

futures in Urban Ed



envision

*a world
where **all** students
can learn &
succeed*

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USC Rossier
School of Education

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University of Southern California



Rossier — Rhymes with Career

Dear Friends of Rossier,

THE CAMPAIGN for the USC Rossier School of Education is a watershed moment in the life and history of this School. The success of our Campaign will ensure that we can build on the work of generations of talented alumni and faculty. So many of you who are reading this issue of *Futures* are on this roster. It is your work and your commitment to greatness in schools and universities that provide the backbone of what we are now achieving at Rossier.

the CAMPAIGN

Our vision is both so simple and so deeply challenging. *Every student, regardless of personal circumstance, can learn and succeed.* I believe this; every member of the Rossier faculty believes this; and I am convinced that our graduates carry this vision with them as they enter their professions.

But this vision requires more than a commitment of head and heart. It requires resources. The Campaign for the USC Rossier School of Education is what will allow us to enroll students with passion and talent but without the ability to support their dreams, to recruit and retain transformative faculty members, and to fund the research and study that will unlock success for an entirely different generation of learners.

Our financial goal — \$100 million — is the most significant we have ever set for ourselves. But so, too, are our aspirations and our vision.

Thank you for joining with us.

Sincerely,
KAREN SYMMS GALLAGHER, PhD
EMERY STOOPS AND JOYCE KING STOOPS DEAN



Dear Rossier Family,

WHEN I WAS LUCKY ENOUGH to graduate from the USC School of Education decades ago — with a secondary teaching credential and a Master’s degree — I could not have anticipated that my bonds with this University and this School were only beginning. Those bonds have strengthened and deepened, and now they encircle me in a family of Trojan friends and colleagues like no other. I am so proud of my Trojan family, and I am honored to introduce you to many of them in this issue of *Futures*.

the PEOPLE

These stories about our alumni, our students, our faculty, and our generous donors capture extraordinary commitment and dedication to education reform at every level and in all corners of the world. These teachers, leaders and scholars are making a true difference. They are building a world where every student can learn and succeed.

You will also be introduced to some of those who have made a commitment of financial support for Rossier’s work. As chair of the Rossier Board of Councilors, I am honored to acknowledge them. I urge each of you to think about how you might do the same as part of The Campaign for the USC Rossier School of Education. You might join The Academy, you might create a scholarship or a Chair, you might support Hybrid High School, or you might fund a research project. Your generosity will have an impact wherever you choose to direct it.

If I may provide additional information about the Campaign, the important role that you can play in its success, or the groundbreaking work of this remarkable Rossier team, I hope that you will reach out to me.

As always, Fight On!

CAROL FOX, MS '62
CHAIR, USC ROSSIER BOARD OF COUNCILORS
USC TRUSTEE, USC ROSSIER ACADEMY MEMBER
PAST PRESIDENT, USC ALUMNI ASSOCIATION BOARD OF GOVERNORS



THE PROMISE OF BLENDED LEARNING MODELS

hybrid high

USC HYBRID HIGH SCHOOL, WHICH OPENED in downtown Los Angeles on September 4, 2012, has enrolled 125 students in its first cohort. They represent a population historically underserved by public schools. Approximately 90% are Hispanic or African American. Spanish is the home language for approximately 42% of students. Close to half of all students tested below average in mathematics, reading and language arts based on NAEP assessments. The blended learning model includes personalized curricula, digital content, project-based learning and constant assessment. Extended hours and days provide a flexible schedule for students with work or family care obligations – two sources of conflict with traditional school schedules and leading causes of student dropout.

USC HYBRID HIGH SCHOOL will not only change the lives of the 9th graders currently enrolled there, it will inform the national dialogue on blended learning environments that can positively impact students across our nation. As with all of its programs, USC Rossier is committed to evaluation and assessment for ongoing improvements in this unique model.

Rossier researchers **Patricia Burch, Morgan Polikoff,** and **Brendesha Tynes,** working with PhD students **Andrea Bingham, Matt Duque, Stacey Krueger,** and **Stephani Wrabel,** have embarked on a significant research study to determine how Hybrid High's groundbreaking program is implementing its technology tools and personalized instruction. According to the research team, "the school provides an ideal case from which to learn how students, teachers, and counselors interact and engage in a blended learning model, and what research design strategies are best suited for studying a theory of learning which combines digital curriculum with comprehensive social, academic and emotional supports."

A blended learning model is an education program in which students learn partially online and partially in a more traditional class environment. Students have some control over

the time, place, path, and pace of their learning.

Burch's research career has concentrated on K-12 education reform particularly in large urban districts, and also examines the role of private firms as influences in K-12 education policy. Polikoff's work is in the fields of education assessment policy, common core standards, and the measurement of classroom instruction. Tynes' research areas focus on the role of the Internet in child and adolescent development with special attention to academic performance, including STEM, mental health and behavior. She also studies digital and media literacy interventions.

Together, their research in Hybrid High School will be the first mixed method study to date that develops and tests tools for evaluating access, alignment, and quality of the blended learning model. The study will lay the groundwork for providing research tools and processes that can be adopted, transformed and improved in the hundreds of blended learning experiments in charter schools and regular public K-12 schools around the United States.

During the first semester of Hybrid High's inaugural year, Burch and several of her PhD candidates have been engaged in interviewing both teachers and students, attending faculty meetings and planning sessions, and building a survey instrument. The research will probe not only the impact of the blended learning model, but also how students' home and community lives are factors in their learning within this new environment.

According to Polikoff, "we are uniquely positioned for this work as faculty in the Rossier School of Education at USC, which developed and designed Hybrid High School. Based on our initial collection of baseline data, it is clear that HHS offers a rich case of blended learning. We have designed the study to maximize both affordances of access and our status as independent scholars. This is not a program evaluation; the study uses the opportunities afforded by Hybrid High to draw a larger set of lessons for scholars working in this critical emerging area."

Rossier's research team will be conducting their evaluations against Hybrid High School's stated goal to graduate 100% of



*USC President C. L. Max Nikias
visits Hybrid High in January*

its students college and career ready. Their outcome measures for the work include both academic and nonacademic outcomes. Academic outcomes are student achievement on end-of-year state assessments in mathematics and English language arts. They will also be evaluating student attendance, engagement, motivation, and social support as measured by student surveys, and the career aspirations of these young people.

The work of Burch, Polikoff and Tynes has the capacity to improve blended learning models across the globe.

THE RESEARCH WILL MEASURE BOTH THE STUDENTS' AND THE TEACHERS' LEARNING PROCESSES IN THIS UNIQUE MODEL THAT BUILDS ON THE ROSSIER VISION

"Hybrid/blended models of education are increasing in size and scope, but little is known about the design of high-quality instruction in these settings," they have stated. "Our work will not only provide evidence on the effectiveness of HHS but, more importantly, evidence as to a more general method and set of tools and frameworks for studying blended learning in practice for all future practitioners." ■

— *Barbara Goen*

Rossier's research team will be conducting their evaluations against Hybrid High School's stated goal to graduate 100% of its students college and career ready.

For a funder's perspective on Hybrid High see page 6.

patricia Burch
Associate Professor
of Education



morgan Polikoff
Assistant Professor
of Education



brendesha Tynes
Associate Professor
of Education



THE PROMISE OF BLENDED LEARNING MODELS

A FUNDER'S PERSPECTIVE

hybrid high

SCOTT BENSON IS THE PROGRAM OFFICER for the Next Generation Learning Models initiative of the Bill & Melinda Gates Foundation. In this capacity, he manages a portfolio of investments in “next generation” learning models, focusing primarily on blended school models that combine teacher and technology-driven instruction in an effort to personalize learning for all students in a cost-effective way. He has also been the Director of Strategic Academic Initiatives, as a Broad Resident in Urban Education, for the District of Columbia. Benson was responsible for the original Gates financial support for USC Hybrid High School.

Futures: What were the criteria you used to determine that USC Hybrid High School was worthy of a Gates investment?

Benson: In late 2010, we received a package in the mail – a binder with the title “USC Hybrid High” on the cover. Though the school was still 18 months away from opening its doors, **Dr. David Dwyer** (Rossier’s Katzman/Ernst Chair in Educational Entrepreneurship, Technology and Innovation) had already produced a glossy spiral-bound school plan that had both substance and style. It was obvious that Dr. Dwyer had already devoted significant time and energy into designing an innovative school model. Gates had not yet funded the Next Generation Learning Challenges which would become our primary grant-making vehicle for school startup grants in 2011 and 2012. Therefore, we were interested in making direct early-stage grants to education entrepreneurs who had bold designs for new schools. This seemed like a promising match. We reached out to Dr. Dwyer and learned more about his plans for USC Hybrid High. Dr. Dwyer’s most immediate need was financial support to hire a school leader who would not only work with him to refine his school model over the coming year but also would be poised to open the school in fall 2012. We saw promise in the vision and in the plan to hire a school leader, so we requested a detailed grant proposal. Ultimately, we made a \$100,000 grant to USC Hybrid High in January 2011.

Additionally, USC Hybrid High School has received a grant from Next Generation Learning Challenges (NGLC), a separate and independent initiative that the Gates Foundation funds. Our intent in funding NGLC was to provide launch funding to 20 innovative school models. Ultimately NGLC is responsible for selecting winners for their RFPs. We are very satisfied with the level of innovation and diversity within the community that emerged from these grants. NGLC’s website provides more details on the selection process that they used. Application criteria included a commitment to pursue 90% graduation rate, 80% college readiness rate, 1.5 years of growth in literacy and math, and financial sustainability by year four. USC Hybrid High School met all of NGLC’s criteria. And in fact, it is one of their model programs, for which a video will be released to provide a best practice model for others.

Futures: How do you feel that Hybrid High School is responsive to your own stated goals of “moving toward a system in which personalized, mastery-based learning is the norm for all kids, regardless of their zip code”?

Benson: If we want to radically alter student outcomes within our K-12 education system, we cannot just innovate on the margins. We must also encourage models of schooling that look radically different than prevailing models.

USC Hybrid High is an example of such a model. The school has embraced blended instruction – combining digital content with teacher-led instruction – as a means to personalize learning for all students. In this area, Dr. Dwyer, Principal **Stephanie McClay**, and their staff are ahead of most schools and districts in two key respects: (1) the degree to which they leverage digital content to drive core instruction and (2) the human capital model that is needed to support this instructional approach. Furthermore, the school’s commitment to extended school days and years reflects the reality that school must be rigorous yet flexible to serve its target population.

Futures: How do you see the USC Rossier School as being part of what you have called “reform-minded

Scott Benson | Program Officer for the Next Generation Learning Models
Bill & Melinda Gates Foundation



WE MUST ENCOURAGE MODELS OF SCHOOLING THAT LOOK RADICALLY DIFFERENT THAN PREVAILING MODELS. HYBRID HIGH IS AN EXAMPLE OF SUCH A MODEL.”

entrepreneurs, educators, philanthropists, politicians, and ordinary citizens joining forces to rethink and reconstruct an education system that has failed too many children for far too long.”

Benson: The USC Rossier School, and education schools across the country, can play two important roles to encourage their students to tackle the major education challenges of our time.

First, universities can lead by example in embracing innovation and change. For instance, by aggressively pursuing changes within their own models, higher ed may be able to not only have greater impact in its own education programs, but also inspire their students to apply a similar approach to rethink K-12.

Second, universities can encourage and support innovative ideas among students and faculty. Encouragement and support can come in many forms including pitch competitions, business plan contests, entrepreneurship courses, innovation and design labs, sabbaticals and fellowships, to name a few.

USC Rossier is ahead of the game in demonstrating these competencies.

Futures: What is your vision for reformed schools and learning environments? How do you feel Hybrid High School fits into that vision?

Benson: The Bill & Melinda Gates Foundation vision is for a K-12 education system that prepares dramatically more students for college than the one we have in place today. We have committed to the goal of ensuring that 80% of high school graduates in 2025 will be prepared for college.

As we look for solutions to meet this lofty goal in a short 12 years, the research base for one-to-one tutoring is highly compelling. The challenge is it is just too expensive to scale. What we need is an instructional approach that achieves

similar outcomes as one-to-one tutoring at a fraction of the cost. To that end, we are most interested in organizations that are embracing the following design principles in pursuit of personalized learning:

- **Student Centered:** designed to meet the diverse learning needs of each student every day
- **High Expectations:** committed to ensuring that every student will meet clearly defined, rigorous standards that will prepare that student for success in college and career
- **Self-Pacing & Mastery-Based Credit:** enables students to move at their optimal pace, and receive credit when they can demonstrate mastery of the material
- **Blended Instruction:** optimizes teacher- and technology-delivered instruction in group and individual work
- **Student Ownership:** empowers students with skills, information and tools they need to manage their own learning
- **Financial Sustainability:** sustainable on public per-pupil revenue within four years
- **Scalable:** designed to serve many more students if it demonstrates impact.

USC Rossier School of Education extends its sincere appreciation to Scott Benson and the Bill & Melinda Gates Foundation for their support of USC Hybrid High School.

BILL & MELINDA
GATES *foundation*

If you would like to find out more about how you can support the school, please contact Anne E. Wicks at awicks@usc.edu, or call 213.740.3498.

scholarship recipient aims
to give minorities & youth

a political voice



matthew Wong MAT '13
USC Rossier School of Education

USC ROSSIER MASTER OF ARTS IN TEACHING candidate Matthew Wong, recipient of the Hortencia M. Torres Endowed Scholarship, developed his passion for politics at an unusually early age.

During the 1996 presidential race of Bill Clinton vs. Bob Dole, Wong, then age 6, recalls polling his second grade classmates on their favored candidates, and watching the coverage obsessively for weeks on the big TV in his parents' San Gabriel living room leading up to election night.

"I've always been fascinated by American politics, so I knew I was going to study political science," said Wong, who received an undergraduate degree in political science and Asian American studies from UC Davis.

He decided to pursue his master's in teaching, with plans to teach high school social science, and his first and only choice was USC Rossier.

"I only applied to USC, because I knew the quality of the education I receive would be phenomenal, and when I first stepped on campus, there was this aura or feeling that made me so proud," Wong said. "I am so grateful to have USC give me this opportunity to learn."

His pursuit of graduate education was made possible, in part, with support from the Hortencia M. Torres Endowed Scholarship. Torres EdD '80, a lifelong educator, was able to pursue a doctorate in education at USC due to financial support from her employer. "Dr. Torres has broken many glass ceilings and barriers, and her story resonates with me," said Wong, whose immigrant parents never received a college education. "She has given me this opportunity, and I take that as a responsibility to really change the lives of students."

Wong is currently teaching U.S. and world history for his fieldwork in the program, and said he is inspired by the tools and methods to engage students that his professors have given him so far. He strives to make social studies truly come alive for his students, as it did for him when he was in high school.

"High school students are at a point where they're about to take off and discover what they really want to do in life," Wong said. "It is really important as a social studies teacher to

Matthew Wong's pursuit of graduate education was made possible, in part, with support from the Hortencia M. Torres Endowed Scholarship.

56 (Dr. Torres) has given me this opportunity, and I take that as a responsibility to really change the lives of students.”

empower them, and say, “You have a role to play, and if you exercise your voice and engage in the process, you can bring about change and really impact this country.”

While at Temple City High School, Wong founded and managed the *Temple City Voice*, a student-run newspaper focused on issues of local government. At 23, Wong still heads the publication, where he mentors the high school student staff in writing and management skills and teaches them about politics in their community.

“It’s at the local level, more than the presidential or even state level, where you can really bring about change and where your vote counts the most,” Wong said. “It is important to have an informed citizenry. Our mission is to educate the community and empower them to participate in the political process.”

The paper, which Wong hopes to expand to the community college population, has hosted five candidate forums for the local school board and city council elections, all of which were planned, executed and even moderated by the students themselves.

Wong said he also wants to bring diversity to the pool of political candidates, which is one reason the second-generation Chinese American ran for his community’s school board last November.

“I felt that we needed a school board that represented more of the diversity in the community, especially in the San Gabriel Valley where the Asian population has grown significantly in the last two decades,” he said. “I thought I could bring that, and bridge the gap for parents who do not speak English or are not familiar with the American education system.”

Wong didn’t win a seat, but that did not dampen his enthusiasm for the political process. And it only reinforced his drive to get the next generation involved.

“We’re seeing a growing number of ethnic candidates, but there are still many glass ceilings that haven’t been shattered and many high barriers to climb,” he said. “I hope to facilitate and encourage people of different backgrounds and cultures to climb that political ladder.” ■

— Andrea Bennett

SCHOLARSHIPS by the NUMBERS

150

AVERAGE NUMBER OF
SCHOLARSHIPS USC ROSSIER
AWARDS ANNUALLY TO
MASTER’S AND
DOCTORAL STUDENTS

\$50,000

AVERAGE COST OF TUITION
AND FEES FOR A ROSSIER
MASTER’S DEGREE

\$68,000

AVERAGE TUITION COST
FOR THE EDD PROGRAM

\$4,500

AVERAGE SCHOLARSHIP
AWARD IN THE EDD PROGRAM

DSAG



Rudy Castruita EdD '82, Dean Gallagher, and DSAG President Greg Franklin BA '83, EdD '97 ◀



Oryla Wiedoedt EdD '14, 2013-14 DSAG Scholarship recipient ▶



Crystal Turner EdD '14, 2013-14 DSAG Scholarship recipient ▲



Wendy Doty EdD '91, Jim Elsasser EdD '11, and Thelma Melendez de Santa Ana PhD '95 ▶

Superintendents Honor Dean, **raise scholarship support**

USC ROSSIER ALUMNI SUPERINTENDENTS from across the state succeeded in raising \$100,000 in gifts to fund doctoral student scholarships, Dean Karen Symms Gallagher announced at the annual Dean's Superintendents Advisory Group (DSAG) dinner on January 30, 2013.

Dean Gallagher was also this year's honoree at the dinner, which recognizes an individual who has made significant contributions to education each year. **Rudy Castruita** EdD '82, USC Rossier professor and former superintendent of schools for San Diego County, presented the honorary award to the Dean.



Karen Gallagher is someone who leads with a focus, who is a visionary, who is courageous, who is passionate, and who is recognized by her peers as a leader among leaders," Castruita told the audience. "She is continually pushing the envelope of quality."

DSAG's \$100,000 milestone means the 160 active and retired superintendents in the group, which not only fundraises for scholarships but also works to strengthen partnerships between Rossier and California school districts, will be able to fund additional EdD scholarships.

The DSAG Endowment Challenge, which kicked off in January 2012, challenged individual members to make annual contributions to establish an endowment that would support future Rossier doctoral students who aspire to become superintendents.

DSAG already awards two \$5,000 scholarships a year to high-quality K-12 leaders. The 2013-14 DSAG Scholarships were awarded to EdD candidates **Crystal Turner** and **Oryla Wiedoeft** at the dinner in Monterey, California.

Turner has been in education for 13 years, and currently serves as director of educational services for Fullerton School District. She is passionate about innovation through technology in education, and was named an Apple Distinguished Educator in 2011.

Wiedoeft earned a degree in chemistry before she found a love for teaching science. Now an administrator at the Los Angeles Unified School District Office of Parent and Community Engagement, she aims to one day become superintendent of a large urban district.

John Roach EdD '88, chair of the DSAG Endowment Challenge, said the fund is an opportunity for the Trojan family to support its doctoral students, who are the future leaders of education.

"California educators are being asked to meet the highest standards while being funded at the lowest levels in America," Roach said. "To make a difference for the students, we need leaders trained to transform education in urban schools."

Annual gifts can be made to grow the DSAG Endowment Scholarship Fund to award even more scholarships in the future, and every gift counts toward The Campaign for the USC Rossier School of Education. Donors who made a gift of \$500 or more to the endowment prior to January 31, 2013, are recognized as founding partners on a commemorative plaque that will be displayed in the lobby of Waite Phillips Hall.

All Rossier family and friends are encouraged to make a gift to the DSAG Endowment by visiting giveto.usc.edu/ or contacting Diana Hernandez, Director of Annual Giving, at deherman@usc.edu or 213.740.3499. ■



Louis Kealoha EDD '06
Chief of Police
Honolulu, Hawaii

Top photo: Kealoha
(at center) with
leadership team

“As police chief, I want to create a climate where people are excited to come to work every day, and they feel they are doing something fulfilling and that they are appreciated and have a voice,” he said. “It’s the same principles you would use to manage a classroom of students.”

HONOLULU CHIEF OF POLICE Louis Kealoha EDD '06 is living Rossier's vision that all students have the capacity to learn and succeed. As a child, he said, he always started a new class with enthusiasm and the best intentions, but continued to find himself falling behind.

“That was my pattern through grade school and high school, and it shaped how I thought about myself, and made me believe I was not the smartest guy,” recalled Kealoha, who now leads the 20th largest police department in the U.S. “That became the theme of my life.”

The Hawaiian native said his family didn't pressure him or his brothers to excel in academics. His grandparents never went to school, his father had a sixth grade education, and his mother was the first in the family to complete high school: “When I was growing up, education wasn't really important. The emphasis at home was on being a good person.”

Shortly after graduating from Damien High School, Kealoha's high school counselor advised, “If you don't get off the island now, you'll never get off this rock.” So he decided to venture to the East Coast, with little direction.

In Virginia, Kealoha entered the Federal Bureau of Investigation's National Academy as a file clerk, and found a field that genuinely interested him. He came home and joined the Honolulu Police Department in 1983. After five years on the job, Kealoha considered going back to school to move up the ranks in his department. “Nobody in my family was a supervisor of anything. We were all rank and file,” he said. “I thought it would be so cool to create a different path for my family.”

honolulu

HAWAII FIVE-0

Kealoha said this latest pursuit of education was different for him – he kept his goals sharp in his mind and believed in outworking everyone else. It took him 10 years, but he earned a bachelor’s degree in criminal justice and a bachelor’s degree in business administration. He went right into a master’s program in criminal justice administration at Chaminade University, where he discovered that there was a spectrum of learning styles. “When I learned that students learn differently, it opened a whole new world for me,” Kealoha said. “I took these new theories and found my own individual learning signature, and it built my confidence.”

To test them out, he applied them to his study for the lieutenant exam, and passed on the first attempt. It was a feat unfamiliar to him, and made him realize how the right learning strategies can change lives. “This got me really interested in education,” he said. With this knowledge, Kealoha launched a test preparation workshop for fellow officers in the department, where he taught study skills and different learning styles to grateful colleagues for the next 10 years.

With a master’s degree earned and a newfound passion for the power of education, Kealoha began researching several EdD programs (“A doctorate was always on my bucket list”), and he found out about the high acclaim of the USC Rossier program. “If I was going to do it, I wanted to do it right.”

The school began offering its EdD program in Honolulu in the 1970s in response to a growing need for leaders in the islands who could solve complex education problems. Until 2011, Rossier’s program was the only doctorate in education offered to Honolulu residents, filling a critical void for decades in the preparation of education leaders.

Kealoha’s first professor was **William. G. Tierney**, who flew into Hickam Air Force Base to teach on the weekends, along with the program’s other faculty members. “All of the students said (Tierney’s) standards were really high, and I found out he is like a celebrity in his arena, so I was intimidated,” he recalled. “But as accomplished as he and the other professors were, they were all down-to-earth and sincere about helping me succeed.” Tierney became Kealoha’s mentor and chaired his dissertation on non-traditional adult learning, which he defended in 2006.

In 2009, Kealoha’s hard-earned expertise landed him an appointment as chief of police, bypassing the traditional hierarchal path of moving from captain to major to assistant chief first. “The Rossier EdD program has really impacted my life, and just to be connected with USC is a dream,” Kealoha said. “I

never thought in my wildest dreams that I would be able to go to a large research one university. At my graduation, everyone in my family was freaking out about actually being on the campus. But as big as the school was, there was a family mentality.” He continues to consider his former classmates “brothers and sisters,” and enjoys helping and connecting with fellow alumni in the wide-reaching Trojan network throughout Hawaii.

Kealoha said he applies the principles of educational leadership learned at Rossier to his role managing 2,100 police officers and 550 civilian staff, who serve a population of 1 million people. “As police chief, I want to create a climate where people are excited to come to work every day, and they feel they are doing something fulfilling and that they are appreciated and have a voice,” he said. “It’s the same principles you would use to manage a classroom of students.”

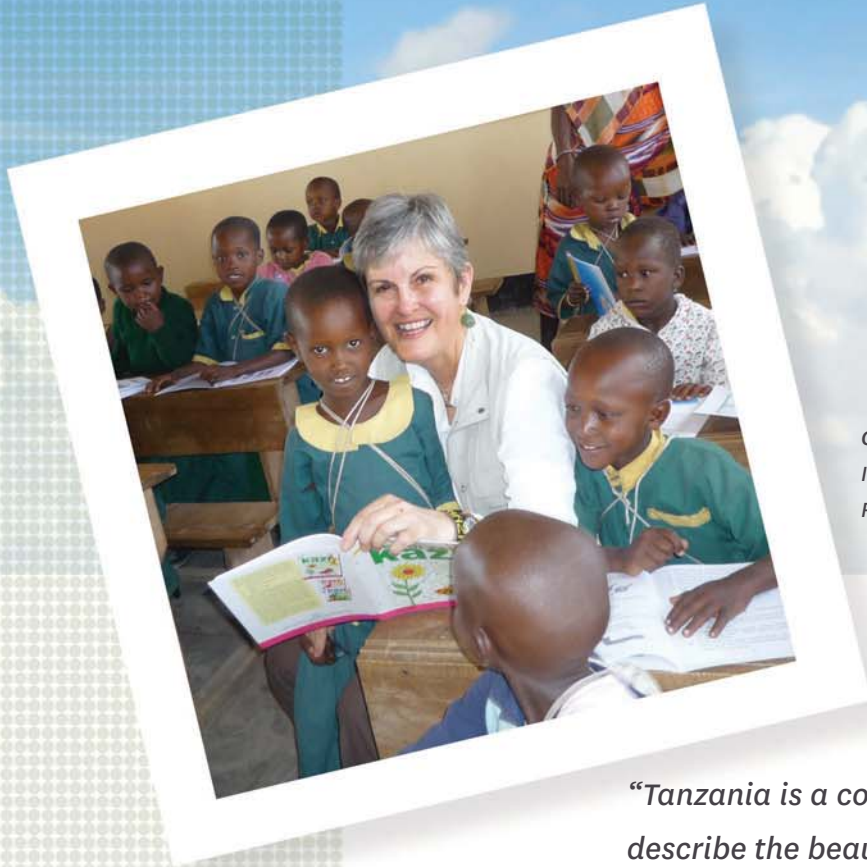
Kealoha, who is married with a 13-year-old daughter, said his department is also distinct from others because of its culture, noting that “no other police department mission statement in the world ends with ‘the spirit of aloha.’”

He follows a three-part philosophy as head of the Honolulu Police Department. **Mahalo** is about appreciation, he said, and **aloha** is about putting ego aside and bringing people together. “In Honolulu, everyone is family, and we’re so isolated and not like the mainland. So in a natural disaster, we have to rely on each other and establish partnerships early on.” Finally, Kealoha said **pono** is about balance, and doing the right things for the right reasons. “The real reason I’m a police officer is to serve the community, and I look at it not as work but as a calling and a privilege.”

The early learning challenges Kealoha faced and overcame make him more passionate than ever about the mission of his alma mater. “I believe in the values of Rossier, which is committed to equalizing opportunities and closing the gaps between the haves and have-nots,” he said. “And education is the key because from the womb to your death, you’re always learning.”

Kealoha, whose own educational and professional accomplishments exceeded his youthful expectations, said he is excited about the transformative leaders the school is producing. “The students of Rossier can make a real difference in the world,” he said. “You don’t have this degree to put on a wall and not do anything with it. You have it to use it and share it with the world.” ■

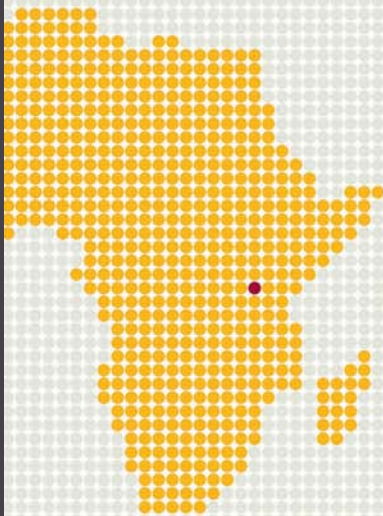
— Andrea Bennett



Cheryl Kyle BS '62
International Educator
Rossier Donor

“Tanzania is a country where you cannot describe the beauty of the land without using the word ‘sky.’ Endupoto Primary School is located under an enormous sky in the Maasai Steppe many kilometers from my home in Arusha. The lurching and bumping along the rutted dirt roads lead us across the bush until we arrive at a 10-foot-high termite mound. Tolito, my Maasai friend and guard for 20 years, tells us to head to the right. We proceed until we see the metal roof and the bright yellow school, a burst of sunshine against the blue sky. The Maasai have lined the path to the school with stones and jacaranda trees. Boys and girls clad in green uniforms with yellow collars await our arrival.”

[AN EXCERPT FROM CHERYL KYLE’S JOURNAL]



ALUMNA BUILDS A MIRACLE

IN THE BUSH

W

hen Cheryl Kyle BS '62 graduated from USC's School of Education, she never dreamed she would have an extraordinary two-decade-long relationship with the Maasai people. It began in 1992, when she and her late husband Pete left their corporate careers at an international architecture firm and IBM, respectively, to spend three years living as missionaries in Arusha, Tanzania.

They taught business skills to the local bishop of the Anglican Diocese; trained women in animal husbandry; and built rainwater harvesting tanks for isolated, arid communities where access to clean water was a seven-mile journey by donkey. Even in the most remote regions, a small room would be packed with hundreds of Maasai men and women, with dozens more peering through windows, to hear the Kyles explain the fundamentals of geography, baseball, and life beyond the bush.

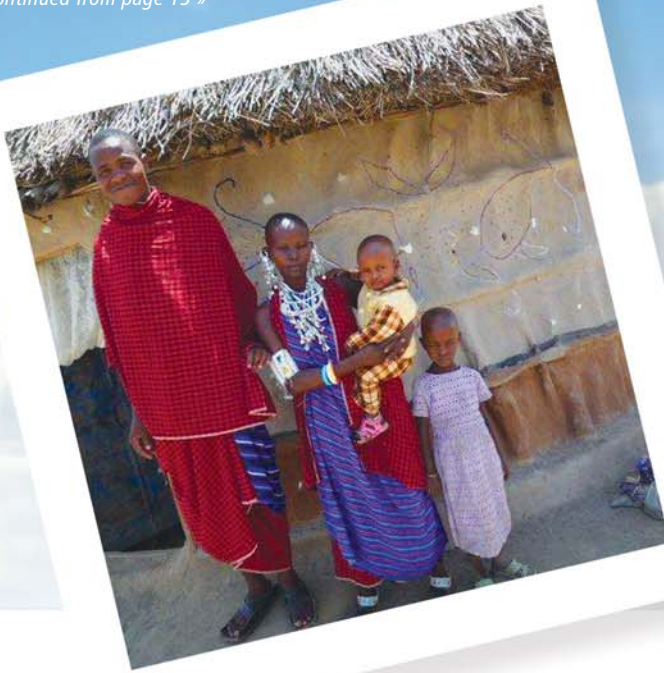
After the three-year stay, they moved to Honduras to manage El Hogar Projects, a project to educate, house and feed homeless street boys. It was there that Kyle's husband fell ill and later passed away: "After that, I felt really called to come back to Tanzania," she said.

She returned several months each year to nurture the partnership, often sitting for hours with the Maasai elders under an acacia tree discussing matters of the community and planning future projects together. Kyle said she believed key ingredients to any project with the Maasai, one of the 128 officially recognized tribes in Tanzania, were her long-term relationship with the tribe and accountability. "When I work in Tanzania, it cannot be my project," she said. "It always belongs to the Maasai."

In 2008, the Costa Mesa resident and mother of three was leading a trip back into the bush, known as the Maasai Steppe, when Tolito, the young guard who had once patrolled her home, approached her. "He now had three wives and 11 children, and he said, 'Mama, our kids aren't getting educated,'" Kyle said. "'The government won't provide it, and it's too far for most NGOs...Will you build us a school?'"

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Rossier is teaching the future generations of the world, not just America...”

at first, she balked at the enormity of the effort, but after successfully fundraising for the project, Kyle had the first classroom built within a month: “Of course, I thought I was done... then, 98 children showed up.” Before Endupoto Primary School was built, children had to undergo an eight-mile trek to get an education, and only a handful made that journey.

Today, Kyle calls the bright yellow school located near the 10-foot termite mound “the miracle in the bush,” and is preparing to build its fifth classroom in 2013. There are now seven teachers educating 239 Maasai children, and demand continues to grow.

The proud Trojan said she is also eager to partner with USC Rossier, and the high-quality teachers the school prepares, to improve practices at the school. Her adventures in Tanzania have given her a greater respect for the teaching profession than ever before. “I’ve always had a passion for learning and teaching... It started when I went to ‘SC, and was influenced by traveling and living outside of my bubble, and embracing other cultures without trying to change them,” said Kyle, who recently attended her 50th reunion for the Class of ‘62.

“Rossier is teaching the future generations of the world, not just America, and future teachers are developing skills at Rossier that will benefit them for a lifetime,” said Kyle, who supports the school’s Annual Fund. “The gift of education is for everyone, everywhere. Rossier supports my passion for giving teachers and their students a vision of the entire world.”

Her work in Tanzania exemplifies the school’s mission to improve education not just locally and nationally, but on a global scale. And Kyle found that, even in the most inconspicuous places, there is a thirst for learning. She had not expected that the pastoral people of the Maasai Steppe, whose economy relies almost entirely on cows, would be so eager to educate their children.

“As a Westerner, I am not telling them they need an education,” she said. “They are telling me they want their kids educated, and what can they do to make it happen?”

Each classroom costs about \$15,000 in charitable donations. The Tanzanian government pays the salaries of three of the seven teachers, and the Maasai have the desks and benches built, and supply the uniforms on their own. They are also resourceful, using soda pop caps to teach math skills, for instance.

To ensure sustainability, Kyle said the school follows government guidelines for construction, books and curriculum, but she sees room for improvement in instruction, which largely involves writing on the blackboard.

“You can’t just jump in and say, ‘You’re teaching all wrong, you can’t do it all rote, and you need to interact with the kids,’” Kyle explained. “When I go there, I bring educators with me and we divide up and work with the classes and the teachers. So we’re not saying, ‘You should do it like this,’ but ‘Would you consider this?’”

Kyle said she hopes to bring more educators to the school to observe teaching practices there, and provide feedback and advice for how they might improve instructional practices.

Jackson, his wife and children in front of their Maasai boma in the village of Kerere near Endupoto Primary School ◀

(Right) Kyle holds hands with her long time Maasai friend, Tolito, and Susan, the head of the water committee, at Endupoto Primary School as the village elders smile for the camera ▶

(Far right) Endupoto Primary School students take a break ▶



Students currently begin in preschool, and then ascend to standards one, two, and three. This year, the school will start standard four. The Tanzanian government guidelines recommend education up to standard six, which is equivalent to sixth grade. But Kyle hopes to inspire some students to aim even higher.

“My goal is to have the students that are doing really well to move on to form one, which is like junior high and high school combined,” she said.

In 2009, Kyle was with the elders under the acacia tree when a young man named Jackson who had been sitting quietly among them for the past two years spoke up in English, rather than Swahili. Kyle was stunned, and learned he was the only educated person in the village to have gone through form four. “I said to him, ‘Why don’t we start a literacy class for the mothers and fathers after the kids go home?’” she remembered.

For the following two years, the women and men of the village were taught reading in separate classrooms at the school site. The literacy program was a success, but Jackson left to advance his own education, saving from his \$80 per month teaching salary, and with financial aid from Kyle’s Bicycle Club of Irvine, to pay for teachers college.

Kyle said that he is now in his final year of the program, and she hopes he returns and shares his newfound pedagogical knowledge with the other teachers, and helps them to improve their practice.

She said the perspective she gained from working in this barren region of Tanzania, where there is no electricity or running water, and the universe is completely black at 6:00 p.m. sunset, has been invaluable. “We live in a very privileged

place,” Kyle said. “Even places that are not as privileged in America cannot compare to the lack of privilege over there. For instance, when they have one pencil, and that’s all they have, they cherish that pencil.”

She wants the Maasai to have ownership of their projects, but she has lent her organizational skills to the effort. In addition to an education committee and a water committee, she and the elders have established a tree committee, which has already planted 410 trees to reduce the violent, swirling dust storms that plague the dry, flat region. Rainwater is also captured from the roofs of the classrooms and teachers’ houses into 20,000-liter rainwater harvesting tanks.

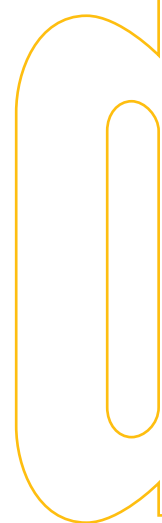
“My goal is to sit under the acacia tree once again with all of the elders, and with their blessing, talk about how we can slowly turn Endupoto Primary School completely over to the government,” she said.

In October, Kyle received an honorary doctorate from Berkeley Divinity School at Yale University for her transformative work in the rural villages of Tanzania.

Now the grandmother of seven, Kyle reflected on how her life seems to have come full circle – from studying education and teaching in her early career to fundraising and organizing to build schools and improve education globally today.

“This school is my total passion. I love knowing these Maasai kids are receiving an education,” she exclaimed. “When I visit and a little girl or little boy stands up and reads, that is a miracle, because they would never have otherwise had the opportunity to learn to read!” ■

— Andrea Bennett



AVID HAGLUND EdD '09 HAD ALWAYS BEEN ONE TO QUESTION THE SYSTEM.

It's that intellectual curiosity that drove his love of education, and his passion for non-traditional learning spaces. It is also why Haglund, founder and principal of Riverside Virtual School, is a fervent advocate for changing the way schools operate.

"Fifty years ago, schools were where the expertise lived, but a traditional classroom is limited to the knowledge in the teacher's head and the information in the textbook," Haglund said. "We live in a world where everyone has access to everything, and schools need to figure that out and change with the world."

After 20 years of teaching, Haglund started Riverside Virtual School in 2006 as a way to address under-enrolled courses during tight budget times and increase access to AP classes in Riverside Unified School District. Haglund's school allowed students across the district to take these courses together online while participating in lab activities on their own respective campuses. In 2007, Haglund added Director of Educational Options in Riverside Unified School District to his title, working to integrate virtual programs into traditional school settings across the district.

Today, more than 4,500 students take virtual courses in just about every subject through the school, which



california

Top picture: Riverside Virtual School teacher Shay Shun guides student

Middle picture: RVS students learn note-taking strategies

Bottom: Haglund

EdD alum envisions and creates a

new kind of school

has grown to serve grades 1 through 12 and has become the largest and one of the most respected online learning programs in California.

"We've flipped the concept of school. The school is designed to provide flexible learning opportunities, so students can be on campus as many days as they need," Haglund said, adding the campus has 40 learning labs and checks out computers to students who do not have devices at home. "The actual instruction is via the Internet, and if they get stuck, they can Skype with a teacher or come to a lab for personal guided instruction. Kids come to school because they need to engage in a purposeful learning activity that they can't do at home."

The Riverside native emphasizes that blended learning models are much more than the technological tools used to facilitate them. "This is not about technology; it's about learning and student engagement. Our concept is BYOS – build your own school," he said. "And if school is about the adults or the master schedule, then students and learning may get lost. Schools must focus more on the outcomes and less on the inputs, and getting students personally engaged in their own learning."

The personalized approach to learning is one he wishes he had experienced before dropping out of high school as a youth. "I was completely disengaged in high school and it bored the tears out of me. I would go but wouldn't stay for the classes I wasn't interested in."

Haglund said he developed an interest in teaching after working as a youth pastor, and when he enrolled in college, he found the intellectual freedom and curiosity he had yearned for in earlier years. "I liked college because you were allowed to ask thoughtful questions and challenge the thinking of adults and you could go as deep into a subject as you wanted to," Haglund said. "It was more personalized, and I had made a personal link to the value of education."

He encouraged this individualized approach to learning while teaching at a continuation school in Rialto. Students would have to demonstrate on their own that they had learned the content of a particular lesson, and submissions varied from

research papers to artwork to even board games.

In 2004, he received the Teacher of the Year Award at Central Middle School and Teacher of the Year for the district, and a commitment to personalized learning pathways has been a key aspect of Haglund's work ever since. "The connection that a teacher makes individually to students is a critical piece of what we do as educators," said Haglund, who is the father of two. "Kids enter the world curious, and we kind of beat that out of them with standardization, so they only become curious about what they need to do to pass your class. Curiosity very frequently gets disconnected from the learning process."

One example of how Riverside Virtual School circumvented the system to accommodate a student's curiosity happened in 2009-10. Sixth grader Nick wanted to take algebra at Haglund's school in the fall, but the subject was not typically taught until middle school. The district approved his request, pending certain assessments, and Haglund remembered getting a call from the boy in October, stating, "I'm done with algebra. What do I do next?"

“*The connection a teacher makes individually to students is a critical piece of what we do as educators.*”

"How many days does it take to learn algebra in California? The same number of days it takes to learn biology or U.S. history...the 180 days in a school year," he said. "But we know that's not the case, and it can take 90 days for one kid and 205 days for another kid. Yet we keep all the kids in the classroom because of these arbitrary rules that have nothing to do with learning outcomes."

Haglund said another goal of his school, and his reason for launching the California Open Campus Initiative, which now includes 34 districts that share resources, is to make quality

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You can get a degree anywhere, but you join a family at USC.”



Top: Middle school student in the RVS Flex Academy on campus

Bottom: Haglund (middle) with sons Tobias (left) and Tyler (right)

education accessible to all students. He cites a 2007 Educational Opportunity Report by UCLA that found an estimated 960,000 students in the state go to schools that do not offer sufficient sections of A-G courses, which are required for college admission. Nineteen percent were in Southern California, and 27 percent were in high minority areas.

“That is a problem, and it’s a Civil Rights issue,” Haglund said.

He recalled the superintendent of Baker Valley calling him distressed that she could not recruit a Spanish teacher for her remote community of just 300 students. She knew that foreign language was a college entry requirement, and in telling parents the school could not offer Spanish, she would essentially be telling them their kids would not be able to go to college, he said. Today, Riverside Virtual School provides the foreign language and AP courses for Baker Valley.

Haglund was interested in studying one of his virtual programs as a dissertation when he discovered the balance of theoretical and practical study and the collaborative learning environment of USC Rossier’s doctoral program. But he quickly deserted his initial topic after attending a thematic dissertation workshop led by Professors **David Marsh** and **Rudy Castruita**.

“It was the study of urban superintendents that evoke change in the system, and I thought, ‘Wow, that sounds fun,’ because I have always liked disrupting the system,” Haglund said. “I thought that it was a chance to change the way schools look.”

Haglund said the collaborative nature of the EdD program’s thematic dissertation gave him skills for developing the successful partnerships he has forged in his current position. “USC was transformative for me personally and professionally,” he said. “I was comfortable being a lone ranger and I realized that is not sufficient. You have to engage the hearts of the people at the center of the organization if you want to create change.”

The Trojan family has also proved indispensable, as fellow students and faculty form meaningful relationships and become critical resources for one another long after graduation, Haglund said. “The network and support during and after the program is a value in itself,” he said. “You can get a degree anywhere, but you join a family at USC.”

He continues to be impressed by the impact the EdD program has on the field of education. “If you look at education leaders who have made significant changes across the state, you’ll see there are a lot of Trojans. They are doing fantastic things in the system.”

Haglund’s own goals include integrating blended learning into all traditional schools within Riverside Unified, so that his school disappears seamlessly into brick-and-mortar classrooms, with digital versions of the standard curriculum that students can move in and out of without missing a beat.

He said he is thrilled with the work USC Hybrid High is doing to create this new vision of school, and hopes that more schools will begin bucking the system in favor of this student-centered approach. (See pages 4–7)

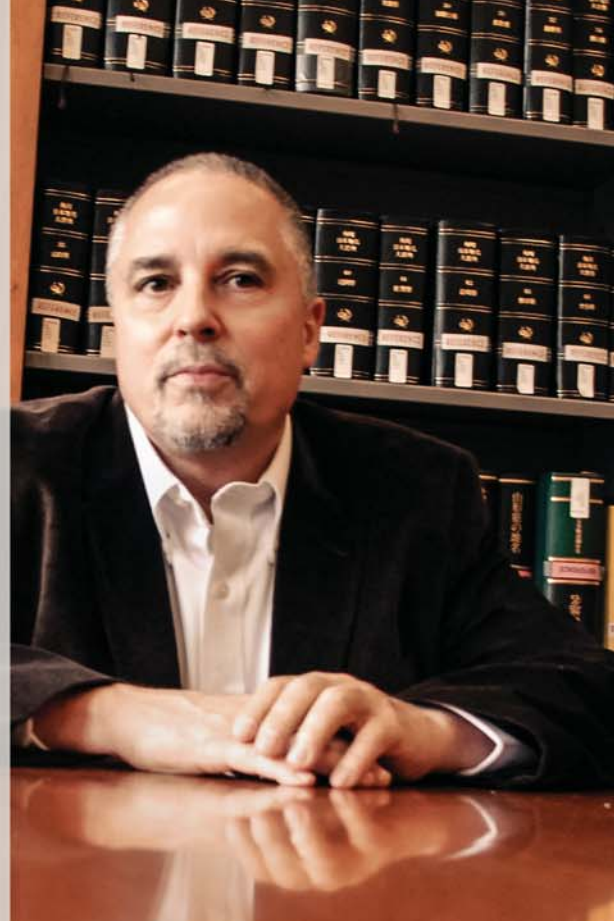
“This is about teaching, relevant learning experiences, and treating them like individual thinkers who are not forced to sit in a room for hours if they don’t need to be there,” he said. “And when you give it to them, they take advantage of it.” ■

— Andrea Bennett

rueda elected to NATIONAL ACADEMY *of* EDUCATION

Robert Rueda, Stephen H. Crocker Professor in Education, was elected as a member of the National Academy of Education (NAEd) – the only USC professor to be vested by the Academy.

As an honorific society, the Academy consists of up to 200 U.S. members and up to 25 international associates who are elected on the basis of outstanding scholarship or outstanding contributions to education. Founded in 1965, the mission of NAEd is to advance the highest quality education research and its use in policy formulation and practice. Rueda will be welcomed into the esteemed Academy at its Washington, D.C. convening in April.



“This is among the most prestigious of honors for an education researcher,” said USC Rossier Dean Karen Symms Gallagher. “Dr. Rueda has earned this distinction through a remarkable academic career that focuses on improving learning for underserved students. I join the University and my Rossier colleagues in offering my sincere congratulations.”

Photo: Dan-Dorfan Druhora

Rueda’s research interests focus on sociocultural factors in learning and motivation. He is currently engaged in several research and writing projects, including short-term motivational interventions in developmental mathematics settings; cognitive and motivational factors in academic achievement with urban high school students; examining friendship and peer relationships as factors in bullying; and examining research on motivational interventions in school settings.

Rueda played a leadership role in the redesign of USC Rossier’s education doctorate (EdD) program, building it into a national model for practitioner-based programs, according to the Carnegie Project on the Education Doctorate. He has served on several national panels, including the National Literacy Panel on Language Minority Children and Youth, and the Panel on Minority Students in Special and Gifted Education for the National Research Council. He also has been a member of the editorial boards of multiple major education journals.

Rueda is also a Fellow of the American Educational Research Association and the American Psychological Association. His recent book, *Urban Education: A Model for Leadership and Policy*, co-authored with **Karen Symms Gallagher**, **Rodney Goodyear**, and **Dominic Brewer**, was published by Routledge. ■

THE INTERNATIONALLY RESPECTED RESEARCH taking place at Rossier continues to contribute critical information to the conversation on education reform. Among emerging researchers is Professor Mary Helen Immordino-Yang, a neuroscientist, psychologist, and former teacher.

Her studies focus on the science of social emotion, self-awareness and culture and their implications for development and schools. Other recent work involves the study of learning that occurs when the brain effectively balances its inward and outward systems; the neurological effects of family conflict on youth; the development of prosocial emotions like admiration and compassion; and socialization in schizophrenia.

Immordino-Yang's interdisciplinary research in this emerging field has been possible with funding from NSF, the USC Brain and Creativity Institute, the USC Advancing Scholarship in the Humanities and Social Sciences (ASHSS) Provost's Initiative, the U.S. Department of Defense's Defense Advanced Research Projects Agency (DARPA), and the Foundation for Psychocultural Research at UCLA.

Futures spoke to Immordino-Yang about the importance of her research, and its ultimate impact on a new generation of learners.

Futures: Why is it so critical right now for people to be investing in research about how learning happens?

Immordino-Yang: The world right now is at a very dynamic and volatile turning point. For the first time, human beings have the possibility of controlling and damaging our planet. We have the possibility of solving diseases and problems that have never been solvable before. We have the possibility to communicate with each other and to move around in ways we never could before. Yet, we really can't foresee where these new capabilities and technologies will take us as a species. Our only hope is to find ways to raise and teach and educate young people who are capable of thinking about complex critical problems along with their social implications.

This is a much more complex educational challenge than has ever before been faced because people are communicating with one another more and there is more information readily available. At the same time, there is also much more intercultural mixing in the form of urban crowding and movement around the globe. So, modern kids need to develop skills for thinking together with people who are different from themselves, for appreciating diverse perspectives. These skills will be necessary for kids to think

in morally responsible ways, creative ways, about how to collaboratively solve the problems of the future.

Futures: Tell us about your National Science Foundation CAREER grant funded study.

Immordino-Yang: We are currently working on the first-ever longitudinal study of adolescents' social brain development. We're looking cross-culturally at how adolescents over time come to feel complex social emotions about other people's minds; emotions like inspiration, awe, admiration, compassion, and gratitude. We're looking at inner-city L.A. youth from urban, under-privileged neighborhoods with high levels of gang activity and other kinds of ethnically motivated violence. We're looking at first generation Chinese-American and Mexican-American 9th and 10th graders. We're following the ways in which those kids, over time, come to make meaning of their social worlds, and how they experience and understand the violence in their neighborhood, the love in their families, their own academic identities, and their hopes for success. All of these things come together with their biological selves, to sort of co-regulate or co-organize both their biology and their social mind. So we're looking at the effects of the social world on adolescents' development.

Futures: So this research could particularly impact urban or high-need learners.

Immordino-Yang: Any competent, empathic teacher understands that everybody is different. Not everybody learns in exactly the same way. And currently our education system does not take into account and does not allow for, or encourage, a culturally diverse way of making sense of, understanding, and thinking about the world. Yet, it is in the richness of that diversity, within that plethora of perspectives, that we as a nation and we as a world will move ourselves forward in the most creative, innovative, and socially responsible ways possible.

The cultural differences that we see among young adults must emerge throughout the course of adolescence. We want to understand the processes by which the social world influences and grows these teenagers' ways of knowing about the world and themselves. This is especially important for urban kids because urban kids tend to be in more violent and densely populated regions where they see more of the social world in a shorter space of time, if you will. Urban kids are really in the thick of it – they need to build resilience and a strong acculturated sense of identity. So this kind of research is key to helping us improve education and get rid of things like the achievement gap. We simply must stop wasting

the potential among urban kids, so many of whom are not educated in ways that connect to their real lives and strengths.

Futures: As a former teacher, how would your current research have changed the way you taught in the classroom?

Immordino-Yang: That's a great question. I was a teacher when I was pretty young; I was right out of college. I didn't know going into it that I would be so struck by the diverse perspectives that the learners brought to my classroom. I was teaching in an urban public school in Massachusetts that was at the time the second most diverse school in the state. I was struck by the differences in the ways kids came to the science I was teaching, but I didn't really have good tools for managing that diversity or capitalizing on that strength in the classroom. Our current work highlights the really fundamental ways that culture shapes how a person makes meaning of the things they're learning. If I were teaching now, I would try to find more ways to let kids own their curriculum and own their learning. I would focus even more on the sorts of project-based, community-oriented activities that really engage kids from the starting point of their own self and their own communities. I see teaching now as a process of facilitating kids building new understandings of their worlds, less than as a process of imparting information. I would see myself as much as a learner as the teacher.

Futures: What would you say to a potential funder about why this research is a critical investment?

Immordino-Yang: The world is really changing and the only way in which we can really understand what is going on and shape educational experiences for kids to optimize their potential, both to be successful human beings and to be smart human beings, is by conducting research like this into the nature of social learning. There are just so many open questions about how learning is actually happening – how current technologies and social situations shape and change the ways in which kids develop. There is not a one-size-fits-all approach and everything we think we know is a special case. It's not wrong but it is a special case. ■

USC Rossier plans to create a translational and collaborative research center, The Center for the Science of Learning, to expand, share and apply Dr. Immordino-Yang's and her colleagues' work. Leadership funding is currently being sought.

mary helen Immordino-Yang EdD
Assistant Professor, Rossier School of Education

the science of social learning



“The only way in which we can really understand what is going on and shape educational experiences for kids to optimize their potential is by conducting research like this.”

Faculty News

Dominic Brewer was appointed to the USC Provost Committee on Strategic Transformation, a select group of faculty and administrators across the university charged with advising USC Provost **Elizabeth Garrett** on how to advance the *USC Strategic Vision: Matching Deeds to Ambitions* broadly across the institution. Brewer was also named to the board of directors for Education Sector, an independent think tank that challenges conventional thinking in education policy. He also recently joined the editorial board of the education research journal, *Educational Researcher*.



Dominic Brewer



Sandra Kaplan

Sandra Kaplan was honored with the National Association for Gifted Children (NAGC) Legacy Award, making her the sixth winner in the history of the organization. Her insights and theories will be preserved permanently for future generations in audio and video interviews as part of the Legacy Series.

Education Entrepreneur

Dean Karen Symms Gallagher was named a *Pahara-Aspen Education Fellow*, making her the first dean of a school of education to receive this prestigious honor designed to support entrepreneurial leaders who are committed to transforming public education.



New Faculty

Three new Assistant Professors of Clinical Education, two of whom are alumni of the school's Hawaii EdD cohort, recently joined USC Rossier. All three faculty members will teach in the USC Rossier Online programs.

Corey Barton EdD '10 was previously an assistant principal for Ilima Intermediate School in Hawaii, and has worked as a classroom teacher in both California and Hawaii.



Corey Barton

Eric Bernstein has taught mathematics and social studies at the secondary level, was the principal of two urban Connecticut high schools and served as an adjunct faculty member at the University of Hartford.



Eric Bernstein

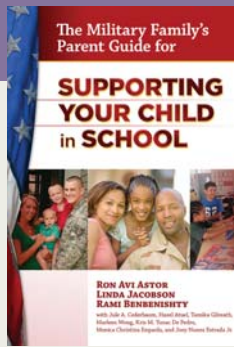
Monique Datta EdD '10 previously served as the State English/Language Arts Resource Teacher for the Office of Curriculum Instruction and Student Support for the Hawaii Department of Education.



Monique Datta

Published

Ron Avi Astor released four new guidebooks to help parents, teachers, principals and counselors understand the education challenges of military children and create schools that recognize and respect the culture of military families. Astor leads the Building Capacity in Military-Connected Schools project, a partnership between the USC School of Social Work and eight San Diego-area public school districts.

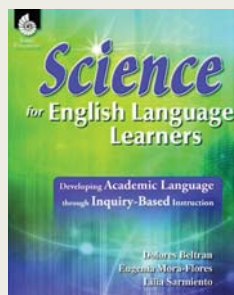


Estela Mara Bensimon assembled the critical, constructive, and thought provoking ideas around race and racism of higher education scholars in a special issue of *The Review of Higher Education*, titled "Critical Perspectives on Race and Equity." The special issue is an outcome of the USC Center for Urban Education's ASHE Institutes for Equity and Critical Policy Analysis, which mobilized a generation of scholars to engage in critical policy analysis.



Estela Mara Bensimon and **Alicia Dowd** co-authored an article for the December 2012 issue of *Change* magazine with **David Longanecker**, president of Western Interstate Commission for Higher Education, and Rossier doctoral student **Keith Witham**. Their article examined how states and systems can still produce more degrees and credentials, meeting set goals with increasingly fewer resources.

Eugenia Mora-Flores released her fourth book, *Science for English Language Learners: Developing Academic Language Through Inquiry-Based Science*. The book, co-authored by Rossier adjunct **Dolores Beltran**, focuses on academic language development in science for English language learners, and shows teachers how to develop K-12 students' language abilities in science while developing their content knowledge.



Morgan Polikoff and alumnus **Andrew McEachin PhD '12** co-authored an article in *Educational Researcher* in which they examine what would likely happen if a current proposal for reauthorizing the Elementary and Secondary Education Act that has been proposed in the Senate is applied to California data.

Joanna Smith co-authored the Harvard Education Press book, *Choices & Challenges*, with **Priscilla Wohlstetter** and **Caitlin Farrell PhD '12**. The book uses high-quality research on charter schools to identify the contextual and operational factors that influence these schools' performances.



Katharine Strunk co-authored an article in the *Phi Delta Kappan* on key lessons learned from Los Angeles Unified School District's implementation of its new teacher evaluation system, Educator Growth and Development Cycle (EGDC), which was piloted with volunteering LAUSD administrators and teachers during the 2011-12 school year.

In Memoriam

Robert L. (Bob) Baker, professor emeritus, passed away at home in Palos Verdes Estates, California, in November after a long battle with cancer. In the late 1970s, Baker joined the faculty at USC, where he remained active well into his eighties as Professor Emeritus of Psychology & Technology.

Leonard L. Murdy BS '48, MS '50, EdD '62, professor emeritus, passed away at his home in Anaheim, California, in November. Murdy was a preeminent faculty member from 1973 to 1994, and was awarded emeritis status in 1998. He was considered an authority in the field of educational administration.

Evelyn Thompson Kieffer, a retired educator and longtime friend of Rossier, passed away. In 1998, Kieffer, along with her good friend Les Wilbur, established the Leslie Wilbur and Norma Lash Wilbur-Evelyn Kieffer Professorship in Higher Education, held by William G. Tierney. Kieffer was director of alumni and public affairs for the school from 1980 to 1986, and in 1999, received the USC Alumni Service Award.



New Online Adventure Game Gives Middle Schoolers a Head Start on the Path to Success

Collegeology Games, which makes college and career planning fun through an interactive digital format, has launched a new online game just for middle schoolers.

The most recent addition to the suite of games is called *Future Bound*, and takes students on a three-hour action adventure to identify their career and college aspirations. The game, which is downloadable for free at www.collegeologygames.com, helps students learn how decisions made in middle school can influence future opportunities. *Future Bound* teaches players to nurture their interests and fight self-doubt to achieve success in high school, college, and their careers.

"Middle school students are at an age where they begin to make decisions and develop habits that can shape their future college and career paths," said USC Rossier Research Assistant Professor **Zoe Corwin**, who directs research for **Collegeology Games**. "*Future Bound* lets them explore these paths in a fun and action-packed game."

Future Bound is the second digital game from **Collegeology Games**, which is a collaborative project between education experts at the USC Rossier School of Education's Pullias Center for Higher Education and game designers at the USC Game Innovation Lab. The game is funded by the U.S. Department of Education's Institute of Education Sciences and the Bill & Melinda Gates Foundation.

Collegeology Games provides critical college preparation resources and tools for low-income students, who attend schools where there is seldom sufficient college guidance and support on campus.

Many first-generation and low-income students face additional challenges in accessing information about college and financial aid outside of school. Roughly 60 percent of low-income high school seniors do not attend the universities for which they are qualified because they do not understand the process or their options.

Last year, **Collegeology Games** launched *Mission: Admission*, a Facebook game that shows high school juniors and seniors how to master the college application and financial aid process in real life. The game has had nearly 1,800 players to date.

"The game brings to the forefront of students' brains what they have to work on in order to be most successful."

— Leslie Aaronson, 11th grade teacher, Foshay Learning Center

For more information about *Collegeology Games*, go to: www.collegeologygames.com



Nancy Zimpher with Adrianna Kezar, who was announced as the new co-director for the Pullias Center for Higher Education

Pullias Lecture Describes Universities as Economic Engines

On February 4, **Nancy L. Zimpher**, chancellor of the State University of New York (SUNY), delivered the 35th Pullias Lecture, hosted by the USC Pullias Center for Higher Education at Rossier.

Zimpher spoke about how she strives to make the 64 campuses in the nation's largest comprehensive system of higher education an economic engine for the revitalization of New York. At SUNY, she has been instrumental in creating a national network of innovative systemic partnerships that holistically address challenges across the education pipeline. Zimpher called it "systemness."

"I saw an opportunity to turn a university system into a place where access, completion and success are tethered together," Zimpher said. "When the system is an economic engine, there can be return-on-investment for higher education."

The Pullias Lecture was also the occasion of the announcement that **Adrianna Kezar** has been named co-director of the Pullias Center, leading the center with **William G. Tierney**. Kezar's renowned research includes work on the changing professoriate.

The annual Pullias Lecture, dedicated to the memory of Earl V. Pullias, features a nationally recognized scholar each year who contributes to academic dialogue on significant topics in higher and postsecondary education.

Program Is Changing the Landscape of High School Math in Los Angeles

Math for America Los Angeles is wrapping up its fifth successful year supporting mathematically talented teachers in high-need public high schools. The L.A. program, based at USC Rossier in partnership with Claremont Graduate University and Harvey Mudd College, responds to the shortage of quality math teachers who truly know and love the subject.

MfA LA provides teacher preparation, stipends, and ongoing professional development and support for its teaching fellows over a five-year period. Preliminary evaluative data reveals that the fellows are improving student achievement in their schools, and 11th grade students taught by MfA LA Fellows are passing the CST and CASHEE exams at higher rates than those taught by non-Fellows.

Due to their excellent qualifications, MfA LA Fellows are having no trouble getting jobs, and every fellow is currently placed in a Los Angeles area school. The program now has 58 teacher fellows, all of whom have been successfully placed in classrooms in 33 schools across eight school districts and five charter schools.

Fellows are also benefitting from the strong support they receive due to the “clustering” of two or more fellows within the same school, regular professional development, and guidance from experienced mentor teachers. Fifty-eight percent of MfA LA Fellows are working in clusters in 12 school sites, supporting one another and amplifying their impact on student achievement in these schools. Cortine High School’s mathematics department currently employs five MfA LA Fellows. These clusters ensure that fellows have the collaborative support of peers who share their pedagogical philosophy and their passion to teach math.

“We look forward to the time when we have full ‘Math for America high schools’ here in Los Angeles,” said Rossier **Dean Karen Symms Gallagher**. “Filling a high school math department with the highest caliber teachers who love their subject and work together with common approaches will have a huge impact on student achievement and success in this field.”

Data show that MfA Fellows are staying in the profession with higher retention rates than non-Fellow teachers. Of the 10 members in the original 2008 cohort, all but one will continue to teach after their five-year fellowship concludes.

The program recently launched the Master Teacher Fellowship to develop experienced math teachers as mentors who will lead other teachers and initiate systemic changes in their schools. In 2013, MfA LA plans to welcome 21 new master teachers and 10 new teaching fellows.

MfA LA has successfully raised \$15 million over its five-year existence to fund its fellowships. Support comes from individuals, foundations, and grants from the National Science Foundation. The cost to support one teaching fellow through the duration of the fellowship is approximately \$150,000.

MfA LA is currently seeking additional funding to grow future cohorts and expand the program’s reach in the Los Angeles region. For more information about Math for America Los Angeles, visit: <http://www.mathforamerica.org/la>.

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The Academy

GIVING BACK TO USC ROSSIER

is one of the most important legacies you can leave to your alma mater. And doing that through an annual gift as an Academy member helps the School plan and sustain its remarkable growth.

There are so many ways that each donated dollar helps. Gifts of all kinds, and at different levels, support student scholarships, fund and sustain innovative programs, and help with the operating budget, which in turn, ensures USC Rossier's strong stature as a global leader in education.

USC Rossier Academy donors help guarantee the School's effective work now and in the future.

As an alumnus, I'm so proud of the many ways that Rossier supports me and my fellow Trojans. There is ongoing collegiality in sharing best practices, providing career services support, and expanding interactions and mentorships with Rossier students, staff and other alumni. As an Academy member and an alum, I'm thrilled to be engaged in a culture of philanthropy to help the many deserving generations of Trojans yet to come.

As a graduate of USC Rossier, I'm reminded of the successful career path which I experienced upon graduation. This included making connections, seeing doors open for me, and obtaining opportunities and experiences that allowed me to grow as an exemplary teacher and principal. USC Rossier was always there for me. My efforts will always be there for YOU.

Just like my experience has shaped me, I know you have your own story to share about the importance of the work that Rossier does. Won't you join me and many others in ensuring the important work that still lies ahead?

It's not about what you give, it's about how you give. Help support the causes that are near and dear to all of us who care about quality education for all. Do it with the Trojan spirit and pride that make us #1. Join The Academy. ■

— Brent A. Noyes

Brent Noyes BS '75, MS '79, has been an educator in Southern California for his entire career. He recently retired as principal of Arroyo Vista Elementary School in South Pasadena. He and his family are long-time Glendale residents. A die-hard Trojan (Brent's email address is troy4usc!), Brent is Chairman of The Academy, USC Rossier's premier donor community, which sustains the school through annual giving at the \$500 and above level.

fight on!

Dean Gallagher and Brent Noyes



THE ACADEMY recognizes our most generous and loyal supporters who make an annual gift of \$500 or more to the USC Rossier School of Education.

Your leadership level investment can be designated to the project of choice, including supporting the Annual Fund, establishing a named student scholarship, or contributing to one of our many programs and centers.

Members in The Academy receive special recognition and are invited to key events throughout the year.

For more information on funding opportunities and how you can be a member, please contact Diana Hernandez, Director of Annual Giving, at 213.740.3499 or dehernan@usc.edu.

Recognition Levels

- **Educators** – \$500
- **Mentors** – \$1,000
- **Scholars** – \$2,500
- **Fellows** – \$5,000
- **Masters** – \$10,000

Dean's Laureate Circle

(Payable within 5 years)

- **Investors** – \$25,000
- **Leaders** – \$50,000
- **Visionaries** – \$100,000

WELCOME

We would like to say **THANK YOU**
to the newest members* who have joined The Academy
since July 1, 2012:

Lester Baer MS '71
Estela Mara Bensimon
Katherine Bihr EdD '05
Dr. and Mrs. John Bogie EdD '86
Karen and William Bonaudi EdD '93
Debra Bradley EdD '87
Mr. and Mrs. Gerald Chertavian
Dr. and Mrs. Roy Chinn DDS '79
Mr. and Mrs. Jack Davis MS '68
Janet Esposito BA '72, MS '74
Douglas P. Fields
Steven L. Fish EdD '97
Kristen M. Gates EdD '05
Malcolm Gerstein BA '50, MS '55
Edwin Gould Foundation
Gregory Gunn
H. Hugh and Dorothy Choate Family Trust
Timothy Harney PhD '80
Alice J. Key PhD '77
John Mancken Estate
Scott Mullet BA '91 and Jenelle Marsh BS '91
Charleen Moore BS '66
Dr. and Mrs. Lawrence Picus
Susan J. Rainey EdD '83
Richard Riordan
Edward A. Sullivan BS '87, MS '92, PhD '98
Megan Tancredi-Gildred MS '06
The Tappan Foundation
Sandra Trull MS '77
Gloria Zappaterreno EdD '06

If you prefer to be recognized another way, please contact
Diana Hernandez, Director of Annual Giving
at dehernan@usc.edu or 213.740.3499.

*As of January 28, 2013

I believe I have a moral obligation to give back to the institution from which I gained so much. One of the keys to life is gratitude, and those who are grateful are happy and good to others.”



marvin MARSHALL
EdD '69

Responsibility Expert

Explains Why He Gives Back to Rossier

MARVIN MARSHALL EdD '69, a member of The Academy, has been giving to the school's Annual Fund for more than 30 years. A prolific speaker and author, Marshall has been a teacher, counselor, and school administrator, and currently presents his Raise Responsibility System to schools worldwide. His book and seminar, *Discipline Without Stress, Punishments or Rewards: How Teachers and Parents Promote Responsibility & Learning*, shows educators how to use internal motivation – rather than rules and consequences – to get students to behave responsibly and to learn without coercion. The book is available to any school in the U.S. for free at www.disciplinewithoutstress.org/

Q: Why did you choose to go into the education field?

A: I had taught for one year after I was married. Since I was active in student government in college and was awarded the outstanding male student when I graduated, I thought that I would inevitably go into school administration. Then I reflected that I could earn more if I went into business administration.

After earning my master's in business administration, I went into business, first into sales and then into management. I recall sitting in my office on Wilshire Boulevard in Beverly Hills and reflecting. I had truly enjoyed my year of teaching and concluded that if I was fortunate enough to know what I enjoyed in life, that I would be a fool not to take advantage of it. So I returned to education.

Q: How did you come to develop this discipline system?

A: After experiences as a school counselor; assistant principal; and elementary, middle, and high school principal; and district director of education, I decided to spend my last few years doing what I enjoy most: classroom teaching.

I was out of the classroom for 24 years. Had society changed? When I returned to classroom teaching, I found parents afraid of their own children, too much disrespect to adults and a lack of responsible behavior in general. Schools weren't teaching them to be responsible; they were just teaching them to be obedient. So I asked myself, "How can I promote social responsibility?"

I used my teaching, counseling, and administrative experiences to develop a proactive discipline program now used around the world. My presentations of the system have taken me to 44 of the United States and 20 countries on five continents.

Q: How did your experience at USC Rossier impact you professionally?

A: I re-entered the profession teaching in a middle school in West Los Angeles. Since teaching was going to be my lifelong career, I decided to learn as much as I could. My vice-principal said, "If you're going to get a doctorate, you need to go to USC."

I enrolled at USC and had some of the best classes I ever had in my college career – undergraduate or post-graduate. It was so practical. And chances are I never would have been a high school principal or a director of education without that doctorate.

Q: Why do you feel it is important to support USC Rossier?

A: I believe I have a moral obligation to give back to the institution from which I gained so much. One of the keys to life is gratitude, and those who are grateful are happy and good to others. People of the current generation owe it to future generations to share the benefits we have received. My entire life has been devoted to promoting responsibility, and giving back is the responsible thing to do.

To learn more about Marvin Marshall and his programs, visit www.MarvinMarshall.com. ■

Rossier on the Road in Orange County



The O.C. alumni event on February 7 served as a reunion for members of the Fullerton 2005 EdD cohort, (L to R) Greg Buckner EdD '05, Judy Fancher EdD '05, Myrna Morales EdD '05, Carolee Ogata EdD '05, Kathy Bihr EdD '05, Sylvia Kaufman EdD '05.

Bihr, a member of the USC Rossier Board of Councilors, hosted the evening at Tiger Woods Learning Center in Anaheim, where she serves as vice president and executive director.



(L to R) Christopher McDonald EdD '12, Tatiana Melguizo, associate professor, and Rocke Demark EdD '11 at the Orange County event. Melguizo presented her research on the earning benefits for minority college students who receive degrees in STEM fields.

Upcoming Events

Rossier Reception @ AERA

Monday, April 29, 2013

6:00 p.m. – 8:00 p.m. | Urban Tavern Restaurant, Hilton Hotel
Union Square | 333 O'Farrell Street, San Francisco, CA

Rossier Doctoral and Master's Commencement

Thursday, May 16 (3:00 p.m.) & Friday, May 17 (3:30 p.m.)

McCarthy Quad, USC University Park Campus

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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Frank Starne and Rossier Professor Gale Sinatra ◀



Patricia Poon BS '65 (bottom left) and Dudley Poon (bottom right) with family and friends ▲

Guadalupe Garcia Montano EdD '10 and Linda Fischer EdD '05 ▼

The 2012 Rossier Homecoming Tailgate

drew more than 170 alumni, students, faculty and friends to Alumni Park to celebrate their Trojan Pride before the USC v. Arizona State game on Saturday, November 10. The record number of attendees enjoyed a cocktail brunch, reconnected with old friends and made new ones, and took an array of silly pictures at the Rossier Tailgate photo booth.



homecoming

TAILGATE



Kathy Bihl EdD '05 and Kalim Rayburn EdD '11 ◀

Roberta Roberson EdD '02 and Wiley Roberson ▼



William Bonaudi EdD '93 with Karen Bonaudi ▲

Larry Hausner EdD '13 and son ▶

Rafael Santiago and Carlos F. Perez EdD '15 ◀



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