

Stanford Educator

Stanford University School of Education Alumni Newsletter

Spring 2010

Expanding the School Reform Horizon LEADS Program Inspires School Restructuring at the District Level

By Marguerite Rigoglioso

Last summer, the Albuquerque Public School district (APS) received a five-year, \$9 million grant from the U.S. Department of Education’s Smaller Learning Communities program to transform seven high schools from large, comprehensive schools into small, personalized academic communities. The sum was the highest award possible—an acknowledgment of the particularly fine quality of the district’s application. Rebecca Almeter, director of secondary design at Albuquerque, says it was APS’ in-depth work with a Stanford-led program that gave the district the tools and skills to craft such a high-caliber project.

That program is the School Redesign Network’s Leadership for Equity and Accountability in Districts and Schools (LEADS), one of the few programs in the country dedicated to improving student learning by strengthening leadership and management at the district level. The School Redesign Network (SRN)—a national organization based in the School of Education—was established in 2000, and, in 2007, SRN formed the LEADS network, recognizing that equitable and high-achieving schools are only sustainable when supported by their central offices.

“In our research over the past nine years, we’ve realized that schools that transform themselves successfully have supportive leaders at the higher administrative levels,” says Ash Vasudeva, former SRN co-executive director who left Stanford in the fall to join the Bill & Melinda Gates Foundation. “We’ve seen that for school reform to be sustained and systemic, districts need to be involved.”

As one of eight school districts across the country

continued on page 12

New Faculty Join School of Education

By Rani Reddy-Gil

Since 2009, the Stanford School of Education has brought eight new faculty members on board. Three professors, Paulo Blikstein, Jonathan Osborne, and Mitchell Stevens joined the School last January. Five more—H. Samy Alim, Geoffrey Cohen, Jelena Obradovic, Susan O’Hara, and David Plank—joined this past fall.

continued on page 3

Table of Contents

Inside	Page
Expanding the School Reform Horizon	1
New Faculty Join School of Education	1
New Education Minor Program	2
Annenberg National Teaching Fellows	5
Faculty News	8
Findings	10
The School of Education & The Stanford Challenge	16
Alumni News	20
Student News	26
Staff News	27



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Education Minor Offered to Undergraduates

This story is adapted from an article by Adam Gorlick that was published in the Stanford Report.

Stanford undergraduate students interested in education issues now have the chance to pursue a minor in education, thanks to a new program being offered by the School of Education.

The minor program enables undergraduate students to develop an understanding of the core issues facing educators and policymakers, make connections to their major programs of study, and receive rigorous preparation for graduate studies in education.

The School of Education has long fielded inquiries from undergraduates asking to take classes. But because of its role as a professional graduate school, it never had an organized way to make its resources available to undergraduates, said Lecturer **Jennifer Wolf**, director of the minor program.

“Undergraduate students who found their way to us had a scattershot approach to education,” Wolf said. “We wanted them to understand that education is an integrated field. There are a wide range of topics and fields that we want undergraduates to consider



Lecturer Jennifer Wolf (L) speaks with students interested in the education minor program. Over 50 students attended the School of Education Undergraduate Programs launch event, held in February.

Christopher Wesselman

when thinking about a career in education.”

To complete the minor, undergraduate students must take a minimum of six courses in the School of Education that add up to no fewer than 20 units and no more than 30.

The one required course, designed specifically for undergraduates and taught by Wolf, is an introduction to the theory and practice of teaching. Students meet the other requirements by choosing

from a menu of classes covering topics such as the history and philosophy of education. They also must choose a subfield dealing with teaching and learning, educational policy, or educational technology.

While California requires aspiring teachers to complete a bachelor's degree in a specific academic field before they begin their professional training, Stanford's new minor helps those thinking about a career in education better develop their career plans. It also helps prepare those who enter Stanford's graduate school.

For more information about the Education Minor Program, visit <http://ed.stanford.edu/suse/programs-degrees/index.html>. **SE**

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CREDITS

Deborah Stipek, *Dean*

Rebecca Tseng Smith, *Associate Dean for External Relations*

Amy Yuen, *Editor/Writer*

Marguerite Rigoglioso, Barbara McKenna, Adam Gorlick, Mindy Hollar, Holly Materman, Kendra Audriana Mitchell, Rani Reddy-Gil, Lisa Rying, Rebecca Tseng Smith, *Contributing Writers*

Elaine Kwong Design, *Design*

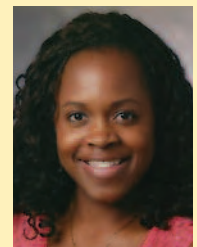
First Lopatin Recipient Announced

By Lisa Rying

Doctoral candidate Ugochi Acholonu (BS '03, MS '05) was named the inaugural recipient of the Lopatin Award. The annual award supports a research project of exceptional merit proposed by a doctoral student in the Learning Sciences and Technology Design (LSTD) program.

The award, given out last spring, supported Acholonu's summer research efforts to design learning environments that help underserved youth create, adapt, and repurpose technology to solve problems, express ideas, and fulfill personal needs.

The Lopatin Award was established in honor of **Amir Lopatin**, an LSTD doctoral student who died in an automobile accident near Las Vegas on March 25, 2004. Thanks to the generosity of over 300 family members and friends, a memorial fund was established to support advances in research that use technology and project-based learning to make education more engaging to primary and middle school students. **SE**




New Faculty continued from page 1

Associate Professor **H. Samy Alim** (MA '02 in Linguistics, PhD '04), a member of the Social Sciences, Policy and Educational Practice (SSPEP) program faculty, comes from the University of California at Los Angeles, where he was an associate professor of anthropology. He holds a joint appointment in the School of Education and the Center for Comparative Studies in Race and Ethnicity, as well as a courtesy appointment in the Linguistics Department. Alim seeks to illuminate the relationships between language, race, and ethnicity across a wide range of social, cultural, and educational contexts. His research integrates rigorous linguistic analysis with in-depth, ethnographic engagement in local communities to contribute to theory and methodology in linguistic anthropology, cultural studies, and education. Alim develops this knowledge with the twin goals of understanding how youth make sense of their social worlds and helping them do so by impacting teacher preparation, pedagogy, and policy. He holds a PhD in educational linguistics and an MA in linguistics from Stanford, and a BA in African languages and linguistics from the University of Pennsylvania.



Christopher Wesselman

 **Paulo Blikstein**, an assistant professor in the Psychological Studies in Education (PSE) program, focuses on the confluence of expressive technologies for learning and critical pedagogy. He adapts such cutting-edge technologies as computer modeling, robotics, and rapid prototyping to create environments where children in inner-city schools can learn science and mathematics by building sophisticated robotic devices. His research interests also include the applications of complexity sciences in education and computational literacy, particularly the new knowledge representation infrastructures emerging from the use of computational representations. Blikstein has worked extensively with inner-city middle school students in a number of developing countries, including Brazil, Mexico, Senegal, and Costa Rica, and recently worked with college and high school students in the U.S. He holds a PhD in Learning Sciences from Northwestern University, an MA in Media Arts and Sciences from the MIT

Christopher Wesselman

Media Lab, and an M.Eng. in Digital Systems Engineering and a BS in Metallurgical Engineering from the University of São Paulo—Brazil. Outside of academia, Paulo studied film and directed science documentaries.

Geoffrey Cohen (PhD '98 in Psychology), a PSE program faculty member, is the James G. March Professor of Organizational Studies in Education and Business. Previously, he held appointments at the University of Colorado at Boulder and Yale University as an associate professor of psychology. He examines processes related to self-evaluation and identity maintenance, their implications for social problems, and the ways in which these processes help explain how and when seemingly brief social interventions produce non-intuitively large and long-lasting psychological and behavioral changes. Cohen is interested in the intersection of social psychology and social policy, and in using experimental methods to understand how psychological processes play out over time, how they interact with social and structural factors, and how they contribute to under-performance, conflict, and inequality. He received a PhD in psychology from Stanford, and a BA in psychology from Cornell University. *For more on Cohen's appointment, see article on page 28.*



Jelena Obradović, a PSE associate professor, comes from the University of British Columbia, where she was a post-doctoral research fellow at the Human Early Learning Partnership. Her research focuses on how contextual risks and adversity influence children's adaptation across multiple domains of functioning over time. She is interested in identifying the environmental, behavioral, and biological forces that enable some highly disadvantaged children to demonstrate remarkable resilience, while placing others at risk for maladaptive outcomes. Obradović holds a PhD in developmental psychology from the University of Minnesota, and a BA in psychology from Lewis & Clark College.

continued on page 4

New Faculty

continued from page 3



Susan O'Hara, an associate professor (teaching) of the Curriculum Studies and Teacher Education (CTE) program,

comes from California State University, Sacramento, where she was an associate professor of teacher education. O'Hara's research focuses on teacher professional development. Specifically, she investigates approaches to providing a challenging and meaningful science, math, and technology-enhanced curriculum to linguistically and culturally diverse populations. Her recent research has focused on the impact of hypermedia authoring on the academic vocabulary development of English language learners. She holds a PhD in mathematics, science, and technology education from the University of California at Davis, an MA in applied mathematics from the University of Southern California, and a BA in mathematics and physics from University College Dublin. O'Hara was also appointed as the executive director of the Center for Support of Excellence in Teaching (CSET). *For more on O'Hara's CSET appointment, see article on page 17.*

Jonathan Osborne, a member of the CTE program faculty, is the inaugural chair holder of the Shriram Family Professorship in Science Education. Prior to Stanford, he was a professor of science education and headed the education and professional studies department in the School of Social Science and Public Policy at King's

College London. Osborne's current research interests include physics education, informal learning in science, the teaching of science, science for citizenship and the public understanding of science, and the role of discourse and narrative in learning science. He has done a significant amount of research on young children's (age 5-11) understanding of science. Osborne is most interested in how students' learn to incorporate the ideas, evidence, and argument in science. He served as president of the National Association for Research in Science Teaching from 2005 to 2007, and as advisor for the House of Commons Science and Technology Committee Report on science education in 2002. In 2003 and 2004, Osborne won the best paper award from the *Journal of Research in Science Teaching*. His degrees include a PhD from King's College London, a post-graduate diploma in computing from the University of North London, an MS in Astrophysics from the University of London, a post-graduate certificate in education from the University of Cambridge, and a BS in Physics from the University of Bristol.

David Plank, a professor (research) in the SSPEP program, comes from the University of California at Berkeley. Since 2007, he has served as executive director of Policy Analysis for California Education (PACE), a policy research center jointly sponsored by Stanford, UC Berkeley, and the University of



Christopher Wesselman

Southern California. At Stanford, he will continue his role directing PACE. His current interests include the role of the state in education, and the relationship between academic research and public policy. Before joining PACE, Plank was a professor at Michigan State University, where he founded and directed the Education Policy Center. He has authored and edited six books, including the *AERA Handbook on Educational Policy Research*.



He has published in a number of fields, including the economics of education, the history of education, and educational policy. Plank has

served as a consultant to the World Bank, the United Nations Development Program, the Organization for Economic Cooperation and Development, the United States Agency for International Development, and the Ford Foundation, as well as governments in Africa and Latin America. Plank holds a PhD and an MA in education from the University of Chicago, and a BA from Oberlin College.

SSPEP Associate Professor **Mitchell Stevens**, who holds a courtesy appointment in the Sociology Department, is an organizational sociologist with expertise in higher education, alternative schooling, and the quantification of



Christopher Wesselman

continued on page 7

Quick Takes

Stanford's Inaugural Annenberg Teaching Fellows

By Amy Yuen

This academic year marks the first year of the new Leonore Annenberg National Teaching Fellowship program at Stanford. The fellowship is awarded to select STEP Secondary teaching candidates who commit to work in disadvantaged, urban or rural secondary schools for three years. Heralded as a "Rhodes Scholarship" program for teaching, the fellowship program is part of a national initiative developed by the Woodrow Wilson National Fellowship Foundation and supported with \$5 million from the Annenberg Foundation and \$1 million from the Carnegie Corporation of New York. *The Stanford Educator* caught up with the inaugural recipients to learn about their STEP experiences and the opportunities and challenges they anticipate as they enter the teaching field.

Kevin Anderson

Teaching of Social Science

Hometown. I am equally a product of Inglewood and Oakland, CA.

What inspired you to enter the teaching profession? I see teaching as the profession where my social, creative, and intellectual talents and concerns find their most meaningful expression. I was significantly inspired by a set of senior attorneys I worked with. While practicing law, I thought, I want to love my work and give back as much as they did.

Most memorable classroom experience to date. One that was particularly touching occurred towards the end of a pretty good lesson. A student who wants to join my former profession when she grows up raised her hand and said, "You're a teacher, huh, Mr. Anderson?" Maybe you just had to be there...

What kinds of resources would help teachers the most? The most critical resource for teachers is their colleagues. One of the special things about STEP—and a challenge for all educational settings—is how it creates an environment where teachers have the opportunity to share ideas, materials, and support with colleagues.



Kevin Bock

Teaching of Chemistry

Hometown. Geneva, IL

What inspired you to enter the teaching profession? It's hard for me to pinpoint a single thing that led me to teaching. I just like it. It's a never-ending challenge—even though I some-

times joke that chemistry is so much fun that it nearly teaches itself!

Most surprising thing you've learned so far. A "wrong" answer is just as valuable to a teacher as a right answer. To borrow a phrase from Professor Emeritus **Lee Shulman**, the teacher should ask, "What's smart about that?" Chances are there's a good reason a student is doing something. The teacher's job then is to help students understand both their own thinking and how it relates to what they're learning.

What kinds of resources would help teachers the most? Time. It's hard to overestimate the preparation that goes into every hour with students, the absolute necessity of collaboration among educators, or the value of continually reflecting on and revising curriculum. All of that takes time and most school schedules leave precious little of it for teachers.

Chris Lewine

Teaching of Mathematics

Hometown. Weston, CT

What inspired you to enter the teaching profession? Living in Sao Paulo, Brazil at a young age, I saw a lot of inequality. As I studied these issues in high school and college, I came to the conclusion that education was the best way to address the inequities I saw around me.

Most memorable classroom experience to date? For geometry class placement, we had a "group test" for students in groups of four. I saw students doing almost everything that the theory predicted they would do. There were kids leaning into tables, some jumping out of their seats to see the paper, and others asking the exact questions we had trained them to use: "How do you know?" "Can you prove it?" I looked at the geometry teacher, we looked at the kids, and we both smiled. That was one moment when theory and practice fit together so well.

The biggest challenge facing teachers? Figuring out how to put the right amount of emphasis on external influences, such as standardized tests, while making sure that student learning is your primary concern. There are so many things that go on in school, in a district, or in students' lives that make it hard for teachers to focus on helping students learn.



continued on page 6

continued from page 5



Kirstin Milks
(PhD '09 in Biochemistry)

Teaching of Biology

Hometown. Albany, NY

What inspired you to enter the teaching profession? I wanted to spend my professional life making a difference in the lives of others.

I also love thinking about science, and I think we can encourage students in science classrooms to develop the habits of mind that will serve them well as they continue into adulthood. Plus I get to be my super-enthusiastic, nerdy, goofy self every day, and that alone is worth the price of admission.

Most memorable classroom experience to date. I spent two hours absorbing more information about cars than my brain holds about anything else, while a group of "challenging" young men engaged with a final project for summer school science about alternative fuels. These three gentlemen were so excited about their project, so full of knowing, that it radiated off them. I left school that day exhausted and grinning.

What kinds of resources would help teachers the most? Access to the sorts of professional development and community we develop here at STEP throughout our careers.

Cary Robbins (BS '09)

Teaching of Mathematics

Hometown. San Diego, CA

What inspired you to enter the teaching profession? I've always wanted to be a teacher. My teachers from elementary through high school inspired in me a passion for learning



and a commitment to education. During my undergraduate years at Stanford, my academic coursework and increasing involvement in public service reaffirmed my desire to teach and become active in reforming and improving education for all young people.

Most surprising thing you've learned so far. It's amazing how much I can learn from students about their understanding and misconceptions about certain topics in mathematics. By simply asking questions or having students explain their reasoning, I can discover more interesting nuances about their learning that can't be revealed by traditional assessments or standardized exams.

Most memorable classroom experience to date. Four students were working on a group task in our statistics classroom. One student asked the others why they were using a certain procedure. Not satisfied with the response from her group members, she asked again, and a student in the group exclaimed, "It doesn't matter why we're doing it, just that we know how to solve the problem." Immediately, the rest of the group turned away from the task at

hand and began to explain to her the importance of conceptual understanding. I didn't have to intervene because the students provided such an eloquent and convincing description of one of my fundamental beliefs about education!

Helen Snodgrass (BA '08)

Teaching of Biology

Hometown. Washington, D.C.

What inspired you to enter the teaching profession? I've always loved working with kids and fell in love with biology in college.



Teaching gave me a way to unite those two interests and share my love of science with students, many of whom go through school hating it or thinking they can't do it.

Most memorable classroom experience to date. Having students act out the carbon cycle in their first interactive activity. I was worried that the students would not enjoy it or would not know enough, but they surprised me by getting into their "characters" and explaining the whole process.

That and slipping on water at the front of the room, falling on my back, and breaking a beaker and one toe!

The biggest challenge facing teachers. One of my biggest challenges is making my content relevant, accessible, and challenging for all the students. It is incredibly hard to design a lesson that takes into account student differences, including their language backgrounds, prior science knowledge, and reading levels.

Katie Waddle

Teaching of Mathematics

Hometown. Saint Paul, MN

What inspired you to enter the teaching profession? I love math, and I thought teaching would be a good way to keep talking about math and make some positive change in the world.



Most surprising thing you've learned so far. I did not realize that an effective teacher needs to be extremely intentional. The smallest things have huge returns. For instance, you can get student attention more easily if you stand in one place. It sounds obvious, but you wouldn't necessarily think of it.

What kinds of resources would help teachers the most? Most fundamentally, teachers need materials in general. Many students do not have the funds to come prepared for school, and this can be a serious impediment to learning. Get students the supplies they need—notebooks, pencils, calculators, etc.—and have enough books that are in good condition for everyone. There are enough obstacles to learning that we shouldn't let material resources get in the way. **SE**

East Palo Alto Academy: Elementary School welcomes new principal

By Mindy Hollar

East Palo Alto Academy: Elementary School, (EPAAES) run by Stanford New Schools and overseen by the School of Education, welcomed **Richard Mojarro** as its new principal last summer.

Mojarro joined Stanford New Schools with over 25 years of experience as a teacher and principal, most recently serving as principal of Downey High School in Los Angeles from 2004 to 2009. Appointed in 1998 as principal of JFK Elementary, which was then known as Orange County's lowest performing elementary school, Mojarro transformed JFK's school culture into one focused on shared success by engaging parents in decision-making and partnering with local organizations.

According to Mojarro, East Palo Alto Academy's ambitious charter played a key role in attracting him to the school. "When I read the charter, I couldn't believe how bold and forward-thinking it was," he said. "After

Richard Mojarro, seen here with students from East Palo Alto Academy: Elementary School (EPAAES), is the school's new principal.

learning about Stanford's deep commitment to the East Palo Alto and East Menlo Park communities—so challenged in spite of its proximity to educated, affluent areas—I was hooked by the possibilities. A final look at the Stanford faculty and leadership that supports this initiative, and knowing that we have a chance to dramatically improve the lives of these children and their families—well, I just couldn't resist."

Last summer, EPAAES moved to its new location near Flood Park in

East Menlo Park. As Mojarro describes it, "We felt at home right away. The kids feel safe and happy and protected. After a little paint and gardening, our families consider this their home away from home. We've even set up a welcome room just for families, volunteers and other visitors."

Mojarro warmly welcomes School of Education alumni and friends to the campus. To schedule a visit or learn more about EPAAES, contact Richard Mojarro at 650.462.8450 or rmojarro@stanfordschools.org. **SE**



New Faculty

continued from page 3

academic accomplishment. Prior to Stanford, he was an associate professor of education and sociology at New York University. Stevens is the author of *Creating a Class: College Admissions and the Education of Elites* (Harvard, 2007), and *Kingdom of Children: Culture and Controversy in the Homeschooling Movement* (Princeton, 2001). He is working on two books:

one with Cynthia Miller-Idriss and Seteney Shami on how U.S. scholars and university leaders have conceived of world regions since World War II; and another on higher education, home ownership, and the U.S. welfare state. He received a PhD and an MA in sociology from Northwestern University, and a BA in sociology from Macalester College. **SE**

Darling-Hammond Awarded Prestigious McGraw Prize



Linda Darling-Hammond, the Charles E. Ducommun Professor of Education, won the highly prestigious 2009 Harold W. McGraw, Jr. Prize in Education in September. The annual prize, given for the past 22 years, recognizes outstanding individuals whose dedication to learning has made a significant impact in the United States. Honorees are chosen by a distinguished board from the education community.

Darling-Hammond was recognized for her guiding work in teacher education. At Stanford, she founded and oversees the School Redesign Network, and also serves as the founder and co-director of the Stanford Center on Opportunity Policy in Education. She helped found the Stanford New Schools-run East Palo Alto Academy, a public charter with both a K-8 school and a high school. Darling-Hammond donated her \$25,000 McGraw Prize gift to the Academy. **SE**

Professor Linda Darling-Hammond receives the McGraw Prize in Education from Harold McGraw III, President and CEO of The McGraw-Hill Companies.



Maren Ackerman was awarded the 2009 Albert J. Harris Award by the International Reading Association for her article, "When Reading It Wrong is Getting It

Right: Shared Evaluation Pedagogy Among Struggling Fifth Grade Readers," published in *Research in the Teaching of English* (Volume 42, Number 1). The award is given annually for a recently published journal article that makes an outstanding contribution to the understanding of preventing or assessing reading or learning disabilities. The association is a nonprofit global network of individuals and institutions dedicated to worldwide literacy.

Anthony Antonio was selected to participate in the Fetzer Institute's *Inter-Generational Mentoring Community: Fostering an Emergence and Transfer of Leadership in Higher Education*. Twenty-four leading educators, eight mentors of the current generation, and

16 beginning- to mid-career counterparts participating in the project will create a four-year dialogic exchange to expand how we define and discuss education in our culture.



Arnetha Ball has been voted president-elect of the American Educational Research Association (AERA). Her term as president starts at the conclusion

of the 2011 Annual Meeting, after one year of service as president-elect. Ball has served AERA in many leadership roles, most currently as vice president of Teaching and Teacher Education (Division K). As vice president, she serves on the AERA Council and Executive Committee, the Association's legislative and policy-determining body.

Ball was also selected as a fellow of AERA in honor of her substantial accomplishments in education research. In addition, she received the 2009 Advancement of People of Color Leadership Award from the National

Council of Teachers of English. Currently on leave, she is serving as the Visiting Barbara A. Sizemore Distinguished Professor of Urban Education at Duquesne University.

Bill Damon and the Stanford Center for Adolescence received a \$50,000 grant from the Spencer Foundation for a pilot project titled "Civic Identity and Participation Among Diverse Populations of American Youth." The grant will support pilot research on the connections between civic identity and civic participation among American youth today. Of particular interest to the study are marginalized populations of young people who feel that they may not have realistic prospects for full American citizenship.

Linda Darling-Hammond is lead author of two reports for the School Redesign Network (SRN): "Oakland Unified School District New Small Schools Initiative Evaluation" with former SRN Co-executive Director **Ash Vasudeva**, **Ken Montgomery (MA '03, PhD '09)**, and doctoral student **Stephen Newton**,

and “Professional Learning in the Learning Profession: A Status Report on Professional Development in the U.S. and Abroad” with **Ruth Chung Wei (PhD '05)**, **Stelios Orphanos (PhD '08)**, doctoral student **Nikole Richardson**, and SRN’s **Alethea Andree**. Darling-Hammond received numerous honors in 2009. They include the Harold W. McGraw, Jr. Prize in Education (see opposite box), Distinguished Contributions to Research Award from the American Educational Research Association, the Distinguished Service Award from the National Association of Secondary School Principals, the Friend of the NEA Award from the National Education Association, the Voices of Conscience Award from Public Advocates, and the Miriam Aaron Roland Volunteer Service Prize from the Haas Center for Public Service. She also received an honorary doctorate of education from Nanyang Technological University and the National Institute of Education in Singapore, and an honorary doctor of letters from Manhattanville College of New York. Darling-Hammond joined the Wallace Foundation Board of Directors last July.

Claude Goldenberg and **Edward Haertel** received a three-year, \$500,000 grant from the William T. Grant and Spencer Foundations

for “Refining and Validating a Measure of Classroom Quality for English-Language Learners,” a study to identify classroom practices that most benefit English-language learners. Their study will assess the Classroom Quality for English Language Learners observation protocol and will include observations of second and fifth grade classrooms in northern and southern California over two years.



Leah Gordon received the Young Scholar Award from Cheiron: The International Society for the History of Behavioral and Social Sciences for her paper “‘Data and Not Trouble’: The Rockefeller Foundation and the Social Science of Race Relations, 1926-1963.” She was also invited to serve as a fellow with the National Forum on the Future of Liberal Education, sponsored by the Teagle Foundation.

Pam Grossman was elected to membership in the National Academy of Education in May for her pioneering efforts in educational research and policy development.

Teresa LaFromboise was promoted to full professor of education. She also received the 2009 Distinguished Career Contributions to Service Award from the American Psychological Association, Division 45 (Society for the Psychological Study of Ethnic Minority Issues) in Toronto in August.

Ira Lit was promoted to associate professor (teaching) in February.



Since retiring in 2007, Professor Emeritus **Denis Phillips** reports that he has “never been so professionally active—so much so, that I am considering rejoining the faculty to take a rest!” Among his numerous activities, Phillips, presented at the International Academy of Education in Cyprus and Greece, lectured in Korea at the invitation of **Seongho Lee (PhD '93)**, and **Hyesook Kim (PhD '93)**, and conducted faculty seminars in philosophy at Fudan University in Shanghai with co-instructors **Eric Bredo (PhD '75)**, and Walter Feinberg. Since 2008, he has chaired a task force established by 11 schools of education that

continued on page 26

Reardon Establishes Training Program in Policy Analysis

Sean Reardon and colleagues who study education policy received a \$5 million, five-year grant from International Education Sciences to start a new program that will train about 30 Stanford doctoral students in education and social science disciplines (especially economics, sociology, political science, and psychology) with advanced training in quantitative analysis of educational policy.

According to Reardon, few, if any, education schools and social science departments provide adequate training

in all three areas of educational policy, disciplinary theory, and sophisticated applied statistical skills. The program will help develop educational researchers who will produce rigorous quantitative research—well-versed in disciplinary theory and knowledgeable of policy and the organization of schooling—to inform the development of educational policy.

Based at Stanford’s Center for Educational Policy Analysis (CEPA), the training program will involve faculty from the schools of business, education, humanities and sciences, and law, as well as the Hoover Institution. Reardon will serve as its program director. *For more information on CEPA, see article on page 16. SE*



L.A. Ciferro

Faculty research highlights informing educational policy and practice

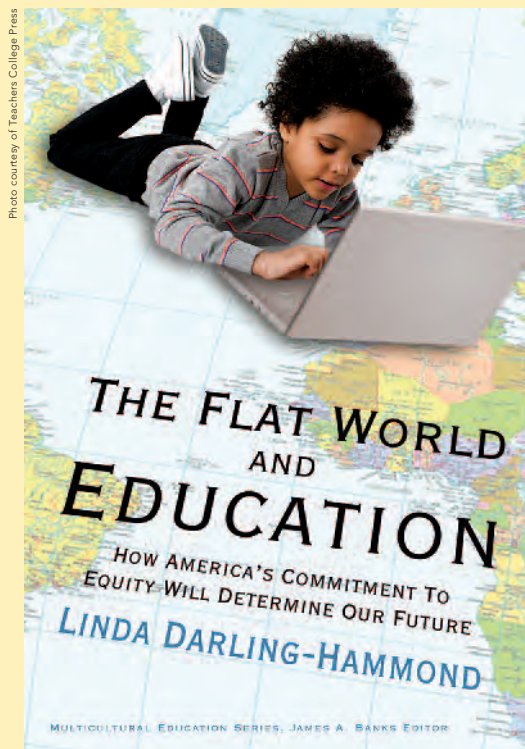
Help with Aid Form Boosts College-going

More low-income students would make it to college if changes were made to streamline the daunting financial aid process, according to a study authored by Associate Professor **Eric Bettinger**, Harvard's Bridget Terry Long, and the University of Toronto's Philip Oreopoulos. The researchers tracked nearly 17,000 individuals in an experiment designed to test how simplifying the complex Free Application for Federal Student Aid (FAFSA) and receiving personalized aid eligibility information might affect the likelihood that students will apply for and receive financial aid and enroll in college.

At H&R Block offices during the 2008 tax season, the researchers invited low- and moderate-income families in Ohio and North Carolina to participate in one of three randomly assigned groups: those who received help in filling out the FAFSA, which was already pre-populated with their tax information, and information about their financial aid options; those who received only personalized aid information; and those who were provided with neither. Bettinger and his colleagues found significant effects in the first group for high school seniors and adults who have never attended college. Those who were only given information about aid (without help with the FAFSA) did not have higher aid application submission rates than those who did not receive any help. *For more information, visit <http://www.nber.org/papers/w15361>*

Darling-Hammond Offers Coherent Approach for Effective Reform

In her book, *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* (Teachers College Press, 2010), Professor **Linda Darling-Hammond** focuses on the successes of effective school systems in the U.S. and abroad to develop a clear and coherent set of policies that can be used to



Professor Linda Darling-Hammond's new book, *The Flat World and Education*, was released in January.

create high-quality, equitable schools.

Darling-Hammond looks at the roots of our modern education system and how the skills required for our 21st century global economy cannot be learned in traditional education systems, which have been in place since the early 1900s when the majority of students were expected to become factory workers. She identifies an “opportunity gap” that has evolved as new kinds of learning have become necessary—a gap where low-income students, students of color, and English language learners often do not have the same access as others to qualified teachers, high-quality curriculum, and well-resourced classrooms. After setting the stage on current conditions in the

U.S., Darling-Hammond offers a coherent approach for effective reform, focusing on creating successful systems, inducting and supporting quality teachers, designing effective schools, establishing strong professional practice, and providing equitable and sufficient resources. *For more information, visit <http://edpolicy.stanford.edu/pages/pubs/flatworld.html>*

Lessons from Effective School Leadership Programs

The best principal development programs focus on developing leaders who could improve instruction and have programs that closely integrate internships and coaching with academic coursework, according to *Preparing Principals for a Changing World: Lessons from Effective School Leadership Programs* (Jossey Bass, 2009). The study was authored by Professor **Linda Darling-Hammond** and Associate Professor **Debra Meyerson**, with co-authors Michelle LaPointe and Margaret Terry Orr.

Commissioned by the Wallace Foundation, the three-year study relied on in-depth analyses of eight exemplary principal development programs (both preparation and professional

development programs) and the policy contexts in which they operated, as well as data from a national survey of principal programs and their graduates. The researchers also found that exemplary programs were more likely to selectively recruit candidates with instructional expertise and those who reflect the demographics of their communities. The study also found a larger proportion of program participants reported working in an urban school compared to the national sample. The authors offer several lessons for state and district policymakers interested in supporting high-quality leadership preparation and development. *For more information, visit <http://www.jossey-bass.com/WileyCDA/WileyTitle/productCd-0470407689.html>*

Ensuring Great Principals for California Schools

California principals are underpaid relative to their colleagues nationwide, and many report feeling overworked, constrained by state policies, and doubtful that they will remain working as principals until retirement, according to Professor **Susanna Loeb** and Administration and Policy Analysis doctoral student **Jon Valant** in a policy brief titled “Leaders for California Schools.”

Released by Policy Analysis for California Education, the policy brief analyzes the challenges that California must overcome to recruit, hire, train, and retain strong and talented principals. Loeb and Valant propose recommendations for policymakers to improve working conditions and make the principalship more desirable and sustainable, including raising staffing levels in administrative and support positions to more evenly distribute adult supervision; increasing compensation to recruit promising candidates and retain highly effective school leaders; and creating incentives for principals to work in high-needs schools. The researchers also recommend making principals more autonomous, particularly in their options for dealing with underperforming teachers, and promoting the recruitment of promising candidates.

Loeb and Valant say that policymakers can improve leadership training programs by encouraging new pre-service and in-service programs to keep up with current knowledge of best practices; strengthening state oversight of training programs; learning from the state’s experiences with past and present leadership training programs; and rebuilding the infrastructure for high-quality, ongoing professional development. *For more information, visit <http://pace.berkeley.edu/publications>*

Reardon Finds Fault with California Exit Exam

The California High School Exit Exam has had a disproportionately negative impact on students of color and girls, according to a study authored by Associate Professor **Sean Reardon**, Administration and Policy Analysis doctoral students **Allison Atteberry** and **Nicole Arshan**, and UC Davis Assistant Professor Michal Kurlaender. Reardon and his colleagues found that the exit exam, which is first given in tenth grade to help identify students who are struggling academically and need additional instruction to pass the test, has failed to significantly improve student achievement. Moreover, it has reduced graduation rates of low-achieving students of color and of girls by 15-20 percentage points.



Associate Professor Sean Reardon gives the California High School exam a failing grade.

The study used longitudinal student data from school districts in Fresno, Long Beach, San Diego and San Francisco to estimate the effects of the exit exam requirement on student persistence (whether students stayed in school through the 11th and 12th grades), their academic achievement (as measured by their scores on another state standardized test given in 11th grade), and their graduation rates. Researchers compared the persistence, achievement and graduation rates of students who were not subject to the exit exam requirement (those who were scheduled to graduate in 2005) with students who had to pass the test in order to receive high school diplomas (those who were scheduled to graduate in 2006 and 2007). *For more information, visit <http://irepp.stanford.edu>* **SE**

Expanding School Reform

continued from page 1

involved in the inaugural LEADS cohort that came together in 2007, Albuquerque—a district of 90,000 students—has participated in summer institutes, district-hosted residencies, and research and development partnerships that have helped them discover in detailed and practical ways how other districts of similar size have successfully managed the challenges associated with improving their schools.

With their deepened knowledge, APS put forward in their grant proposal a sophisticated strategic approach for improving their ninth grade academies. “In previous grants, for example, we gave teachers time off to do planning, which was expensive. As a result, when funds ran out, so did the ability of teachers to collaborate,” explains Almeter. “This time, having incorporated all that we learned from our participation in LEADS, we’ve built time into the high school schedule for teachers to collaborate. That will enable us to keep the process going well beyond the five years of the grant, and I think this was among the numerous elements that made our application successful.”

Promoting New Knowledge and Understanding

Albuquerque’s shift in structural design is just one example of the kinds of systemic changes that LEADS districts have been implementing in their efforts to better serve their students. Through LEADS, cohort members gain additional skills and knowledge to support their school reform initiatives.

The complex challenges urban school districts face are not exclusively education-related, and SRN has developed the LEADS program to respond to that reality. LEADS incorporates the expertise of faculty from Stanford’s schools of education and business, and the Institute of Design at Stanford



Members of the Knoxville (TN) leadership team share a light moment during a session on “Using Design Thinking as a Tool to Build Sustainable Reform,” taught by faculty from Stanford’s d.school (School of Design).

(d.school), as well as outside experts (former Boston Schools Superintendent Thomas Payzant, for example). These experts work with LEADS district leaders—experts in their own right—to bring the best practices of business and education to the specific challenges LEADS districts are facing in their reform work.

“Educational leadership is a far more challenging occupation than it used to be,” says **Linda Darling-Hammond**, the Charles E. Ducommun Professor of Education and the founding director of SRN. “In order to create high-performing schools and the districts that support them, today’s leaders must understand organizational theory and management principles just as thoroughly as educational theory and practice. LEADS is structured to bring that knowledge to the table, and to help leaders create tangible action plans and use the collective expertise of the network to put those plans into place.”

Dean **Deborah Stipek** adds, “The implicit, sometimes explicit, theory guiding the work of LEADS is that districts are there to support effective teaching, and every practice and policy needs to be assessed in that light.”

The districts in the first cohort—Albuquerque, Austin, Knox County (TN), Mapleton (CO), Miami-Dade, Milwaukee, North East Independent (San Antonio, TX),

and San Francisco Unified School District—were invited to apply to the LEADS network based on their existing involvement in and ongoing commitment to redesigning secondary education and central office systems. Tuition for each district to participate is \$35,000 annually, an amount generously supplemented by a variety of grants from such donors as the Goldman Sachs Foundation, the Joyce Foundation, the Spencer Foundation, and The Stanford Challenge’s Initiative on Improving K-12 Education.

A core piece of the LEADS program is the Summer Session, held for the past three summers at Stanford (see sidebar on page 15). At Summer Session, executive leadership teams made up of superintendents, chief academic officers, board members, principals, and teacher leaders come together for seminars and small-group workshops developed by SRN staff in collaboration with district leaders. In addition to intensive, hands-on sessions with leading education, business, and d.school faculty, participants work within their own teams with SRN facilitators to apply their learning to district-specific issues.

“LEADS is not a one-size-fits all model. It’s driven by the specific needs of our network members,” notes former SRN Network Director **Peter Ross (BA ’90 in International Relations, PhD ’08)**. “We also operate on

Barbara McKenna

the principle that knowledge does not just reside in the university, but also in the network itself.”

On-Site, Relevant Learning

Toward that end, the program schedules two annual residential events at the districts themselves. Residencies allow district team members to more deeply study exemplary management practices or policies in such areas as building sustainability into reform efforts, managing data effectively, and balancing autonomy and accountability across a portfolio of schools.

in a three-day session on differentiated district supports for schools. MPS Superintendent William Andrekopoulos and central office leaders shared their story, and participants then visited K-8 schools, regular and charter high schools, and sites that house multiple schools. During their visits, participants were asked to make observations on how well the schools were engaging students, being culturally responsive, setting high expectations based on learning targets, and making strategic instructional choices.

“With the professional learning commu-

Facilitating and Sharing Research

Research collaborations have also been a critical part of the experience for LEADS network members. MPS, for example, benefited from a collaboration with Montgomery, who wrote his dissertation on one of the district’s most pressing issues: how to achieve instructional coherence across schools, especially given Milwaukee’s abundance of autonomous charter schools. For several months, through work funded by a Joyce Foundation grant, Montgomery sat in on meetings and interviewed and observed scores of central-office and school-site staff. He then analyzed the data and made recommendations on how MPS could create better and more consistent learning environments.

A latecomer to the network’s first cohort is the San Francisco Unified School District (SFUSD). SFUSD joined to get support for their work in addressing one of the most enduring problems in education today: the achievement gap. “We consider the achievement gap to be a civil rights issue,” says SFUSD Superintendent of Schools Carlos Garcia. “We asked LEADS to provide us with information and processes on how

continued on page 14

“LEADS operates on the principle that *knowledge does not just reside in the university, but also in the network itself.*”

– Peter Ross (BA ’90 in International Relations, PhD ’08)

“Many districts share the same issues, even though they’re in different parts of the country,” observes **Ken Montgomery (MA ’03, PhD ’09)**, who recently left his position as a research analyst with SRN to become assistant principal for instruction at Capuchino High School in San Bruno, CA. “The residencies give teams the opportunity to learn from one another—and allow LEADS staff to learn about issues on the ground level.” In the first two years of the network, Miami-Dade County, Milwaukee, Austin, and Mapleton have hosted residencies, at which participants focus on a specific topic and then consider it through the lens of the host district.

In March 2008, for example, Milwaukee Public Schools (MPS) led LEADS network participants

nity LEADS has facilitated, we’ve developed relationships with people all across the country,” says Marty Lexmond, director of school innovation with the Milwaukee Public Schools. “Given the trust that’s been built among us, we receive feedback on our work that was honest, and therefore truly valuable.”

A smoking pen in the hands of Austin (TX) leadership team member Trent Sharp, working with fellow team members Kent Ewing and Patti Everitt to map out strategies for furthering their district reform.



Barbara McKenna

Expanding School Reform

continued from page 13

schools can reverse the predictive power of demographics.”

“To address this problem, we’ve gotten SFUSD to rethink the roles of central office leaders, school staff, principals, and teachers,” says Ash Vasudeva. LEADS has provided the district with case studies and data on other schools that have been successful in closing the achievement gap, and has supported the district as it refines its strategic plan. Especially helpful for SFUSD has been the opportunity to learn from other LEADS districts engaged in high-level systems reform. “We’ve used [our time at LEADS events] as opportunities to ‘steal’ great ideas,” Garcia says. “We’ve incorporated a lot of the feedback from network members into our plan, particularly regarding how we intend to measure what we call creating ‘joyful learners’—engaged, interested students—as a core piece of closing the achievement gap.”

SFUSD has in fact turned the challenge of measuring engagement over to the schools themselves to solve. One result has been the creation of student and community surveys to assess the degree to which students feel the classroom is engaging and the curriculum is relevant and, most important, culturally inclusive. The district has also required schools to create balanced scorecards that demonstrate how each will align teaching goals with the district’s strategic plan. Along the way, LEADS has not only provided information and feedback, but it is documenting SFUSD’s activities, creating case studies on the district’s innovations in school reform that others will be able to use

“LEADS has been a good broker, pointing us in all the right directions,” says Garcia. “They’re not just about theory—they keep it real. They give us concrete examples of how you can do this work successfully.”

Meanwhile, APS is fully immersed in



Barbara McKenna

Mapleton (CO) district administrator Damon Brown listens as Stanford Graduate School of Business Professor Hayagreeva Rao speaks on “The Ergonomics of Innovation.”

implementing the first phase of its Smaller Learning Communities grant, with close guidance from SRN, through an additional contract with the organization.

“SRN’s involvement with the Albuquerque federal SLC grant allows us the chance to spend real time with the people in the district, both by having them here at Stanford, and by getting into their schools and classrooms,” says **Linda J. Carstens**, SRN’s Director of Professional Learning. “It’s a wonderful opportunity to work shoulder-to-shoulder with the main change agents in the process.”

Through this project, APS is receiving technical assistance and access to research, and central office leaders, principals, and teachers have attended meetings and study tours of successful small schools. The study tours took APS teams to Hillsdale High School in San Mateo, CA—a school recognized nationally for its successful conversion from a comprehensive high school to smaller learning communities. Last October, LEADS site teams conducted a two-day evaluation of the seven APS schools identified for redesign. Focusing on the ninth grade environment at each school, the teams assessed how APS could target grant resources and tailor professional learning of teachers.

One of the major outcomes of the two-day session with APS was the realization

that all students—whether gifted, honors, English language learners, or special education—would benefit from being in heterogeneous,

mixed-ability small learning environments. “SRN has helped us take the blinders off regarding who was in our classrooms,” says APS’ Rebecca Almeter. “We’ve become passionate about equity, be it students with mixed abilities or those from diverse cultures. We now have the skills to make sure all kinds of students are honored in our instruction.”

What’s Next

The pioneer district cohort is entering its third and final year of formal participation in the LEADS network. After their third year concludes, the original districts will continue their association with LEADS informally through continued collaborations with the network and with Stanford.

Meanwhile, LEADS’ second cohort is gearing up, with a number of districts expressing strong interest in participating, including Alexandria City Public Schools, Dallas Independent School District, Omaha Public Schools, and The School District of Philadelphia.

For SRN and its district partners, fostering an excellent education for all students is at the heart of this effort. “We’re proud of the fact that we’re connecting theory to practice in ways that are helping district leaders, school leaders, and teachers help students,” says Peter Ross. “Ultimately it’s the students who are our bottom line.” **SE**

At LEADS Summer Session, District Leaders Get their Hands Dirty

By Marguerite Rigoglioso

What does designing a shopping cart in just five days have to do with improving our nation's schools? One sunny morning last June, a room full of district and school leaders was finding out. They watched a video segment from the television show, *Nightline*, on how the famous Palo Alto design firm, IDEO, carried out a challenge to brainstorm and prototype a unique rolling basket.

Hayagreeva "Huggy" Rao, the Atholl McBean Professor in the Graduate School of Business, used the *Nightline* segment to illustrate effective innovation. "What lessons did you take from this for your own district as it addresses reform challenges?" he asked the group. Hands went up: Create diverse teams without hierarchy. Talk to and observe your end users. Be open to wild ideas. Know that the wisdom of the team is greater than that of any individual. Stay focused. And, most important, have fun.

For an entire week each June, these superintendents, chief academic officers, board members, union representatives, principals, teacher leaders, and community leaders come to Stanford for the LEADS Summer Session, where they get to take on the role of student now and then. Hailing

reform agendas: one district might be concerned with principal development, another focused on implementing district-wide curriculum, and another looking for ways to improve student achievement through data-driven assessments. Summer Session is structured to support each district team's agenda and to give all the teams tools to move forward effectively.

At the most recent Summer Session, during the first "team time" of the week, participants from Milwaukee Public Schools (MPS) applied what they had learned from the morning session to the real world, where, as Rao has stressed, "clean theory" gives way to "dirty hands."

As members of the Department of Educational Services, they quickly identified their main goal for the week: getting a handle on how their newly formed office should organize its work. Their conversation centered on how they might create non-hierarchical, project-based leadership teams. Equipped with strategies from presentations earlier in the day, they focused on their own group process and brainstormed possibilities without censorship. It was clear from the laughter and camaraderie that they were having a good time, too.

By the end of the week, Summer Session participants had heard from Graduate School of Business faculty members **Jeffrey Pfeffer** and **Chip Heath** on leading change in challenging times and developing specific techniques for creating such change, Stanford's Institute of Design Lecturer **Rich Crandall** on using design-thinking strategies to address challenges in K-12 districts, and Tony Bryk, president of the Carnegie Foundation for the Advancement of Teaching, on building knowledge management systems to improve instruction. Drawing on these ideas, the Milwaukee team constructed a unique organizational chart for its department that is circular, rather than top-down. In the center were the schools themselves.

"We realized it's not about us. It's about organizing around schools to serve kids better," explains Marty Lexmond, director of school innovation at MPS. "Summer Session has been a phenomenal experience that has allowed us to gain clarity on this extremely important aspect of our departmental identity. We enter this new phase truly fortified." **SE**

"Summer Session has been a phenomenal experience that has allowed us to gain clarity... We enter this new phase truly fortified." – Marty Lexmond

from the eight school districts participating in the School Redesign Network's LEADS initiative (see feature on page 1), they spend an intensive week soaking up all they can from Stanford education, business, and design faculty about developing strategic action plans to support their district reform work.

Summer Session is an event held for LEADS network members each year since 2007—one of several events members have the opportunity to participate in annually as part of the network's sustained learning program. Each year network members arrive with a common purpose: to further their district reform work. They also arrive with very diverse

New Center Aims to Inform and Advance Effective Policy

By Amy Yuen

Aiming to change the debate around education policy in state capitols and on Capitol Hill, the K-12 faculty steering committee has launched the Center for Education Policy Analysis (CEPA). The new independent research center promises to yield some of the most definitive and innovative education policy research in the nation.

Part of The Stanford Challenge's Initiative on Improving K-12 Education, CEPA unites nationally prominent scholars from across the campus to provide rigorous, scientific research needed to inform education policy in meaningful ways. The center represents an unprecedented combination of breadth, depth, and direct connections to practice. The core researchers are from the fields of economics, law, political science, psychology, public policy, and sociology, and from Stanford's schools of business, education, humanities and sciences, and law, as well as the Hoover Institution. These researchers work side by side with School of Education faculty who are training teachers and education leaders, and interact regularly with policy makers and practitioners. By focusing on critical questions that are directly relevant to teachers, school leaders, and decision makers, CEPA seeks to improve education for all students.

Developing the next generation of policy researchers is one of CEPA's top priorities. Some of the best graduate students from

across a range of disciplines are now engaged in education policy research, and their work holds great promise for the continual improvement of K-12 education. Through CEPA, these doctoral students and postdoctoral fellows will gain training in rigorous empirical methods, exposure to a broad range of disciplinary perspectives, and a deep understanding of the realities of K-12 schools and policy institutions.



Douglas Peck

A student at East Palo Alto Academy: Elementary School works on a math assignment. Through CEPA, Stanford's diverse group of researchers aim to identify the ways in which policy can effectively improve student learning.

According to Professor **Susanna Loeb**, director of the Center, CEPA is working to establish a centralized "education data warehouse" that will expand development of longitudinal data sets on teachers, students, and schools. High-quality research depends on readily accessible, relevant data, yet at the moment, comprehensive educational policy data warehouses do not exist at Stanford. Consequently, each researcher is

left to work independently to identify, obtain, clean, and document data from several different sources—a process that is both expensive and time-consuming. As Loeb explains, "By creating a central data warehouse, we will save researchers huge amounts of time, as well as help them with access to more useful data than they might have found on their own."

CEPA has already garnered the interest and support of several investors. **Jim Barnett (AB '80, JD/MBA '84)**, his brother **Larry Barnett (BA '78)** and sister **Laurey Barnett (BA '81)** created the Barnett Family Fund for Education Policy, CEPA's first endowment fund. Income from the fund will be used at the discretion of CEPA's director to support high-impact policy work, such as the publication of a critical policy brief or the acquisition of an essential data set for CEPA's central data warehouse.

"The concept of transforming the world through education really resonated with us," said Jim Barnett. "We believe that with education, and specifically Stanford School of Education, you can directly impact thousands, but you can indirectly have an impact on hundreds of millions. Education is a highly leveraged cause and we feel that policy is a way to add leverage to that cause. New policies can lead to exponential changes in education and you can have a dramatic impact on the entire educational landscape."

Laura (BA '88) and John (MBA '89)

continued on page 19

O'Hara Tapped to Lead Center for the Support of Excellence in Teaching

By Amy Yuen

Following an extensive national search, the Center for the Support of Excellence in Teaching (CSET) at Stanford has hired Associate Professor (Teaching) **Susan O'Hara** as its executive director.

O'Hara, who also joined the Curriculum Studies and Teacher Education program faculty last summer, oversees the Center's operations and the coordination, execution, and management of a variety of professional development programs that CSET will offer over the next few years.

"We need to understand more about how to measure quality teaching and how to best support teachers in effectively raising the achievement of their students," says O'Hara, who was an associate professor of teacher education at California State



Cammy Huang

Associate Professor (Teaching) Susan O'Hara heads the Center for the Support of Excellence in Teaching, a key part of The Stanford Challenge's K-12 Initiative.

University, Sacramento before coming to Stanford. "CSET is investigating new research-based models of professional development that provide opportunities for teachers to deepen their content knowledge and improve

"We need to understand more about *how to measure quality teaching and how to best support teachers in effectively raising the achievement of their students.*"

– Susan O'Hara

University, Sacramento before coming to Stanford. "CSET is investigating new research-based models of professional development that provide opportunities for teachers to deepen their content knowledge and improve

instructional practices."

As part of The Stanford Challenge's Initiative on Improving K-12 Education, CSET combines empirical evidence and experience in the classroom to identify, test, and share the most effective ways to teach. The Center also provides sustained opportunities for teachers to develop their professional knowledge and skills, including an understanding of subject matter and how best to teach subject-specific content to a wide range of students.

"Currently, a number of interdisciplinary research teams are collaborating to design and deliver various professional development programs, and to determine their impact on teacher practice and student

achievement," she notes. "Last summer, we launched a program aimed at secondary English and history teachers, and in the spring, we will launch a new program in teaching algebraic thinking. We are also developing a program for middle school science teachers."

O'Hara is working closely with CSET's Faculty Director, Professor **Pam Grossman**, and the CSET Advisory Board to design, monitor, and evaluate exemplary professional development programs for practicing teachers. She also serves as a liaison to all Stanford schools and departments and works closely with faculty outside of the School of Education who are interested in developing programs for teachers.

O'Hara comes to Stanford with an established research focus on teacher professional development and has extensive experience in developing, facilitating, and evaluating large-scale professional development initiatives that have targeted different education audiences. She has co-authored articles for numerous journals, including the *Journal for the Education of Students Placed at Risk*, *Journal of Adolescent and Adult Literacy*, and *Teacher Education Quarterly*, and two books for classroom teachers, *NETS Grades 6-8 Multidisciplinary Resource Units* and *Teaching Vocabulary with Hypermedia, 6-12*. For more on her research background, see "New Faculty Join School of Education" on page 1. More information about CSET is available at cset.stanford.edu. **SE**

Gift Emphasizes the Business of Education through Multidisciplinary Collaboration

This story is adapted from an article that originally appeared in the The GSB Benefactor.

The changing landscape of education, with its increased emphasis on accountability, puts greater pressure on administrators to acquire skills more traditionally aligned with leaders from a business background. **Louise (MA '69, MBA '79) and John Bryson (BA '65)** see this cross-sector phenomenon as an opportunity to fund further collaboration between the School of Education and the Graduate School of Business (GSB).

“For educational reform to be successful, school administrators must better develop their leadership and business management skills,” says Louise Bryson. “There is no better way to accomplish that than by working with the top minds in management.”

The Brysons committed \$1 million to Stanford—\$500,000 each to the School of Education and the GSB. At the School of Education, the Brysons’ gift supports three areas: staff support for the Joint MA/MBA and Policy Organization and

and professional development programs run by the School of Education.

“We hope our gift inspires others to join us in supporting the collaboration between the business and education schools,” says John Bryson.

At the GSB, the gift is split between the Education Innovation Fund, which supports teaching and research, course and case development, executive education, and multidisciplinary initiatives, and the Bryson Family Fellowship Fund, which is the first fellowship at the GSB dedicated to supporting students in the Joint MA/MBA program.

About 20 students each year receive MA/MBA degrees from the popular program, the longest-running program of its kind in the country.

“The Joint MA/MBA program



2009 POLS graduates Tresha Francis (L) and Zoe Rind received generous fellowships last year as a direct result of the Brysons’ fellowship support for future school principals. Francis and Rind will launch careers as principals this fall after an intense year of preparation.

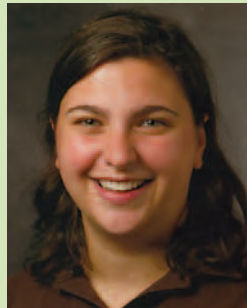
Education’s Leadership Degree Programs.

“Equipped with this skill set, it’s no surprise to find our alumni as educational managers leading the organizations most impacting reform today.”

The two schools also work together on the School Redesign Network’s

Leadership for Equity and Accountability in Districts and Schools (LEADS) (for more on LEADS, see feature on page 1). Another joint program, the Stanford Principal Fellows Program, provides a year-long fellowship for early-career principals facing such critical challenges as managing change, creating cultures of high performance, and building systemic support for student achievement.

“The partnership between the GSB and the School of Education is perfectly aligned with Stanford’s efforts to address our most challenging problems,” says Dean **Deborah Stipek**. “Meaningful progress requires collaboration of faculty from different disciplines and schools. The business-education partnership demonstrates the value of such collaborations.” **SE**



“We hope our gift *inspires others to join us in supporting the collaboration* between the business and education schools.” – John Bryson (BA '65)

Leadership Studies (POLS) programs, including a coordinator for the internship programs; fellowships to support students in the POLS program; and expenses of GSB faculty involved in the executive education

provides students with the skills to manage organizations well and the contextual and theoretical knowledge to effectively address today’s educational challenges,” says **Nereyda Salinas**, director of the School of

Grossman Named Nomellini Olivier Chair

On January 27, Professor **Pam Grossman** was honored at the School of Education for her contributions to the field of education and her receipt of the Nomellini Olivier Professorship.

Dean **Deborah Stipek** and other School of Education chair holders jointly selected Grossman, who has been a professor at the School since 2000. Grossman focuses on the relationship between teacher education and the policies and programmatic issues related to professional development. Her current research examines teacher

pathways into New York City public schools and how English language arts are taught in middle school. She serves as the faculty director of the Center for the Support of Excellence in Teaching (CSET).

The Nomellini Olivier professorship was created to integrate innovative teaching practices into everyday classrooms. It was established with gifts from School of Education Advisory Council chair **Angela Nomellini (BA '74)** and her husband **Ken Olivier (BA '74)**. Grossman is the second holder of this chair. **SE**



Christopher Weesehan

Professor Pam Grossman (C) celebrates her new appointment with Ken Olivier and Angela Nomellini, who established the Nomellini Olivier Professorship to integrate innovative teaching practices into everyday classrooms.

New Center

continued from page 16

Fisher also developed a strong interest in CEPA and provided a gift to fund the director's position at the center. "As Stanford alumni involved in education reform, John and I are excited to be part of this effort," said Laura Fisher, a longtime member of the School of Education's Advisory Council. "The center's research and fact-based analysis can be applied to innovative approaches in education policy and practice." She added, "CEPA can help coalesce the current education-related work occurring within the different university disciplines and disseminate it on a national scale."

Early supporters also include members of the Bass family—**Barbara (AB '79)** and **Jim (BA '78) Moroney, Hong (PD '86, PhD '89)** and **Jim (JD '87) Bass**, and **Bonnie (AB '79)** and **Peter Smith**. The Bass family made a gift to CEPA in honor of their father Richard D. Bass.

"We are particularly interested in furthering a primary premise/goal of the Stanford Challenge to draw on the university's multidisciplinary research resources to address the significant challenge of under-achieving K-12 education in America," said Jim Bass. "We believe that the broad and important empirical analysis of K-12 education being done at Hoover can collaborate productively with the curricular, administrative, and training insights that are being researched at the School of Education."

CEPA is one of three multidisciplinary centers within the K-12 Initiative. Along with education policy research, the Initiative also seeks to improve teacher effectiveness and school leadership.

To learn more about CEPA, please contact Heather Coleman Trippel, Director of Development of the K-12 Initiative, at htrippel@stanford.edu or 650.724.3641. **SE**

School of Education Celebrates Fellowship Donors and Recipients

Last spring, School of Education fellowship patrons and recipients gathered at the home of School of Education Advisory Council Chair **Angela Nomellini (BA '75)** and her husband **Ken Olivier (BA '74)** to meet, mingle, and celebrate the School of Education fellowships.

Gifts for student aid help the School of Education attract the brightest students poised to help transform education around the world by significantly reducing the financial burden on these motivated individuals. The generosity of fellowship donors continues to play an integral role in these efforts. **SE**



Steve Castillo

Fellowship recipients and 2009 STEP grads Ajoy Vase, Deepti Gupta, and Richard Lu (L to R) mingle at the Spring Celebration last May.



Marilyn Tower Oliver,
MA '58



James Guthrie,
PhD '68



George Sabato,
MA '71



Howard Greenfield,
MA '87



Lynda Stone,
MA '82, PhD '91

Share your latest news by mailing us the attached envelope or submitting your update at: ed.stanford.edu/suse/alumni/keep-in-touch.html

1950s

Marilyn Tower Oliver, MA '58, is the author of nine published non-fiction books for teens, two of which won awards from the New York Public Library. She is a freelance writer for the *Los Angeles Times* and other regional and local publications and is the theater critic for her local paper, the *Los Feliz Ledger*. As president of Opera Associates, a group that encourages young opera singers in southern California, Tower promotes opera through education and has produced 30 cable television shows featuring local opera signers and opera companies.

1960s

Harlan Limmer, BA '60, is a consultant to Lutheran schools and administrators, and is an adjunct instructor at Concordia University Wisconsin.

Tom Quirk, MA '62, PhD '67, is a professor of marketing at Webster University in St. Louis, Missouri. He taught a two-week course in marketing statistics last summer at the Duale Hochschule at Baden-Wuerttemberg Cooperative State University in Heidenheim, Germany.

James Guthrie, PhD '68, was honored by the American Education Finance Association (AEFA) with its highest award, the AEFA Distinguished Service Award, in recognition of his exemplary leadership and contributions to public finance. At Vanderbilt University, Guthrie serves as director of the Peabody Center for Education Policy, chairs the Department of Leadership, Policy and Organizations, and is principal investigator for the National Center on Performance Incentives. He is the author or co-author of ten books and more than 200 scholarly articles. He has also served as a consultant to the World Bank, UNESCO, and the Organization of the American States, as well as the governments of Armenia, Australia, Chile, Guyana, Hong Kong, Pakistan, Romania, and South Africa.

James Harris, Gr. '69, has worked in the Kerman Unified School District in Fresno County as principal or vice-principal at the elementary, junior high, continuation high

school, adult school, and community day school levels. He also served as president of his region's retiree chapter of the Association of California School Administrators.

1970s

Terrence Deal, PhD '71, and Susan Roper, MA '68, PhD '71, have published *Peak Performance for Deans and Chairs: Reframing Higher Education's Middle* (Rowman and Littlefield, 2009). The book examines the experiences of university deans and chairs through multiple lenses to assist them in providing leadership that minimizes conflict and promotes solutions. Deal has authored more than 30 books and is an international consultant to educational, business, and government organizations. Roper served in the roles of both dean and department chair for 19 years at California Polytechnic State University, San Luis Obispo and Southern Oregon University.

George Sabato, MA '71, retired from teaching world history at Edwin Markham Middle School in Placerville, CA. He serves as president of the California Council for the Social Studies, a nonprofit organization that promotes and supports social studies education through service, advocacy, and leadership development. Sabato is a master teacher author for Pearson Education's *myWorld* middle school textbook series, and recommends his website, "Best of the Web for Students, Teachers and Parents," as a resource.

Irene Serna, MA '74, is a reading specialist in a Title I school in central Phoenix. She works primarily with English Language Learners in the elementary and middle school levels.

1980s

Ellen Mandinach, PhD '84, was chosen by the American Educational Research Association as one of its 2009 Fellows in recognition of her research on technology-based tools that can be used to support data-driven decision making at all levels of education. Mandinach is currently deputy director for the Regional Educational Laboratory Program in Appalachia. She is also the principal investigator for a National Science Foundation grant to develop a framework for understanding data-driven decision making in classrooms, schools, and districts.

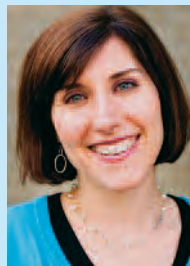


Michael Copland, PhD '99, and **Meredith Honig, PhD '02**, are co-investigators on a national project funded by the Wallace Foundation that examines how central offices in urban school districts are reforming their leadership to support district-wide teaching and learning improvement. Their work was featured in a U.S. Department of Education-sponsored webcast produced by the Center for Comprehensive School Reform and Improvement (CCSRI) titled, *Start at the Top: How Central Office Reform Is Improving Student Achievement* and is the most requested issue brief in CCSRI history. To see the webcast, visit <http://www.centerforcsri.org>.



Jonathan Jansen, PhD '91, was appointed rector and vice chancellor of the University of the Free State (UFS) in South Africa and is the second School of Education alum to

head a major South African university. Jansen is the first Black rector of UFS in its 105-year history. As vice chancellor, he has pledged to preserve the Afrikaans, Sesotho, and other indigenous languages, and to rally the diverse university community behind a common vision for the school. Jansen also published *Knowledge in the Blood, Confronting Race and the Apartheid Past* (Stanford University Press, 2009). The book follows his efforts as the first black dean of education at the University of Pretoria in transforming the university's curriculum, and the effects of social and political change after apartheid as white students first experience university life alongside black students.



Kelly Kovacic, MA '02, was selected as California's 2010 nominee for the prestigious National Teacher of the Year competition. She is one of five teachers honored this year by the State of California for her excellence in teaching. Kovacic teaches social studies at The Preuss School, a college preparatory school for low-income students located on the University of California at San Diego campus in La Jolla, California. A panel convened by the Council of Chief State School

Officers will select the National Teacher of the Year winner this spring. The White House will host a ceremony honoring all candidates in the program.

Alex Sox-Harris, PhD '04, a scientist at the Veterans Affairs Palo Alto Health Care System, won the Presidential Early Career Award for



Scientists and Engineers. He is one of 100 researchers across the country to win the award. A health services researcher, psychologist, and statistician, Sox-Harris was recognized for his work measuring the success of mental health and substance abuse treatment programs. His goal is to make treatment programs more accountable and help identify high- and low-performing facilities in the Veteran Affairs system. Says Professor **John Krumboltz** of his former student's achievement, "Alex's brilliant accomplishments typify the work of our counseling psychology graduates in conducting the type of educational and psychological research that yields practical benefits for individuals and society." Sox-Harris received his award at a White House ceremony last fall. **SE**

1980s

Howard Greenfield, MA '87, is president of Go Associates, a global consulting firm in Redwood City, CA that helps companies bring technology to the marketplace. He published the second edition of *IPTV and Internet Video* (Focal Press, 2009), which describes the current video migration from broadcast TV to the Internet.

1990s

Lynda Stone, MA '82, PhD '91, was elected president of the John Dewey Society for the Study of Education and Culture. Stone is a professor of philosophy of education and is area chair of Culture, Curriculum, and Change at the College of Education at the University of North Carolina at Chapel Hill.

continued on page 23

ALUMNI SPOTLIGHT

The Good Doctor

By Holly Materman

Pascal (Pat) Forgione (MA '73 in History, PhD '77) describes himself as a provocateur, a pit-bull, and a bridge-builder. When asked what he liked best about the wide-ranging leadership roles he's held in education, he doesn't blink. "I like to follow the big problems that no one else wants to touch and bring together the right people from the field and academia to solve them," he says. "Of course it helps if you have a crystal ball so you can get to the issue before it gets to you!"

Best known for rebuilding the reputation of the Austin Independent School District (AISD) as its longtime superintendent until his retirement last June, Forgione certainly had no crystal ball to foresee the bumps along the way. Instead, he used political smarts, an earnest passion to learn, and phenomenal research and people skills to see around corners and get things done.

Moving the Work in Austin

Initially regarded as an outsider when he assumed the Austin post in 1999, Forgione joined a district undergoing serious turmoil. The district had gone through seven superintendents in eight years, its officials were charged with tampering with state test scores, and there were reports of falsified dropout rates, among other problems. A veteran leader of national and state-level educational assessment and management programs, the new superintendent began a series of reforms. The results: restored public trust in AISD's data, a new instructional infrastructure, improved



Pat Forgione, seen here at a 2008 dedication of Austin's Eastside Memorial High School, traces his lifelong interest in research and accountability to his days on the Farm.

classroom teaching and learning, and redesign of the district's traditional high schools into high-performing, small learning communities.

By the time he retired, Forgione won the trust of a talented but beleaguered teaching staff, earned a AA+ bond rating for the district, and secured a \$16 million grant from the Bill & Melinda Gates and the Michael & Susan Dell Foundation to develop a portfolio of reform strategies. The then-novice district administrator once dubbed "Dr. Foregone" by a local radio talk-show during the early days of his tenure was now praised as "The Good Doctor" for stabilizing the long-troubled district and serving as the catalyst behind Austin's solid gains in academic achievement.

If you ask Forgione what he did to set a new direction for his district, however, he won't point to these milestones. "I like to 'move the work,' he says. "I like to take the best scholarship and practices and implement them

with fidelity." As an example, he points to the collaboration he forged in 2005 between his leadership team in Austin and the School Redesign Network's Leadership, Equity, & Accountability in Districts and Schools (LEADS). Forgione brought the LEADS team led by SRN Co-executive Directors Professor **Linda Darling-Hammond** and **Ray Pecheone** into Austin's 11 comprehensive high schools to create a portfolio of smaller academies designed to meet the varied needs of its students, with an emphasis on teacher professional development. By many accounts, Austin's school redesign effort is considered the most powerful intervention during Forgione's tenure.

"I keep the trust of good researchers because I stay with them and learn from them," Forgione says of his partnership with LEADS. "Most superintendents are symbolic when working with researchers. They start like Ferdinand and Isabella, 'Bless you Columbus, go find the New World,' but you can't do that. You've

got to have a compass and a road map, and you've got to measure your progress. That's where Linda and Ray came at the right time for me."

Inspiration on The Farm

Forgione's passion for bridging scholarship with practice can be traced back to his time as a struggling first-year doctoral student in the School of Education's Administration and Policy Analysis program. "When I first arrived at Stanford in 1967, I was scared to death," he remembers. "I didn't know how I ever got in and I didn't know how I was going to finish." Overwhelmed, he organized a small study group with members of his cohort. That group helped him and his classmates survive the gauntlet of first-year qualifying exams. Looking back, Forgione realizes it was his first experience with a small learning community in which members learned by teaching each other, a classroom technique he promoted later as superintendent.

Forgione also recalls the collegial environment and the timely convergence of renown faculty members **Nate Gage**, **Michael Kirst**, **Henry Levin**, and **James March**. "The professors at Stanford didn't prepare you to be a technician. They prepared you to be a thinker," he says. Professor **David Tyack** fit that mold. He led a colloquium on urban history at his home to help his students outline their dissertation proposals, urging his students to consider emerging issues. Forgione decided to do a comparative study of trends in early childhood education legislation. **Dean Hubbard (PhD '80)**, a member of his first-year study group, connected Forgione with a researcher who had received a federal grant for early childhood research. This

continued on page 25

1990s continued from page 20

Jim Shelton, MA/MBA '93, was appointed last spring as Assistant Deputy Secretary for Innovation and Improvement at the U.S. Department of Education, where he manages a portfolio that includes competitive teacher quality, school choice, and learning technology programs. Prior to his appointment, he served for five years as the program director for the education division of the Bill & Melinda Gates Foundation, where he managed the foundation's national programs and worked in the northeast region of the United States. Previously, he held leadership roles in the area of school innovation at the NewSchools Venture Fund and LearnNow, a school management company that was later acquired by Edison Schools.



Jim Shelton,
MA/MBA '93



Erin Marie Furtak,
PhD '06

Christina Tangora Schlachter, MA '98, is managing partner at the Center for Socially Responsible Leadership and a lecturer at the University of Colorado at Boulder and Colorado State University. She is also a speaker and consultant working in the areas of organizational development, leadership accountability, community involvement, and media social responsibility. Schlachter has published *Newsless: How the American Media is Destroying Democracy* (Create Space, 2009), which examines the reporting strategies of three types of media organizations and their claims of delivering objective, comprehensive news.

2000's

Haydee Rodriguez, MA '01, was elected to the National Board for Professional Teaching Standards' (NBPTS) board of directors for a three-year term. She was also chosen to serve on the NBPTS Audit Committee.

Mika Iga, MA '02, spent three years on maternity leave from the Ministry of Foreign Affairs in Japan. She returned to work as vice consul at the Consulate General of Japan in Boston, overseeing political and public relations.

Major Ernest Wong, MA '04, completed a tour of duty in Iraq, where he helped train and assist members of the Iraqi Department of Border Enforcement. He attends the Mubarak Al Abdullah Joint Command and Staff College in Kuwait, where he is pursuing a master's degree in military science.

Erin Marie Furtak, PhD '06, conducted a series of outreach workshops for math and science teachers in Kingston, Jamaica, in connection with her book, *Formative Assessment for Secondary Science Teachers* (Corwin Press, 2009). She also published *The Dilemma of Guidance: An Exploration of Scientific Inquiry Teaching* (VDM

continued on page 24

2000's *continued from page 23*

Verlag Dr. Müller, 2008). Furtak is an assistant professor of education at the University of Colorado at Boulder.

Elena Tindall, MA '06, recently launched a multicultural and bilingual integrated mental/behavioral health practice in a primary care community health clinic that serves the East Palo Alto, Belle Haven, and North Fair Oaks communities of San Mateo County.

Jennifer Menon Mariano, PhD '07, is an assistant professor of education psychology at the University of South Florida.

Olga Trusova, MA '08, won a Fulbright scholarship for her research developing an educational program for girls and young women that uses technology and new media to raise awareness about issues of human trafficking in Ukraine.

2009 STEP graduates **Melissa Barger, Greg Borish, Deepti Gupta, Lindsey Quinlisk, and Ajoy Vase** were awarded the Knowles Science Teaching Fellowship from the Knowles Science Teaching Foundation. The fellowship provides access to summer professional development, mentor support, and a national network of professional educators. The \$150,000 fellowship, renewable for up to five years, is designed to provide high-caliber, beginning math and science teachers with the financial and professional support needed to stay in the teaching profession.

Caroline Lee, PhD '09, received a Graduate Academic Award at the 2009 Stanford Asian American Awards Dinner for creating "Culture and Coping: Asian American Approaches," a culturally-tailored, cognitive-behavioral curriculum intended as a non-stigmatized mental health resource for Asian and Asian American undergraduate and graduate students. Lee is currently a post-doctoral resident at Kaiser Permanente in Santa Clara, CA.

Jason Murphy, MA '09, works as a program improvement reform facilitator coach for Antioch Unified School District, where he provides administrative and instructional support to schools in program improvement.

2010's

Ray Rivera, PhD '10, published a chapter in *The American Society for Training and Development (ASTD) Handbook for Workplace Learning Professionals* (American Society for Training and Development Press, 2008). *The ASTD Handbook* is a new contribution to the field of training, human resources development, and workplace learning, containing methodologies and practices for a wide range of topics concerning training, organizational development, and performance improvement. Rivera's chapter, "Bottom Line Measures in the ASTD WLP Scorecard," covers the theory and use of the Workplace Learning and Performance (WLP) Scorecard, an online management control system and decision-support tool for corporate training functions. Rivera was one of the WLP Scorecard's lead developers. **SE**



Olga Trusova, MA '08



Caroline Lee, PhD '09

IN MEMORIAM

William (Bill) Mooney, Jr., MA '47, MS '50, died February 19, 2009 at the age of 82. Born in Roseville, CA, Mooney graduated from the University of California at Berkeley in 1946 with a degree in physics, and completed his MA in Education and MS in Organic Chemistry at Stanford in 1947 and 1950, respectively. He served on active duty in the U.S. Naval Reserve during and after World War II. Mooney served four years on the University of

California Board of Regents and 27 years on the Convocation of California Lutheran University. As a professor of chemistry and dean of sciences at El Camino College from 1950 to 1988, he was recognized as an internationally renowned authority, researcher, and consultant on the sciences in the two-year colleges. Mooney was the first community college chemistry faculty member to receive the prestigious Catalyst Award for excellence in college chemistry teaching by the American Council on Chemistry. He founded

the Two-Year College Chemistry Conference of the American Chemical Society, and chaired the group from 1961 through 1973. Beginning in 1987, he directed the Center for Consulting & Professional Practices, helping well-established and start-up consulting firms of many disciplines. Mooney is survived by his wife of 58 years, Margery; sons William, Robert, and Donald; their wives Karen, Jeannie, and Samantha; and five grandchildren, Tyrrell, Kristen, Tessa, Kyle, and Morgan.

Good Doctor

continued from page 23

connection supported Forgione's first foray into multi-state data collection and set the stage for a lifelong commitment to research and accountability that eventually led to leadership roles as director of Research, Evaluation, and Assessment for the Connecticut State Department of Education, state superintendent in Delaware, and head of the National Center for Education Statistics under the Clinton Administration.

Chess, Not Checkers

In his current position as executive director of the Center on K-12 Assessment at the Education Testing Service (ETS), Forgione continues to pursue his passion for connecting research and practice to solve public education's biggest challenges. At ETS, he is looking for emerging issues in the next generation of assessment and performance management. He thinks of hockey great Wayne Gretzky when he thinks about his role as a self-described "broker" in education.

"When fans asked Gretzky what made him so good, he said he goes where the puck is going to be, not where it is," Forgione says. "He was playing chess to everyone else's checkers."

Forgione likes to play chess too, and win. After all, there's so much at stake when the end-game is a child's future. That's what Forgione finds most promising, and why he recently agreed to serve on the advisory board for The Stanford Challenge's Initiative on Improving K-12 Education.

"The K-12 Initiative is the most timely and strategic investment the university can make," says Forgione. "There's an unprecedented investment of federal dollars slated through the Race to the Top initiative, and there's a high probability that the U.S. will have a common core state standard in math and language arts. This is the time for Stanford's voice. Stanford can be vigilant in its research and can follow Race to the Top so we can understand and learn from it." With Forgione's instincts about the future of education and his facility for connecting problems with problem-solvers, we'll also learn a lot from him. **SE**

continued from previous page

Susan Bauer Butler, BA '57, MA '58, of Escondido, CA, passed away on May 20, 2009 at the age of 74. Butler received a five-year pin from the Stanford Alumni Association for volunteer service. She was predeceased by her husband, Peter Edmund Butler, '54, MBA '59 and is survived by daughters Beth Burns and Elena Thompson and their husbands.

Richard J. Clark, PhD '69, died on August 11, 2009 at the age of 71 after a yearlong battle with lung cancer. Born in Winchester, MA, Clark graduated from Amherst College in 1960 with a degree in American Studies, and received an MA in Education from Harvard University in 1961 and

a PhD in Education from Stanford in 1969. He also worked as an elementary school teacher in Concord, MA and Lexington, MA, and served as principal of Earle Johnson Elementary School in Jefferson County, Colorado, where he earned the distinction as one of the youngest school principals hired by the state. From 1968 until his retirement in 1997, Clark served in a number of roles at the School of Education at the University of Massachusetts (UMass) in Amherst, including director of teacher education, associate dean for program development, and founding chair of the department of Teacher Education and School Improvement. He chaired the Massachusetts Advisory Commission on Educational Personnel, served as the education advisor to the president

of the UMass system, and led a desegregation initiative with English High School in Boston. Clark also created and implemented an award-winning masters-level teacher education program with Boston-area school districts designed to attract, train, and retain talented math and science public school teachers. In 1997, he was appointed dean of the Graduate College of Education at UMass Boston. Clark is survived by his wife, Casey; son Theodore (Ted) and his wife Alice; daughter Karen and her husband Sam and son Steve; and grandchildren Georgia, Max, Charlotte, Hannah, and Dylan. Gifts in his memory may be made to the University of Massachusetts School of Education, Furcolo Hall, 813 North Pleasant Street, Amherst, MA 01003-3010. **SE**



Ben Hedrick, a doctoral student in the Curriculum Studies and Teacher Education program, was awarded a Distinguished

Fulbright Award in Teaching to examine teaching and assessing practices in Finland, one of the top-scoring countries on the Programme for International Student Assessment (PISA) for secondary mathematics. Hedrick is one of 12 U.S. teachers selected by the new Distinguished Fulbright Awards in Teaching Program to conduct research and take part in an overseas professional development program during the 2009-10 academic year. Hedrick thanks his advisor, Assistant Professor **Aki Murata**, for her support and encouragement.



Psychological Studies in Education doctoral students **Kathleen O'Connor** and **Lindsay Oishi**, with lead author

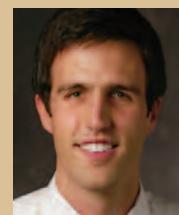
Tracy Steele (PhD '09), co-authored "Learning World Languages and Cultures in California: A Stimulus for Academic and Economic Success," a policy report on why world language programs are essential for the children of California. The report highlights the state of world language education in California and offers recommendations to California's lawmakers, administrators, and school leaders on how to improve second language proficiency in the 21st century. O'Connor, Oishi, and Steele presented their findings at the American Council on the Teaching of Foreign Languages conference in November. They credit California Foreign Language Project Director **Duarte Silva**, for his invaluable role as project leader and mentor. The report is available for download at <http://www.stanford.edu/group/CFLP>.

Avishag Reisman, a doctoral candidate in the History/Social Science Education program, received an Adolescent Literacy Predoctoral Fellowship from the National Academy of Education. Prior to receiving the fellowship, Reisman trained public school teachers from five urban classrooms to implement a seven-month, literacy-based history curriculum with struggling



readers in the eleventh-grade. She is currently measuring the effects of the curriculum on students' historical reading and reasoning, as well as their reading comprehension.

MA/MBA student **Reid Devin Saaris**, founder and head of Equal Opportunity Schools, is working with



San Jose Unified School District to increase diversity in Advanced Placement (AP) and International Baccalaureate

classes (IB). Saaris studied low-income, African American, and Latino students who did not apply for advanced programs and found that these students were less likely to know about these programs, and receive encouragement from peers or adults in the school to take AP and IB classes. For more information about Saaris' project, visit <http://equalopportunitieschools.org> or email rsaaris@stanford.edu. **SE**

FacultyNews

continued from page 6

receive Spencer Foundation Research Training Grants, examining ways to strengthen the training of empirical educational researchers to do rigorous work.

Denise Clark Pope gave the keynote address, "Challenge Success: How to Improve Student Health, Engagement with Learning, and Academic Integrity," at the California Association of Independent Schools Head Conference in Santa Barbara in June.

Marshall "Mike" Smith, who served as dean of the Stanford University School of Education from 1986 to 1993, returned to Washington to serve as a senior adviser to Secretary Arne Duncan in the U.S. Department of Education. Smith worked on the implementation of the federal stimulus package, handling about \$115 billion in education aid. He assumed his role last February after stepping down as education program director and the senior adviser for the William and Flora Hewlett Foundation.





Craig Baker

Craig Baker, previously Executive Director of the John W. Gardner Center for Youth and Their Communities, has become the superintendent of the San Carlos School District.



Priscilla Fiden

Priscilla Fiden joined the School of Education in September as Assistant Dean of Student Services. In her role, she oversees recruitment and admissions, financial aid, and degree progress for the School's degree programs. Fiden has worked at Stanford for over five years, managing student services and admissions and later taking on the administrative and finance management for Stanford's Psychology Department. Prior to Stanford, she was the program coordinator for the Center for Teaching and Learning at the University of Chicago, where she after helped organize teacher training and development programs for graduate students, postdoctoral fellows, and new faculty. Fiden received her MA in Humanities in 2002 at the University of Chicago, and taught English and Advanced Placement Psychology at a private high school in Southern California.

Financial Management Analyst **Phoenix Liu** received a staff award at the tenth annual Stanford Asian American Awards Dinner last spring. She was honored for her work as an event organizer for the Asian Staff Forum, and for her contributions to the Asian American community at Stanford over the years.



Phoenix Liu

Steve Olson joined the School of Education as Senior Associate Dean for Finance and Administration last spring. This was somewhat of a homecoming for Olson, who had previously served as the School's finance manager and faculty affairs officer. Prior to his return, he worked in the Office of the President and Provost as Stanford's Associate Director of Budget and Policy Planning for nine years. Olson has served on the boards of several local nonprofits and is in his first term as trustee of the Mountain View Whisman School District. He received his BS in Industrial Engineering and Operations Research from the University of California at Berkeley, and an MBA from San Jose State University. **SE**



Steve Olson

Mitchell Stevens received the 2009 Pierre Bourdieu award in August for best book from the Education Section of the American Sociological Association (ASA) for *Creating a Class: College Admissions and the Education of Elites* (Harvard University Press, 2009). He also organized "New Directions in the Sociology of Education," a conference for the Education Section of ASA that took place in August in San Francisco.

Guadalupe Valdes was selected as a fellow of the American Educational Research Association in recognition of her outstand-



Steve Castillo

ing scholarly contributions to education research. She was also elected to membership in the National Academy of Education last May for her pioneering efforts in educational research and policy development.

John Willinsky received an honorary degree from Simon Fraser University for his pioneering advocacy of open-access publishing during its fall convocation ceremony in October.

Christine Min Wotipka was promoted in February to associate professor (teaching). She and **Francisco Ramirez** received a \$263,000 grant from the Spencer Foundation for their study with John W. Meyer titled, "Globalization, Citizenship, and Education: A Cross-National Study of Curricula, 1955-2005." The study will examine the extent to which social science curricula has shifted focus from creating an integrated national citizenry to preparing students as individual participants in a diverse global society. Wotipka and Ramirez will analyze about 500 social science textbooks from approximately 70 countries through the last half century. **SE**



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Friends, Family Gather to Celebrate March Professorship

Last October, friends and family of Professor Emeritus **James G. March** and Professor **Geoffrey Cohen** gathered with representatives of the Spencer Foundation, President **John Hennessy**, and Dean **Deborah Stipek** to celebrate the renaming and appointment of the chair established by the foundation in 2000. In 2009, the Spencer Foundation Board of Directors renamed the Spencer Chair the James G. March Professorship in Organizational Studies in Education and Business to honor the scholarship and life's work of March. March, who has served on the Stanford faculty since 1970, holds appointments in both the schools of education and business and in the departments of political science and sociology. Cohen is the second holder of this chair, initially held by **Anthony Bryk**, president of the Carnegie Foundation for the Advancement of Teaching. **SE**



Christopher Wesselman

Professor Geoffrey Cohen and Professor Emeritus James March (L to R) share a friendly chat at the celebration, held at the Stanford Faculty Club last October.