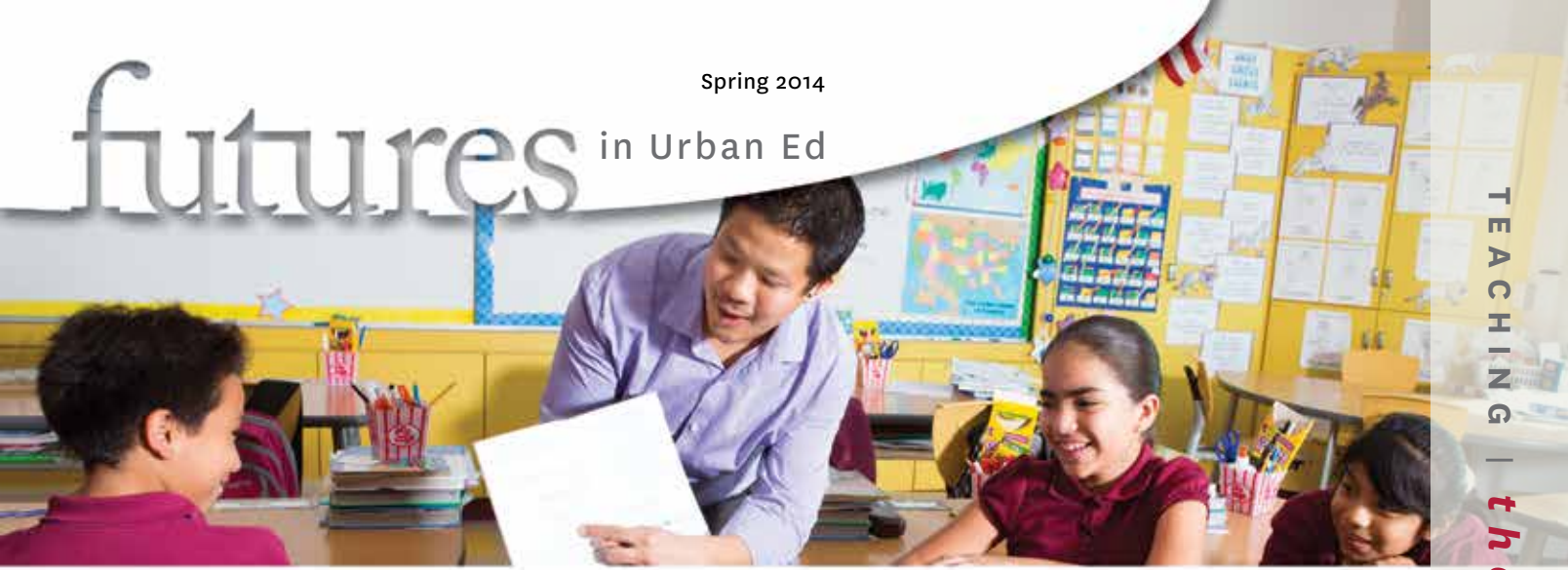
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School of Education

futures in Urban Ed



TEACHING | the greatest of the arts



FEATURES

Margo Pensavalle and Melora Sundt on How Teaching is Changing – and Improving 6

Math for America LA Fellows are the Masters of Teaching Math 8

Ira Harden MAT '11 Raps and Travels in Space for his Students 11

Christine Levinson EdD '12: A Hybrid High Teacher Blends High-Tech and High-Touch 12

Oliver Sicat '01: USC Hybrid High School | Year Two 15

Our Rossier Family Answers on Facebook: "Who is Your Favorite Teacher? 16

John Pascarella III: His Journey from Teacher to Teacher Educator 18

Janet Mack EdD '14: On Teachers as Leaders 20

Matt DeGrushe ME PASA '04: New Director of Alumni Engagement on Career Support for Grads 21

DEPARTMENTS

Dean's Byline 2

Rossier in the Headlines 3

Faculty at the Forefront 22

Our Rossier Family 24

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Rossier — Rhymes with Career

Cover: Jain Kadakia MAT '11, Synergy Charter Academy teacher, with third grade student Sofia Gurrola.
Page 1: Teacher Brandon Louie '98.

Cover & page 1 photos by meiko TAKECHI ARQUILLOS

Dear Friends of Rossier,

FIFTH AND SIXTH GRADES AT FAIRVIEW ELEMENTARY SCHOOL in Seattle were pivotal years for me. It was a huge school – 700 baby-boomers. My dad had died unexpectedly, and what could have been a period of trauma and disequilibrium for a pre-teen became instead a period of personal growth, transition, and academic success.

Because of my teachers.

Mr. Miller assigned us to search out common objects in our house, find out where in the world they were made, and then pin that spot on a map of the world. How cool! I wasn't just a fifth grader in Seattle. I was part of a much larger world.

In 6th grade, Miss Earle identified me as a leader and did all she could to promote that quality. I got to read to the class if she needed to leave the room. Our principal, Mr. Gravrock, assigned me to work in the office for him.

Like most 7th graders, my transition to John Marshall Junior High, population 1500, was not painless. And in 8th grade I began noticing boys, who weren't noticing me. But my counselor and science teacher, Mr. DuGay, who drove an MG (!), was a great listener and helped me develop self-awareness and some self-confidence. I got into honors classes and stayed there.

At Theodore Roosevelt High School, also huge, I was confident enough to get involved in student government. Mrs. Ellen McComb Smith, in 10th grade and then 12th grade English, insisted “you need to go to college – you need to finish.” She encouraged me, supported me, and wrote some great references. She was instrumental in my thoughts about becoming a lawyer. Oh well. (When I had lunch with her a few years ago, she insisted she was not disappointed in me.)

These remarkable teachers have a few common characteristics – as do the teachers that are featured in this issue of *Futures*. They love teaching. They connect what you are learning to the greater world and your role in it. They know every student is valuable and unique and they personalize learning for that student's success.

In 2014, schools, systems, learning methods, and teaching tools are all very different from those I experienced.

But the qualities that make a great teacher – one that can transform and shape a life – will not change. Thank you Mr. Miller, Miss Earle, Mr. Gravrock, Mr. DuGay, and Mrs. Smith.

Fight On!

KAREN SYMMS GALLAGHER, PHD
EMERY STOOPS AND JOYCE KING STOOPS DEAN
USC ROSSIER SCHOOL OF EDUCATION



The USC Rossier **COMMITMENT**

alumni support

Rossier has made official what it has been doing unofficially for years – offering help and support to graduates who ask for it.

The USC Rossier Commitment was announced in November to national attention and kudos from many in the education community. The Commitment is Rossier's pledge to be there for any alumnus who feels challenged in his or her professional work. Whether a teacher, administrator, or counselor, if you graduated from USC Rossier and you're looking for guidance in solving a professional practice issue, we are committed to helping.

A nine-person faculty committee – Rossier's "Rapid Response" team – has been assembled to assess and respond to the needs of our graduates when they contact us. Faculty representing all of Rossier's Masters programs – teacher education, counseling, administration, and higher education – as well our education doctorate, are on the team. Professors **Shafiqah Ahmadi, Mary Andres, Ron Avi Astor, Michael Escalante, Emmy Min, Maria Ott, John Pascarella, and Julie Slayton** comprise the faculty group, which is chaired by Professor **Alan Green**.

The process is straightforward and confidential. A graduate can phone **213.740.0224** or email commitment@rossier.usc.edu and describe his or her challenge. The next step will be an assessment by the appropriate program director, who will then determine if the faculty Rapid Response team should intervene. Multiple resources and services could be suggested to aid the graduate, from professional development, to mentoring or tutoring, to conferences, to web resources. If Rossier does not have the appropriate resource, we will recommend outside resources which a graduate may choose to purchase.

Just like all good businesses stand behind the quality of the products and services they offer, Rossier stands behind the preparation we provide for our nation's classroom teachers and educators.

Rossier believes that we in teacher education must take a hard look at our programs, embrace innovative solutions, and hold ourselves accountable for how our graduates perform.

That's what our students – and their students – deserve.



Rapid Response Team Chair Alan Green (center) with Los Alamitos High School Principal Joshua Arnold EdD '13 (l) and Assistant Principal Isaac Gates EdD '13 (r).

Rossier's most recent international activities continue to make news and make a difference. Study tours, collaborative student projects, and faculty appointments are addressing issues in education from a truly global perspective. Rossier continues to nurture and expand its partnerships throughout the world.



Doctoral students visited a San Jose-area public elementary school with laptops donated by Intel

(L to R) Oryla Wiedoeft, Gabriella Llobet, Sebastian Puccio, and Felipe Martinez at CINDE, Costa Rica's National Investment Promotion Agency

COSTA RICA

In June 2013, 12 EdD candidates travelled to Costa Rica to study the impact of globalization and multinational corporations on schools and universities in that country. Led by USC Rossier Executive in Residence Michael Escalante, the doctoral students are the first to base their thematic dissertation on research conducted in another country.

The study is also the first to examine how Intel and other multinational corporations are investing in schools and universities in Costa Rica, collaborating with education, government, and economic leaders to move the country toward a more knowledge-based economy. In the past 30 years, Costa Rica's economy has shifted from reliance on agricultural products including bananas, coffee, and sugar cane to technology exports and technology services. Government leaders and national policymakers have expressed their support for and anticipation of the USC Rossier study's findings.

In 2014, a second cohort of doctoral students will expand on this research, and visit the country to study the growth in project-based learning, STEM education, and 21st-Century skills as a result of the annual national science and technology fairs mandated in every K-12 school in Costa Rica.



EdD student Brad Baker talks with students at a Costa Rican school



HONG KONG

University Professor William G. Tierney was awarded a visiting fellowship at the University of Hong Kong (HKU) to contribute to the development of HKU's higher education policy studies, and lend his expertise to the creation of an Institute of Higher Education Studies at HKU.

During a series of month-long visits to HKU that began in 2014, Tierney has been advising university leadership, conducting a lecture series, consulting on research, and helping HKU expand its role in the U.S. and globally.

Tierney is only the second scholar in education to receive the fellowship, and his appointment is expected to enhance HKU's stature and its impact on education policy at a time when the region is grappling with issues of access, privatization, learning quality, and research capacity in higher education.

ROSSIER

AROUND THE WORLD



THAILAND

Nearly 50 EdD students participated in USC Rossier's largest international study tour to date in Bangkok, Thailand, in August 2013. The trip, led by USC Rossier Professors John Pascarella and Larry Picus, was designed to give doctoral students the opportunity to study Thai K-12 and higher education, compare these systems to their American counterparts, and gain insight into the role Thai culture plays in education in the country.

Rossier students visited the Thai Office of the Higher Education Commission (OHEC), the Ministry of Education, the Ministry of Foreign Affairs, multiple universities, and several K-12 institutions. They also met with a number of policy officials, including Thai Deputy Secretary-General Aporn Kanvong and officials from Chulalongkorn University, Mahidol University, and Bangkok University-Rangsit.

*EdD student Jim Feigert at
Wat Meta Rang School in Bangkok*



BOTSWANA

In August 2013, USC Rossier Professor Michael Diamond led a group of 22 doctoral students to Botswana to experience the K-12 schools, institutions of higher education, education agencies, and cultural sites of the country.

In addition to observing and interacting with students at each location, USC Rossier students were able to meet with school and university staff and faculty, including the dean for the school of education at the University of Botswana, to discuss best practices and future collaboration. Over the last several years, Diamond has been helping the university, located in the capital city of Gaborone, to build a new graduate school of business.



*Rob Filback speaks with a teacher at
Endupoto Primary School in Tanzania*

TANZANIA

USC Rossier Professor Robert Filback led a service learning trip to Tanzania along with master's students in February 2014. The group spent five days in Endupoto Primary School in a rural Maasai village near Arusha, a school established in 2008 by alumna Cheryl Kyle '62 and village elders. The trip involved knowledge exchange between Rossier students and teachers at the school, with Rossier students studying the school's unique public-private partnership model while providing collaborative support to Endupoto faculty.

teaching is changing, & we think, improving.

he next year promises to be an exciting and challenging one as we at Rossier continue to prepare the finest teachers for the classrooms that need them the most.

Our profession has a great deal on its plate in 2014: the implementation of Common Core State Standards (CCSS) and the new student assessment formats that accompany them, Next Generation Science Standards, possibly the edTPA (Teacher Performance Assessment) and the critical conversation that continues around teacher evaluation.

Common Core and the Next Generation Science Standards promise to engage classroom students in a kind of learning that promotes invention and entrepreneurial thinking to a far greater degree than we have previously seen in public education. The same is true of the edTPA, a summative teacher candidate assessment that California is considering adopting as a requirement for credential eligibility. By approving its use, California would join educational professionals nationally who are using it to assure teachers are classroom-ready on their first day of school.

So **who are these new teachers** and teacher candidates who will provide our classroom students with the benefit of these innovations?

We know **there are far fewer of them**. Statistics prepared by the California Council on Teacher Education tell us that between the years of 2007-08 and 2011-12, teacher preparation enrollment has decreased from about 44,000 to just over 20,000, with the largest decrease during 2010 -11 to 2011-12. Preliminary California credentials were awarded during 2011-12 to just over 13,000, with an additional 2,800 teachers prepared out of state also receiving preliminary certification. Those studying Multiple Subjects (grades K-5) and Single Subjects (grades 6-12) were fewer than those seeking credentials in Special Education.

We also know that **their pay scale is rising slightly**. Statistics show that districts have increased their projected expenditures for salaries from 67% to 70% of their total budget.

Diversity trends show that **today's aspiring teachers are more diverse** than California's current teaching force. Current candidates present a 14% greater distribution of diverse racial characteristics than candidates in 2008-09, with 57% of candidates identifying themselves as White and 39% non-White.

All teacher candidates must meet challenging teacher preparation standards: teaching literacy (both elementary and secondary in all content areas); teaching students for whom English is not their first language; teaching students who require academic content to be differentiated to meet their learning needs; and teaching gifted students who need greater academic challenge.

Technology is also playing a greater role in learning both in and out of the classroom. The teachers of the future will increasingly use these tools to improve instructional practice, enrich student learning experiences, and prepare the next generation for the 21st Century skills they will need. Blended learning environments, like those employed at USC Hybrid High School (see pages 12-15), provide promising new models of instruction for K-12 educators.

In the midst of this changing environment, the California Commission on Teacher Credentialing continues working to ensure teacher quality that is consistent across all schools. First and foremost, there is a priority for *all* teachers to be classroom-ready before they walk into the classroom.

As the enrollment of candidates in teacher preparation programs declines and expectations for expertise increase, well-prepared educators will be in high demand locally, nationally and globally. This demand is especially great when the focus is on English Language Learners, students representing learning differences, and children living in impoverished environments. More than ever, schools of education must do what they do well to support the development of teachers who can fulfill these expectations and meet the needs of ALL students. This fall, USC Rossier took a bold step and announced a Commitment to its alumni to work with them *after* they graduate should they seek help or support. (See page 3)

The field of teaching is changing, and, we think, improving. This issue of *Futures in Urban Ed* captures both the change and the innovative ways Rossier colleagues, students and alumni are responding.

What has not changed is the life-altering role that even one great teacher can play in a student's life. Few professions are more important and impactful than teaching, and we believe that our most critical task as teacher educators is to prepare excellent teachers to meet the needs of *ALL* students. We are determined to prepare that kind of teacher. ■

For references, go to: <https://rossier.usc.edu/references-pensavalle-sundt/>



Teacher Renee Roberson MAT '08

Photo by meiko TAKECHI ARQUILLOS

by margo **PENSAVALLE**
Professor of Clinical Education,
USC Rossier
and melora **SUNDT**
Executive Vice Dean and
Professor of Clinical Education,
USC Rossier

— MY FAVORITE —
TEACHER

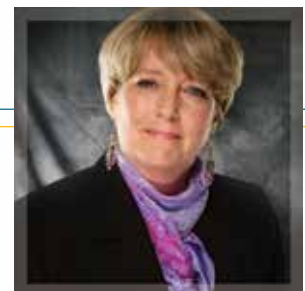
“*Mrs. Kleppner, Beaver Country Day School, taught 12th grade anthropology. She brought such energy to class, always having something very important to tell us. She never spoke down to us. She just expected us to always want to learn with her, and we did!*”

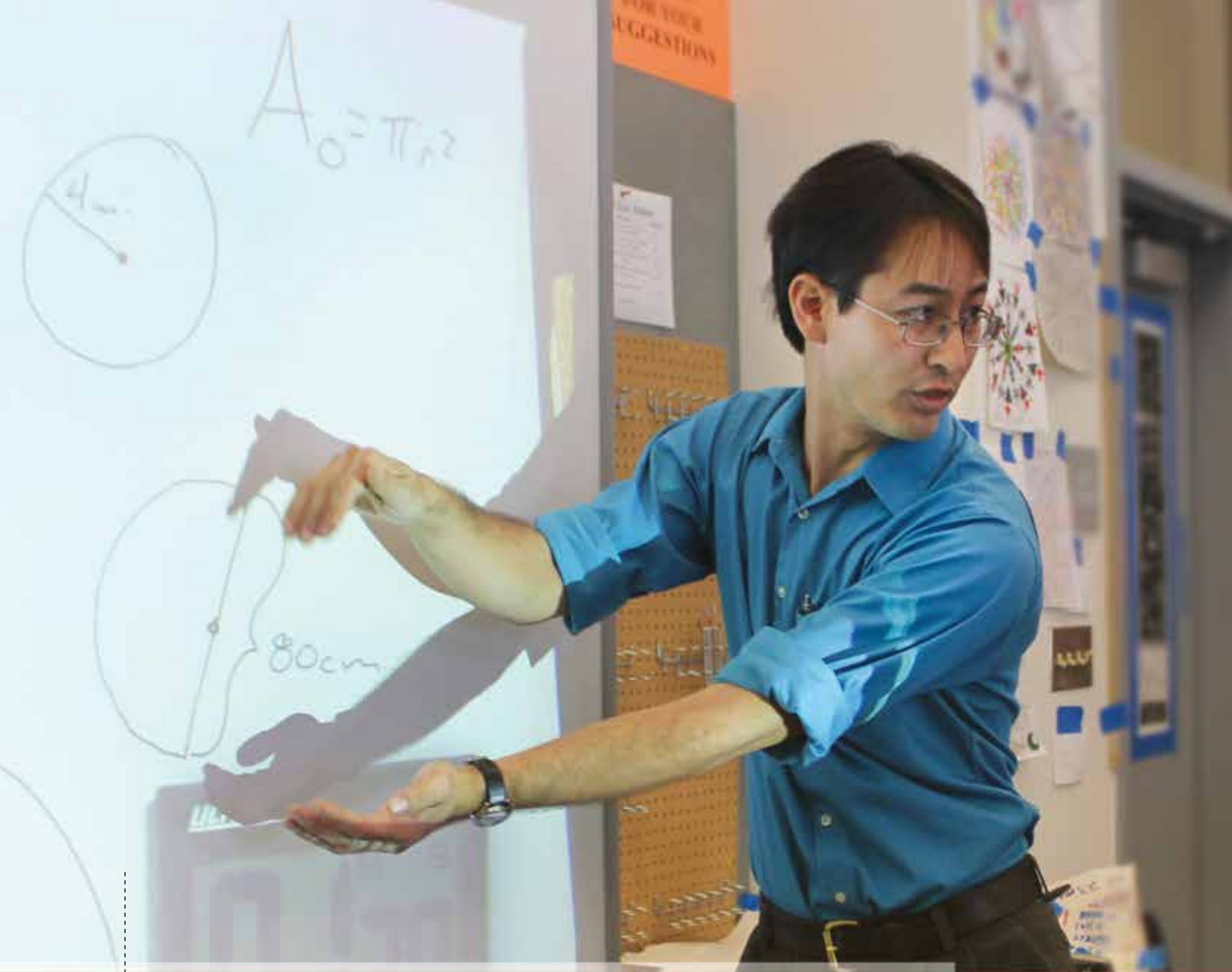
— Margo Pensavalle



“*My favorite teachers were teachers of my kids. One was Bev Tackett, the kindergarten teacher at Mar Vista Elementary. The other is Cathy Tsao, the former director of the Infant Development Program at UCLA. I don't know who was impacted more – me or my kids.*”

— Melora Sundt





Craig Weidert MAT '11, MfA Fellow at Ramón C. Cortines High School

“

There are three of us brainstorming, sharing and discussing, and there is immediate reflection and modification. That is so powerful.”

Aurora Alamillo on the MfA LA Master Teacher Fellow cluster at Glendale High School

MATH FOR AMERICA LA » *continued from page 9*

Math for America Los Angeles is made possible through the generous support of individuals and foundations, including:

Anonymous Funder (5)

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National Science Foundation

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Math for America National

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For more information on how to support MfA LA, contact Lisa Shapiro, director of foundation relations at USC Rossier, at 213.740.5080 or lisashap@usc.edu

Starlie Chinen MAT '10, who was inspired to teach math after reading Bob Moses' *Algebra Project*, says the support was especially critical during her first years teaching.

"Having a coach during my first couple of years was super helpful, because you really don't have much of a reference point," said Chinen, now math department co-chair at Cortines. "They would tell us what we were doing well and how we could improve. We got a lot of ideas and materials."

Meoshe Williams MAT '10 was leaving an abstract algebra class in college when she saw a sign in the hallway: "If you know the chain rule has nothing to do with hardware, then Math for America is for you." She had discovered a way to combine her talent for math with her love for kids. "Teaching made me nervous, but I knew that in this program, I would learn and have professional development opportunities," she said. "And on my first day as a teacher, I felt really comfortable because I had learned so much at USC and was going through the process with the other Fellows."

In subsequent years, two more Fellows were hired at Cortines – Craig Weidert MAT '11 and Kelvin Cheung, who earned his degree at CGU. In the last three years, their students' CST scores have improved by 10 percent.

Masters of Their Craft

In June 2012, MfA LA launched its Master Teacher Fellowship program, which gives experienced math teachers the time, resources and support to undertake a student-centered change at their schools. Currently, there are 21 Master Teacher Fellows at 11 schools in the program.

At Glendale High School, three math teachers in the program are given one period each school day to collaborate on curricular content, assessments, and instructional strategies.

"In the past, we helped each other or shared things on and off, but it would be when we were walking in the halls or taking walks around the Rose Bowl after work," said Aurora Alamillo, a 14-year teaching veteran and math department chair at Glendale High. "Now with a collaboration period every day, we're pushing our students even more. There are three of us brainstorming, sharing, and discussing, and there is immediate reflection and modification. That is so powerful."

Stephanie Erickson MAT '09, an MfA LA Fellow alumna, said she found her five-year stint so "fundamentally life-changing" that she wanted to continue as a Master Teacher Fellow – and she enlisted two Glendale High colleagues to join her.

"Being in a community of mathematicians who are supportive of one another is so valuable, and I'm experiencing a level of teaching I could never have imagined," she said. "I have been pushed to be better on every front, and because of the support, I am better. I am thankful for that. This program has set me apart in a very big way."

The Master Teacher Fellows receive constant support, resources, and professional development opportunities – from monthly training sessions to summer-long residential programs, which they can then share with other teachers at the school.

"One of the things that happens to teachers as they get more experienced is that they can become isolated. When you get a rhythm going and you stop requiring the help of others for survival, it becomes challenging to find the time to collaborate," said Sarah Morrison, who has taught calculus for 12 years at Glendale High.

"This is giving us back the ability to work together and push ourselves to become better teachers." ■

— Andrea Bennett



The cluster of MfA LA Fellows at Ramón C. Cortines High School includes three Rossier graduates (L to R) Meoshe Williams MAT '10, Craig Weidert MAT '11, Starlie Chinen MAT '10, and Kelvin Cheung.

Ira Harden MAT '11 has taken creative, unorthodox teaching into a whole new stratosphere. The science teacher became a YouTube sensation when he rapped about stoichiometry for his high school chemistry class at City Honors College Preparatory Charter School in Inglewood. That same year, he was named the school's 2012 Teacher of the Year, and earned a coveted spot on a team of teachers selected by NASA to travel to lower space.

Harden moved to L.A. from Washington, D.C., with a chemistry degree and a job in the music business when he heard about an Inglewood charter school seeking a teacher. "I just loved teaching since the first day of school," he recalled. "I knew I was where I was supposed to be."

He enrolled in the Master of Arts in Teaching (MAT) program at USC Rossier with the aim of perfecting his practice. "I got so much more than I expected, and I still remember many of the lessons. In every class, there was something I could implement into practice right away." Since the school lacked music and theater classes, Harden saw an opportunity to fill a void and engage his students in a new way. Their assignment: perform a song or poem about stoichiometry.

"I had to model what they could do, so I decided to rap for them one day," said Harden of the performance, which was posted online and earned over 300,000 hits in three days. "They loved it, and I wouldn't have done it without coming to USC. Dr. (Laila) Hasan taught us to free up our imagination and take risks in the classroom. I really integrated the tools from the MAT into my classroom."

The buzz inspired him to create a website devoted to STEM music videos at STEMmusicvids.com. "At first, I thought I was the first to do this, but there are hundreds of other teachers who are combining music with STEM education, and these can be tools for teachers in teaching and for students in learning."

The creative class challenge was one of many Harden employed to engage his students in chemistry. And it worked. His students had the highest advanced and proficient score gains on the CSTs for Southern California public schools between 2010-11 and 2011-12.

He also took two trips to the stratosphere in 2013 as a NASA-SOFIA Astronomy Airborne Ambassador, which he described as "exhilarating." The program selected 26 science educators to fly with astronomers on NASA's Stratospheric Observatory for Infrared Astronomy (SOFIA) and bring the experience back to their classrooms.

Still, Harden says his greatest accomplishment is getting his predominately African-American and Latino students to consider a future in the sciences. "Minorities need to be exposed to other minorities in science fields other than medicine, and I would often invite my engineer and scientist friends who are African-American and Latino to come in and share what they do and inspire my students. I believe that a student who is inspired will find a way to navigate through adversity to achieve success."

He credits the MAT program for making him an exceptional teacher. "Prior to the MAT, I thought that good teaching was the ability to explain content well. I now know it's a lot more than that," he said. "Teachers need interpersonal sensitivity, situational awareness, empathy, organization, and the ability to communicate, evaluate, and inspire." ■

— Andrea Bennett

TEACHER, RAPPER, SPACE TRAVELER

— MY FAVORITE — TEACHER

Mr. Sobriero's psychology class was my only AP class, and I really liked the topic. One day, I scored the highest on the exam, and Mr. Sobriero chased me down the halls. I thought something was wrong, but then he said, 'You got the highest score! Great job! I'm proud of you, son!' That just encouraged me that I could perform at that level, and it was inspiring that a teacher was so excited about something I'd done!"

— Ira Harden





Christine Levinson EdD '12, Blended Learning Instructor at USC Hybrid High School

“

I am a teacher through and through. It is the core of my being and I relish the ups and downs of this profession every day.”

by christine LEVINSON EdD '12
Ninth Grade Blended Learning Instructor and
Grade Level Chair at USC Hybrid High School

TEACHING, TECHNOLOGY & *Transformation*

In August of 2012, I became a teacher at USC Hybrid High and welcomed a cohort of new students eager to learn, who dared to believe that there was a better way to be educated, and above all, who entrusted us with their futures. As we embarked upon the uncharted waters of blended learning, we, as a staff, did not fully understand the complexities of what was to come, but we were ready to take the challenge and committed to building a successful school.

The preparation for my journey began years before the doors of Hybrid High were opened, and it has taken every degree, every credential, and every experience to assist me along the way. Like all careers, there are pivotal moments that shaped who I am, what I believe, and what I have become.

Let me begin by saying that teaching is not in my blood. I am not one of those who tells the tale of generations of teachers. I think I was the first and still the only one in my family. Also, unlike others, I didn't always want to be a teacher. In fact, I avoided it. I share this because of the irony my life has become. I am a teacher through and through. It is the core of my being and I relish the ups and downs of this profession every day. But what I do have in common with all other teachers is that one tiny experience that sparks a lifetime of dedication.

It was as simple as looking through the university newspaper and finding an ad to volunteer as an ESL tutor in the small town of Columbia, Missouri. At just 20 years old with no experience, I drove myself every week to the local adult school and tutored a mother and her son from Guadalajara in how to speak English. I remember leaving the cold classroom and smiling from ear to ear, so hard my cheeks hurt, and I knew. It's amazing how such micro moments can change your life.

A few years later, I was quickly thrust into the classroom as an intern teacher in Los Angeles Unified School District. I was at an amazing school, lucky to be surrounded by supportive colleagues. At the time, Nimitz Middle School was the second largest middle school in the nation with 3600 students on three tracks. Students funneled in and out of the school and I loved my faculty family of 150 teachers. After six years of teaching, I decided I wanted more, and again, an ad appeared in the union newspaper for teachers interested in earning their National Board Certification. My second child was only a few months old when I declared to my husband that I was going for my National Boards. "What's that?" he asked. "I'm not sure," I replied, "but it looks awesome."

continued on page 14 »

“

I could never go back to the old way of standing up in front of the classroom to be the gatekeeper of knowledge. My students have become the sage on the stage.”



Levinson (at right) with USC Hybrid High School students

— MY FAVORITE —
TEACHER

Dr. Rudy Castruita was my first professor at USC, and although he scared the daylights out of me, I can safely say that he was instrumental in helping me find my voice. When he called on me in class, he not only wanted a response, but one that was substantiated with evidence from the text. Every time I call on students today, I think of him, hoping that one day I'll help them find their voice too.”

— Christine Levinson

» continued from page 13

Only three percent of the nation’s teachers have earned National Board Certification but the numbers are growing. Through a series of assessments related to their content area and developing an expansive portfolio consisting of videotaped classroom performance accompanied by deep reflection, National Board teachers demonstrate their effectiveness in the classroom by becoming certified accomplished teachers. The word “accomplished” is what did it for me. I didn’t want to be just any teacher. I wanted to prove to myself that I too could be “accomplished.” It wasn’t easy, and thinking about my teaching with such intense scrutiny was like questioning every decision I made, but just two years later (yes, two) and more than one attempt, I received the most glowing message via my computer. I screamed so loud from my office that my husband came running in. “I passed! I passed!” I jumped. I cried. We hugged. I realized that this was the biggest accomplishment of my professional life.

After this moment, setting goals and achieving them became an addiction. If I could climb Mount Everest, what else could I do? I found myself at USC’s Rossier School of Education in the TEMS program (Teacher Education in a Multicultural Society). At the time, I had taken a break from classroom teaching and was working as a university support provider and online teacher. Teaching online was fairly new to education and I suddenly found myself with a new passion: the art of blended learning.

I found Rossier at the right time in my life. Rossier taught me to think critically and act mindfully. Lessons on leadership, learning, accountability, and diversity – Rossier’s four academic pillars – played out in the real world and I found myself thinking about the achievement gap, the role I played in it, and what I needed to do to change the status quo of learning. There were rumblings about a new school that Rossier was designing called Hybrid High, and I thought it was the perfect opportunity to blend all that I had come to love about education.

Today at USC Hybrid High School, I have returned to the classroom as a ninth grade blended learning instructor. Daily, I take the best of traditional, research-based pedagogy and blend it with ever evolving web-based applications and technology. For example, I regularly use Canvas, a learning platform that has changed my instruction. Students work through the modules I create at their own pace – some fly through the lessons while others work very slowly. Another platform, Hapara, allows me to see where students are in a particular lesson and directly access their Google docs to offer feedback as they are working. When I notice a student has become confused or stuck, I can jump out of my seat and offer them one-on-one assistance or place them in small groups for more targeted instruction. This is the beauty of personalized learning.

Teaching at Hybrid High is unlike anything I’ve ever done. I could never go back to the old way of standing up in front of the classroom to be the gatekeeper of knowledge. My students have become the sage on the stage.

As with any new school, business, or start up, challenges abound, and my fellow teachers and I embrace them. My experiences have landed me exactly where I want to be. I look forward to the many more opportunities that will help me become a better, more effective educator. But for every goal that I’ve set and achieved, my greatest accomplishment is when everything I have worked for is passed down to my students. It is the moment that they have achieved their dreams that all this will be worth it. ■

n

ine months ago, I was given the opportunity to lead USC Hybrid High and take on the work of refining and expanding this exciting personalized learning model. My background as a USC graduate, a successful Boston public school teacher, and the founding principal at Chicago’s #1 charter school, Noble St-UIC College Prep, helped me prepare for this all-important role.

I knew that taking over Hybrid High was going to be a challenge. HHS students are a mirror of our rich Los Angeles urban community. We have 210 9th and 10th graders, 13% are English Language Learners, and 81% qualify for free or reduced-price lunch.

There were five key beliefs that drove my management decisions in my first six months at USC Hybrid High:

1

We know that strong leadership and strong teachers matter. Our teaching staff comes from USC, Harvard, Teach for America, NASA, and the best national districts and charter networks. Our staff also includes former collegiate athletes. (Read teacher Christine Levinson’s story on page 12)

2

We know that culture comes first. We hold students to high expectations for behavior and have rewards and consequences for every positive and negative behavior. This is critical in open learning environments like HHS.

3

We learned that self-paced learning needs a floor. Last year, we found when left to “work at their own pace,” a majority of our students did not progress as far as we expected. Teachers are still absolutely critical to personalized learning. One of our teachers had the best results because he provided continuous support and tracked each student’s progress as they worked independently. In turn, students did almost twice as much in his class than in other classes.

4

We know we need more than one digital solution. Last year, we had all of our students use APEX, a digital curriculum. Teachers were heavily supplementing it to fit the needs of different students. This year we built a tech infrastructure that allows for multiple digital content solutions.

5

We know physical space and furniture must match the learning goals. When you put individual content in front of young adults but surround them with their friends, socialization wins most of the time. This year, we are using furniture that allows for flexible learning spaces for individuals and small and large groups.

HHS is a vibrant and positive place for students to work at their own pace with the support and motivation of an entrepreneurial and joyful staff. In year two, there has been significant academic growth in all subject areas, demand for admission has doubled, and 97% of our families indicate great satisfaction with Hybrid High. I am confident that our school will make a positive multigenerational change within our students, community, and our profession. ■



HYBRID

HIGH SCHOOL

YEAR TWO

by oliver **SICAT '01**
CEO, Ednovate
(Hybrid High School
Charter Management
Organization)



FAVORITE TEACHER
VEPASSIONATEINSPIRING SUPPORTIVEHONESTGU

*We asked our USC
Rossier Family —*

Who is the teacher you are most thankful for?

🐦 Tweet about your favorite teacher to
@USCROSSIER with **#FavTeacher**
or post it on **Facebook.com/RossierUSC**



Azriela Jankovic: **Adele Lapadula** because she was honest, understanding, and expressed her belief in her students!

Adele Lapadula: What a lovely Thanksgiving treat to know that you continue to appreciate my efforts to give back. I am truly honored.



David Haglund: **Mrs. Chun** from Castle View Elementary School (1967) in Riverside. She was incredible and I wish I could find her to say thank you. I know I am not alone.



Christina Bañuelos: I'm thankful for my high school history teacher and coach, **Mr. Larry Rodriguez**. Without his guidance, support, and encouragement, I never would have applied to college, much less become a Trojan alum. I am now an adult school teacher and try to be just like him everyday. When I finish my PhD program, I hope to share this passion with other teachers. Thank you Mr. Rod!!



Tiffany Burnett: It's a tie: **Mrs. Shelton**, a math teacher, who told me I was too smart for her class and then told my counselor to quit cheating me and bump me up to a college prep class (she taught me that you don't have to quietly accept a mediocre education). **Dr. Bruce Hoskins**, my stats professor, told me I was going to earn a PhD one day – even though I swore I wasn't even going to grad school – and for 3 years has "harrassed" me about it. I'm now in the middle of undergrad research on how parent involvement is the most effective tool in the creation of successful college-ready urban school children. I'm also applying to PhD programs. I wouldn't be who I am without them.



Even-Kesef Eran: My High School Language arts teacher **Zahava Meyoosef**, who recognized that I was a language learner despite my BICS and went the extra mile to make sure I was on track.



Antar Tichavakunda: **Ms. Conrad** was my 5th and 6th grade teacher. She created a classroom culture that made learning fun and cool. This safe space allowed me to embrace my love of learning and challenge myself academically. Thank you Ms. Conrad!



Andy Freeman: **Mr. LaChance** because he inspired me while everyone else gave up on me!

Antar Tichavakunda PhD '18



As a new teacher 10 years ago in Newark, NJ, I struggled to come to terms with a hero complex – to fold up my little red cape; to embrace the reality that none of my students needed saving; and to realize that they needed to learn literature, poetry, plays, and nonfiction; they needed to develop literacy skills in robust and compelling ways; they needed a dynamic, engaging, knowledgeable, intentional, and caring teacher. Relating to my students was not enough to make this happen. I thought that growing up in a single parent, lower income home gave me an advantage to work in a high needs school. I believed that having attended 13 public schools in urban, suburban, and rural neighborhoods might clue me in to the kind of instability that many of my students might have also experienced.

But the ability to relate to my students was not enough to make a difference in the quality of their learning.

My experiences as a young person helped me answer the calling – to go back to the neighborhoods like those I grew up in, and to return to those schools as a teacher – but having this perspective did not help me, magically, *become effective by doing*. Becoming effective involved learning how to seek out and critically analyze my conscious and unconscious decisions, actions, language, and behaviors as a teacher that added up to the quality and effectiveness of my instruction. I needed to learn how to access learners' funds of knowledge, goal orientation, motivation, ability to self-regulate, and their cognitive practices in order to promote more meaningful dialogue and active participation that resulted in real learning – observable, measurable, and lasting.

Before earning my own classroom, my two-year MAT program had given me plenty of useful tools and had immersed me in the most current and salient educational debates. I also learned how to design lessons, create assessments, and collect data on my students. At the end of our matriculation, all MAT candidates would take a four-hour written exam to demonstrate knowledge of all we had learned and all we would do in the teaching careers that lay before us. Our professors were inspiring, knowledgeable, engaging, and

by **john PASCARELLA III***Assistant Professor of Clinical Education and Director of Fieldwork for Academic Programs, USC Rossier*

radical. They were passionate, welcoming, and connected to their work as former teachers and practicing teacher educators. Some became lifelong mentors with whom I still keep in touch and seek guidance. All were willing to engage in the endeavor of this transformation we call becoming a teacher.

And yet few professors – in fact, only one – were actually involved in our fieldwork and clinical practice. When student teaching began, I was so startled by the fracture from our university experience that I spent hours tracking down those professors and borrowing their time from their many other obligations unrelated to our preparation in the field. I brought my MAT candidate friends with me – those who felt the same disconnect and who needed the support of those who had mentored us through the literature, policy, and theory.

Some years later, in the wake of nearly losing my high school teaching position due to state cutbacks, I joined a group of clinical faculty at USC Rossier who shared one simple vision: to innovate, transform, and educate teachers, school leaders, and other school professionals with powerful and sustaining impact. Mindful of the disconnect we once felt as novice teachers, our faculty have organized and produced a series of crucial, research-informed innovations to the fieldwork and clinical practice component of our MAT program. By sharing videos of themselves teaching, our candidates have the opportunity to receive ongoing feedback from faculty and peers in their methods and guided practice courses. In this way, candidates engage in a reflective teaching cycle for demonstrating growth and mastery of core teaching skills.

Few programs in the country offer the same opportunity. And while the use of video in teacher preparation is not new or original, our entire program is unlike others because we designed the curriculum with deliberate use of video during clinical practice. More importantly, our faculty and candidates view its use as the essential ingredient of staying connected to one another, of examining the evidence of teaching growth, and of disrupting the classroom norms that often suffocate learning.

In the next few years, my Rossier colleagues and I will continue to research this experience and work with our K-12 partners, candidates, and graduates to make data-informed decisions about the mechanisms and practices that serve our school's mission to improve learning in urban education locally, nationally, and globally. Our goal is to prepare teachers who are best positioned to cultivate classroom interactions, meaningful dialogue, and active participation among students that result in learning.

The more we understand about the kinds of experiences teacher education can provide its candidates to contribute to this goal, the better positioned we are as teacher educators to enhance their preparation and stay connected to their learning and development as new teachers in the urban schools we are committed to serve. ■

— MY FAVORITE —
TEACHER

Marie Gironda, University High School, Newark, NJ, was never my English teacher, but when I came to her classroom as a student teacher I learned more in one year about literature, poetry, and language arts than I had in most of high school and college. And more than literature, Marie taught me how precious every minute of a lesson was, how to individualize every activity, and most importantly, how to ignite the light in students' eyes."

— John Pascarella III



Teachers in the Lead: A DOCTORAL CANDIDATE PERSPECTIVE

— MY FAVORITE — TEACHER

Guy Glimpse taught math and music, sometimes combining the two by creating catchy tunes to help us learn algorithms, definitions, properties, and terminology. He was very big on personalization and worked hard to design learning experiences differentiated to meet the individual and collective needs of every student in his class.”

— Janet Mack

All teachers have the capacity to become leaders in their schools. They do not have to carry an official title or be appointed to a position to positively influence student outcomes. In most cases, informal teacher leaders make an even greater impact because of their built-in credibility and close proximity to the classroom.

Research has shown that successful schools encourage and embrace leadership at all levels. The complex demands of education in the 21st Century require schools to shift from singular, top-down leadership to more collaborative and shared leadership that promotes collective intelligence, joint problem-solving and participatory decision-making.

Teacher leaders, collaborating with their principals, can help to improve the quality of teaching and learning at their schools by strengthening a culture of lifelong learning, continuous improvement and personal growth for teachers.

While conducting my dissertation research on factors that influence teacher leadership development in urban schools, I discovered that teachers are choosing to exercise their leadership capacity in many different ways.

One high school math teacher named Sandra, for example, enjoys making sense of data so she took on the responsibility of taking the results from various assessments and putting together data displays to make it easier for the principal and faculty to analyze and interpret results. She eventually expanded her role by organizing a data team that meets once a quarter to review benchmark data and look for school-wide patterns and trends.

Joel, a middle school English teacher, began using anchor papers and rubrics to help students improve their writing. He shared this approach with colleagues and took the initiative to invite teachers into his classroom to observe how the strategy was being implemented. As a result, other members of the department began sharing promising practices and conducting regular learning walks to observe each other with the goal of improving literacy instruction school wide.

Third grade teacher Nicole is known for creating a nurturing, welcoming and safe environment for her students. She is often called upon by peers to share ideas, tips and suggestions on classroom management and positive learning environments. After many requests for advice, Nicole took it upon herself to design a resource guide of suggestions, tips and structures for each grade level team in her school.

Most teachers are eager to take on leadership roles, but are not always sure how to get started or what skills they will need to carry out a particular task. In 2008, the Teacher Leadership Exploratory Consortium developed a set of standards to describe what teacher leaders should know and be able to do, available at www.teacherleaderstandards.org. These standards can help teachers identify contexts where teacher leadership opportunities exist within their schools, and the types of foundational knowledge needed to become more effective in their leadership roles.

Teacher leadership is not about power or authority, but it is about drawing upon the abilities, talents and skills of others in order to transform the quality of teaching and learning in our schools. We need to encourage teachers to get involved and take on leadership roles at their schools. We need to build teachers' capacity for success as leaders and inspire them to lead with persistence and a laser-like focus on student achievement.

When schools begin to empower everyone to lead, they become true learning organizations focused on high expectations and learning for all. ■



CONNECTING

the rossier family

Matt DeGrushe ME PASA '04 joined USC Rossier in January as director of alumni engagement, overseeing alumni events, career services and partnerships. Most recently, he served as assistant dean for career services at the USC Gould School of Law for eight years. Prior to this, DeGrushe was director of career development at Pepperdine University School of Law, and associate director for the MBA Career Resource Center at the USC Marshall School of Business. He spoke to Futures about his new role engaging USC Rossier alumni.

Futures: How will your office be helping new teacher candidates and other Rossier graduates in their job search?

Matt DeGrushe: We are committed to helping Rossier graduates launch their careers in a variety of ways. First, we plan to enhance the specific job search related supports, including custom designed resources for Rossier graduates and links to valuable outside resources tailored to the needs of each degree program. Second, I see my role as a facilitator of alumni relationships with Rossier, so I will be connecting alumni with current students and other alums for networking and career opportunities. Third, we are committed to strengthening our relationships with school districts, charter school organizations and other employers of Rossier graduates.

Futures: This issue of Futures is focused on teachers. How is the job market for teacher candidates right now?

Matt DeGrushe: A lot has been written about the job market for teachers, both positive and negative. Some predict an increase in demand for teachers based on increases in the school-age population and teacher retirements. Others are less optimistic, based on funding cuts and an overabundance of qualified applicants. A January *LA Times* story noted a surge of new teacher hiring for LAUSD. The current job market for teachers varies dramatically from state to state and county to county. So, I really encourage new teachers to broaden their search geographically. Based on recent hiring trends, teaching candidates are in the highest demand in special education, as well as in subject areas such as mathematics and the hard sciences. They are also in higher demand in bilingual education. I would also recommend to prospective teachers that they proactively build their resume with stints as volunteer teachers, substitute teachers and other short term/temporary experience. These job seekers have a better chance of getting noticed in the competitive application process, and often have made great networking connections.

Futures: As an alumnus of Rossier, how do you think our programs distinguish themselves to make a USC degree more marketable?

Matt DeGrushe: Our location in Los Angeles combined with Rossier's focus on urban education provides a unique platform and solid foundation for preparing future educators. Rossier faculty conduct research on the cutting edge of changes and trends in the field of education that enhances a Rossier student's experience. And I know that the strength of the USC brand and the power of the USC Alumni Network play a critical role in launching and building successful and rewarding careers for our graduates.

Contact Matt DeGrushe at 213.821.2670 or email mdegrush@rossier.usc.edu. ■

— MY FAVORITE — TEACHER

Mrs. Hoffman had a great impact on me in the 6th grade when I won the school-wide math bee. She and I met for one hour before school every day to hone my ability to quickly solve the multi-part equations I would face. Her belief in me not only propelled me to advance all the way to the finals of the NYC Catholic School Math Bee Championships (I finished 4th), but it helped me develop confidence."

— Matt DeGrushe

Faculty News

Melora Sundt assumed the new role of Executive Vice Dean for USC Rossier. In addition to overseeing Academic Programs and the Office of Enrollment Management and Student Services, she now oversees Research and Faculty Affairs, as well as Program & Professional Development at Rossier.

Sundt also was appointed as a NASPA Faculty Fellow, joining a group of 12 faculty members selected by the Student Affairs Administrators in Higher Education to develop research questions, craft reports, and design curriculum for the student affairs profession.

Mary Helen Immordino-Yang accepted the Early Career Award for Public Engagement with Science and Technology from the American Association for the Advancement

of Science (AAAS) in February. She was recognized for her efforts to engage the education community and the general public in thinking about neuroscience and its implications for learning in school.



Mary Helen Immordino-Yang

Dominic Brewer, Morgan Polikoff, Mary Helen Immordino-Yang and **Katharine Strunk** were listed among the top 200 education scholars whose work has most influenced the national education discourse in the 2014 Edu-Scholar Public Influence rankings. In the overall rankings of more than 20,000 university-based faculty tackling educational questions in the U.S., Brewer ranked in the top 100, while Polikoff, Immordino-Yang and Strunk ranked in the top 200. In a further breakdown of the top 10 assistant professors in America, Polikoff was No. 2 and Immordino-Yang was No. 5.

In addition to this acknowledgment, **Brewer** was recently elected to serve as President of the Association for Education Finance and Policy (AEFP), the preeminent organization for education finance and policy-related inquiry and scholarship.

New Faculty

Daphna Oyserman, internationally known researcher on self, culture, and motivation, joined USC with a joint appointment at Rossier in January 2014. She and husband Norbert Schwarz will open the USC Dornsife Mind and Society Center at the Verna and Peter Dauterive Hall, which upon completion will be the university's first interdisciplinary social sciences building.



Daphna Oyserman



William G. Tierney was elected as a member of the **National Academy of Education (NAEd)**, an exclusive society of up to 200 U.S. members recognized for their outstanding scholarship or contributions to education. He will be inducted into the society at the annual meeting in Washington, D.C., in November 2014.

Tierney also was honored by the Association for the Study of Higher Education (ASHE) with the 2013 ASHE Leadership Award, which recognizes individuals who bring visibility and support to the field of higher education by demonstrating the contributions of the study of higher education to policy formation.

Recently, Tierney was appointed by Dean Gallagher to serve as Associate Dean of Research and Faculty Affairs for USC Rossier.

Published & Presented

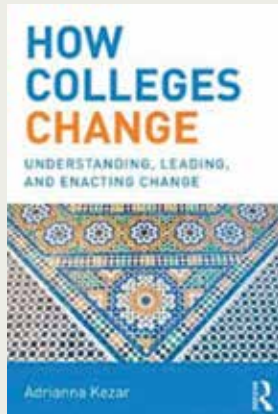
Estela Mara Bensimon and colleagues at the Center for Urban Education and the Tomas Rivera Policy Institute at USC published the report, *Addressing Latino Outcomes at California's Hispanic-Serving Institutions*, which examines how Latinos are faring in the California higher education system. The findings were presented at CUE's two-day Institute for Equity, Effectiveness and Excellence at HSIs in October.



Estela Mara Bensimon

Bensimon was the recipient of the 2013 Association for the Study of Higher Education (ASHE) Research Achievement Award, joining a small group of prolific scholars who have been recognized for research that advances understanding of higher education and shapes the field of study and practice.

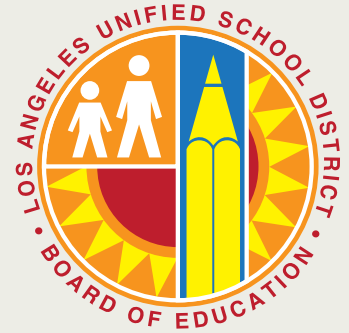
Adrianna Kezar published *How Colleges Change: Understanding, Leading, and Enacting Change*. The book is a crucial resource for aspiring and practicing campus leaders, higher education practitioners, scholars, faculty, and staff who want to learn how to apply change strategies in their own institutions.



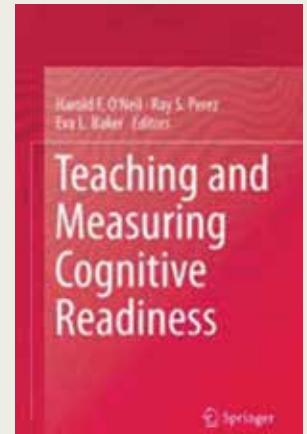
Jerry Lucido led the annual conference of the USC Center for Enrollment Research, Policy and Practice (CERPP) in January, in which admissions officers and university leaders discussed the definition of merit.

On January 31, **Lucido** was awarded the Joe Allen Exemplar Award from the Western Region of the College Board for his contributions on behalf of and benefiting students.

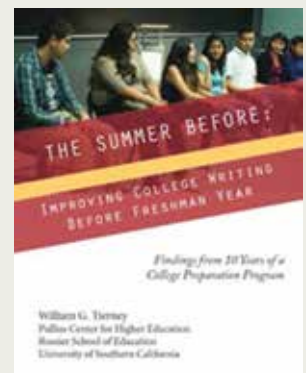
Julie Marsh and **Katharine Strunk** publicly presented preliminary findings from their study of Los Angeles Unified School District's Public School Choice Initiative (PSCI) on Nov. 14. They presented key findings from the first three years of their four-year study of the initiative's implementation and outcomes with support from a highly competitive \$6-million federal Investing In Innovation (i3) grant.



Harry O'Neil co-edited a book with Ray Perez and Eva Baker published by Springer titled *Teaching and Measuring Cognitive Readiness*. As cognitive readiness is roughly synonymous with 21st Century skills, the book brings together several disciplines on the construct of readiness and presents theoretical and empirical findings and their impact on adult learning.



William G. Tierney authored a monograph on findings from 10 years of SummerTIME, a writing program for underrepresented college-bound youth in L.A. offered by the Pullias Center for Higher Education. His report, *The Summer Before: Improving College Writing Before Freshman Year*, details the program's structure and design, theoretical framework, evaluation model, and impressive results. It also calls for more funding of such programs, and concludes that the 2013 program will be SummerTIME's last.



2013 USC Rossier

HOMECOMING TAILGATE



Nearly 200 alumni, students, faculty and friends came out to celebrate their Trojan Pride before the big win over Stanford on November 16.



Darline Robles PhD '94
and family



UPCOMING EVENTS:

March 26, 2014

Leaders in Giving

Invite Only – Academy Members

April 6, 2014

“Grand Hotel, The Musical”

Bing Theatre | Post-reception
with student cast and crew

Invite Only – Academy Members

May 15 & 16, 2014

*USC Rossier Commencement
Ceremonies*

USC McCarthy Quad

July 17, 2014

2014 Leadership Conference

USC Davidson Conference Center



(L to R) Jim Berchtold,
Amy Dundon-Berchtold '72,
and Anne Wicks MBA '05



EdD students Mark Jones and Stephanie Osowski



Jack Davis MS '68 and Marsha Davis MS '69

(L to R) Camille Ramos-Beal ME '10, EdD '13, Amir Whitaker ME '08, EdD '11, and Juanita Naranjo EdD '13



MAT students Shireen Malek and Puja Savla

James Yee, Candy Yee '68, MS '69, Patti Poon '65 and Dudley Poon



JAMES PATTERSON

TEACHER EDUCATION SCHOLARSHIP

2013 - 2014

Eight outstanding Master of Arts in Teaching students at Rossier have won the Patterson scholarship, which was established by the best-selling crime novelist and literacy advocate to support future English teachers. The recipients shared their passion for cultivating a love of reading in their students.

lauren **GALAPATE**

Lauren says the Patterson scholarship has lightened her financial burden, allowing her to focus all of her energy on becoming a great high school English teacher.

“It is my goal upon graduation to give back to communities similar to where I grew up, and as a teacher in the classroom, I hope to stress the importance of education to my students and inspire them to achieve higher education. Receiving the Patterson scholarship has very much been a blessing. It has allowed me to pursue my dream.”



dana **GINGER**

When Dana arrived in the U.S. from Argentina in 2003, she spoke no English. She credits great schools and teachers with helping her achieve her potential, and she wants to give that experience back to her future students as an urban high school English and ESL teacher.

“I believe my direct experience as a first-generation immigrant and ESL student provides me with the empathy, compassion and pedagogical tools that will enable me to help other students on a similar path. Literacy is so fundamental to opportunity. It is through literacy that we get access to the stored knowledge of humanity, which helps us move society forward and improve ourselves.”



hannah **HUDSON**

Hannah knew she wanted to be an educator since she was 11. She has always loved being transported to another time and place through a good book, and wants to share that magic with her students as an elementary school teacher.

“I want my future students to acquire the same love and passion I have for reading and understand that knowledge is power.”





jason **HUYNH**

Currently a behavioral therapist for children with autism, Jason is especially passionate about teaching underprivileged children and giving back to his community. His desire to teach English language arts stems from his own experience as a child who struggled with the subject in school.

“As a teacher, I want to bridge the gap in the language barrier that exists for children of immigrants. I understand what it is like to feel lost on your homework and not be able to turn to your parents for help. It was the dedication of my teachers and their unwillingness to give up that inspired me to enter a career in education. Receiving the James Patterson Scholarship is a tremendous honor.”



harley **SHINE**

Harley wants to be a high school English teacher, and plans to prepare his students for life after high school – no matter what they choose to do.

“I believe that regardless of what an individual student’s life goals and ambitions are after graduation, reading and writing are valuable and essential skills that everyone will need in order to be successful in any field.”



jeanny **TANG**

In third grade, Jeanny discovered her love of literature and language when her teacher informed her that author Laura Ingalls Wilder wrote *The Little House on the Prairie* books based on her own childhood. Since then, she has been an avid reader and writer herself, and, as an elementary school teacher, hopes to help her students find these joys as well.

“The Patterson Scholarship is particularly meaningful to me. My goal as a teacher is to inspire a love of language arts in children so that they can find richer meaning in all aspects of life. If they love to read and write, they will find depth when they engage in the world around them. I know that everything starts with a child doing something simple; like a girl with her favorite book about a prairie, deciding to sit down and write.”



constance **WONG**

Constance used to envision a career as a New York City magazine editor, but her initial foray into the field was unfulfilling. When she asked herself how she could read novels and positively impact the world at the same time, she found her calling as a high school English teacher. She is thrilled that the Patterson scholarship helps to reduce the financial burdens of her parents, who have worked on a vegetable farm in Palm Springs since she was nine.

“I chose a teaching program that focused on urban, inner-city students, because it hits home. As a future educator, I want to help urban communities, even if it starts with one family at a time. Because of the Patterson Scholarship, I’m taking one step ahead in finally becoming an English teacher.”



samantha **NIMAN**

The Los Angeles native says she plans to pursue a special education credential in addition to her multiple subject credential so she can teach special needs elementary school students.

“From a young age, I have had a passion for working with children.”

DSAG AWARDS DINNER IS EVENING OF FIRSTS

The Dean's Superintendents Advisory Group (DSAG) Awards Dinner on January 29, 2014 set some records.

It was the largest attendance of any previous Awards Dinner – 150 filled the ballroom at the Monterey Plaza Hotel. The dinner was held in conjunction with the annual Association of California School Administrators Symposium, at which USC had the largest representation of alumni among participating universities.

A record 15 sponsors supported this year's dinner.

Thanks to the fundraising work and generosity of DSAG members, three outstanding educators were each awarded \$5,000 scholarships – the first time DSAG has chosen three students – to support their EdD program studies and their aspirations of becoming K-12 superintendents.

DSAG is a group of 200 – and growing – active and retired USC Rossier alumni superintendents, spanning the state and beyond. Chair Greg Franklin '83, EdD '97 acknowledged the full room of education leaders and their professional tenure spanning from two to 32 years in superintendencies.

Another first was reached this past year with the establishment of the DSAG Endowed Scholarship Fund, which has continued to grow through the generosity of Rossier alumni and sponsors. It is this fund which enabled DSAG to increase its

scholarship awards from two to three this year.

This year's scholarship winners were Catherine Kawaguchi, assistant superintendent of educational services in Oxnard School District; Melissa Moore, assistant superintendent of human resources in Yucaipa-Calimesa Joint Unified School District; and Ramiro Rubalcaba, principal of Azusa High School in Azusa Unified School District.

Former superintendent, DSAG member and Rossier professor Rudy Castruita EdD '82, scholarship selection committee chair, introduced the scholarship recipients, commenting on the quality, professional dedication, and passion shown by these educators throughout their careers. He cited their professional honors, as well as the nearly 70 total years they have accumulated as teachers, assistant principals, principals, and administrators in everything from special education to student services to human resources.

The recipients spoke of their gratitude to the Rossier faculty, the DSAG organization, and the Trojan network of support.

Annual gifts can be made to grow the DSAG Endowed Scholarship Fund to award even more scholarships in the future. Every gift counts toward The Campaign for the USC Rossier School of Education.

To make a gift, visit giveto.usc.edu or contact Diana Hernandez, director of annual giving, at dehernan@usc.edu or 213.740.3499. ■

Dean Gallagher with scholarship winners Ramiro Rubalcaba, Melissa Moore and Catherine Kawaguchi, and DSAG Chair Greg Franklin '83, EdD '97



Diana Hernandez, director of annual giving at USC Rossier, and John Roach EdD '88, chair of the DSAG Endowed Scholarship Fund

In another first for the annual dinner, DSAG honored two educators – and chose them from the same family!

Jack W. McLaughlin MS '65, EdD '68 and Michael (Mike) J. McLaughlin EdD '77 are brothers, longtime California superintendents, and members of a Trojan family which holds 16 USC degrees and includes three generations of superintendents.

Jack was the youngest to earn a doctorate of education from USC when he received his EdD at age 26. He served as Nevada Superintendent of Public Instruction, as well as school superintendent of Sunnyvale City, Hemet Unified, Berkeley Unified, and Stockton Unified. In 1999, he was named California Superintendent of the Year by the American Association of School Administrators.

Mike has served as superintendent in Santa Barbara, Redding, Auburn, Cambria, and Cotati-Rohnert Park among others. He also served as superintendent of The New Millennium Partnership consortium of districts. In 1989-90, he was recognized as CAEOP's California's Administrator of the Year. He has taught at USC Rossier, Cal State Chico, Cal Poly San Luis Obispo, and was a presenter of the Association of California School Administrators' Superintendents Academy for 23 years.

The honorees were introduced by their sons, the third generation of McLaughlin superintendents, Jack McLaughlin, Jr. MS '92 and Mike McLaughlin, Jr. EdD '06, who acknowledged the lessons from their dads. "It's about family, and it's about tradition." A Trojan tradition. ■

Honorees Mike McLaughlin EdD '77 (l) and Jack McLaughlin MS '65, EdD '68



USC Rossier School of Education
BOARD of COUNCILORS

We are very honored to have a group of board members who support, advise, and advocate for the USC Rossier School of Education in the fulfillment of our mission.

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CEO, Participant Media

Katherine Bihl EdD '05

Vice President & Executive Director,
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Margaret (Maggie) Chidester EdD '95

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Alicia Dowd

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Dean's Superintendents Advisory Group Chair

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Investing in the Next Generation of Teachers

MOM-INSPIRE

***m*ilt Meler '70, MBA '71 spent his career in corporate finance, but a deep commitment to the education and mentorship of Trojans has defined a great deal of his last 15 years since retirement. Meler, a member of the Dean's Laureate Circle at USC Rossier, attributes this to his late mother, Erma Lee Meler, for whom he established the Erma Lee Meler Family Endowed Scholarship at Rossier.**

Erma Lee was a lifelong teacher who was so loved by her students and parents that when mandatory retirement policies at the time forced her out of the classroom at 65, there was nearly revolt, according to Meler.

"My mother absolutely loved to teach, and it was a real passion for her. She really cared about the students and wanted to see them do their very best. She taught in San Marino for so long that she started to teach the second generation of families, and she was always in demand when children would reach fourth grade at Valentine Elementary School," Meler recalled. "She didn't want to retire, and there were a lot of upset parents."

Erma Lee came from a brood of educators. It was not common for women to pursue postsecondary degrees in 1920s rural Oklahoma, yet Erma Lee, her three sisters and brother all graduated from college and became teachers. Erma Lee majored in mathematics, but found she enjoyed teaching every subject. She joined her husband in California in the 1930s and began teaching in Whittier. After Meler and his brother were born, she returned to the classroom, first as a substitute, then as a full-time fourth grade teacher at Valentine. In 1973, she was named Teacher of the Year for San Marino Unified School District.

Meler said he wanted to honor his mother as a phenomenal teacher, but also as the woman who demonstrated amazing strength and fortitude as the sole family breadwinner when her husband passed away in 1961.

"The loss of my father made it very difficult for her to manage the family finances with two teenage boys, and she never remarried," Meler said. "I was really proud of how she devoted herself to her sons, and made us her top priority. Fortunately, she had a teaching career to help provide for her family, but teachers didn't make very much money then. She would substitute, work summer school, and tutor after school to help our family survive after my father's passing."

But teaching was so much more than a job to Erma Lee. Long after her boys were grown, she continued to substitute teach for San Marino schools until age 80. She also volunteered more than 15,000 hours at the Methodist Hospital in Arcadia, giving her time and energy to the community up until she became ill at 89.

Meler seems to have inherited his mother's penchant for giving back. Since 1999, he has actively served as a mentor for scores of USC Marshall and Leventhal students through the school's Career Advantage Program (CAP). "Once I was retired, I had the time, and I wanted a way to reconnect with the university," he said. "I am so taken aback by how bright and accomplished and passionate the students are about life and their education. It's so exciting what has happened in the last 20 years at USC, and so rewarding to see that USC has these kinds of students."

Meler mentors about five Marshall and Leventhal students each year, sharing his experiences in private industry and offering guidance in landing an accounting firm position after graduation. "It's almost like a career in itself, and there's a relationship that develops," he said. "I like to share my knowledge and experiences, help them find their career course,



(L) Milt Meler '70, MBA '71, Dean Gallagher, and Anna Karen Meler



(R) Erma Lee Meler

and hopefully make a difference. I think it kind of keeps me young and invigorated."

Through the Erma Lee Meler Family Endowed Scholarship at USC Rossier, Milt is also pledging his faith in a new generation of exceptional teachers. "Teachers set the tone for how students learn, behave and socialize, and I have seen firsthand how a gifted teacher can instill passion for learning in students," he said. "That is why it's so important to support Rossier and make sure the program is vibrant and has the best quality, motivated students who can go on to be successful teachers."

Meler, who owns and operates the Montecito Hills Winery in Paso Robles, said he felt like part of the Trojan Family long before he began his undergraduate studies. His cousin, Roy Irvin, was a USC basketball star in the 1950s, and Meler has been a Trojan fan since he was very young.

After earning his bachelor's and master's degrees, Meler entered the workforce with a distinct advantage that impressed managers at faucet manufacturer Price Pfister, which employed him for the next 23 years. "USC certainly opened the door," Meler said. "Having a degree from USC was important to giving me status. USC was well-known for its business school."

The family tradition continued into the next generation. Christopher, the son of Meler and his wife, Anna Karen, earned his degree in accounting and mathematics from USC in 2004.

For Meler, the endowed scholarship both honors his mother and ensures that outstanding educators like Erma Lee will receive the highest quality preparation for years to come.

"Not everyone comes from a family of wealth, so it is important to support students who need some financial help through scholarships," he said. "As part of the Trojan Family, I want to see capable students have the chance to go to a school like USC. And I believe that the desire to support and give back to the university is prevalent among most USC graduates." ■

— Andrea Bennett

— MY FAVORITE — TEACHER

Dr. Louis Liethold was my son's math teacher at Malibu High School. He was the author of calculus textbooks used in colleges worldwide, and he taught math teachers how to teach calculus. The head of the math department, Jill Bell, wanted to start teaching second-year calculus at Malibu High and convinced him to come teach calculus BC. There were only five students in the class, including my son, and all of them got fives on their AP exams. He had a huge influence on Christopher, who didn't have to take any more math when he got to USC but missed it so much he ended up majoring in math and accounting."

— Milt Meler

leaders **IN GIVING**

USC Rossier recognizes our leadership level donors in The Academy, the school's leadership giving society. Its members, who give \$500 or more annually to support the school, demonstrate incredible leadership and vision through their generous support.

*Thank you to our newest members this fiscal year:**

- Dana Ashton '80 and Katherine F. Ashton
- William H. Aston MS '56
- Bobby J. Avant '62, MS '63 and Deanna Avant
- Carlton W. Blanton EdD '87 and Eloise M. Blanton '64
- Genaro Carapia MS '84 and Lai Tan Carapia
- Kay L. Cooper '59 and Wilfred N. Cooper
- Robert J. Cornelius PhD '79
- Matthew DeGrushe ME '04
- Noemi B. Donoso PhD '08
- Alysia Ekizian '89 and Gregory H. Ekizian
- Robert E. Ferris EdD '65 and Pauline Ferris PhD '79
- Martin P. Galindo '79
- Stephen A. Goldstone EdD '77 and Linda J. Goldstone
- Masae Gotanda PhD '77
- Diana E. Hernandez
- Kent M. Keith EdD '96 and Elizabeth M. Keith
- Carolyn H. Kekai MS '76
- Lauren N. Keyes ME '09
- Louis A. Pappas EdD '91 and Leslie A. Pappas
- Annette M. Symons '76, MS '80

**List includes new members as of January 17, 2014.
USC Rossier's fiscal year runs July 1, 2013 – June 30, 2014.*

why give?

“My wife, Lai Tan, and I support Rossier because we truly believe that one of education's most cherished virtues is **HOPE**. Our annual gift supports



future educators and administrators who will truly make a difference in shaping young minds.”

Genaro F. Carapia MS '84
Retired LAUSD Principal

“My gift to Rossier was in recognition of the leadership and guidance provided by Dean Gallagher. Her initiatives and focus have given momentum to USC's



education mission.”

Bob Cornelius EdD '79
Retired Deputy
Superintendent

join us

All members receive special recognition at our annual Academy celebration:
Leaders in Giving | March 29, 2014
University Park Campus | Davidson Conference Center | Vineyard Room

To RSVP, or to join The Academy, please contact Diana Hernandez, director of annual giving, at dehernan@usc.edu or 213.740.3499. For information on membership benefits and recognition levels, please visit: <http://rossier.usc.edu/giving>.

Your Dollars at Work:**in service of students**

Among the many valuable initiatives supported by the Annual Fund at the USC Rossier School of Education is the Yellow Ribbon Scholarship, awarded by Dean Gallagher to students who have served our country. With support from the Annual Fund, military veterans receive a \$10,000 scholarship from Rossier.

Jimmy Sembiring '11, 2013-14 recipient, sees teaching as a way to continue his service to his country. The Indonesian-born Sembiring and his family moved to the San Fernando Valley when he was 11 specifically for the U.S. education system and the opportunity for him to pursue higher education.

By high school, he already knew he wanted to join the U.S. Navy. "I felt a strong connection with this country and everything it gave me, including a much better and brighter future," he said. "I wanted to serve as a way to show my gratitude."

While stationed in San Diego, Sembiring took classes at the community college, and then transferred to USC Marshall to earn his bachelor's in business administration in 2011. "It was here that I was able to utilize my ability to effectively communicate the language of numbers with my peers, and that was when I realized that I enjoyed teaching mathematics."

Sembiring is now pursuing his Master of Arts in Teaching at USC Rossier to become a high school math teacher. He described his first class as a student teacher at James Monroe High School: "I felt as nervous as anyone would teaching a class full of students for the first time, but also I felt at home – like I was in the service again and part of a team that works toward the greater good," he said. "I started off serving this country as a sailor and now I am serving this country in the education of its students. My life has found purpose and meaning through teaching."

He said the Yellow Ribbon Scholarship has allowed him to follow his passion for teaching at one the best universities without the burden of paying full tuition.

"I am really grateful for the Yellow Ribbon Scholarship and grateful to those who have invested in veterans to ensure that we have the resources to pursue higher education," Sembiring said. "I hope that this program continues to help veterans such as myself." ■

— Andrea Bennett

— MY FAVORITE —
TEACHER

In addition to teaching me calculus, Mr. Carlos Rodriguez taught me life lessons, which I am grateful for today. He taught me to not ever give up and to always give back to the community. Ever since then, I have always looked up to him because he wants his students to succeed and he does so without expecting anything in return."

— Jimmy Sembiring



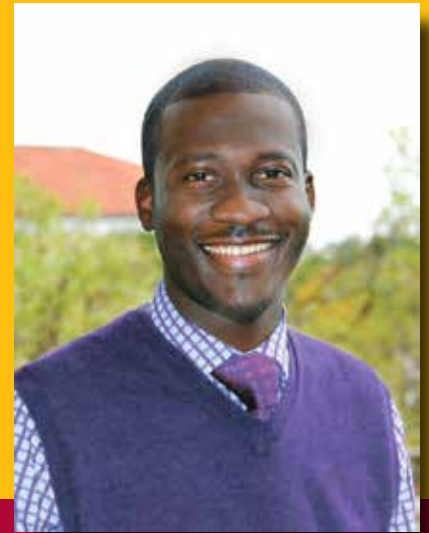
1 out of 5 Rossier students was referred by a Trojan



**Tatevik Melkumyan,
ME PASA Student**

Postsecondary Administration
and Student Affairs

Referred By
Henan Joof ME PASA '11
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