futures

in Urban Ed

CHANGING THE FUTURE
ONE MIND AT A TIME

100
YEARS
of innovation education transformation

Taking the Online Leap • **Trends in Technology** • **Creativity in Research**

USC
UNIVERSITY
OF SOUTHERN
CALIFORNIA

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in Urban Ed

Innovation = Insanity? 7

Changes in the classroom throughout history teach us a few things about the future.
By Dr. David Dwyer

USC Rossier School of Education

rŏs-ÎR′

Rossier — Rhymes with *Career*

FEATURES

100 YEARS 1909 2009 INNOVATE EDUCATE TRANSFORM

Dear Friends of Rossier,

INNOVATE. EDUCATE. TRANSFORM.

Let me tell you why these three words define the past 100 years of our school's history, and why I think they are the critical charge that will lead us into the next 100 years.

Before the turn of the 20th century, we were a small department of pedagogy.

NOW we are a robust, diverse, research-oriented school.

Beginning early in the 20th century, we focused on preparing the thousands of school teachers that our nation demanded. And beginning in earnest after WWII, we prepared school leaders, primarily superintendents.

NOW, we not only prepare teachers and superintendents, but school, college and university professionals, policy leaders, researchers and scholars.

In the early 1900s, we responded to new data and information about what works in education.

NOW we drive new academic program models and set our own scholarly research agenda.

This is **Innovation**. This is **Education**.

The common thread throughout this school's history — our very DNA — has been our commitment to change to meet the needs of educators and of the students, families and communities they serve.

> *You cannot survive for 100 years, let alone Thrive and Lead — without embracing innovation and change.*

The fundamental reason we are able to respond to change is the trio of Rossier faculty, students, and alumni. Three critical relationships are built from this trio: the first is between the scholar/instructor and the student; the second is between the theorists and the practitioners; and the third is between this School of Education and its community of supporters that is devoted to its success.

Through these successful relationships comes **Transformation**.

This issue of "Futures in Urban Ed" will turn the spotlight on several key examples of the kind of Innovation, Education and Transformation that defines both our past and our future.

I know you'll enjoy reading the piece on page 7 — headlined "Innovation = Insanity?" — by Dr. David Dwyer, the first person to hold the new Katzman/Ernst Chair in Educational Entrepreneurship, Technology and Innovation.

This summer, we launched the country's first online Master of Arts in Teaching from an elite research university. The birth of this groundbreaking program, the MAT@USC, is engagingly detailed by Dr. Melora Sundt on page 8. Pages 16 through 25 focus on the creative and internationally acclaimed work of our Research Centers.

As we launch our anniversary year, Rossier is ranked among the top 10 private graduate Schools of Education in the entire country. We are viewed across the world as a leader in our field. Share this success with us by joining the celebration; there will be opportunities to participate both in person and online, and to offer financial support at all levels and for a diversity of needs.

All of us at the USC Rossier School of Education are marking this centennial with an even stronger commitment to our core mission…to strengthen urban education locally, nationally, and globally. With your help we will continue to **Innovate** and **Educate** and ultimately we can **Transform** our world.

Sincerely,
KAREN SYMMS GALLAGHER, Ph.D.
EMERY STOOPS AND JOYCE KING STOOPS DEAN

100 YEARS
1909 2009
INNOVATE EDUCATE TRANSFORM

CHANGING THE FUTURE ONE MIND AT A TIME

Streamers fly as Rossier prepares to unveil its 100th Anniversary banner, recreated on the *Futures* cover.

a **CENTENNIAL** celebration

USC Rossier School of Education kicked off its 100th anniversary celebration on June 29, 2009, with an event to remember. Nearly 250 faculty, students, alumni and friends of Rossier gathered outside Waite Phillips Hall to honor a past of proud achievement and a future rich with possibilities.

Cardinal and gold banners were ceremoniously unfurled on the sides of the building to commemorate the centennial milestone and the School's leadership in the effort to innovate, educate, and transform.

Alumna Dr. Thelma Meléndez de Santa Ana (Ph.D. '95), recently confirmed U.S. Department of Education Assistant Secretary for Elementary and Secondary Education, provided the keynote address.

Los Angeles Unified School District Board President Monica Garcia and Los Angeles City Councilmember Bernard Parks presented certificates of recognition for the School's achievements. University Professor Dr. Lloyd Armstrong spoke about the highlights in the School's research and scholarship and its ambitious global path into the 21st century. Dr. Rudy Crew, clinical professor and interim executive director of the Greater Crenshaw Educational Partnership (GCEP), shared his thoughts about the role of the Rossier School in the urban community as it works to transform outcomes for neighborhood students.

Haley Scott DeMaria, a member of the inaugural cohort of the MAT@USC, spoke of her dream of becoming a teacher (see page 8), and the event introduced Dr. David Dwyer, the first holder of the Katzman-Ernst Chair in Educational Entrepreneurship, Technology and Innovation (see page 7).

Be Part of the Festivities

As the anniversary year unfolds, we hope that everyone in the Rossier family will participate.

Don't miss a very special Homecoming Tailgate on Nov. 14th, starting three hours before kick-off at our usual spot in front of the Bovard building on campus. We'll have a birthday cake, anniversary giveaways and drawings, video tributes to Rossier, and an opportunity for you to videotape your own school memories.

To stay up-to-date on events and activities that will mark our centennial, please visit our new Anniversary Website at **www.rossier100.usc.edu.** We're planning lectures, outreach events, a special evening honoring renowned education leaders, and much more.

And for information on contributing to our **100th Anniversary Next Century Campaign**, see page 32.
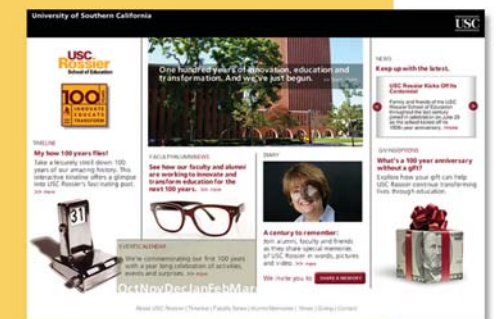
IN MEMORIAM

Emery **Stoops**

Dr. Emery Stoops, alumnus, philanthropist, professor emeritus of the USC Rossier School of Education and 1993 recipient of the USC Distinguished Emeritus Award, passed away on March 25 in Playa Vista, California, as the oldest living Trojan. He was 106.

A memorial service for Dr. Stoops brought Rossier faculty, students and staff together with the Stoops family, his friends and associates on April 29. USC President Steven B. Sample and Dean Gallagher shared their memories of Dr. Stoops, a longtime supporter of Rossier and the benefactor of the Dean's endowed chair. His son, Dr. Emerson Stoops, recited a historical ode to his father and the Trojan Marching band closed the ceremony.

Participants at the PACE Alternative Teacher Compensation Conference in March.

PACE *Takes on Teacher Pay*

On March 31, Policy Analysis for California Education (PACE) sponsored the Alternative Teacher Compensation Conference, which brought nearly 200 education experts, policy makers, administrators, teachers and union representatives together to take on the contentious topic of teacher pay.

The day-long discussion spotlighted how other districts around the country are redefining teacher compensation, which traditionally has been based more on seniority. Ideas discussed included providing extra compensation to teachers who work in challenging schools and changing the structure of compensation for teachers who pursue higher degrees.

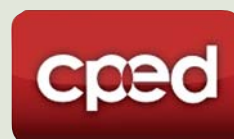Rossier's Dr. Dominic Brewer, who is Co-Director at PACE, said the conference has laid the groundwork for future collaborations between K-12 school district officials and union officials, and has opened the dialogue about California's need to experiment with the way in which teachers are paid.

Carnegie **Initiative** *on the Doctorate*

Since the development of the new Ed.D. program at the USC Rossier School of Education in 2001, and its launching in 2003, Dean Karen Symms Gallagher has led the faculty in continuing to examine and refine the doctoral degree. An important part of this process of refinement and continued innovation has been our participation in the Carnegie Project on the Education Doctorate (CPED), which is now in its third year.

Twenty five universities from around the country have been regular participants in this effort to re-think the nature of the Ed.D. degree, and USC has been at the forefront of those efforts. The CPED group met in June at the Carnegie Foundation in Palo Alto, where USC was represented by Dean Gallagher and Dr. Robert Rueda, the new chair of the Ed.D. Steering Committee. The Rossier Ed.D. program was continuously spotlighted.

At the meeting, participants shared their accomplishments in the following areas: capstone experiences, inquiry, labs of practice, core courses, signature pedagogy, and assessment. As CPED begins to plan for the next steps in furthering past efforts, USC will continue to serve as both a model and an important partner.

Rossier Ranks **High**

The U.S. News & World Report's 2010 edition of America's Best Graduate Schools has placed Rossier in the top ten for Schools of Education at private universities, and number 22 among all schools.

Rossier was also ranked 5th for higher education administration and ranked 9th for education administration and supervision in the Specialty Categories.

USC's own data portfolio for 2008-09 was released in May, and the Rossier School shines in the selectivity of its Ph.D. program, the power of its Ed.D. program, and the diversity of its students, among other areas.

While the admit rate for Ph.D. students across USC is 20.1%, Rossier's rate is just 10.1%. And of those admitted to USC, 51% enroll, while 77.8% of those admitted to Rossier enroll. Rossier's Ed.D. program continues to be a major force at the University. Of all the non-Ph.D. doctoral degrees awarded from USC from Fall 2007 to Summer 2008, 49% were awarded from Rossier.

And Rossier gets high marks for the diversity of its student body — with 11.1% of its students African American, 18.9% Asian American, 19.6% Hispanic, and 1.2% Native American. In comparison, the University's graduate student body as a whole is 4.1% African American, 19.4% Asian American, 7.7% Hispanic, and .4% Native American.

2009 *Commencement*

Over 150 Ph.D. and Ed.D. graduates donned their caps and gowns on May 14, 2009 for the traditional hooding as part of the prestigious and moving Doctoral Commencement Ceremony.

The following day, nearly 240 candidates for degrees in Master of Arts in Teaching, Master of Education in our PASA program, Master of Marriage and Family Therapy, Master's in our TESOL and TEFL programs and School Counseling, Master of Educational Psychology and Instructional Technology, as well as our final cohort of undergraduates, walked in the Master's & Undergraduate Commencement Ceremony.

Our deepest congratulations are extended to all our 2009 graduates!

Dr. David Marsh (center) with Ed.D. grads Dr. Eimi Tomimatsu Garcia, Dr. Al Vasquez, and Dr. Patricia Ramos.

Dr. Kim Hirabayashi (center) surrounded by graduating Educational Psychology and Instructional Technology students.

The *Pullias* Lecture

The 31st Pullias Lecture, the oldest endowed lectureship in higher education, spotlighted USC Provost and Executive Vice President C. L. Max Nikias' reflections on risk-taking, discovery and Promethean universities. It was sponsored by Rossier's Center on Higher Education Policy Analysis (CHEPA) and drew an audience of several hundred to Town and Gown in January.

Dr. Nikias challenged the higher education community to embrace a vision for the future that demands both exceptional discovery and knowledge creation, while recognizing how the world's current trends and needs are shaping the very nature of academia.

His lecture, "Beyond the Ivory Towers: On Tomorrow's American Research University" centered on five key ways to define the new "Promethean" research universities: they will know when to be local and when to be global, they will redefine literacy for a new age and will keep redefining it, they will succeed in renewing timeless truths for our very own moment within time, they will be agents of surprise, and they will turn internal rivals into true collaborators and create seminal new ways of addressing society's challenges.

USC Provost and Executive Vice President
Dr. C. L. Max Nikias

NSF GRANT
Math for America : Los Angeles **Gets Boost**

Math for America: Los Angeles was awarded a $1.5 million grant from the National Science Foundation this spring, with funds from the American Recovery and Reinvestment Act of 2009 (ARRA).

The project, "Math for America: Los Angeles: Improving Student Achievement by Focusing on Teacher Quality, Preparation and Professional Development," will be funded from July 1,2009 to June 30, 2014.

MfA LA, which includes the partnership of Rossier, Claremont McKenna College and Harvey Mudd College, is designed to recruit and retain talented math teachers within the public school system. MfA LA welcomed its first cohort in the summer of 2008. This grant will allow the program to recruit and accept larger cohorts for years to come.

Rossier *At* AERA

More than a dozen Rossier faculty members presented papers or led discussion sessions at the American Educational Researchers Association (AERA) conference in San Diego in April, which brought together thousands of researchers in education from around the U.S. In addition to Rossier's presentations, the School also hosted a fun and festive reception at the Palm Restaurant. Guests included conference participants from across the country, as well as Rossier alums and faculty.

Ph.D. student Icela Pelayo, Dean Gallagher,
Ph.D. student Katie Moulton,
and Dr. Darnell Cole

Dr. Myron Dembo, his wife Nancy,
Dr. Gisele Ragusa, and Dr. Youn Joo Oh.

ON JOINING THE ROSSIER SCHOOL OF EDUCATION at the time of its Centennial Celebration, and enjoying the honor I have received as the first Katzman-Ernst Chair, it may surprise you to know that a word that constantly comes to mind is "insanity." Not yours, not mine – but the insanity that lies in the endless efforts to change and improve our nation's schools.

President Obama is fond of defining insanity as the endless repetition of the same action, in the desperate belief that the next iteration will bring about the sought-after outcome. Of course, it never does.

It is practically a truism that schools resist change, and there are historical examples almost comic with hindsight. Take, for example, the excitement stirred by the introduction of pencils and paper in classrooms in the mid 1800s – many critics lobbied against them, arguing if children did not learn to prepare a feather quill properly and concoct their own ink, what would they do if they did not have access to expensive pencils and paper? There was a controversy about books. Would textbooks make learning too easy and weaken our memories, and how would schools ever afford them for every child? Or, my personal favorite, the debate about ballpoint pens. They were resisted on the basis that disposable pens would unravel the moral fabric of our youth as their use taught the wrong lesson about thriftiness.

innovation = insanity?

A more important argument could, and should, have been waged about those innovations and the legion of others that followed, including chalkboards, overheads, movie projectors and, more recently, networked computers. That argument would simply be that these innovations changed the tools of the trade but failed to alter the nature of the work of teaching and learning. When tools change but the approach remains the same, outcomes will remain the same, too. If we use new tools in the same old ways, the outcomes are never going to change no matter how many times we try. Insanity.
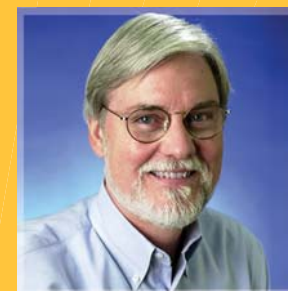
This fact frames the perceived failure of many of the efforts to reform/improve/restructure – change by any name – our schools. We tinker with small pieces of the system. Meanwhile, the demands on the system, and the needs of our society, are growing ever larger and more critical to our very way of life.

I believe that we have reached a point when we cannot afford for things to remain the same. Driven by economic, political, cultural, and environmental crises on a global scale, we are almost desperate for schools of a very different nature. We need schools that promote fairness and equal opportunity. We need schools that prevent the staggering loss of human capital we see as our children dropout in unimaginable numbers. We need schools to produce leaders, problem solvers, and workers who are up to the task of repairing a planet.

Our challenge, then, is to bring every ounce of our creative and entrepreneurial spirit to a redefinition of the work and purpose of the place we call school. Rossier School of Education is becoming a model of that kind of place. It will incite and empower others to do the same. I hope, over the next 100 years, it never stops innovating at the things that matter.

by DR. DAVID DWYER,
Katzman-Ernst Chair in Educational Entrepreneurship, Technology and Innovation

taking the
online leap
THE MAT@USC

"CAN YOU BELIEVE IT? I saw an ad for a teacher preparation program done online! You can't learn how to teach by sitting at a computer!" This statement was posted by a colleague from another university on his Facebook wall. He probably speaks for many of us who think that while maybe some topics can be taught online, learning to teach isn't one of them. At USC, we're out to prove him wrong.

National data suggest schools are experiencing a teacher shortage. Because of early career departure and retirements, there are not enough skilled teachers — teachers who know how to facilitate learning for any student — working in our schools (1). So, let's say USC has a strong on-campus teacher preparation program. (Which, of course, we do!) We graduate about 100 teachers per year. Preparing 100 new teachers is a good thing, but when California alone needs about 10,000 new teachers each year (3), producing 100 of these means USC isn't even part of the conversation. We are invisible. The only way to have a meaningful impact in this environment is to scale up. With the physical limitations of a Los Angeles-based campus, the only way to scale up was to create some economy of scale, while sustaining quality and rigor of instruction.

Enter John Katzman and the company, 2tor. John said to the Rossier faculty, "Your best option for scaling up while achieving an

economy of scale and sustaining rigor is to go online." Some of us had a reaction akin to my Facebook colleague. We were worried that we didn't know enough about online capabilities to design a program that would do what we needed. What we thought we knew led us to believe that teaching online would be limiting, that we couldn't do the creative things we do in a classroom. We were worried about how we would supervise the absolutely critical student teaching with students across the country. Finally, we needed this new program to be running by June 2009. We had plenty to worry about. As the Chair of the design team, I remember thinking during that first planning meeting that this was the closest I had ever come to taking a flying leap off a cliff. But as Van Halen says, "might as well JUMP!"

Eight months later, the Rossier faculty has done just as John suggested we could: we have redesigned the way we prepare teachers, and the entire program can be delivered online. The result is a better program than I think we could have designed if we had focused only on on-campus delivery. Three pieces, at least, got us here: the collaboration among the faculty, the partnership with 2tor, and the platform itself. They are the heroes of this story.

Getting faculty to work together on a project, particularly one that involves coming to consensus about deep intellectual issues, isn't easy. Add to that an ambitious

deadline, and no relief from existing responsibilities, and the MAT program probably should never have gotten off the ground. Despite those challenges, the faculty built the new MAT from scratch. They determined their answers to fundamental questions about learning to teach, and built a curriculum around those answers. Once they had laid the philosophical foundation for the curriculum, they each took a piece (a course or two) in the sequence and sketched it out, often engaging local teachers and/or our alums in the design process. The package of syllabi was reviewed by multiple Rossier and USC committees, and the Western Association of Colleges and Schools (WASC), where it received its final approval in March 2009.

Once we received WASC approval, we were able to recruit for a pilot cohort in April and the inaugural cohort in June. I say "we" but 2tor, our partner, was responsible for recruitment, processing admissions for faculty review and building the technical platform on which we would deliver the program. They took our two-dimensional syllabi and, in collaboration with the faculty designers, turned them into three-

by DR. MELORA SUNDT,
Professor of Clinical Education and Associate Dean for Academic Programs

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The inaugural MAT@USC cohort, which officially started this summer, consists of individuals with strikingly varied backgrounds and life experiences, reflecting the School's longstanding commitment to promoting diversity. It also demonstrates how the online platform can extend to a wider student demographic than traditional brick-and-mortar programs.

Here are a few of our new Trojans

Dominick Amparano of Las Vegas, NM joined the Air Force in 1999 when he decided he wasn't ready for college. After time to reflect overseas, he found his calling working with youth organizations and coaching as he went back to school. He aims to be a positive male role-model for all of his students as a teacher.

Aurea Arenas of Los Angeles, CA received her undergraduate degree in kinesiology before she realized she wanted to work in education rather than health care. Now she plans to combine her passion for anatomy and physiology with her passion for kids by teaching science in high needs schools.

James Cirenza of Essex Fells, NJ spent the past 20 years building and managing international equity businesses before enrolling in MAT@USC. The married father of five ran a global division of 300 professionals in six countries with $300 million in revenues before finally following his longtime dream to teach.

Haley Scott DeMaria was a three-year state champion swimmer and Academic All-American for the University of Notre Dame when a fatal car accident left her paralyzed from the waist down. She chronicled her compelling return from paralysis to both walking and swimming in her memoir, "What Though the Odds – Haley Scott's Journey of Faith and Triumph." Haley taught social studies and coached swimming before enrolling in MAT@USC, where she can pursue her dream of getting an MAT from her home base in Annapolis, MD.

Haley Hiatt of Pasadena, CA was a history major at Brigham Young University, specializing in the Holocaust, Civil War, and San Francisco history. After working as a TA, Haley discovered she wanted to incorporate history and teaching into her life. She's an accomplished violinist and pianist, playing for several orchestras and chamber groups, and currently gives lessons in both instruments.

Joseph Smith of Northridge, CA was an educator more than two decades before he came to MAT@USC. He is a product of a single parent home with several siblings, and his family moved constantly while he was growing up. The help of a few educators and coaches along the way motivated him and guided him on his path, and he looks forward to being the first in his family to obtain a master's degree.

Brinan Weeks of Albany, NY worked as a hip hop artist and radio host and pursued West African and Middle Eastern studies before enrolling in the MAT@USC program. He said he comes to the program with a multi-cultural lens and African-American, Irish American, Blackfoot Indian and Creek Indian heritage.

online leap

dimensional online experiences. So a second reason why we've been able to create such a unique program is this partnership with 2tor.

2tor is a for-profit company that, through a novel revenue sharing model with USC, takes on the lion's share of the front-end administrative work for the MAT@USC. This type of relationship is suspect in higher education. It represents the merger of two traditionally oppositional cultures — that of a research university, a breed not known for generating profit or for speed of movement, and a for-profit organization. But it's working.

2tor's staff attends our curriculum design meetings, helps create partnerships with schools, and coordinates the recruitment and admissions processing, with faculty making all final decisions. The program and all the related decisions are clearly the purview of Rossier's faculty, but our creativity is amplified through 2tor's expertise. It's a colossal statement of faith (about 2tor, the program and most importantly about themselves) by the Rossier faculty and staff that they were willing to share these tasks with an outside group. It's another cliff we jumped off of.

The third unique element of this endeavor is the platform itself. Here's where I have witnessed a true generational divide. A clever YouTube video delivered the results of a survey about the learning behaviors of 200 college students (4). These students on average will write 42 pages of notes in an academic year, but 500+ pages of email; they'll read eight books but 1281 Facebook profiles and 2300 webpages; and their activities fill 26.5 hours per day — they multitask. Students like these are both who will come into the MAT and who our MAT students need to be prepared to teach. They are not like my generation. Most of them use a social networking program (like Facebook) frequently, in fact the most common source of applicants for the MAT is Facebook, where we place ads. Therefore, the social networking function is a cornerstone of the platform. It looks familiar to most of our students.

Meanwhile, the platform has to be simple to use. As a novice online instructor, I can testify that it passes the "point and click" test. For example, I wanted to do a live workshop for the online students on basic writing tips. I posted a note on the course "wall" announcing the date and time of the workshop. I went into my virtual office and uploaded the PowerPoint I wanted to use. I turned on my webcam at the scheduled time, welcomed students

into my virtual office and off we went to talk through the slides. They could see and hear me, and I could see and hear them (it looked like the opening credits to the Brady Bunch or Hollywood Squares). And I recorded the whole discussion so that students who couldn't attend could watch it later.

The power of these three pieces — the collaboration, the partnership and the platform — are best witnessed in the design of the student teaching experience. Every student spends 20 weeks in a real classroom working with a full time "guiding" teacher, and supervised by a USC faculty member. The students' daily video uploads of their work in the classroom and live video conversations between the guiding teacher, the faculty member and the student can provide far more frequent opportunities for assessment and strategizing than we had been able to provide under our old program. We can see more of the pre-service teacher in action now than we did before. So fears about providing excellent supervision? Not so much. Sure, the proof will be in the outcomes: can these students facilitate learning to our standards upon completion of the program? Are they better teachers for having been with us?

We will know in 12 months, and actually, we'll know if we are on the right track much sooner than that. The final "wow!" we get from this collaboration is based on the forethought of the faculty in building assessment into the curriculum and the capacity of the platform to collect data. Because the platform can track every move, we will know things like how much time students are spending with different material, including what they ignore. We know what they think about teaching and learning before they start the program, because they upload demonstration videos of themselves as part of their orientation. We can collect benchmark data and compare it to work at the end of a course, or the end of the program, because we can build it into assignments. The opportunities for learning about how pre-service teachers learn, and how online versus face-to-face programs interact with that learning, are almost overwhelming.

Rather than ignore technology, or demand that their students "leave it at home," we wanted our MAT students to use the technology to catapult their ability to facilitate learning over the barriers they will face as teachers in high need schools. We wanted to be able to prepare pre-service

teachers in Detroit, New York and other high need areas. We wanted to be able to see into those student-teachers' classrooms and observe their teaching from our offices in Los Angeles. We wanted to stay excited by the process of preparing new teachers. We wanted to make the best program possible. We wanted a platform, partners and a curriculum that could do that with us. We are nowhere near being done, but so far, I think we're getting it all, and it's quite an E-ticket ride. ◼

Certification Map
Sponsored by MAT@USC

New Tool for Teachers

An interactive and comprehensive map that details the certification requirements for every state in the nation has gained traction among teacher educators around the U.S.

Accessible online at **http://certificationmap.com/**, the Certification Map provides a wealth of state-by-state information on how to become a teacher, certification requirements and average state salaries, and industry news, and it features a teacher credential blog.

The Certification Map was developed by the USC Rossier School of Education's new MAT@USC as a public service and tool for prospective education students who lacked any comparable resource to date.

APPRECIATING CREATIVITY
is the first step
IN BECOMING CREATIVE

Creativity as a valued product, organized body of knowledge and defined processes, currently exists as a paradox in education. Two opposing points of view balance this paradox: the articulated societal, economic and academic expressions that encourage innovations and divergent thinkers to resolve issues and become international competitors, and the state and districts' definition of achievement dependent primarily on convergent thinking measured by standardized tests. In education, the need for divergent thinking and the rewards for convergent thinking prohibit the rhetoric supporting creativity from becoming real classroom practice.

Many citizens and educators believe that to solve the absence of creativity in the curriculum simply means infusing it there. But adding creativity to the curriculum means more than asking students to be, think or perform creatively. Constructing open-ended assignments, distributing art resources, reading biographies of creators, studying the research outcomes of generative processes and/or discussing the dispositions required to nurture creativity, are vital but not enough to promote creativity in any subject.

There is often a belief that students have a readiness for creative performance without regard for how this readiness is fostered or what it might entail. Initiating the teaching and learning of creativity without establishing an appreciation for it as a subject often reduces the practice of creativity to a gimmick or "fun filler activity." The prerequisite to becoming creative is to acquire an appreciation for creativity.

A specific curriculum designed to promote the students' awe of creativity is the foundation on which the skills and processes of creativity are mastered. The "curriculum of creative appreciation" focuses on pursuing the outcomes of the creative act in such activities as the writing of a story, resolutions to critical events in history, alternative responses to mathematical and scientific problems, and the actions of fictional and non-fictional heroes and heroines. Importantly, this curriculum shifts emphasis from learning "what" happens to identifying the sources of creativity that enables things "to" happen — a shift, for example, from just understanding what Oliver and Wilbur Wright did to naming the multiple creative skills and dispositions they used to do it. An awareness of creativity can be taught by bringing to students' attention the essence of the creative act in the video games they play, the sports they watch and the movies they see. Paying attention to the roles of creativity in the world of school, work, and play is the ultimate exercise for developing an appreciation for creativity.

Within the academic setting we should both inspire and facilitate the conditions for students to perform the creative processes. Fostering an appreciation or sense of awe for creativity is the prologue to establishing a culture of creativity. ◼

by DR. SANDRA KAPLAN,
Clinical Professor
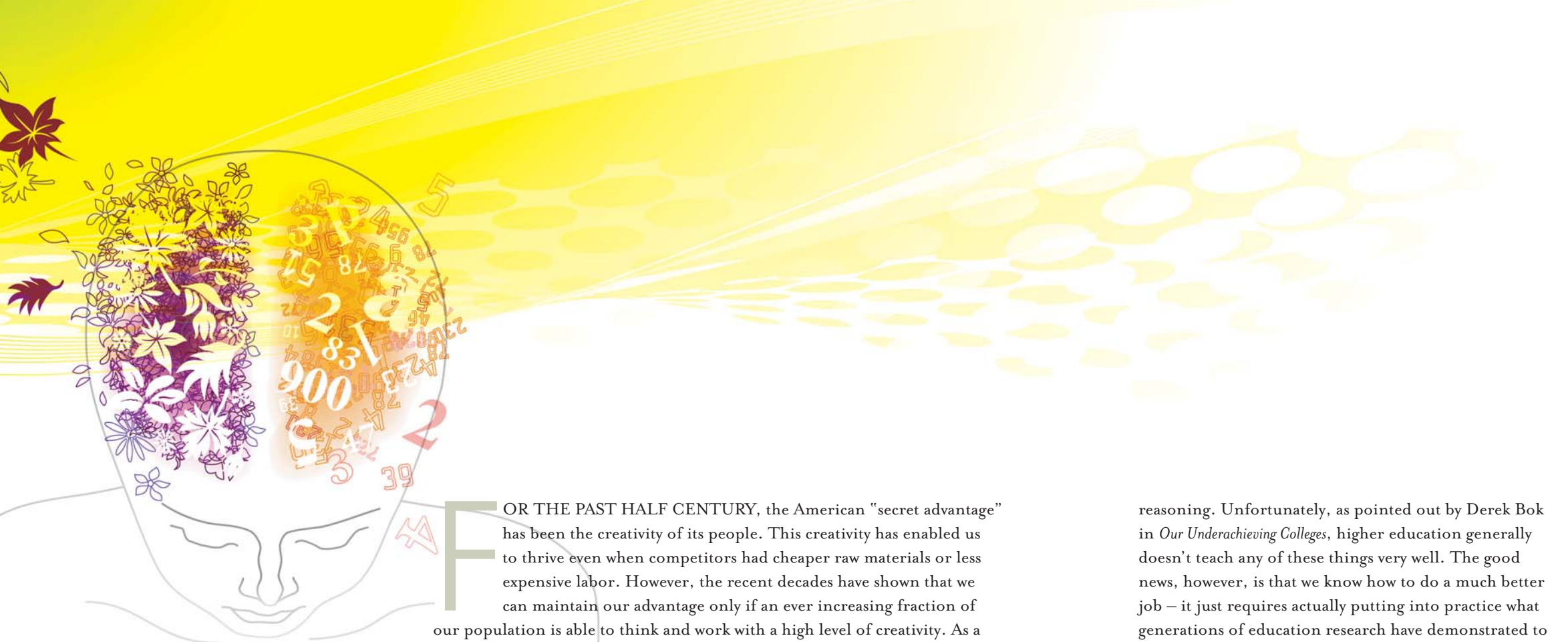
making creativity a goal for higher education

F OR THE PAST HALF CENTURY, the American "secret advantage" has been the creativity of its people. This creativity has enabled us to thrive even when competitors had cheaper raw materials or less expensive labor. However, the recent decades have shown that we can maintain our advantage only if an ever increasing fraction of our population is able to think and work with a high level of creativity. As a consequence, the education system must begin to explicitly add **creativity** to its desired outcomes.

What would a university or college that actively seeks to increase – or unlock – the creativity of its students look like? Although there seem to be no studies that attempt to answer that large systems question, traditional studies of individual creativity give us a number of strong hints regarding changes and additions to our usual approaches that could lead to increases in student creativity.

For example, research has shown two sets of teachable skills important for creativity: domain relevant skills, and creativity relevant skills. The domain relevant skills are the set of facts, approaches, and connections out of which one can construct a creative solution to some problem. These include a broad knowledge of the basic factual knowledge of the domain, the principles that pull together these facts, the techniques or scripts that have been developed to manipulate information in the domain, and an understanding of what is considered to be "new" in the domain. In order to support creativity, these domain skills generally need to reach the level that is known as expert knowledge. This level leads to flexibility of thinking within the domain, rapid recall of facts, self evaluation of learning, etc. Necessary underpinnings for expert knowledge are such truly basic skills as critical thinking and postformal

reasoning. Unfortunately, as pointed out by Derek Bok in *Our Underachieving Colleges*, higher education generally doesn't teach any of these things very well. The good news, however, is that we know how to do a much better job – it just requires actually putting into practice what generations of education research have demonstrated to be effective.

There are many creativity relevant skills. Among the most important are: breaking perceptual set, that is, being able to see objects and ideas in new ways; understanding of and comfort with complexity; keeping responses open as long as possible; suspending judgment; using wide categories to categorize information in order to see relationships better; having the ability to break out of well used algorithms and scripts; and knowing creativity aids (heuristics) for generating new ideas. Occasionally, universities will teach some of these skills, but most often in **free standing** courses. However, I believe that the real power of these approaches will only be realized when they are embedded as a conscious component of disciplinary training. Thus, for example, one could focus on embedding heuristics in domain studies: rearrange the elements of the problem; think in terms of classes of elements instead of specifics; look for ways to get part way to the goal; in generating ideas, think less of validity, and more with its value in setting off other ideas; try something counter intuitive; make the familiar strange, and the strange familiar; play with ideas. Again, this is something we know how to do; we just need to do it.

Of course, there are many other changes that also are likely to lead to increased student creativity. However, these two are among the most basic, and probably the most important. Isn't it time to make creativity a priority? ∎

by DR. LLOYD ARMSTRONG,
University Professor and Provost Emeritus

learning workshops *spark* innovative solutions

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f OR NINE YEARS, Dr. Mary Helen Immordino-Yang has been conducting innovative workshops for teachers, professors, administrators, and policymakers from around the U.S. to draw connections between cognitive science, neuroscience and the classroom, and to discover ways to apply new scientific knowledge to real education problems.

The four-day 2009 Summer Institute entitled "Teaching for Learning: Connecting Brain & Cognitive Science with the Classroom" in July was no exception.

Immordino-Yang, Assistant Professor of Education at the USC Rossier School of Education and Assistant Professor of Psychology at the USC Brain and Creativity Institute, said there is a huge need in modern education to understand the roles of emotion and social interaction in learning, motivation, creativity and the culture of schools.

"Teachers and administrators are really hungry for this information," she said. "The purpose of the workshop is to come together in an intensive group setting and think about something that really stumps them. It's distilling the principles from science and applying them to some of the hardest educational questions in creative ways."

Participants come from a range of educational environments and present a variety of dilemmas for the group to tackle.

The workshop this year had teachers and administrators from the most prestigious Manhattan private schools

by SUSAN E. METROS, Professor of Clinical Education and Design *and*
USC Associate Vice Provost for Technology Enhanced Learning and Deputy Chief Information Officer

just over the horizon

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anticipating
TECHNOLOGY
innovation in
TEACHING
and
LEARNING

Prof. Susan E. Metros

TECHNOLOGY HAS RESHAPED how educators teach and how students learn. However, in order to use technology more innovatively, to transform the way we teach and learn, we must determine where technology is headed and what that really means to higher education.

A place to begin this search is New Media Consortium's (NMC) Horizon Project (**http://www.nmc.org/horizon**). This NMC has charted the landscape of emerging technologies for teaching, learning and creative expression since 2004, and publishes its findings annually in its Horizon Report. I chaired this year's 2009 Horizon Report Advisory Board in which over 50 experts from technology industries, higher education, and museums reviewed a wide range of resources, published and unpublished, to generate a list of six technologies that they predict will have real impact on universities like USC over the next five years.

The technologies in the one year or less horizon include mobiles and cloud computing. **Mobiles** continue to evolve rapidly on our campuses, especially with the advent of new natural interfaces, the ability to run third-party applications, and location. UCS is piloting a variety of mobile applications ranging from remotely accessing course content, participating in classroom polls, to capturing and sharing data in the field.

Cloud computing offers educational institutions the opportunity to outsource services to vendors hosting large clusters of networked servers that provide huge quantities of processing power and storage capacity. Last year USC established a partnership with Google to offer students a USC branded Google Apps account for email and access to a constantly expanding collection of web-based collaboration and productivity tools.

The second horizon of two to three years encompasses geo-coding applications and devices and the personal web. Many common devices, such as smart phones, can automatically determine and record their own precise location and can save and publish or transmit that data. **Geo-coding** applications, such as Google Earth, have great potential in education for documenting contemporary and historical events and supporting learning within a location-based context.

The **personal web** represents a collection of technologies used to configure and manage the ways in which we view and use the Internet. USC's Writing Program is experimenting with content aggregators to flow course content in customizable ways that explicitly support students' educational, social, and professional activities.

The last horizon spans four to five years out and includes semantic-aware applications and smart objects. **Semantic-aware applications** are tools designed to use the meaning, or semantics, of information on the Internet to make connections and provide answers. **Smart objects** describe a set of technologies that imbues ordinary objects with the ability to recognize

their physical location and respond appropriately, or to connect with other objects or information. While the underlying technologies that make this possible — bar codes, smartcards, sensors, etc, are not new, how they function and are accessed hold new potential for education. Imagine walking across our campus and pointing a camera phone to access historical information about a building, identify a particular plant species, order off the menu before entering the café, and request the name and research interests of that professor walking opposite to you!

While these six technologies will have tremendous ramifications in the coming years on how faculty teach and students learn, we still have to deploy them in ways that address the deeper questions of what will truly transform education. Factoring in the Horizon Report predictions and looking across the rich landscape of technology innovation on our campus, I see the following foundational shifts.

Students will become more mobile and learning that now takes place at predetermined times and exclusively within the boundaries of the classroom will extend to informal spaces and places on and off campus and take place in both face-to-face and virtual environments.

Social networking will provide students with constantly changing constellations of "friends" that rotate in and out of ad hoc groups depending on the purpose at hand. Students in a particular class that meet twice a week will reorganize themselves into their own online "classes" comprising the collective intelligence of classmates, friends, parents, and experts from around the globe. Course content will explode beyond the four walls of the classroom and faculty will have to reconsider how they protect and share knowledge in this new ever-evolving open source environment.

More and more, students will want and will expect to learn through seeing and doing rather than passively listening to lectures. Students will want to solve authentic problems and use their critical thinking skills to produce multimedia works remixing text, images, graphics, video and audio. This will require that we provide students with a whole new set of literacies around information, digital media, and the visual.

Lastly, technology affords us the powerful ability to learn within context. Knowledge once cordoned off in textbooks is now available, often for free, anytime and anywhere from a plethora of places both analog and digital, in print and in a variety of rich media formats. We will have to teach our students how to find, focus, and filter content within the context of a much broader, richer, and interdisciplinary landscape.

USC has a rich history and a wealth of faculty conducting research and leading creative activities focused on studying and using innovative and emerging technologies. The next horizon is in finding ways to apply these discoveries to the theory and practice of teaching and learning — something that Rossier is well positioned to lead both locally and globally. ■

learning workshops

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INNOVATE *educate* TRANSFORM

working together with Native Alaskan elders and teachers from the L.A. juvenile justice system, for example. The groups examined the effects of culture on their students' learning, and worked on innovative ways to engage very different learners in school by making the learning relevant to their lives and interests.

The key, said Immordino-Yang, is realizing that the diverse cognitive, social and emotional needs of students are dynamically intertwined processes.

With this understanding, institute participants brainstorm ideas and develop real strategies for their own particular needs and unique classrooms. ■

Dr. Mary Helen Immordino-Yang

**For more information on future workshops, visit http://www.edupr.com.**

Founded in 1992, the Center on Educational Governance researches the linkages between policy, educational governance, and the improvement of urban schools and systems. Led by CEG Founder and Director Dr. Priscilla Wohlstetter, the Diane and MacDonald Becket Professor of Educational Policy, the Center aims to improve policy and practice through research.

CEG's interdisciplinary approach offers policy solutions to the educational challenges posed by an increasingly global society. The Center develops basic research about what works, uses action research to improve practice, and partners with the field to develop products and services.

Initially, CEG focused on decentralized decision-making, then known as site-based management. Some of CEG's earliest studies examined the theory that those closest to students – principals, teachers, and parents – could better tailor school decisions to their community's needs than could a centralized district office.

"Although research topics have evolved over CEG's history," Wohlstetter says, "the fundamental aim remains the same: to build a knowledge base that provides educators, policymakers and researchers with new research, tools and strategies for improving policy and practice."

CEG's current research includes charter schools, education reform and entrepreneurship, improving the quality of school systems, increasing accountability, and spreading innovation across states, districts, and between traditional public and charter schools.
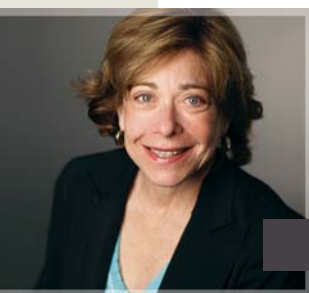
Dr. Priscilla Wohlstetter, Director

Charter Schools

CEG's pioneering work on charter schools has focused on improving their quality and sustainability and increasing their accountability. Much of CEG's research has targeted what works and under which conditions.

Forty states and the District of Columbia have enacted charter school laws, serving more than 1.5 million students in nearly 4,600 schools. CEG's recent series of policy guides teach state policymakers about the national charter school legislative and policy landscape. CEG's guides' topics include creating and sustaining high-quality charter governing boards; how charter schools can involve teachers in school governance; and how

charters can create partnerships to enhance education services.

With funding from the U.S. Department of Education, CEG has conducted research aimed at strengthening the capacity of not just states but charter school authorizers and local school operators as well. "CEG focuses its research on improving practices in schools and at the authorizer level," said CEG's Assistant Director Dr. Joanna Smith. "A recent publication looking at indicators of effective board governance offers the field strategies that will head off governance problems and will improve the sustainability of high-quality charter schools."

Education Reform

CEG has long studied the implementation and impact of education reforms, from research on school-based decision-making to studies of school districts and state educational systems. Throughout, its education reforms have targeted improving urban education.

The Urban School District Reform Initiative (USDRI) brings CEG's work into the realm of action research. USDRI forges a working collaborative made up of the Weingart Foundation, USC and four medium-sized urban school districts in Southern California, all invested in student improvement in poor minority areas. The initiative is one of many ways that CEG goes beyond basic research to help the field implement innovative practices.

In another project, CEG researchers study innovative strategies for involving urban parents in their children's education. A resulting guidebook will teach urban schools and school districts how to effectively partner with parents who typically face challenges to engagement due to past barriers posed by poverty, language differences, and a lack of self-efficacy.

Entrepreneurship

CEG conducted the first comprehensive study of charter management organizations (CMOs), nonprofits that oversee networks of charter schools in order to replicate successful programming. Funded by the U.S. Department of Education's Office of Innovation and Improvement, the study focuses on CMO scale-up strategies, examining how CMOs plan for and implement growth, and the factors that influence growth.

In *Mapping the Landscape of Charter Management Organizations*, researchers profiled the age, origin, geographic scope, grades served and number of schools in each organization's network. Key findings: CMOs provide more infrastructure than stand-alone charter schools with fewer levels of hierarchy; CMO home offices generally support, not direct, the schools they oversee; and the CMOs studied

dedicated significant time and resources towards teacher recruitment, training and leadership development.

Products and Services

As a consequence of CEG's research, the Center has frequently partnered with the field to develop a range of products and services, including:

> **National Resource Center on Charter School Finance and Governance:** To assist charter schools with the persistent challenge of finance and governance, CEG developed a website as part of a national initiative, the National Resource Center on Charter School Finance and Governance. The website, **www.CharterResource.org**, contains a mixture of resources: an information clearinghouse, promising practices related to finance and governance, state policy guides, issue briefs, and tool kits to strengthen the financial and governance capacity of charter schools.

> **Stakeholder Satisfaction Surveys**: Surveys are used nationally by public school districts and county schools, charter schools (virtual and site-based), and non-profits with an educational mission. Survey results can guide improvement efforts throughout the organization, and by grade-level and department. Three versions assess organizational performance from the perspective of staff, parents and students. Organizations have used survey results in the accreditation and charter school renewal processes, in long-term planning and in fundraising efforts.

> **Charter School Indicators-USC:** CSI-USC, an annual report in its third year, compares the performance of charter schools in California to non-charter public schools and to one another. *The Los Angeles Times, The Wall Street Journal* and a host of other national media outlets have praised its groundbreaking work in multiple measures of school performance, from financial health and stability to academic achievement and productivity.

> **Compendium of Promising Practices: California Charter Schools:** Charter schools should be laboratories of innovation that spread their successes to other public schools, both district-run and charter. Selected through a statewide nomination process, each practice profile provides information about the implementation and impact of the strategy.

Looking forward

Upcoming work extends CEG's CMO research to funding strategies and talent development, two issues critical to the expansion and sustainability of this network approach to school choice. Additionally, CEG is working on a user-friendly guidebook for the field that offers "lessons learned" to those considering replication of their educational programs.

CEG is partnering with the National Association of Charter School Authorizers (NACSA) to analyze trends in authorizer policies and practices. Through a national study of 20 authorizers, including school districts, state boards, higher education institutions and nonprofits, CEG researchers will highlight four key areas: applications, contract/accountability plans, monitoring/oversight, and renewal/closure. The study, funded by the Walton Family Foundation, will develop indicators, metrics and measures of quality authorizing.

CEG's **CharterConnect.org** uses social networking to exchange ideas and best practices. Funded by the Ahmanson, Parsons, Skirball and Weingart Foundations, **CharterConnect.org** will contain information about the education programs in charters and multiple measures for assessing charter school performance. This will leverage the existing know-how of the charter school movement, by providing cost-effective technical assistance and support for charter school operators, enhancing charter school accountability by publishing multiple measures of performance, and by users' sharing their school profiles and exchanging promising practices on the site.

"The research developed by CEG is essential for District Governing Boards and Superintendents as they evaluate the performance of all their schools, both charter and non-charter."
— Dr. Maggie Carrillo Mejia, Former Superintendent of Sacramento City and Montebello Unified School Districts

The Rossier School of Education's Center for Higher Education Policy Analysis (CHEPA) is considered one of the top five higher education research centers in the United States. Dr. Earl Pullias, one of the founding faculty of USC's department of higher education, was recognized internationally for his leadership and scholarly activity. CHEPA has continued that tradition by focusing on research, policy, and practice to improve higher education.

Goals:
> To increase access to college for low-income and underrepresented youth
> To improve productivity in the postsecondary sector
> To develop partnerships with strategically relevant universities in the Pacific Rim.

Dr. William G. Tierney, Director

Background
CHEPA's agenda has evolved to address emerging issues of post-compulsory education in developing and industrialized economies, including the current and future roles of governments, NGOs, and for-profit and corporate enterprises. The agenda joins historical issues such as access and equity with emerging issues like economic and human capital development. In the 21st century citizens need some form of postsecondary education to escape poverty. A high school degree is no longer sufficient, and existing educational policies and practices are inadequate to address this new reality. Such issues demand that the Center be an interdisciplinary undertaking. The addition to the CHEPA faculty of USC's former provost, Dr. Lloyd Armstrong, a physicist by training, and the collaborative relationship with the Electronic Arts Game Innovation Lab in the School of Cinema illustrate moves in that direction.

The Center's faculty has received funding from Atlantic Philanthropies, the Lumina Foundation, the Lilly Endowment, the Ford Foundation, the Pew Endowment, the Bush Foundation, the Irvine Foundation, the Teagle Foundation, and the U.S. Department of Education. Scholars at the Center have utilized these resources to address some of the most pressing problems that exist in academia. The Center faculty has an international agenda aimed broadly at the Pacific Rim; individual scholars have held Fulbright Fellowships and appointments as Scholar-in-Residence in Australia, Malaysia, China, and Saudi Arabia.

Current Projects
The poorest urban high schools face multiple challenges in preparing low-income youth for college. Although many problems, such as academic preparation, demand structural reforms and long term solutions, two areas are capable of immediate and significant improvement:
(1) increasing the number of high school students who apply to college; and (2) increasing the college-readiness of those high school students.

Increasing Access via Mentoring (I AM): Many high school students are eligible for college but they do not go, or they attend a less demanding postsecondary institution. Their reasons for not attending college, or attending a less demanding institution, are twofold – either (1) they hold low aspirations about college opportunities, or (2) they lack the counseling and support structures that enable them to apply to the kind of institution to which they aspire to attend.

The Center has created a mentoring program in ten high schools in the poorest areas of Los Angeles; the dropout rate in these schools approximates 50%, and the college-going rate averages 25%. The Center's work has enabled students who otherwise would not have gone to a four-year institution to go to college and successfully navigate how to access financial aid.

Increasing College Readiness (SummerTIME): Students who attend low-income urban schools are frequently unprepared for college. Their writing levels are low, their time management skills are weak, and their knowledge about what it takes to succeed in college is limited. CHEPA has developed a program that provides advanced writing instruction and instrumental "college knowledge" to college-bound low-income urban students as they transition from high school to college.

IDA-PAYS (Postsecondary Access for Your Success): CHEPA conducted a three-year study on the potential and challenges of Individual Development Accounts (IDAs) to help low-income students obtain access and be successful in college. The overarching goal for this project was to examine the potential for increasing IDA use for educational purposes and to explore higher education's involvement with IDAs and potential for greater participation. The opportunities and challenges of partnering to offer IDAs were uncovered, and ideas for what was needed to make IDAs successful were explored. Go to: **http://www.usc.edu/dept/chepa/IDApays/.**

Pathfinder U: Adventures on Your Road to College: For students at underserved high schools who know they want to attend college, not having access to quality college guidance makes applying to and choosing the right college challenging. Pathfinder U targets low-income high school students and teaches them about college preparation. Coordinated by CHEPA, a team of educational researchers, game designers, and high school students is collaborating on designing a highly interactive, entertaining, online computer game that will boost students' college aspirations, emphasize connections between high school performance and career choices, and equip players with knowledge about preparing for and succeeding in college.

Leadership
Dr. William G. Tierney is University Professor, Wilbur-Kieffer Professor of Higher Education and Director of the Center. He recently published a book on for-profit higher education and is involved in a Department of Education initiative that is looking at factors that promote college-going in high schools. He has recently completed a book with colleagues in Malaysia on globalization, and he is working on a project that looks at entrepreneurship in higher education.

Dr. Adrianna J. Kezar is Associate Professor and Associate Director of the Center. She led the three-year study examining the use of IDAs for educational purposes. She is working on a grassroots leadership project, which examines strategies used by faculty and staff to create change. Kezar is involved with a science reform effort led by the University of Wisconsin, and is beginning a three-year study of non-tenure track faculty.

Dr. Darnell Cole has been writing extensively on students' intellectual self-concept across racial and ethnic groups. He also is studying career expectations and the academic success of female and male minority students in STEM majors. He is currently writing a book with Shafiqa Ahmadi on Muslim students in higher education.

Dr. Tatiana Melguizo has been working on two projects related to the experiences of low-income high-achieving minorities from the Gates Millennium Scholarship Program. She also is developing a project with the Los Angeles Community College District to evaluate the effectiveness of remedial math.

Dr. Zoe Corwin directs the Pathfinder U project. Corwin has conducted research on college preparation programs and access to financial aid for underserved students. She is co-editor of *Preparing for College* and has published several monographs outlining effective college preparation strategies.

21st Century Scholar
CHEPA's bi-annual newsletter, The Navigator, has been redirected to the Internet. The Center developed a new blog, 21st Century Scholar, which contributes to the conversation about pressing issues facing education. Visit 21st Century Scholar at: **http://21stcenturyscholar.org/.**

Future Projects
The Center will focus on three central projects over the next several years:
1. To develop ways to overcome remedial writing in college
2. To analyze the effectiveness of for-profit and traditional colleges and universities
3. To enhance college-going by increased usage of on-line technology and games

"CHEPA has a body of research – read by scholars, policy makers and practitioners – that has consistently focused on the critical issues facing America's colleges and universities."
— Arthur Levine, President, Woodrow Wilson Foundation

SummerTIME students attend program orientation (above). High school students and game designers play a paper version of the Pathfinder U game (below).

As the Center for Urban Education (CUE) marks its ten year anniversary, there is much to celebrate: the successful completion of landmark projects and development of research-validated theoretical models, practical tools and multiple methodologies to enhance outcome equity in underserved student populations. CUE's mission to advocate for and aid in the development of actionable, practitioner-created knowledge within institutions seeking to close persistent achievement gaps is more relevant than ever. Advocating for new dialogue and institutional commitment to equity in outcomes within our public postsecondary educational systems, CUE Founder and Co-Director Dr. Estela Mara Bensimon, USC Rossier Professor, has called upon educators and policy makers over the past decade to "move beyond talking about diversity in terms of who goes to college so we can have the harder, more substantive and urgent conversation about who finishes."

Established at the University of Southern California in 1999 as part of the university's nationally renowned urban initiative, CUE leads socially conscious research and develops tools for institutions of higher education to produce equity in student outcomes. CUE's research team pioneered a multi-disciplined approach – the CUE Equity Model – aiding institutions across the country to become more accountable to students from underserved racial and ethnic communities. CUE's Equity Model provides leaders and policymakers with accountability, inquiry, and benchmarking tools to assess progress toward closing the gap in college completion for underserved students.

Dr. Estela Mara Bensimon (Top) and Dr. Alicia C. Dowd, Co-Directors

System and Policy Leadership
CUE partners with higher education systems and educational leaders, such as those guiding California's Basic Skills Initiative and in the state of Wisconsin. Wisconsin has adopted the CUE Equity Model to address the state's accountability goals, a process endorsed by the state's strategic planning and diversity goals, to introduce productive strategies of inquiry

and equity into accountability measures at the system level.

While reducing racial inequality within higher education is widely accepted as an urgent concern, most accountability systems lack robust indicators to assess equity in educational outcomes by race and ethnicity. There is increasing recognition that demographic shifts coupled with persistent achievement gaps will have dramatically negative consequences for the U.S. economy and increase social polarization. CUE stands on the vanguard of this vitally important issue, providing institutional and policy analysis in support of equity within underserved student populations.

Over its first ten years, CUE has strategically targeted policy debates on "effectiveness," challenging educational leaders at every level to define outcomes in terms of equity. Beginning with its inaugural model – the Diversity Scorecard – CUE has built upon this original framework through the integration of empirical data, theories, and advocacy for equity which have been richly enhanced through intensive research projects with over 40 two and four-year institutions.

Achieving Institutional Outcome Equity
CUE's Equity Model enables educators to uncover and understand for themselves inequities reflected in their own institutional data. This model provides a complex and clear view within data, disaggregated by race and ethnicity, from four perspectives using different indicators and institutional "vital signs" that reveal inequities and opportunities for institutional improvement.

In a landmark project of nine colleges, the award-winning Equity for All project discovered large gaps in transfer success by race and ethnicity, leading educators in a position to make a difference to say – out loud, to their colleagues –"we have a problem!"

The realization that inequities existed on their campuses led Equity for All participants to begin to also ask "Now what? How do we address these problems?" While valuable in raising awareness, this research revealed the need for more robust support to move from problem-identification to equity-informed interventions.

To address this need, CUE conducted the Missing 87 Study of the "Transfer Gap" and "Transfer Choice Gap." Through the Missing 87 study, intensive research was conducted to understand why qualified students failed to transfer. Study participants discovered institutional barriers limiting transfer and were moved to generate solutions: the identification of "We have a problem" was strengthened by the conviction that "We can and should do something about it."

To further develop the use of inquiry for problem-solving, CUE, in collaboration with California community colleges, conducted the California Benchmarking Project. The Equity-Based Assessment Toolkit CUE developed through the project enabled participants to contextualize the problems of equity with locally-derived qualitative data, creating structured opportunities for learning, innovation, and change.

To strengthen institutional commitment and capacity-building, CUE created the Benchmarking Equity and Student Success Tool (BESST), which aids colleges in setting equity-based goals and continuously assessing progress toward closing the gap in college completion for underserved students. The BESST, in coordination with CUE's Equity Model and corresponding tools, provide institutions with enhanced ability to turn disaggregated data into actionable knowledge and equity-oriented interventions.

These innovations are aided by the flexibility of CUE's Equity Model. Rather than a standardized one-size-fits-all approach, the tools of the Equity Model can be used to investigate equity at the system, institutional, or departmental levels or in a focal area such as science, technology, engineering and mathematics (STEM) fields. CUE is currently generating detailed knowledge of practices at Hispanic Serving Institutions that facilitate the participation of Latina and Latino students in STEM fields.

Because of the direct and intensive nature of its interventions, CUE impacts individual behavior and institutional structures in ways that offer the prospect of lasting cultural change. Recognizing that social problems are best tackled at multiple levels – political, socio-cultural, organizational and individual – CUE's interventions are based on richly detailed logic models, research, and interdisciplinary scholarship.

Looking forward
At CUE the next decade promises to enhance equity minded innovation through new publications, a leadership academy and institutes designed to strengthen the research capacities of equity-minded scholars and policy analysts. A "how to" manual featuring CUE's Equity Model and an academy funded by the Carnegie Corporation will allow CUE to translate the theory, practices and research findings of the Equity Model into a "scale-able" project, vastly increasing CUE's capacity to create equity minded scholars and increased outcome equity within institutions. Another forward looking project defining CUE's future is its partnership with the Ford Foundation, nationally renowned research institutes, and professional organizations for higher education who seek to encourage

greater equity focused scholarship and advocacy within higher education through the creation of the ASHE Institutes for Equity and Critical Policy Analysis inaugurated in 2009. These institutes enabled participants to explore scholarship, methodologies and policies with the goal of strengthening the research capacities of emerging scholars and early-career policy analysts whose work involves equity issues in postsecondary education.

In an era of accountability, making a difference means conducting research into policies and practices that ensure outcome equity for the least advantaged.

CUE Co-Director Dr. Alicia C. Dowd, USC Rossier Associate Professor of Education, explains, "We have a great deal of rich data in higher education. Now the trick is using it to change institutional cultures for greater equity and effectiveness in producing student success, particularly for Latinas, Latinos, and African Americans. We are finding that with the CUE Equity Model, colleges and universities can learn about their own practices and change them for the better."

> "Through the California Benchmarking Project, we have learned that data obtained using the CUE tools, inquiry processes and Equity Model provide an invaluable foundation for equity-based assessments that lead to decisions that are supporting a cultural change on our campus."
>
> — Dr. Barbara Jaffe,
> Associate Dean of Academic Affairs,
> El Camino College

The Center for Cognitive Technology (CCT) at the Rossier School of Education conducts and analyzes interdisciplinary research on the role of new technology in the development of advanced expertise and performance motivation. Its mission is to improve learning, assessment, and motivation in diverse settings. The Center's primary interests include the use of cognitive task analysis to capture expertise for education and training, evidence-based instructional design for complex skills, and effective use of serious games and simulations for learning and instruction.

Dr. Richard Clark (Top) and
Dr. Allen Munro, Co-Directors

Improving Medical Education Through Cognitive Task Analysis

In the past few years, Dr. Richard Clark and Dr. Kenneth Yates have collaborated with the Department of Surgery in the USC Keck School of Medicine, to apply cognitive task analysis (CTA) to the development of improved technical skills training in surgery. CTA involves the use of a variety of methods to capture and represent the underlying knowledge, skills, and cognitive processes experts use to perform complex tasks.

The interdisciplinary partnership between CCT at Rossier and the Department of Surgery at Keck arose when surgical educators realized that the traditional see-one-do-one-teach-one apprenticeship model was no longer acceptable as the sole means of instruction in the medical arena. One of the major problems with this model is that it relies on experts to develop and teach the curriculum. Recent research at CCT has revealed evidence that when asked to describe how they perform a complex procedure, experts unintentionally fail to describe an average of 70% of the critical knowledge and skills required by medical students or residents who are learning to perform a task. Experts tend to omit critical decisions when trying to describe a procedure because both their physical and mental skills become automated and unconscious as a result of years of practice. Thus, even surgeons who help students learn by "thinking-out-loud" as they are teaching a medical procedure omit essential information because of automated knowledge. Experts' omissions can cause serious problems in medical education because they force students to "fill in the blanks" by trial and error learning when they treat patients.

Unfortunately, the teaching of novice surgeons is heavily dependent on training programs and instructional materials derived from experts in the field. The fact that experts have limited conscious awareness of cognitive decisions and procedural steps may mean that the critical information essential to teaching technical skills is not effectively conveyed to learners in surgical skills training. A potential solution to this dilemma is the use of CTA.

CCT and the Department of Surgery at Keck have extended their collaborative research in CTA-based surgical training with the appointments of Dr. Richard Clark as Clinical Professor of Surgery and Dr. Kenneth Yates as Clinical Associate Professor of Surgery. Dr. Clark and Dr. Yates will continue to work closely with Dr. Maura Sullivan, Associate Chair for Educational Affairs and the Executive Director of the Surgical Skills Training and Education Center in the Department of Surgery, who also holds a joint appointment as Assistant Professor in the Rossier School and Senior Research Associate in the CCT. This relationship is strongly supported by Dr. Vaughn Starnes, Chair of the Department of Surgery and Dr. Craig Baker, Vice Chair for Surgical Education.

Rossier students are also benefitting from this active collaboration. Dr. Clark, Dr. Sullivan and Dr. Yates serve as the advisory committee for a Rossier School of Education Ed.D. thematic dissertation group. Education students are currently conducting eight doctoral dissertation studies with expert surgeons who are collaborating on CTA analysis of two medical procedures at Keck to examine a) the effectiveness of CTA methods for capturing expertise, b) the optimal number of experts required to capture accurate and complete information about surgical procedures in order to train new surgeons to perform without serious errors, c) the conditional knowledge experts use prior to and during a surgical procedure to determine when to – and when not to – perform a procedure, and d) the instructional effectiveness of CTA-based education compared with traditional education in a specific surgical procedure. It is anticipated that the results of these studies will improve the instruction for these procedures when they are incorporated into the training of medical students and residents.

In the immediate future, CCT and Keck plan to develop and test a curriculum that uses CTA to capture and document the expertise of the surgical faculty at USC. The curriculum will be in the form of teaching methods and materials that represent the procedural steps and critical decisions of requisite surgical procedures. In addition, the interdisciplinary team will develop psychometrically sound evaluation instruments to assess both

technical skills and cognitive processes. Although the research goal is to enhance the generality of the effectiveness of CTA-based instruction versus traditional training, the ultimate goal is to improve quality assurance and patient outcomes.

In addition to the work in the Keck School of Medicine, CCT researchers are also exploring the use of CTA to develop more effective instruction in writing for middle school students and to explore cultural differences that are important during intercultural encounters and negotiations. For more about the CCT approach to cognitive task analysis, visit **www.cogtech. usc.edu**.

Learning to Solve Complex Problems with Serious Games

Dr. Allen Munro and Dr. Quentin Pizzini have developed a sophisticated game to help U.S. Naval officers learn antisubmarine warfare (ASW) tactics in an immersive and engaging way.

Currently, most officers who undergo training for department heads are introduced to the complex dynamics of threats at sea primarily through simple sketches drawn onto a white board. The new simulation tool, called the ASW Sandbox, funded through the Office of Naval Research and UCLA's Center for Research on Evaluation, Standards, and Student Testing, incorporates multiple independent factors changing in real time to help officers assess and react to many interacting features of a tactical situation.

Just as chess involves concepts and tactical maneuvers that aren't immediately obvious, so, too, does the task of Tactical Action Officer during surface ASW.

The ASW Sandbox is already being used at the Surface Warfare Officers School in Newport, RI, where they train Tactical Action Officers for the many unpredictable events and situations they might find themselves in while at sea. For instance, the tool opens to a view of the ocean and a specific location of one's choice. An ASW instructor can create a unique scenario – a hidden enemy submarine is heading in one direction at a certain speed, a friendly oil supply ship moves in another, and a neutral tanker drifts nearby.

The scenario author sets sonar and radar ranges and plops Navy surface ships into the middle of it all. Officers are given a mission briefing and asked to make tactical decisions based on all the factors. Their actions can be recorded, so instructors can then judge their tactical competency. Education researchers can also examine that data to understand how adult problem solvers become experts.

The ASW Sandbox is used to demonstrate scenarios and

solutions in class, to let students practice solving different problems, as a way to assess student competence, and as a means for collaborative peer education. Users are able to create problem scenarios to challenge one another, so learning can continue outside of class.

The tool was developed using USC's iRides Author, which supports instruction in the context of serious games and simulations. Unlike popular discovery-based games, iRides provides the essential components for learning and instruction, including demonstrations, guided practice, and feedback. With the additional capability for subject matter experts to rapidly build multiple scenarios, students can practice solving increasingly novel and difficult problems to develop the skills required to solve problems in the real world.

The new simulation tool, called the ASW Sandbox, incorporates multiple independent factors changing in real time to help officers assess and react to many interacting features of a tactical situation.
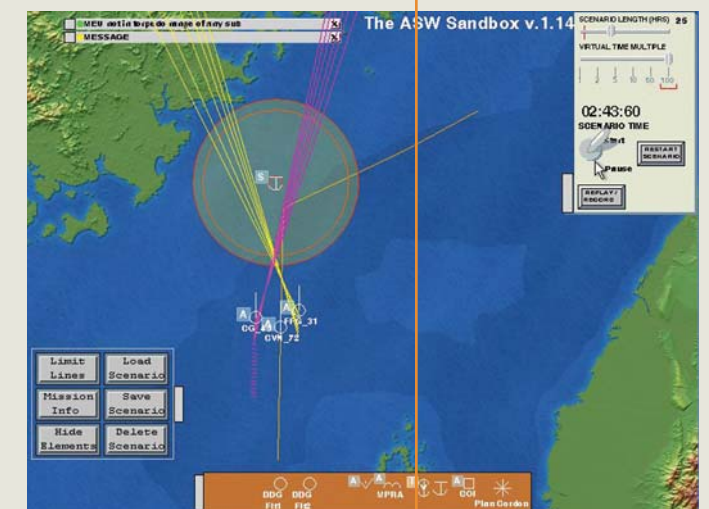
As an active contributor to USC's vision of conducting "research of the highest quality" in a learner-centered environment, the mission of the Center for Outcomes Research and Evaluation (CORE) is to engage in high quality, outcomes-based academic and evaluative research at USC and in the USC urban community in P-12 and higher education settings.

Since 2007, in concert with its mission, CORE has obtained funding for ten-plus important research projects. Most of these projects are collaboratively focused and all occur in urban contexts. Importantly, these projects involve greater than 40 faculty members from the College and professional schools throughout USC and beyond the walls of the University. Several of the projects are affiliated with USC's National Centers of Excellence funded by the National Institute of Health, the National Science Foundation, Department of Energy, and Department of Education.

Dr. Gisele Ragusa, Director

Koreh Los Angeles: A Comprehensive Voluntary Reading Support Program Evaluation
Koreh LA is a volunteer organization that serves to connect individuals with Los Angeles Unified School District students in preschool through grade 5 to improve their literacy skills. CORE has been contracted to assess and evaluate the impact of this volunteer program on students' learning and volunteer support.
> *Funding Agency: The California Community Foundation*
> *Funding Amount: $35, 450*
> *Principal Investigator: Gisele Ragusa*

Para los Niños School Readiness Initiative
Para los Niños is a local non-profit serving families with children from 0-5 years old in the eastern and central areas of Los Angeles. Its School Readiness Initiative (SRI) takes a comprehensive approach to ensuring the best possible start for needy neighborhood children entering kindergarten through family education and early literacy support. CORE is conducting a comprehensive evaluation of this multiservice program.
> *Funding Agency: First 5 of Los Angeles*
> *Funding Amount: $248,290*
> *Principal Investigator: Gisele Ragusa*

The USC Inner City Civil and Environmental Engineering Academy for Secondary Teachers and Students
This research project aims at leading middle and high school students to engineering by providing them with innovative engineering educational materials, pedagogy and curriculum that have dramatically improved the content knowledge and retention of students in engineering at USC. The focus of the academy is urban environmentally relevant STEM secondary education and teacher professional development with an emphasis on increasing students' science literacy.
> *Funding Agency: National Science Foundation*
> *Funding Amount: $100,000*
> *Principal Investigators: Gisele Ragusa, Jean Pierre Bardet*

HCC-Small: PedWorkflow: Workflows for Assessing Student Learning
This project intends to create a novel workflow environment that supports efficient assessment of student learning through interactive generation and execution of various assessment workflows in USC's undergraduate and graduate engineering education using USC's Distance Education Network (DEN).
> *Funding Agency: National Science Foundation*
> *Funding Amount: $498,000*
> *Principal Investigator: Jihe Kim*
> *CORE Affiliation: Co-PI: Gisele Ragusa*

USC's Wrigley Institute for Environmental Studies (WIES) on Catalina Island Eye Disease Conference
USC has hosted a groundbreaking multidisciplinary workshop devoted to advancing research discoveries in ophthalmology. By bringing in top researchers from a variety of fields in genetics, biostatistics, and medicine to discuss how their work relates to the causes and potential cures for common eye diseases, this conference aims to create the social networks and exchanges of information critical to advancing scientific knowledge in medicine. CORE is conducting an evaluation of the workshop and associated follow-up research activities.
> *Funding Agency: National Institute of Health*
> *Funding Amount: $67,000*
> *Principal Investigator: Steve Moldin*
> *CORE Affiliation: Co-PI/Evaluator: Gisele Ragusa*

USC National Research Center Affiliations and Associated Funded Projects
In addition to the independent research projects in which CORE is participating, there are four national research centers at USC with which CORE has research roles:

Biomimetic MicroElectronic Systems (BMES) Engineering Resource Center (ERC)
The Biomimetic MicroElectronic Systems Engineering Research Center (BMES ERC) brings physicians, biologists, and engineers together from USC, UC Santa Cruz, and California Institute of Technology to develop microelectronic systems that interact with human tissues. Through this initiative, researchers are developing technologies to assist those suffering from blindness, loss of neuromuscular control and cognitive functioning. The BMES ERC is improving science and engineering education through a variety of initiatives. Projects include: a collaborative undergraduate program, pre-college outreach, and outreach to science teachers. CORE is involved in designing and implementing university education and outreach projects with the ERC.
> *Funding Agency: National Science Foundation*
> *Funding Amount: $17,000,000*
> *Principal Investigator/Director: Mark Humayun*
> *Deputy Director: James Weiland*
> *Multidisciplinary Project with numerous Co-PIs and thrust leaders*
> *CORE Affiliation and Role: Gisele Ragusa, Associate Director of Education (University and Precollege) Assessment and Evaluation*

The Rehabilitation Engineering Research Center (RERC)/ Optimize Participation Through Technology (OPTT)
Working with a goal of bettering the lives of those with physical motor difficulties related to aging and disability through the research and development of new technologies, funded by the U.S. Department of Education, a team of experts from the fields of clinical rehabilitation, gerontology, engineering and education collaborate in the context of the OPTT-RERC.
> *Funding Agency: U.S. Department of Education*
> *Funding Amount: $8,000,000*
> *Principal Investigator/Director: Carolee Winstein and Phillip Requejo*
> *Multidisciplinary Project with numerous Co-PIs CORE Affiliation and Role: Gisele Ragusa, Co-PI and Director of Assessment and Evaluation*

The USC Center for Research Excellence in Minority Health
In 2007, the Keck School of Medicine at USC received a grant from The National Center on Minority Health and Health Disparities (NCMHD), of the National Institutes of Health (NIH), to launch its Center of Research Excellence in Minority Health. The Center seeks to learn more about the dietary and physical activity habits of Latino and African American youth in Los Angeles. CORE is primarily involved in the project that intends to develop high school student leaders focused on community health issues. These teen leaders will develop culturally appropriate projects that aim to engage local urban communities in reducing childhood obesity and associated diseases.
> *Funding Agency: National Institute of Health (NCMHD)*
> *Funding Amount: $7,500,000*
> *Principal Investigator: Michael Goran*
> *Multidisciplinary Project with numerous Co-PIs CORE Affiliation and Role: CO-PI: Gisele Ragusa*

Mobile Device Bio-monitoring to Prevent and Treat Obesity in Underserved Minority Youth: An NIH Supplement
For this Supplemental Project in the USC Center of Research Excellence in Minority Health, teens have been recruited to wear a medical sensor that communicates in real time via wireless technology data concerning students' health. A group of medical professionals will access and interpret this data while simultaneously testing the effectiveness and usefulness of the web interface that receives the sensor information. CORE is evaluating this project from the standpoint of the scientists, engineers, teen users and practitioners.
> *Funding Agency: National Institute of Health*
> *Funding Amount: $948,348*
> *Principal Investigator: Michael Goran*
> *Multidisciplinary Project with numerous Co-PIs*
> *Project Director: Donna Spruijt-Metz*
> *Co-PI/Evaluator: Gisele Ragusa*

Center for Emerging Materials for Solar Energy Conversion and Solid State Lighting
This National Center, funded by the U.S. Department of Energy, has as its goals to demonstrate new technologies based on emerging nanostructure and organic materials that will enable photovoltaic energy conversion to become a significant portion of the world's electricity infrastructure and solid state light emitting devices to become the dominant lighting technology in the world. To accomplish this collaboratively, USC Viterbi School of Engineering, the University of Illinois, and the University of Virginia are partnering in energy research. CORE will direct all education and outreach efforts for this national center.
> *Funding Agency: U.S. Department of Energy*
> *Funding Amount:~ $21,000,000*
> *Principal Investigator: Daniel Dapkus*
> *Multidisciplinary Project with numerous Co-PIs*
> *CORE Affiliation: Gisele Ragusa, Director of Education and Outreach*

New Faculty *at Rossier*

Dr. David Dwyer

Dr. David **Dwyer**

arrived at Rossier in July as Research Professor and the first holder of the Katzman-Ernst Chair in Educational Entrepreneurship, Technology and Innovation. He has more than 30 years experience as an industry leader, researcher, and educator, and as an acclaimed expert in the application of technologies for learning (see page 7).

Q   What are your research interests/areas of focus?
A   The thread that ties all of my research and development work together is a career-long interest in change and innovation in American schools, observing the promises and pitfalls, and understanding the reasons for successes and failures. Since 1986, that broad interest narrowed to a laser focus on technology and its impact on teaching and learning, technological innovations and their uses in education, and creating and developing products that make technology a more effective ally in the effort to motivate and educate all students.

Q   Why did you choose Rossier?
A   Unequivocally, I'm looking most forward to working with USC's talented and energetic students and the chance to stimulate and motivate some of them to focus their brilliance on developing and launching new educational technology products that could really make a performance difference in our schools and schools abroad.

Q   What does the future in urban education look like to you?
A   It has to do with finding means to re-engage disenfranchised students and stem the loss of productive lives

in a local and personal sense, and the loss of human capital in a societal sense. I believe that technology can play a major role in this ongoing effort by connecting learning to the real world, by providing experiences and challenges for students they see as relevant to their lives and time, and by providing game-changing flexibility in the organization and delivery of educational services.

•

Dr. Alan **Green**

joined Rossier as Associate Professor of Clinical Education and School Counseling Program Lead in July. He comes from Johns Hopkins University, where he served most recently as Chair and Associate Professor of the Department of Counseling and Human Services, Associate Director of Urban Health Institute, and Program Coordinator of School Counseling and Urban School Counseling.

Q   What are your research interests/ areas of focus?
A   My current research interests include: urban school counseling; urban education; African American adolescent achievement, mental health and wellbeing; and interdisciplinary approaches to urban development and community empowerment.

Q   What does the future in urban education look like to you?
A   The future holds great promise as the profession and society in general seek to break down barriers between health, economic, environmental and other domains to address pressing social issues involving equity and wellbeing.

Dr. Alan Green

Dr. Katharine Strunk

Dr. Katharine **Strunk**

started as Assistant Professor of Education and Policy at Rossier in July. She comes from the University of California, Davis, where she served as Assistant Professor of Education Policy in its School of Education.

Q   What are your research interests/ areas of focus?
A   My research falls into three overarching categories related to K-12 education policy and reform: teacher labor markets, education governance and education finance.
Specifically, I focus on questions concerning the retention and recruitment of high quality teachers, the impact of teachers' unions on district- and school-level processes, spending and student achievement, the relationship between teachers' unions and school boards, and the impact of accountability policies and their associated interventions. My work is grounded in the theories of public and labor economics and policy analysis and utilizes quantitative methodologies taken from the fields of economics and sociology.

Q   What does the future in urban education look like to you?
A   Hope. I think we are at the cusp of wide-reaching changes, and I am excited by our potential to affect real change in the way our governments, at all levels, approach education.

Dr. Kenneth **Yates**
now serves as Associate Research Professor at Rossier as well as Clinical Associate Professor for the Department of Surgery at the USC Keck School of Medicine. He has been Senior Research Associate at Rossier's Center for Cognitive Technology since 2004.

Q   What are your research interests/ areas of focus?
A   My research focuses on the use of cognitive task analysis methods to capture and document the underlying knowledge and skills experts use to solve complex problems, and the design of instruction to effectively teach this expertise to others. I am also interested in how information communication technologies can be used to deliver instruction more efficiently and to a wider audience (see page 22).

Q   What are you most looking forward to in respect to your new position here?
A   Cognitive task analysis can be applied to a broad range of subject domains. I am very excited about the opportunity to work with the USC Keck School of Medicine to apply our research for medical education and surgical skills training. I also think we can apply this approach to improve K-12 instructional skills by capturing the expertise of high performing teachers in reading, writing, and the STEM subjects. And finally, I derive a great deal of personal satisfaction in seeing how a well-designed course can provide students with the critical knowledge and skills they need to advance in their professional careers.

News

Dr. Estela Mara Bensimon was selected as a recipient of the USC Mellon Faculty-to-Faculty Award for Excellence in Mentoring. Dr. Bensimon received the award at the USC Mellon Awards Ceremony in April.

Dr. Dominic Brewer was elected as a board member of the American Education Finance Association (AEFA), a professional and academic association whose mission is to promote understanding of means by which resources are generated, distributed and used to enhance human learning. Dr. Brewer was also appointed by the American Educational Research Association (AERA) as co-editor of Educational Evaluation and Policy Analysis for 2010-12.

Dr. Rudy Crew has taken the helm of the Greater Crenshaw Educational Partnership, which aims to improve Los Angeles' Crenshaw High School, as its interim executive director. The partnership is a nonprofit founded by the USC Rossier School of Education, the Tom and Ethel Bradley Foundation, and the Los Angeles Urban League. As Professor of Clinical Education at Rossier since January, Dr. Crew has been developing leadership for the school's existing community partnerships and standards for its new ones.

Dr. Guilbert Hentschke and Dr. William G. Tierney were selected as joint recipients of the prestigious 2009 Phi Kappa Phi Faculty Recognition Award. The award was presented at the 28th Annual Academic Honors Convocation in April.

Dr. Etta Hollins was the recipient of the 2009 Lifetime Achievement Award for AERA Division G Distinguished Contributions to Social Contexts in Education Research for her 45 years of service and scholarship. Dr. Hollins was also elected as Vice President for AERA Division K - Teaching and Teacher Education.

Dr. Courtney Malloy was recognized as an Emerging Leader by Phi Delta Kappa International, a global association of education professionals. The PDK Emerging Leaders program recognizes the top 24 educators under age 40 across the world for their leadership, particularly in the areas of service, research and leadership.

Dr. Sylvia Rousseau was selected by the USC Black Alumni Association as the recipient of the Barbara Solomon Faculty and Staff Award this year. The award was presented at the 31st Annual Scholarship Benefit & Alumni Awards Dinner in April.

Dr. Kristan Venegas was nominated for the USC Parents Association Outstanding Teaching and Mentoring Award. Award recipients will receive a $1,000 award, and all nominees will attend an event in their honor on Friday, October 23.

Books

Dr. Robert Rueda has a new book published, *Handbook of Research on Literacy and Diversity*, which he co-edited along with Dr. Lesley Mandel Morrow of Rutgers University and Dr. Diane Lapp of San Diego State University. The book is the first research handbook to address all dimensions of diversity that have an impact on literacy achievement.
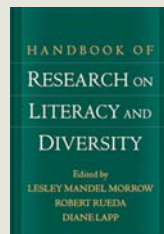
Dr. Julietta Shakhbagova published her book *Correcting Errors in Pronunciation: A Resource Manual for ESL/EFL Teachers*, which includes a three-hour instructional DVD that serves as a vocal reference tool, as well as a visual guide to help students follow mouth exercises.
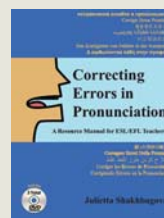
A new book is one of the first to have directly grown out of a thematic dissertation group at Rossier. *Making Sense of Social Networks in Schools* is authored by Professor Emeritus Dr. Terrence Deal and two Ed.D. alumni, Dr. Ted Purinton and Dr. Daria Cook Waetjen.

Grants
Awarded February 2009 – July 2009

Math for America: L.A. received a $1.5 million grant from the National Science Foundation for Math for America: Los Angeles: Improving Student Achievement by focusing on Teacher Quality, Preparation, and Professional Development.

Center for Urban Education received a $660,000 grant from the Carnegie Corporation New York for the Equity Scorecard Leadership Development Program.

Center for Outcomes Research and Evaluation (CORE) received $165,311 from the U.S. Department of Energy for the project EFRC-"Emerging Materials for Solar Energy Conversion and Solid State Lighting." CORE also received a $100,000 grant from the National Science Foundation for The Inner City and Environmental Engineering Academy for Secondary Teachers and Students. The Center was also awarded a $35,550 grant renewal from Para Los Niños for the Evaluation of School Readiness Initiative.

Center for Higher Education Policy Analysis (CHEPA) received a $100,000 grant from the Rosalinde & Arthur Gilbert Foundation for SummerTime 2009. CHEPA also received $25,000 from the Angell Foundation and $25,000 from the Drown Foundation for the program.

Center on Educational Governance (CEG) was awarded $72,000 from the Walton Foundation for the National Association of Charter School Authorizers Study. CEG was awarded $65,000 from the U.S. Department of Education in a National Center Grant, and received a $40,000 grant from the U.S. Department of Education for the Charter School Governing Boards Policy Brief.

Dr. Dominic Brewer received an $80,000 grant from the Walton Family Foundation for the Evaluation of the New Orleans High School Redesign Efforts.

Dr. Tatiana Melguizo received a $25,000 USC Advancing Scholarship in Humanities and Social Sciences Grant for Evaluating the Effects of Basic Skills Mathematics Placement on Academic Outcomes of Community College Students in the Los Angeles Community College District.

Dr. Darnell Cole and Shafiqa Ahmadi received a $15,000 USC Advancing Scholarship in the Humanities and Social Sciences Grant for the book project, *A Jihad in American Education: The Experience, Stereotypes, & Identity of Muslims in Higher Education*.

Dr. Robert Rueda was granted $13,896 from Mental Health America of Los Angeles for Preparing Health Career Teachers for a World in Networking: Improving Teacher Collegiality & Professional Practices.

Dr. Michelle Riconscente was awarded $6,600 from the USC Undergraduate Research Associates Program for Investigating Students' Academic Motivation.

Retirements

Dr. Myron Dembo, the Stephen Crocker Professor of Education, retired after 41 years of service to the School. He is a longtime leader in the arena of educational psychology, with a special focus on teaching students how to become more self-regulated learners.

Dr. Dembo developed the largest undergraduate course in the school ("Motivation and Learning Strategies"). He is a fellow in the American Psychological Association and the American Educational Research Association. He is associate editor of the *Elementary School Journal* and serves on the advisory board for the *Journal of College Reading and Learning*. In retirement, he has begun conducting educational programs focusing on student engagement and motivation in improving students' academic performance.

Dr. David Marsh, Professor and former Associate Dean, retired after 34 years with the School and decades implementing education reform on the state and national levels. Dr. Marsh specialized in curriculum and instruction and has led numerous school reform efforts in districts around the nation. He was the Robert A. Naslund Professor of Curriculum Theory.

Dr. Marsh served as dissertation chair for more than 100 doctoral alumni at the school, and he has been a key adviser on curriculum and instruction for the California Department of Education and the U.S. Department of Education. He will be engaged in phased retirement over the next two years as he teaches in the Ed.D. program, co-chairs a thematic dissertation group, and works on a national effort to reform high schools.

Alumni Achievements

Dr. Thelma Meléndez de Santa Ana Ph.D. '95 was confirmed by the Senate in July after being nominated by President Barack Obama for Assistant Secretary for Elementary and Secondary Education of the U.S. Department of Education. Dr. Meléndez de Santa Ana was serving as Superintendent of Schools for the Pomona Unified School District.

Dr. Thelma Meléndez de Santa Ana

Dr. Kerri L. Briggs Ph.D. '96 was appointed to State Superintendent of Education for the District of Columbia. Dr. Briggs worked at the U.S. Department of Education as Assistant Secretary for Elementary and Secondary Education, Assistant Secretary for Planning, Evaluation and Policy Development, and Senior Policy Adviser in the Office of the Deputy Secretary, where she worked on K-12 policy and regulations pertaining to No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act.

Dr. Kerri L. Briggs

Dr. Manuel Baca Ph.D. '98 was appointed by Gov. Arnold Schwarzenegger to the 17-member California Community Colleges Board of Governors, which sets policy and provides guidance for the system's 72 districts and 110 colleges. Dr. Baca worked as a dean, vice president and interim president at Rio Hondo, where he is a full-time tenured faculty member teaching political science, business management and business law.

Dr. Ed Heatley Ph.D. '03 Superintendent of Chino Valley Unified School District, was selected out of a pool of 60 candidates to lead the Clayton County school system in Georgia.

Dr. Margie Curwen Ph.D. '08 currently an assistant professor at Chapman University in Education, won the Phi Delta Kappa International Dissertation Award. Her winning dissertation explored the role of culture, assimilation, and literacy in a successful Latino middle class school in Los Angeles.

Dr. Margie Curwen

Dr. Roger Rossier MSEd '63, Ph.D. '73 was named as recipient of the 2009 Arnold Eddy Cardinal & Gold Volunteer of the Year Award, which is given to an outstanding individual for his or her volunteer contributions to the USC Athletic Department. Dr. Rossier serves as President of the Trojan Club of Orange County, which supports athletic scholarships. He and his wife, USC Trustee Dr. Barbara Rossier, donated over $20 million to name the USC Rossier School of Education.

Carol Fox, Rossier alumna, Board of Councilors member, and Chair of the School's alumni strategic planning committee, has been announced as the President-Elect of the USC Alumni Association Board of Governors.

Dr. Michael Escalante **Ed.D. '02,** Superintendent of Glendale Unified School District, has more than 30 Rossier Ed.D. grads at the highest levels of his district. He is known to recruit alumni and encourage existing staff to go through the program. Dozens more are currently students, and many more have been admitted for the fall. These Trojans are helping the district consistently excel in student scores, despite budget and staff cuts. Read the full story online at: **http://uscnews.usc.edu/university/school_district_takes_trojans_route.html**.

Students at Fremont Elementary School in Glendale Unified School District show their Trojan pride

Remembering

Dr. Patrick O. Rooney Ed.D. '59 passed away at age 82. Pat was a coach, teacher, administrator and university professor in Southern California for 55 years. He was the charter superintendent for Ventura Unified School District, which he led for 21 years. He was also the charter superintendent in Moreno Valley, where the first high school football field was named after him. After retiring from public schools, Dr. Rooney served as a professor at USC. The Dr. Patrick O. Rooney Endowed Scholarship is awarded to an outstanding doctoral student in his name every other year. A memorial service was held in March.

Payton Jordan **B.A. '40** died at age 91 at his home in Laguna Hills. He was coach of the 1968 U.S. Olympic track team and presided over a U.S. track and field roster that won 24 medals, including 12 gold, and set six world records in Mexico City. He was a star sprinter at USC in the 1930s and went on to coach at Stanford from 1957 to 1979. After retiring as Stanford's coach, he dominated masters track meets between the ages of 55 and 80, setting world records and gaining membership in numerous halls of fame.

Donor News

Estate and Bequest Gifts

An estate gift of $120,000 from the late alumna *Nancy Waterman Willits* **BA Rossier '48** was directed for unrestricted purposes.

Alumnus *Ron Craig* **BA Marshall '60, MA Rossier '64** recently named the Rossier School as a beneficiary in conjunction with USC Athletics. Mr. Craig is a former high school teacher and basketball coach who is actively involved with the Trojan Club of Orange County.

New Scholarship Gifts

The family of alumna *Hortencia M. "Tessie" Torres* **Ed.D. Rossier '80** established a new scholarship to benefit M.A.T and Ed.D. students through a $250,000 gift named in her honor.

Dr. Tessie Torres

A generous $300,000 charitable gift annuity from philanthropist *Anita M. Finie* established the new *Finie Endowed Scholarship Fund* at the USC Rossier School.

Recent gifts totaling $54,600 from The Gladys Campbell Charitable Trust established by alumni *Virginia* **BA Rossier '55** and *Oscar Campbell, DDS* were made to augment the Gladys Campbell Scholarship Fund.

Academic Program Support

2tor Inc. made a $500,000 gift to support development of the MAT@USC online program.

The *Mara Breech Foundation* contributed $5,000 to support the MAT@USC online program.

Donor *News*

Dean's Superintendent Advisory Group

The Rossier School Dean's Superintendent Advisory Group (DSAG) was established to cultivate and strengthen relationships among USC Alumni who are superintendents of school districts around the country. They advise the Dean on current issues within the K-12 educational environment, teacher credentialing, administrative training and master's and doctoral programs. DSAG also expands career opportunities for students by networking with educational leaders to establish student teaching and administrative fieldwork placements.

The following individuals and organizations made significant contributions to underwrite the group's annual spring conference in Monterey, California: 2tor, Inc.; Animated Speech Corporation; Bergman and Dacey, Inc.; Houghton Mifflin Company; Jones Hall; Law Office of Margaret A. Chidester and Associates; MVE Institutional; Piper Jaffray; Princeton Review; TCG Group Holdings, LLP; and TELACU Construction Management.

100 **YEARS**
1909 2009
INNOVATE EDUCATE TRANSFORM

How to Make a Gift

To make a gift in support of Rossier, please address checks to the USC Rossier School of Education (designate on the check for what purpose) and mail in the enclosed envelope.

Or contact the Office of Development at **rsoedev@usc.edu** or (213) 740-2157 for more information. For online giving go to **http://giveto.usc.edu/**.

The **Next Century** *Campaign*

I n celebration of the Rossier School of Education's 100th Anniversary, we are excited to launch **The Next Century Campaign**. Our goal is to raise $250,000 in gifts and pledges during the celebratory period by increasing participation among alumni, current friends and new supporters. Donors making gifts of $100 or more supporting any area or program of the school will be enrolled and recognized as members of Rossier's donor giving society, The Academy, along with the corresponding benefits for gifts at various levels (see next page).

We are honored and grateful to have received a 100th Anniversary pledge totaling $100,000 from Trustee Dr. Barbara Rossier and Dr. Roger Rossier to spearhead The Next Century Campaign. Through their leadership gift, we join the Rossiers in encouraging others to contribute during the 100th Anniversary period.

Gifts of any size can make an impact on The Next Century Campaign. Widespread participation will be the key to success. Each year, nearly 1,000 individuals support USC Rossier and, in the past two years, have contributed more than $300,000. If each of the School's alumni and friends made a 100th Anniversary gift of $100, the impact on our important work would be critical.

USC Rossier relies heavily on the support of its individual donors. As a private university, we depend on gifts from alumni and friends to raise the additional funds necessary to support scholarships, academic programs, faculty, alumni services and technological enhancements. Over $2.7 million in scholarships have been awarded in the past four years. Donor support also provides start-up funds for innovative new initiatives. Because of the generosity of our supporters, the Rossier School rebuilt its Ed.D. program to better serve working educational professionals. We also developed our groundbreaking new online Master of Arts in Teaching program, the MAT@USC.

This is a once-in-a-lifetime moment to celebrate the Rossier School of Education's 100th Anniversary and to be part of its commitment to Innovate, Educate and Transform our schools and communities. As we honor the legacy of our past achievements, we embrace opportunities to make a difference in the future. Gifts to The Next Century Campaign will help prepare a new generation of education leaders who will transform educational environments for years to come.

The Academy

USC Rossier's donor giving society, The Academy, will recognize gifts to the school of $100 or more. Benefits allow donors to become more connected with USC Rossier, and include special opportunities to become involved with the school's 100th anniversary celebrations. Gifts may be unrestricted or may be designated for a specific area.

ANNUAL MEMBERSHIP LEVELS
Membership will be honored for one year from the date joined.

100th Anniversary Gift — $100
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