



[FROM THE DEAN]

Rossier Reach is taking this opportunity to welcome our newest faculty and also highlight the achievements of several others. Their work distinguishes not only the USC Rossier School of Education, but the education field in both scholarship and practice.

The educational environment in which we all work and teach continues to be severely disrupted. That is why I am so proud to welcome new members to our faculty who are agents of change in their areas of study. Both our research ranks and our clinical faculty have expanded to include scholars and practitioners who are nationally known for work that pushes educational thought outside of its comfort zone.

These prominent educators build on an established reputation at Rossier for setting and achieving bold goals, using data to drive decisions, and sharing governance to realize our mission of strengthening urban education locally, nationally and globally.

I am honored to work among these esteemed colleagues.

Karen Symms Gallagher, Ph.D.
*Emery Stoops and
Joyce King Stoops Dean*

rossier research



THE SCHOLARS WHO MAKE THE SCHOOL

USC ROSSIER'S GROUNDBREAKING Master of Arts in Teaching, with the successful online MAT@USC now enrolling about 1,500 students, has fundamentally changed how we think about teacher preparation. Rossier now welcomes one of the country's leading scholars to this effort, with the addition of **Marleen Pugach** who joins the school in January 2012. Pugach will hold the Robert A. Naslund Chair in Curriculum: Teacher Education. She comes from the University of Wisconsin-Milwaukee, where she has been professor in the Department of Curriculum and Instruction, teaching in the middle childhood-early adolescence program and the doctoral program.

Currently, Pugach is finishing her responsibilities as co-principal investigator on a \$5 million Carnegie Corporation of New York grant to improve the quality of teacher preparation.

The Teachers for a New Era project rethinks teacher education; one of the major goals is to build relationships and resource sharing between faculty in education and faculty in letters and sciences to improve new teachers' abilities to teach academic content. "Pedagogy Labs," which allow teachers to strengthen content preparation and better understand what it means to present content to K-12 students, were successfully piloted and will now be going online.

In addition to her focus on collaboration in teacher education, Pugach is involved in research on how preparing every teacher to work with students who have special needs fits in with the larger goal of preparing teachers for diversity. She has developed a framework for how disability is addressed as a marker of diversity when teachers receive dual certification in both special and general education, as well as a classification system for various models of dual certification.

"Such dual certification programs really need to be a springboard for a fundamental redesign of general teacher education," she said, "and to challenge the field to a much larger discussion of teacher education reform. But this is not always the case."

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"We need to commit to making teaching a stable, well-resourced, respected career. This is a moral challenge for the country right now."

Marleen Pugach



**USC
Rossier**
School of Education

“Science education for too long has been approached as cold, rational, boring, and not engaging. And science is everything but that – it’s exciting, and scientists are emotional and passionate.”

Gale Sinatra



GALE SINATRA, A NEWLY ARRIVED visiting professor of education, is renowned for her research on the roles of emotion and motivation in learning science, particularly controversial topics like evolution and climate change.

The outgoing editor of the American Psychological Association (APA) Division 15 journal, *Educational Psychologist*, and vice president of the American Educational Research Association (AERA) Division C, Learning and Instruction, Sinatra holds the notable distinction as a Fellow of both APA and AERA.

Conceptual change is Sinatra’s main area of research, which explores cognitive, motivational, and emotional barriers to promoting change in the ways students think about science. She just began a Canadian Research Council-awarded study of emotion and motivation in conceptual change. Currently in the second year of a National Science Foundation Research and Evaluation on Education in Science and Engineering (REESE) study of emergent systems, Sinatra and colleagues are looking at simulations of complex systems found in most scientific processes, and the challenges students have learning about them.

Sinatra is concluding a three-year cross-disciplinary NSF REESE study on teaching and learning about biological evolution, from which a volume is forthcoming from Oxford University Press. She just finished a project funded by NSF developing a simulation game to help students

learn about water resources and the effects of climate change on Lake Mead. The “Losing the Lake” simulation is now being used in informal learning environments throughout Las Vegas, NV.

Sinatra plans to expand her research agenda to include more science education in urban and diverse populations – a fundamental mission of Rossier – and to collaborate with faculty in the school. “Far too few women and students of color enter science as a career,” said Sinatra. She views the urban education focus of Rossier, as well as its commitment to build a bigger pipeline of STEM educators, as an opportunity to broaden participation in the sciences and expand the types of questions scientists ask and answer.

“I’m really concerned about the lack of data-based decision-making on critically important topics of our day, like climate change, and that the public is becoming less and less engaged with science,” she said. “Any pressing problem of our day requires an appreciation for the data, evidence, and informed decision-making that science provides. Too often, decisions are based on politics, not evidence.”

Sinatra also hopes to change preconceived notions about science for learners and teachers through her work. “Science education for too long has been approached as cold, rational, boring, and not engaging,” she said. “And science is everything but that – it’s exciting, and scientists are emotional and passionate.” ■

Marleen Pugach [Continued from page 1]

In some of her research, evidence indicates that addressing disability in dual certification programs might actually limit addressing other markers of diversity, such as race, social class, or language.

Since she began her career as a special education teacher in Culver City, CA, Pugach has maintained an interest in and commitment to preparing teachers for what it means to teach a diverse classroom of learners, not just in terms of special education but in terms of the full range of diversity.

Pugach is co-editing a special issue of the *Journal of Teacher Education*, which will bring together the perspectives of faculty who specialize in these areas to challenge teacher educators to a broader and deeper dialogue about preparing teachers for diversity. Rossier faculty members Robert Rueda and Jamy Stillman are co-authoring an

article for the issue.

She also has extensive experience with school-university partnerships in the preparation of teachers. The third edition of her book, *Collaborative Practitioners, Collaborative Schools*, is being published this fall.

Pugach says she is passionate about advancing the teaching profession as a career.

“We need to commit to making teaching a stable, well-resourced, respected career, and we have a lot of work to do on that,” she said. “This is a moral challenge for the country right now.”

She earned her Ph.D. from the University of Illinois at Urbana-Champaign. ■

Brendesha Tynes



BRENDESHA TYNES, WHO JOINS ROSSIER as associate professor of education in January 2012, focuses her research on the impact of new media on adolescent learning and development.

Currently, Tynes is investigating how racial discrimination online affects the academic performance, mental health, and behavior of teens over time. She leads a \$1.4 million study, which is funded by the National Institutes of Health’s Institute of Child Health & Human Development (NICHD). The study follows sixth-to tenth graders over three years. The pilot data indicate that young people victimized online and in traditional settings have much lower grades in math and science than those who are victimized in traditional settings.

“In many ways, we do see a good deal of progress in terms of people talking about race in more sophisticated ways. At the same time, you have this retreat to pre-Civil Rights era race relations online,” Tynes says. “Both types of interaction will impact what happens in the classroom. We are trying to figure out exactly how.”

“Now that we’ve seen that racial discrimination is common online, we want to help kids critically think about race in online settings.”

Part of her work at Rossier will be designing an intervention to help these young victims develop coping strategies and think critically about the messages and materials they encounter online. “Now that we’ve seen that racial discrimination is common online, we want to help kids critically think about race in online settings.”

Tynes is also conducting research on African American girls’ gaming and computing as a gateway to STEM participation with funding from the National Council for Black Studies. She will also be engaged with USC Rossier’s Hybrid High School, a charter school slated to open in fall 2012.

She plans to conduct research on how online and hybrid schools are meeting the developmental needs of students in virtual settings.

Tynes, who was named one of *Diverse: Issues in Higher Education Magazine’s* Top Emerging Scholars for 2010, moves to the USC Rossier School from her role as associate professor of educational psychology and African-American studies at the University of Illinois at Urbana-Champaign, where she was a UIUC Distinguished Scholar from 2010-2011. Her Ph.D. is from UCLA. ■

William G. Tierney



AERA LEADERSHIP

USC ROSSIER RESEARCH FACULTY have distinguished themselves among their 25,000 peers in the American Educational Research Association (AERA). University **Professor William G. Tierney** was inducted as the organization’s President Elect, the first USC faculty member to hold the title. **Professor Estela Mara Bensimon** and **Professor Dominic Brewer** were added to the select roster of 502 AERA Fellows at the group’s 2011 conference. Rossier scholars **Harry O’Neil, Richard Clark, Myron Dembo, Robert Rueda** and **Gale Sinatra** are also AERA Fellows. ■

Estela Mara Bensimon



Dominic Brewer



“THE LIST OF NATIONALLY KNOWN EXPERTS AND PRACTITIONERS WHO ARE NOW ROSSIER FACULTY IS UNPRECEDENTED.

One of the school’s clear priorities is building and sustaining a faculty of both research scholars and practitioners, who together can impact the long-term success of graduates and can influence policy in urban education across the country. Our faculty includes clinicians who have gained national reputations for transforming educational organizations, universities, and complex urban school districts.” — Dean Gallagher

John Brooks Slaughter, professor of education and professor of engineering, was the first African American to direct the National Science Foundation (NSF).

Slaughter has led two universities during his career. As chancellor of the University of Maryland, he made major advancements in the recruitment and retention of African American students and faculty. As president of Occidental College, he transformed it into the most diverse liberal arts college in America during his 11-year tenure.

He is former president and CEO of the National Action Council for Minorities in Engineering (NACME), whose mission is to increase the number of engineers of color, and holds honorary degrees from 30 institutions.

Slaughter’s education research has been in the areas of higher education leadership, diversity and inclusion in higher education, underrepresented minorities in STEM, and access and affordability. Currently, his work focuses on the intersection between engineering and education, with an emphasis on what has become his lifelong quest of increasing minority participation in the science and engineering fields.



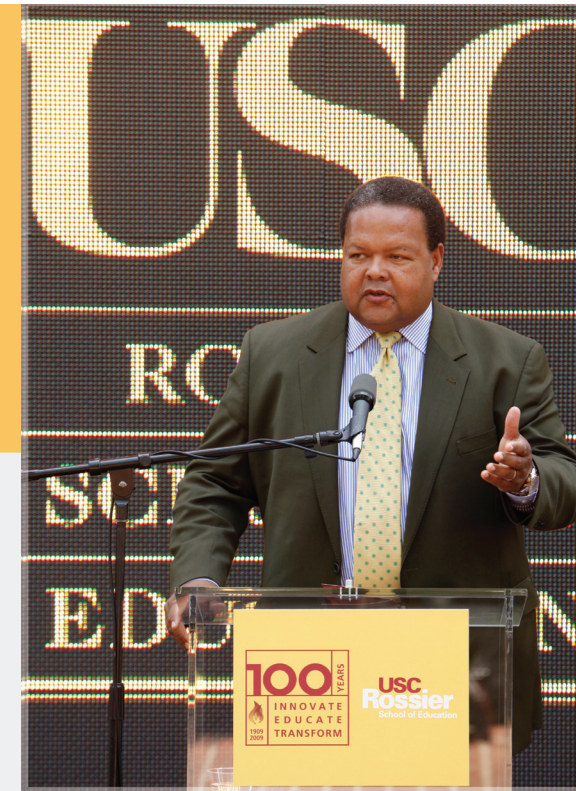
Darline Robles, the former superintendent of Los Angeles County Office of Education, is building a new hybrid master’s degree program in K-12 school leadership, to be delivered both online and on-campus. She leads the program development effort in conjunction with faculty and external partners and experts.

As County Superintendent of Schools, Robles led the nation’s largest regional education service agency, and was the first woman and Latina to serve in the post. Robles has also served as superintendent of Salt Lake City School District and Montebello Unified School District.

She was appointed in May 2011 to the President’s Advisory Commission on Educational Excellence for Hispanics. Robles is a professor of clinical education at Rossier.



Michael Escalante spent more than three decades as a public education practitioner, most recently as superintendent of the 27,000-student Glendale Unified School District. Escalante served as superintendent of Fullerton Joint Union High School District from 1997 to 2004. He is an executive in residence at Rossier.



Rudolph (Rudy) Crew’s career includes the chancellorship of the nation’s largest school district, the New York City Department of Education, where he served from 1995-99. He joined USC Rossier as professor of clinical education in 2009 after serving as superintendent of the nation’s fourth-largest school district in Miami-Dade County, Florida. He is a nationally renowned educator and education policy opinion leader, who advised the transition team of President Obama in the formulation of national education policy and now serves on the President’s Education Policy Council.

Under his leadership at Miami-Dade, the district saw rising student achievement levels, higher academic and conduct standards, and dramatically reduced overcrowding. The system is now viewed as a model for districts across the nation. As chancellor of New York City Public Schools, Crew led a number of reforms, including the adoption of curriculum standards for all schools, elimination of tenure for principals and introduction of school-based budgeting. He also was instrumental in closing failing schools.

Sylvia Rousseau served as the principal of Santa Monica High School for seven years, during which dramatic increases in African American and Latino students’ academic performances significantly narrowed the achievement gap. She then served as the assistant superintendent for secondary operational and instructional services in LAUSD before becoming superintendent of Local District 7 in LAUSD, where she was noted for large test score increases in this high poverty district. Rousseau is a professor of clinical education at Rossier.



Rudy M. Castruita

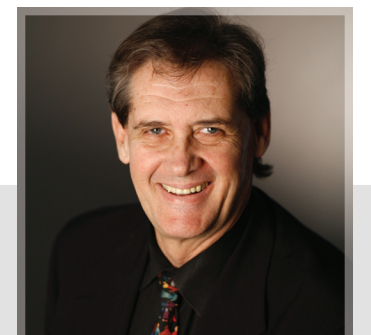
has been a dynamic force in the field of education for 40 years. He served as the San Diego County Superintendent of Schools for 12 years and before that was superintendent of the Santa Ana Unified School District.

Castruita’s accomplishments in school reform have been recognized throughout the educational community, garnering him numerous awards and accolades for his dramatic reforming efforts and for raising student achievement in low-wealth school districts. He was named California’s Superintendent of the Year, and has received the Marcus Foster Award from the California Association of School Administrators, that organization’s highest honor.

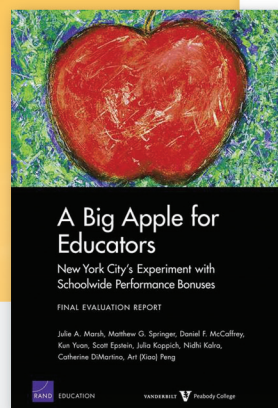
Castruita holds the Irving & Virginia Melbo Chair in Education Administration at the Rossier School.

Pedro Garcia served as superintendent of the Nashville public schools from 2001-2008. Metro Nashville Public Schools is the 42nd largest district in the country with over 79,000 students and a budget of over \$777 million. He was honored as Nashvillian of the Year in 2002, and has twice been a finalist for National Superintendent of the Year.

Garcia has served on numerous boards and on President George W. Bush’s Presidential Commission on Service and Community Participation. Garcia has worked with multiple community organizations to improve schools; in 2002, he created an office for community engagement around school improvement in Washington, D.C. He is a professor of clinical education at Rossier.



Julie Marsh



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TRANSFORMATIVE. TRANSNATIONAL. TRANSLATIONAL.

“THESE BOLD GOALS come from USC’s new strategic vision for the future, and set high benchmarks for the university’s research scholars. At the Rossier School, these goals are not only attainable, but are being demonstrated again and again across our six research centers and by our community of scholars.

This year alone:

- **The Center on Educational Governance** released its 2011 USC School Performance Dashboard on California charters, identifying the state’s top ten, and establishing clear criteria for parents and others to assess best practices.
- **The Center for Enrollment Research, Policy and Practice** issued its report, “The Case for Change in College Admissions: A Call for Individual and Collective Leadership,” which is leading the national conversation to reshape college admissions in the public interest.
- **The Center for Higher Education Policy Analysis**, with a \$1 million grant from the Bill & Melinda Gates Foundation, is developing *Collegeology*, a suite of games to help underserved students navigate the path to college.
- **The Center for Urban Education** released a report in conjunction with the National College Access Network on its pilot project to strengthen the college-going culture at two Boston high schools through its Equity Scorecard process.
- **The Center for Cognitive Technology** continues its groundbreaking work applying cognitive learning and motivation research into practice as a way to solve many of the most difficult performance problems encountered in work and school settings.
- **The Center for Outcomes Research and Evaluation** is leading a university-wide STEM collaborative, bringing together over a dozen USC Schools to establish a national clearinghouse for research in Science, Technology, Engineering and Mathematics P-16 education.

The following features highlight three of the most recent research efforts, and demonstrate Rossier’s undisputedly impactful scholarship.”
— Dean Gallagher

STUDY LED BY JULIE MARSH, visiting associate professor, assessed the effectiveness of a schoolwide performance bonus program in New York City. The results of the report convinced the city’s Department of Education to end the program, which gave financial rewards to educators based on the performance of their schools.

The RAND report, “A Big Apple for Educators: New York City’s Experiment With Schoolwide Performance Bonuses,” was commissioned by the department to independently assess the program over a three-year period - from 2007 to 2010 - on whether it was meeting objectives for improving student performance. The researchers found there was no effect on student test scores, school report cards or the way teachers reported doing their jobs.

According to Marsh, several factors likely contributed to the lack of results. First, key supporting conditions, like participant understanding and buy-in, were lacking. More than one-third of the teachers in participating schools, for example, did not know how much money was at stake, what target their school needed to reach or how decisions were made about distributing the money. In addition, more than three-fourths of the teachers felt the bonus criteria relied too heavily on student test scores.

Second, Marsh said schools already exist within a high-stakes accountability environment and face significant pressure to perform well on the same measures incentivized by the bonus program. It is unclear how much more the bonuses motivated educators, she said. In addition, teachers often reported that federal and local accountability pressures and intrinsic motivators were more salient than financial bonuses.

Following the release of the report, New York City announced the suspension of its program. The report and its effect on the citywide program was covered in depth in *The New York Times*, *New York Post*, *Education Week* and *The Atlanta Journal-Constitution*, among other news outlets.

Based on her research, Marsh is working on a paper that examines how school decisions were made regarding the distribution of bonuses among staff members. New York City’s program granted a four-person committee in each school the authority to distribute the bonus pool (equivalent to \$3,000 per union-represented staff member). Most of the committees distributed the bonuses equally, with school secretaries, for example, getting the same amount as teachers. ■



Morgan Polikoff

WHAT ARE KIDS BEING TAUGHT IN U.S. MATH CLASSES TODAY?

ACCORDING TO A NEW PAPER by Assistant Professor **Morgan Polikoff**, the answer is – a whole lot of what they were already taught last year. Polikoff said a longtime criticism of mathematics curriculum has been that it is extremely broad and shallow, likened to the Missouri River: “a mile wide and an inch deep”. Studies have shown massive redundancy in the math that American students learn grade to grade. By contrast, Polikoff said, in high-achieving countries like Japan, students are taught a topic in great depth, and then move on to an entirely new topic. For instance, Japanese students learn fractions for two-to-three years; while American students are taught fractions piecemeal for up to six years with significant duplication.

Earlier studies, however, were conducted prior to No Child Left Behind, which requires states to implement their own curriculum standards. Polikoff wanted to find out if redundancy in math instruction was still high, and if there was any relationship between repetition by teachers and state standards. In his paper, which is under review by the *Elementary School Journal*, Polikoff investigates how much repetition exists in K-8 math instruction by examining what teachers reported they taught their students. Polikoff looked at 183 specific math topics taught by 7,000 teachers in 27 states.

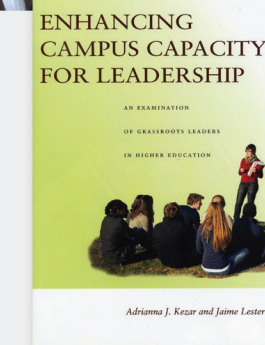
His findings reveal that 70 to 80 percent of instructional time in grades three through middle school was a repeat of the previous grade, with only 20 to 30 percent devoted to completely new topics. Repetition was lower in earlier grades. Though state standards are often just as repetitive as instruction, there was no correlation of the redundancy of instruction with the redundancy of state standards, Polikoff said.

Furthermore, the Common Core Standards, which have been adopted by 45 states, had even more redundancy in early grades than existing state standards, but much less repetition in middle school. Polikoff found the lowest redundancy – 17 percent – in Common Core Standards for math between seventh and eighth grades.

Polikoff said the redundancy problem could be solved with textbooks and aligned materials that are structured sequentially and cover fewer topics in greater depth. He also suggested that teachers need professional development and support to change their instruction. ■



Adrianna Kezar



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HEN NEARLY ALL LITERATURE on higher education leadership focuses on those at the very top, Associate Professor **Adrianna Kezar** authored a new book on grassroots leadership that happens from the bottom-up in colleges and universities.

In *Enhancing Campus Capacity for Leadership*, published by Stanford University Press, Kezar and Jaime Lester, assistant professor at George Mason University, describe how grassroots leaders emerge among faculty and staff to spearhead meaningful change at their institutions – sometimes in the face of resistance from authority.

Five different yet typical institutions were studied, including a research university, a liberal arts college, a technical college, a doctoral institution and a community college. The book details and analyzes the strategies and challenges of grassroots leaders in these schools over a 15- to 20-year period.

Kezar said higher education needs grassroots leaders within faculty and staff because there is more turnover at the senior level, and faculty and staff often stay long enough to invest in changes and to see them through. While the grassroots leaders she studied were diverse, Kezar said there were similarities among many of their successful strategies and the obstacles they had to overcome.

Non-tenured track faculty faced even greater obstacles, she said. Many had the real-world experience to offer valuable perspectives, but they felt disadvantaged by limited time, heavy workload, and perceived lack of respect within their institutions, she said.

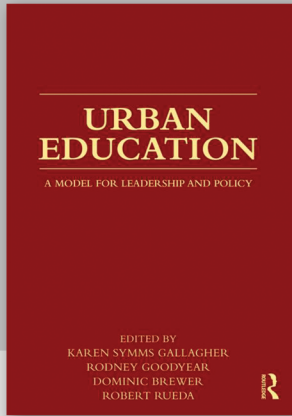
Kezar said that in an era of increased corporatization in higher education, senior leaders should value the counterbalance that grassroots leadership provides their institutions.

Recently, Kezar was awarded grants from the Carnegie, Teagle, and Spencer foundations for a national policy study about non-tenure track faculty, whose working conditions are often marginal. That study will bring together policy leaders from across the country to develop recommendations to this growing problem in higher education. ■



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THROUGH THE LENS OF EQUITY



ROSSIER SCHOOL OF EDUCATION faculty members and international colleagues address issues in urban education through the lens of equity in a new book released in September. *Urban Education: A Model for Leadership and Policy* is designed for practitioners who aspire to be change agents in education. The content follows the conceptual framework of the school's acclaimed Ed.D. program, moving beyond a deficit-oriented view of urban education to examine the affordances and opportunities in urban settings. The book will be used as a resource in the Rossier doctoral program, which has become a national model for other universities. All royalties will go towards fellowships for future Rossier students in the Ed.D. program.

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Urban Education is one of the first texts to address accountability, leadership and learning within the critical but often difficult-to-define domain of urban education. Unlike most books in the field, it covers PreK-16 education, including higher and adult education issues. It is written in accessible language for practitioners, with chapter material based on research, while also providing implications for practice.

Published by Routledge, *Urban Education* includes contributing chapters by a number of Rossier faculty and doctoral students, as well as external authors. Several chapters draw on global examples to apply in U.S. schools, adding a unique component to the content. While clearly rooted in educational practice, there is also a multidisciplinary aspect to the volume.

"With all of the attention the Rossier Ed.D. program has received, we wanted people to understand the intellectual underpinnings of the program and our model for preparing leaders," said **Dean Karen Symms Gallagher**, who edited the book along with **Emeritus Professor Rodney Goodyear, Professor Dominic Brewer, and Professor Robert Rueda**.

Rossier is an instrumental and founding member of the Carnegie Project on the Education Doctorate (CPED), a national effort to strengthen the Ed.D. and its preparation of school practitioners and leaders. ■

To purchase this book use your smart phone to scan this QR code and link to www.routledge.com.



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