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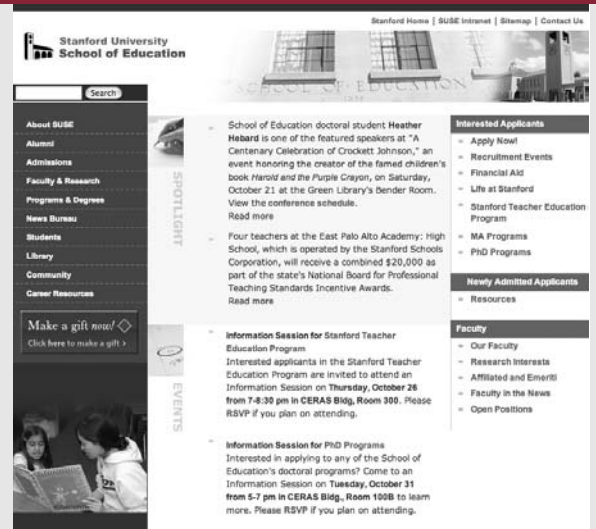
The School of Education has unveiled a new and improved school website with expanded content and a user-friendly design.

Check out these new features:

- A rotating “Spotlight” section featuring the latest school news, research and events
- Faculty research highlights
- Current student profiles
- New information about our connections with the community, including our Charter Schools
- The latest about our alumni resources and gift opportunities

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Stanford

EDUCATOR

STANFORD UNIVERSITY SCHOOL OF EDUCATION
ALUMNI NEWSLETTER

<http://ed.stanford.edu>

FALL '06

Bridging the Gender Divide

BY MARGUERITE RIGOGLIOSO

School of Education Researchers Help Girls Become Tech Savvy

When Stephanie was 11, she stumbled into computer programming the way many girls do—through her friends. They showed her how to design web pages using HTML, and before long she decided it wouldn't be a bad idea to take the programming, web design and even industrial technology courses predominantly attended by boys at her middle school. By the end of seventh grade, the young Silicon Valley teen knew that she wanted a career in computer technology. By eighth grade she was using on-line learning communities to develop her skills and was invited to design the website for her father's start-up company.

Stephanie's story illustrates how early experiences can make all the difference in helping girls cultivate the prowess and confidence they need to be successful in computer science into adulthood. But encouraging girls to become players in the influential world of technology is about more than just offering courses in school, says School of Education Associate Professor

Brigid Barron. It's also about providing resources and encouragement outside of school in the form of computer clubs, after-school programs, and informal networks where children can have access to the ideas, tools, mentoring, and time they need to create real hands-on projects.

Barron, the beneficiary of a five-year National Science Foundation (NSF)-sponsored CAREER award and co-leader of the NSF-funded Learning in Informal and Formal Environments Center, has been researching the "gender divide" in the high-tech world for the past three years in collaboration with her research group,

YouthLAB (Youth Learning Across Boundaries). She and School of Education students **Ugochi Acholonu, Karin Chapin, Rachel Fithian, Sarah**

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PHOTO: A middle school student films materials for a web site development project at a community-based after-school program in Silicon Valley. Associate Professor **Brigid Barron** is researching how the "gender divide" may be bridged through out-of-school learning activities.



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Lewis, Emma Mercier, Kathleen O'Connor, Colin Schatz, Sarah Walter, and Susie Wise, and alumna Caitlin Kennedy Martin (MA '99) have been conducting research that demonstrates how the "gender divide" may be bridged in the area of high tech, and suggests how various aspects of a young person's "learning ecology"—the total environment of home, school, peers, and virtual spaces that provide opportunities for learning—may be enhanced and lead to the development of new interests.

Tackling the "Incredible Shrinking Pipeline"

The field in which Barron has focused her studies, computer science education, currently suffers from the phenomenon commonly known as the

the doctoral graduates, and 10 percent of professors in the field. That also means fewer female hardware and software programmers, designers, and engineers. Why don't more women go further? According to Barron, the reasons are complicated.

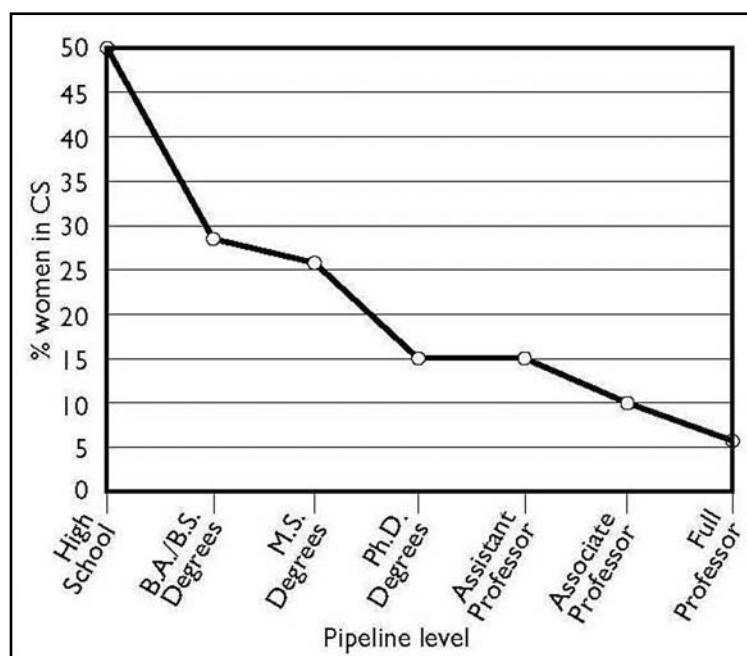
Through a series of surveys and interviews of students and their parents, Barron has found that one factor possibly discouraging junior and senior high school girls is the prevailing stereotype of the computer expert as an anti-social or nerdy male. Even more significant, however, is the fact that parents treat male and female children differently when it comes to exposing them to computer technology and instruction. "Fathers seem to involve sons more than daughters in design and technology from an early age," Barron observes. "More boys are given unlimited access to

than the girls report themselves. With boys at an advantage early on, they are much more confident than their female counterparts about taking computer courses and pursuing technology-related careers once they get to college.

In fact, Barron's own data reveal that just as many pre-college girls as boys are broadly involved in computer-related activity. "Some girls are highly engaged in computer-related activities," she stresses. "What we need to understand is *how* girls become engaged and excited." Therefore, the task of educators, she says, is to provide early experiences that will be interesting to both genders—and to recognize that such interventions can take place in a multiplicity of fertile settings.

What's at stake is not just equity for individuals, but also the health of the technological and human design fields—if not the health and well-being of humans more broadly. "Technology is changing our lives, the way the disciplines operate, and the way innovation happens in every single field," she explains. "You want girls and other underrepresented groups to understand the computer as a tool that can address all kinds of problems so they can bring new ideas to the table. And you want a broader group of people designing tools and hardware so that a wider range of values, needs, and concerns can be incorporated into computer solutions. You also want people from different perspectives to be able to critique technology and influence its designs."

Computer games and applications often reflect the interests of their creators, she elaborates. Most of today's computer games, for example, mirror the personal penchants of their designers—young males in their twenties. In contrast, Barron describes Maria, a sixth grade student and recent immigrant



"incredible shrinking pipeline." "You see women participating in decreasing numbers as they proceed up the academic ladder," she explains. Specifically, women make up only 28 percent of college majors in computer and information science, 15 percent of

machines, learning opportunities, and books, while girls are less likely even to be given a computer of their own."

Other research by University of Michigan researchers has shown this may be because parents perceive their daughters to be less interested in computers

IMAGE: The computer science field has long suffered from the shrinking pipeline problem, as shown in Tracy Camp's 1997 *Communications of the ACM* article, "The Incredible Shrinking Pipeline." Although females comprise 50% of high school computer science (CS) classes, the percentages of women who attain CS degrees and become CS faculty members plummet through the academic ranks.

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from Mexico she interviewed. “When I asked her why she was so interested in learning to design web sites, she spoke of the need to have sites that would help newcomers to the country learn to communicate in English and help English-speaking teachers understand words in Spanish,” says Barron.

online club or community. “All of these contribute to what we call the ‘learning ecology’ of the student,” says Barron.

“Game playing can be a significant spark, especially for boys, to learn programming themselves,” she says. Since girls are less frequently encouraged to pursue computer-related activities at home, connections with peers

enacting active interventions. In several cases, this has involved establishing computer courses for young adolescents—and observing the ripples. Her team’s six-year longitudinal project conducted in Bermuda in collaboration with Professor Eric Roberts of the Stanford Computer Science Department, for example, proved enormously



PHOTO: YouthLAB is studying how interest and technological fluency develops among youth. Researchers include (L to R) School of Education students **Rachel Fithian, Emma Mercier, Maryanna Rogers, Ugochi Acholonu**, Associate Professor **Brigid Barron**, **Sarah Walter**, alumna **Caitlin Kennedy Martin**, and student **Sarah Lewis** (not pictured: students Karin Chapin, Kathleen O’Connor, Colin Schatz, and Susie Wise).

Moving Girls from Googling to Programming and Design

So how do you get more girls to move from email, chat groups, and Googling activity to the hard-core work of program coding, designing robots, working out 3-D models with computer-assisted design, or creating simulations and models? “There are many pathways by which a student can develop an interest in design-related activities,” Barron says.

Through surveys and case studies conducted in Silicon Valley and the country of Bermuda over the past six years, Barron and her colleagues have found that the entry point for student interest can be a personal passion for computer games or art, a child-parent activity, a school course, a summer camp, an after-school program, a peer network, or an

and informal networks are what tend to draw them to a deeper engagement with technological activities. “One girl I interviewed developed an interest in coding through an online math club,” she says. “She noticed people were chatting about their favorite programming languages and says she got ‘jealous’ because she had no idea what they were talking about.” Soon after, she found a free online tutorial on the programming language C++, took a class in her middle school, and later sought out additional opportunities to code using a 3-D graphic arts program suggested by members of an online math community.

Providing students with opportunities for teaching others is another way to help them develop technology competency. “When young people teach others, they’re more likely to see themselves as competent,” Barron says. “It boosts confidence.”

Barron’s group is not just collecting data, but is also

influential in the learning and career trajectories of a number of young Bermudians, who are now entering their twenties.

Among them is Monica, who took advantage of all the computer electives Barron’s team helped implement, often staying after class to learn new concepts and applications from her teacher. The young teen leveraged an assignment in a work experience class to set up an opportunity to “shadow” an independent computer consultant; from there she used her connections to secure a technology internship and eventually a full-time job. Monica now plans to pursue higher education in software writing and game design. “This is a girl who probably would not have followed a high-tech path had it not been for a series of courses offered at school with the first course required by all incoming students,” Barron says.

In other studies, Barron’s group focused outside the

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traditional classroom, teaching young people game design during summer school and contributing to a youth community-based clubhouse with high-end computing tools and software, but no formal instruction, to see how students would take charge of their own learning. "Since children and teens learn everywhere, it's important to offer activities, people, and resources in

Expanding the Future of Learning

Barron recently received a three-year grant from the MacArthur Foundation to study the enrichment of "learning ecologies" for inner-city children participating in after-school technology programs and clubs developed by Nichole Pinkard of the University of Chicago's Center for Urban School

technology alone. "We're hoping to show general processes that lead to learning across settings, not only in school," she says. "This area has not been studied very much, and yet the way we learn outside the classroom is highly important because it's where we spend most of our time."

For now, her research on the development of technological fluency is uncovering valuable information about how young people can better cultivate their own inner techie. She and her colleagues at the YouthLAB are not only discovering where girls, boys, and minority students currently fall on the spectrum of technology fluency, but are also enhancing the future for such youth through innovative, interactive design experiments. "Our field is increasingly aware that out-of-school activities can offer powerful developmental opportunities that engage young people in the arts, sciences, and community service. Our goal for this research is to define design principles for creating engaging learning environments inside and outside of school that we believe can be self-sustaining and synergistic. It's very rewarding to be a part of research that's making a difference," says Barron.

IMAGE: Karin Chapin, a YouthLAB researcher and doctoral student in the Learning Sciences, Technology and Design program, teaches game design to two middle school students attending a summer school in Silicon Valley. This was the first time either of the two girls had done any type of programming.



multiple settings," she says. "For non-school environments, the challenge is to provide a balance between structure and freedom so that students have the learning opportunities that get them started and the time and autonomy to create real projects." One technique she has found that spurs learning in extracurricular spaces is presenting opportunities for children to gain public recognition for their work through contests and special events.

Improvement. Sites in California will also be identified for comparison. Barron and a research team in Chicago headed by University of Chicago Education Professor Kimberley Gomez will follow the students to understand how their developing technological fluency is expressed and developed in school, at home, and in the broader community.

Barron's work also has implications for the field of education that go beyond helping young people develop sophistication in the area of

Stanford Schools Corporation Opens New Elementary School

Partially excerpted from the August 28, 2006 *Stanford Report* article By Elaine Ray

On Tuesday, August 29, the Stanford Schools Corporation launched its first public charter K-8 elementary school in East Palo Alto, CA. Doors opened to

the Ravenswood School District—an opportunity to work collaboratively with teachers and administrators throughout the district to meet the educational needs of the children in the East Palo Alto community. We hope that our new elementary teacher-

preparation program also will serve as a pipeline of well-trained teachers for Ravenswood Schools,” said School of Education Dean

Deborah Stipek. The elementary school, located at 2033

Pulgas Avenue, shares a campus with Edison Charter Schools. Its first students were admitted through a public lottery on May 9. Three kindergarten and two first-grade classes have each

enrolled 20 students per class and two sixth-grade classes have enrolled 25 students in each. The school will add two grades each year, next year adding second and seventh grade. By 2010, the school will enroll 450 students in grades K-8.

According to Principal Nicki Smith, the goal of the elementary school is for every child who enters the school in kindergarten to be proficient in literacy and mathematics by the end of third grade. Similarly, eighth-grade graduates will be readied for a rigorous high school program and planning for college.

East Palo Alto Academy will serve as a “teaching school”—a site for training STEP elementary student teachers and for developing and assessing educational innovations. “Our goal is for the school to become a resource for professional development for practicing teachers and administrators throughout the Bay Area,” Stipek said.

PHOTO: Nicki Smith, pictured here with sixth graders Bridgite Jones (L) and Laura Carlos-Soto (R), is the principal of the newly launched East Palo Alto Academy: Elementary School. Smith most recently served as principal of Slater Elementary in Mountain View, CA and was a principal in Arlington, VA for seven years.



150 kindergarten, first- and sixth-grade students at East Palo Alto Academy: Elementary School.

“Stanford sees this as the beginning of a partnership with

Friends Help Launch East Palo Alto Academy

A few benefactors bear special mention for gifts that made the launching of the East Palo Alto Academy: Elementary School possible. **Mike Wood (BA '74)**, founder and former president of LeapFrog and member of the Stanford Schools Corporation board, made a generous unrestricted gift in support of elementary education to the School of Education in 2004, before plans to launch a K-8 school developed. Dean **Deborah Stipek** designated a portion of his gift to fund the start-up of the new school. **Tashia and John Morgridge (MBA '57)**—who have supported East Palo Alto High School since its estab-

lishment—also stepped forward with a gift for the new elementary school. **Tashia Morgridge**, who is a Stanford Schools Corporation board member, commented, “It is our hope that this school will give the students in Ravenswood a positive learning experience that may provide an opportunity for them to better their lives.” Lastly, **Scott Fearon (BA '81)**, president of Crown Capital Management in Greenbrae, CA, made a generous five-year commitment in support of the new elementary school. This is not his first school “start-up;” he and a small group of parents helped to establish the Oak

Hill School, a private school for developmentally challenged children in Marin City, CA.

The children of the new elementary school are also enjoying several new “Bookcase Libraries” in their classrooms thanks to the generosity of the Bring me a Book Foundation. The donors of these bookcases include **Donna and Channing Robertson (MS '68, PhD '70)**; **Jeff and Gary Dunker (AB '68)**; and **Paula Powar**. A fifth bookcase was a gift from the foundation in honor of Dean Stipek and in appreciation for her support.



Forum Question

How can technology support learning between diverse settings in the future?



Knowledge is the Natural Currency of Cyberspace

Neo-millennial students—digital natives—regularly

exchange information with each other in technologically-mediated environments. Truth is, what goes on in schools today represents only a fraction of a digital native’s social interaction and learning experience. Public schooling, informal learning, work, and play already happen within a digital universe. Just to name a few interactions, students today exchange email, text message, download and share music, exchange digital pictures of events in real time, use sensors to collect and visualize “extra-sensory” data, solve problems within online communities, compete and collaborate in distributed games, assume aliases and roles in virtual envi-

ronments, explore “what ifs” with simulations, even create their own microworlds.

Cyberspace’s most important property is its ability to afford social mediation. Digital environments already generate a genuine peer-based knowledge economy in which like-minded students can gather and interact with peers over issues important to them. Knowledge and expertise are the natural currency of such an environment. Such peer-to-peer knowledge exchanges naturally increase one’s status within the knowledge community. The more you know about a relevant issue, the more you are recognized and sought out by peers for your knowledge. In turn, the more you teach someone what you know, the deeper and richer becomes your understanding.

Certainly we should examine how technology can support learning between diverse settings. Much has already been said about this. However, a more pressing question to explore is, “How can schools leverage technologies that already extend the face-to-face interactions that classrooms naturally provide?”

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* In every issue, the *Educator* poses a question about a timely topic. Selected members of the community (alumni, faculty and students) are invited to respond. If you have a suggestion for a future Forum Question, or would like to be a respondent for a particular topic, please contact Editor Amy Yuen at amy.yuen@stanford.edu.



Becoming Part of the Solution

We vacillate between celebrating the opportunities offered by modern technologies and trying to limit their impact on students. We can do more to shape new technologies to

support learning, as suggested by the feature article about Brigid Barron's work in this issue.

Schools often confiscate cell phones and punish students using personal digital assistants on tests. On the home front, families limit access to games like World of Warcraft, and wonder whether sites like MySpace or YouTube leave young children open to exploitation.

As educators we have the chance to harness student interest in mobile and Internet technologies to improve learning—but this will not happen without a coordinated, sustained effort. In my vision, students can:

- Develop their skill in argumentation by authoring blogs and critiquing alternative views of contemporary controversies such as sharing video and music files;
- Use technologies to minimize vision, hearing, and mobility problems;
- Use visualizations and data representation tools to investigate personally relevant science problems such as airbag safety or sport equipment design;
- Engage in collaborative activities supported by cell phone technologies, wikis, and multimedia tools to solve community, school-based, or personal problems such as transportation planning;

- Use tools like Skype to practice French, Japanese or Hungarian with native speakers; and,
- Create multimedia essays about their own lives.

In schools, a packed curriculum, antiquated computers and little or no technical support limits use of these approaches. Success is more common in summer, after-school, and museum programs. For example, in science, schools feel pressured to rush through the 40 to 60 standards-mandated topics in each course rather than encouraging students to follow their interests. In contrast, students in science centers can select a personal question, start their investigation, and often continue using resources provided by the institution. Unfortunately, access to these out-of-school programs is not equitably distributed.

We need to find ways to connect home, school, and informal learning opportunities to take advantage of modern technologies and to engage *all* students in personally relevant and meaningful learning activities.

For further information on my vision, please visit the Technology Enhanced Learning in Science website at <http://TELSCenter.org>.

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The School of Education and The Stanford Challenge

Stanford Launches The Stanford Challenge to Seek Solutions to World's Problems

School of Education Integral to Campus Effort to Improve K-12 Education

On October 10, the Stanford University Board of Trustees approved the launch of "The Stanford Challenge," a five-year fund raising campaign aimed at educating leaders for the complexities they will face and seeking solutions for society's most formidable problems, from improving human health to preserving the environment to promoting peace and security worldwide.

The campaign is organized around three themes: Seeking Solutions, Educating Leaders, and Sustaining a Foundation of Excellence. The School of Education is most involved in the university's initiative, Improving K-12 Education, which is a part of the "Educating Leaders" theme. School of Education Professor **Kenji Hakuta** and Stanford Linear Accelerator Center Professor **Helen Quinn** are leading a campus-wide effort which brings together scholars from across the university to develop strategies to improve the outcomes of elementary and secondary education. A steering committee involving faculty from the schools of education, business, law, engineering, earth sciences, medicine, humanities and sciences, the Hoover Institution, and the Stanford Linear Accelerator Center, will oversee this initiative.

"Since being asked to co-chair the initiative I have had many conversations with faculty and staff across the Stanford campus, and I am convinced that this initiative will bring together talented individuals at Stanford who value and are committed to improving education," said Hakuta. "This initiative will demonstrate the value of a university-wide, collaborative effort focused on addressing the serious challenges in K-12 education."

The School of Education has already been working to improve education in the nation's schools in numerous ways: through managing charter schools, preparing elementary and secondary teachers, working collaboratively with

schools and districts on school reform, promoting connections between schools and communities to support youth development, and informing education policy. According to Dean **Deborah Stipek**, the school prepares its students to be education leaders—as researchers, policy makers and practitioners—in the U.S. and around the world.

"Effective and accessible education will help all societies solve their biggest challenges. Therefore, the School of Education's research and programs fit comfortably with the goals of The Stanford Challenge," explained Dean Stipek. "I am thrilled that the School of Education is playing a leadership role in this unprecedented campus-wide effort."

The "Seeking Solutions" theme of The Stanford Challenge includes three key initiatives to address global problems: The Initiative on Human Health, focused on preventing, treating, and curing disease and improving human health; the Initiative on the Environment and Sustainability, focused on promoting an environmentally sound and sustainable world; and the International Initiative, focused on pursuing peace and security, improving governance at all levels, and advancing human well-being around the world.

School of Education faculty are involved within the International Initiative through its preeminent International and Comparative Education Program. Through the School of Education's K-12 science educa-

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School of Education Priorities for The Stanford Challenge:

- **Faculty:** Cultivating a Community of Excellence
- **Charter Schools:** Promoting School Improvement
- **Stanford Teacher Education Program (STEP):** Educating Teacher Leaders
- **The John W. Gardner Center:** Supporting Youth Development
- **The Institute for Research on Education Policy and Practice:** Advancing Meaningful Change
- **Graduate Fellowships**

According to Stanford University President **John Hennessy**, "As creators of knowledge and as educators who will produce the next generation of leadership, universities can play a critical role in helping our global community address these issues. Stanford in particular has the opportunity to be at the forefront in this search for knowledge and solutions, as well as in the education of future leaders who are equipped for the challenges ahead. This is our mission."

THE
STANFORD
CHALLENGE

Seeking Solutions, Educating Leaders

The School of Education and The Stanford Challenge

Angela Nomellini and Ken Olivier Help the School of Education Rise to The Stanford Challenge

By Erica Gilbertson

Continuing their history of generous support to Stanford, **Angela Nomellini (BA '75)** and **Ken Olivier (BA '74)** have made a leadership commitment of \$5 million to The Stanford Challenge campaign for the

The fellowships gift is designed to attract eight new donors who have the opportunity to each endow a \$1 million graduate fellowship with a gift of \$500,000, which will be matched by Nomellini and Olivier's gift. When all gifts are assembled, their \$5 million gift will result in \$14 million for the School of

democracy—both because we need educated voters to make informed decisions and because education is the way to move out of poverty. I am very excited about the School of Education's charter elementary school in East Palo Alto and the School's commitment to creating effective strategies for instructing kids that can be replicated across the country to create positive change. I want to support that."

Dean **Deborah Stipek** said, "Angela and Ken's faith in the work of the School of Education is inspiring and incredibly gratifying to me personally; their support will make all the difference in our ability to sustain the work we are doing with teachers and in schools."

Nomellini is a member of the Stanford Challenge Campaign Steering Committee, the School of Education Advisory Council, the Stanford Schools Corporation Board, the Stanford Athletics Board, and was a Major Gifts Co-Chair for her reunion. Olivier has also served on the Major Gifts Committee for the Campaign for Undergraduate Education and on the Major Gifts Committee for his reunion.

PHOTO: Angela Nomellini and Ken Olivier (center), pictured here hosting a gathering to celebrate the donors and recipients of fellowships in the School of Education, have made a leadership commitment of \$5 million to The Stanford Challenge campaign for the School of Education.



Photo: Steve Castillo

School of Education, one of the largest in the school's history. Half of the gift (\$2.5 million) will be matched by Stanford University President John Hennessy to create the Olivier/Nomellini Professorship and half will be matched by Hennessy to create endowed graduate fellowships.

Education.

Nomellini explained that they made the gift because they believe that education is critical to the future of a democracy. "Since my kids started school, I became more involved in education and aware of the importance of education to the success of

The Stanford Challenge

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tion program, faculty are participating in the Initiative on the Environment and Sustainability.

In addition to the K-12 initiative, the School of Education's campaign priorities include fundamental needs, such as increasing the number of faculty chairs available to recruit, honor, and retain

top faculty; increasing financial aid available to our talented students, most of whom can expect to garner modest salaries once they become education practitioners; and revitalizing the annual giving program in order to have a source of flexible funds that can be directed at programs connecting research and practice.

For questions or to make a gift, contact Rebecca Tseng Smith at Rebecca.t.smith@stanford.edu or (650) 723-1383.

For more information and updated news, visit education-thestanfordchallenge.stanford.edu

The School of Education and The Stanford Challenge

Eamonn Callan named as recipient of The Pigott Family School of Education Endowed Professorship

In early 2006, **Mark Pigott** (BS '76, MS '84, BA '98) generously endowed a Chair for the School of Education by establishing The Pigott Family School of Education Professorship. On June 14, the Stanford University Board of Trustees approved the establishment of the chair and Professor **Eamonn Callan** as the inaugural chair holder.

undergraduate and graduate teaching curriculum by recognizing the superb faculty in the School. Dean Stipek's leadership is providing an invigorated environment in which Stanford teachers and students are encouraged to deliver their very best.

"It is a real honor to have Professor Callan selected as the first chair for the endowment," he

higher education curriculum and instruction."

Chair holder Eamonn Callan is a philosopher of education whose work draws heavily on contemporary moral and political theory. His principal interests are in civic and moral education and in the application of theories of justice and democracy to problems in educational policy and practice. He has been a Professor of Education at Stanford since 1999 and served as Associate Dean for Academic Affairs from 2000 to 2006. A native of Ireland, Eamonn said of being named to this chair, "Being selected as the inaugural Pigott Family Professor is an extraordinary and unexpected honor, and I am deeply grateful to Mark Pigott for his support in making this endowment possible. Given the many exceptional scholars in the School of Education who might have received the new Chair, I must assume that the luck of the Irish was with me when I was chosen."

In 2003, Mr. Pigott established The Mark Pigott OBE Professorship in the School of Humanities and Sciences, which supports a scholar of U.K. 16th and 17th century literature as well as the Pigott Fund for Drama—allowing the University to name the Pigott Theater—an expression of his great love of the Arts.

Mark Pigott is the Chairman and CEO of PACCAR Inc, a global technology leader in the design, manufacture and customer support of high-quality light-, medium-, and heavy-duty trucks under the Kenworth, Peterbilt and DAF nameplates. He and his family reside in Seattle.



PHOTO: Mark Pigott (L), pictured here after a recent meeting with Professor Eamonn Callan, has established The Pigott Family School of Education Professorship. Callan is the inaugural chair holder.

"Stanford University has provided a superb education for over 100 years for thousands of students who have delivered breathtaking advances in countless fields worldwide," shared Mr. Pigott. "The art of nurturing a student's interest in learning is enhanced by great teachers. The School of Education's innovative approach to strengthening the teaching platform through STEP and the East Palo Alto public school program is impressive. In conjunction with Paccar's Centennial, it is a privilege to endow the Pigott Family Professorship in the School of Education as a means of enhancing the comprehensive

added. "A fellow Irishman, William Butler Yeats declared 'Education is not the filling of a pail, but the lighting of a fire.' That is the energy and scholarly commitment that Eamonn brings to his daily lessons at the School of Education."

Dean **Deborah Stipek** commented, "Mr. Pigott's commitment to high quality teaching melds perfectly with the School of Education's mission and our goals for improving education nationwide. He understands that we need to practice what we preach—teach our own Stanford students well, while we assist others in K-12 through improved

The School of Education and The Stanford Challenge

Maddy Stein: From the Classroom to the Board Room

Interviewed by Amy Yuen

Madeline (Maddy) Stein (MA '70) became the inaugural chair of the School of Education Advisory Council in February 2003 and co-chaired the successful *Cosby on Campus: Celebrating Teachers* benefit comedy performance event with Linda Meier in spring 2004. Stein previously taught preschool, kindergarten, and first grade in East Palo Alto, CA, and has since been involved with a wide variety of community organizations. At Stanford, Stein also serves on the Haas Center for Public Service's national advisory board.



PHOTO: Maddy Stein (MA '70) pictured here with husband Isaac Stein (MBA/JD '72) has been the inaugural chair of the School of Education Advisory Council since the council's inception in 2003.

How did you become involved with the School of Education?

I self-selected. I received my master's degree from the School of Education and taught full-time in East Palo Alto, and I am drawn to the school's primary mission to improve education both in the United States and the rest of the world. I have always believed that providing a quality education for all our children is one of the most important responsibilities of any country, let alone a democracy.

What excites you most about the school?

I have a great respect for Dean Stipek and the faculty. Dean Stipek has emphasized that, in order for the School of Education to be effective, we need to be involved with what's going on in the field, i.e., in the actual practice of educating real children. Our theories need to inform our practice and our practice needs to inform our theories. Classrooms are certainly very different today than they were when I taught more than thirty years ago. The School of Education's faculty has shown over and over again that

they are leaders in understanding what is needed to educate children in the 21st century.

What is the role of the Advisory Council at the School of Education?

The Advisory Council acts as a sounding board primarily for the Dean and the senior staff members. It's comprised of people with diverse backgrounds and experience, all of whom have a passion for education and a commitment to the School of Education.

What are your top priorities as chair?

Well, I like to run interesting and productive meetings (laughs). Clearly we want the Advisory Council to provide useful feedback and information and advice to Dean Stipek and senior staff members. We are also developing a group of deeply knowledgeable supporters of the School of Education who can speak in depth and with passion about what's happening at the school and why what's happening at the school is important to Stanford and ultimately to our nation and the world.

What is the School of Education's role in improving education?

It is a big, complex, critical role. Over the next few years, we'll be educating children from K-12 through our charter schools in East Palo Alto. The elementary school and the high school will serve as places where we can train teachers, analyze curriculum, and make sure our theories about best practices work in a complex, urban school environment.

The School of Education's outstanding faculty will continue to move forward with the theory of education by thinking about very complex issues that do not have simple solutions. The school also has a role to play in international education. Developing democracies and countries is extremely important work, and we have some amazing faculty members doing work in that area.

Furthermore, we have a role to play in how other professions think about their relevance in education. The joint MA/MBA program at Stanford is highly

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Gumport Named Vice Provost for Graduate Education

Excerpted from the August 28, 2006 *Stanford Report* article by Elaine Ray

Patricia Gumport, School of Education professor and director of the Stanford Institute for Higher Education Research, has been chosen to fill the new position of vice provost for graduate education, Stanford University Provost John Etchemendy announced on August 24. Gumport will assume the new post on January 1, 2007.

In recent years, oversight for graduate education has been part of the portfolio of the vice provost and dean of research and graduate policy. The creation of the new position was one of the main recommendations in the report of the Commission on Graduate Education in December 2005. The commission assessed the state of graduate education at the university and suggested reforms to enhance the graduate student experience at Stanford.

"At the time the commission issued its report, President Hennessy and I immediately understood that the success of many of the innovations recommended in the report would depend on quickly creating the new vice provost position," Etchemendy said. "In Patti Gumport, we have found a wonderful combination of qualities

that further ensure the success of these recommendations. The focus and quality of her research, her experiences as a graduate student at Stanford, her leadership of the Stanford Institute for Higher Education Research and the high regard she has earned from her colleagues make her an ideal choice for this new position."



PHOTO: Professor Patricia Gumport is the new vice provost for graduate education at Stanford.

Gumport said she considered it an honor to serve in the new position at this point in Stanford's history.

"We already have much strength in our educational programs, many opportunities for innovation and tremendous talent in our students, faculty and staff," she said. "Yet, I believe Stanford has the institutional capacity to do better in graduate education. I want to build on the extensive

work of the commission and the vision articulated in the report. This is essentially a collaborative agenda. Many thoughtful individuals and groups contributed, and I look forward to working with them directly when I come on board in January."

"The challenges are both exciting and daunting, and we need to proceed in stages. Among the areas that need immediate attention, it is vitally important for us to make further progress in our efforts to enhance diversity. I also understand that graduate students seek an advocate on several academic and student support issues that span the schools. On the programmatic side, I am intrigued by the enormous educational potential of initiatives to cultivate leadership skills and foster interdisciplinarity."

Search committee chair Malcolm Beasley, the Theodore and Sydney Rosenberg Professor of Applied Physics, said Gumport's rare blend of qualities made her a perfect choice for the job.

"As a scholar of graduate education and change in universities, Gumport is uncommonly qualified to become the vice provost for graduate education," Beasley said. "She will bring a high degree of understanding, dedication and energy to this new position."

Maddy Stein

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competitive and this reflects well on the accomplishments of the School of Education and our success in training future leaders with interdisciplinary skills.

Describe the School of Education ten years from now.

Number one: our charter schools are going to be models of the best education we can deliver

to all children regardless of their socioeconomic circumstances. I think our success with the charter schools will elevate the national debate on how to deploy resources to create educational opportunities for all children.

Second, I believe that how our faculty develops and researches theories and works in an interdisciplinary mode will become the

standard by which other educational institutions will judge their success. We are far ahead of the curve. There's a lot of work to be done, but the payoff is immense if we can do it right. It is a wonderful time to be a part of the School of Education.

Faculty News



JENNIFER ADAMS

Jennifer Adams received a grant from the China Fund of the Freeman Spogli Institute for International Studies to examine the connections between where children in China live and their educational outcomes. Adams will conduct in-depth interviews with teachers, parents, and students throughout China about the conditions in their schools and communities that promote or hamper local schooling.

on Research in Language and Literacy. Her book *Multicultural Strategies for Education and Social Change: Carriers of the Torch* (Teachers College Press, 2006) was published in March. *Multicultural Strategies* examines teacher change and teacher education in the United States and South Africa, and proposes new ways to prepare teachers for a rapidly changing global society.

Bill Damon joined leading educators, researchers and policy-makers on September 8 in a panel discussion with the Dalai Lama on the themes of cultivating compassion and educating the heart, as part of a three-day series of events inaugurating the Dalai Lama Center for Peace and Education in Vancouver.



ARNETHA BALL

Arnetha Ball was recently elected to several posts: trustee of the Research Foundation of the National Council of Teachers of English, vice president for Division K of the American Education Research Association for 2007-2010, and president elect of the National Conference

Brigid Barron received a \$750,000 grant from The John D. and Catherine T. MacArthur Foundation to document the design and implementation of an after-school media literacy program in Chicago, and of comparison cases in California (see related feature article on page 1).

Linda Darling-Hammond gave the American Educational Research Association's Third Annual Brown Lecture in Education Research, "The Flat Earth and Education: How America's Commitment to Equity Will Determine Our Future," in October in Washington, D.C. She also gave the invitational DeWitt-Wallace

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Returning Faculty

Kenji Hakuta and Christine Min Wotipka



KENJI HAKUTA

Motivated by a desire to resume his research in the areas of educational access, **Kenji Hakuta** has returned as a professor at the School of Education after serving for three years as the founding Dean of the School of Social Sciences, Humanities and Arts at the new University of California at Merced. At UC Merced, Hakuta played an instrumental role in developing the campus, hiring nearly 20 founding faculty members, building the opening academic programs, and linking the university and its scholarship with key issues facing the Central Valley. Back at Stanford, he has resumed teaching in both the Psychological Studies in Education and Stanford Teacher Education programs, focusing on the areas of bilingualism and the acquisition of English in immigrant students. In addition, Hakuta is working with Stanford Linear Accelerator Center Professor **Helen Quinn** in leading a campus-wide effort to develop The Stanford Challenge's initiative on Improving K-12 Education. For more information about the initiative and The Stanford Challenge, see page 8.



CHRISTINE MIN WOTIPKA

Christine Min Wotipka became an assistant professor in Social Sciences, Policy and Educational Practice in September. Min Wotipka's current research focuses on women in higher education, and on factors impacting women's participation in science, engineering, and women's studies activities in countries belonging to the Organization for Economic Cooperation and Development. Her scholarly interests include women in science, international human rights, women's studies, globalization, and higher education. A 2001 graduate of the International Comparative Education doctoral program, Min Wotipka served as a visiting scholar and acting assistant professor for the School of Education and as director of the International Comparative Education master's program. She most recently was an assistant professor in the Comparative and International Development Education Program at the University of Minnesota.



LINDA DARLING-HAMMOND



JOHN KRUMBOLTZ

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lecture, "Securing the Right to Learn: Developing Policy and Practice for Powerful Teaching and Learning," at the American Educational Research Association's Annual Meeting in April. Her book, *Powerful Teacher Education: Lessons from Exemplary Programs*, was published in February by Jossey-Bass. *Powerful Teacher Education* describes the strategies, goals, content, and processes of seven highly successful and long-standing teacher education programs - Alverno College, Bank Street College, Trinity University, University of California at Berkeley, University of Southern Maine, University of Virginia, and Wheelock College.

Michael Kirst was honored with the Politics of Education Lifetime Achievement Award from the American Education Research Association.

John Krumboltz was honored with the Outstanding Achievement Award from his alma mater, the University of Minnesota, on March 29. The award, granted by the University's Board of Regents, is conferred on graduates of the University of Minnesota who have attained unusual distinction in their chosen professions, and who have demonstrated outstanding achievement and leadership on a community, state, national, or international level.

David Labaree's book *The Trouble with Ed Schools* (Yale University Press, 2004) was published in paperback in September. His new book *Education, Markets, and the Public Good: The Selected Works of David F. Labaree*, was released in October (Routledge Press, 2006). The book covers such topics as: the structure of the educational system, conflicting purposes of education, core problems of practice in teaching and teacher educa-

tion, and barriers to curriculum reform.

Aki Murata was awarded a Wallenberg Global Learning Network planning grant for the study, "Conceptually-sounded Curricular Design Framework: Teaching and Learning of Place Value and Multi-Digit Subtraction in Elementary Schools."

Woody Powell received an honorary PhD (*honoris causa*) from the Helsinki School of Economics in May.

Francisco Ramirez was selected as a 2006-2007 Fellow at the Center for the Advanced Studies of the Behavioral Sciences. He plans to continue his research linking the rise of an international human rights regime and human rights education with the expansion of the rationalized university as a broadly accessible, socially useful, and organizationally flexible domain.

Meyerson and Powell Establish Stanford Center for Research on Philanthropy and Civil Society



PHOTOS: Debra Meyerson and Woody Powell are co-directors of the newly established Stanford Center for Research on Philanthropy and Civil Society.

Debra Meyerson and **Woody Powell** were awarded a \$600,000 grant from the Hewlett Foundation to launch the Stanford Center for Research on Philanthropy and Civil Society. The Center identifies and financially supports doctoral students who conduct research on issues relevant to the nonprofit and philanthropic field. The mission of the Center is to engage students, faculty and practitioners in scholarship and dialogue that examines ways in which philanthropic institutions, nonprofit organizations, and other key elements of civil society work to address public interests, both in the United States and abroad. The Center is housed in Stanford's School of Humanities and Sciences and facilitates a year-long seminar on civil society research. Meyerson and Powell are the Center's co-directors. For more information about the Center, visit www.stanford.edu/group/iriss/philancivilsociety.

Alumni News

*Share your latest news by mailing the form on page 19 or submitting your update at: <http://ed.stanford.edu/suse/alumni/keep-in-touch.html>

1950s



HAROLD J. CORNACCHIA, EdD '51

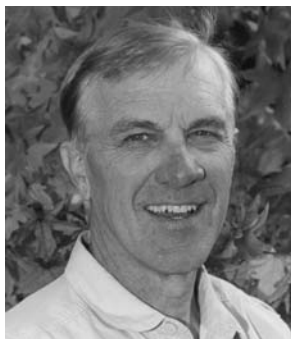
Harold J. Cornacchia, EdD '51, has been enjoying life since his retirement as Professor Emeritus of Health Education at San Francisco State University in 1979. As an educator, he spent five years as a school administrator in El Dorado County and Modesto, CA.; instructed and produced the first ever televised first aid programs for the San Francisco Red Cross; and created "Learn Not to Burn," an elementary school curriculum that has saved countless lives since its 1981 publication. He also authored a number of college texts, including *Health in Elementary Schools*, *Consumer Health*, and *Drugs in the Classroom: A Conceptual Model*.



MARILYN TOWER OLIVER, MA '58

Marilyn Tower Oliver, MA '58, has published the biography *Attila the Hum* (Lucent Books, 2006), her ninth book for teens.

1970s



ROBERT MADGIC, MA '62, PhD '71

Robert Madgic, MA '62, PhD '71, retired from a career in public education in the early 1990s and has taken up a second career as a writer. He has authored the book *Shattered Air* (Burford Books, 2005), an account of a 1985 episode in which hikers were struck and killed by lightning while hiking on the summit of Half Dome in Yosemite National Park. Madgic is busy touring libraries, outdoor groups, and bookstores to promote his book. Those interested in purchasing an autographed copy are encouraged to visit his website at www.bob-madgic.com for more information.



BARBARA J. BROWN, MA '81

J. Theodore Repa, MA '66, PhD '71, has been appointed by Touro College as professor in the Department of Administration and Instructional Leadership and as research scientist in the Lander Center for Educational Research at the School of Education and Psychology. He will help launch a doctoral program in educational administration and instructional leadership, and will establish a research center focused on improving educational opportunity. Repa retired from New York University (NYU) in 2001 after thirty years, most recently as the chair of the Administration and Technology Department in NYU's School of Education.

Marlaine Lockheed, PhD '72, has been a Visiting Fellow at the Center for Global Development in Washington, D.C., working with Senior Fellow Maureen Lewis on two books related to excluded girls and education in developing countries. The first book, *Inexcusable Absence: Why 60 Million Girls Are Still Not in School and What to Do About It*, is scheduled for publication by the Brookings Institution this fall. She teaches education policy for developing countries at Harvard, and will teach a related course next fall at Princeton University's Woodrow Wilson School. She retired in 2004 after nearly twenty years working in the education sector of the World Bank. Between teaching and writing, Lockheed enjoys spending time with her husband and young grandchildren.

Michael Katz, MA '67, PhD '74, was recently voted in as President-Elect of the North American Philosophy of Education Society.

He retired as Professor of Education from San Jose State University two years ago, but continues to teach applied philosophy there in the spring semesters. Katz currently focuses his research on the ethics of teaching.

Murry Nelson, PhD '75, began his seventh year as department head of Curriculum and Instruction at Penn State University. In 2005, Greenwood Press published his biography of basketball great Bill Russell, and will release his new biography of Shaquille O'Neal this December. Nelson also wrote a history of the National Basketball League from 1935-1949, which will be published in 2007 from the University of Nebraska.

1980s

Barbara J. Brown, MA '81, recently moved from Eugene, OR to start her new position as director of Menlo School, a middle school in Atherton, CA. She is delighted to work next door to Stanford.

Christian Faltis, MA '81, PhD '83, will publish a new book titled *Teaching English Learners and Immigrant Students in Secondary School* (Merrill, 2007) and co-authored *Teaching English Learners and English Speakers Together* (Heinemann, 2007) with Carole Edelsky and Karen Smith. Faltis is entering his sixteenth year as a professor in the College of Education at Arizona State University. He gave a keynote speech last June at the University of the Americas in Puebla, AZ on the topic, "The Art of Spanglish,"

and traveled to China in August to work with English teachers in Beijing. An oil painter, Faltis will have his first art showing at Texas Tech University in May 2007.



CHRISTIAN FALTIS, MA '81, PhD '83

Philip Hallinger, MA '80, EdD '83, left his faculty position at Vanderbilt University in 2000 to pursue new challenges. Now a Professor and Chief Academic Officer at the College of Management at Mahidol University in Bangkok, he is working with Professor Emeritus **Ed Bridges** on their third book addressing problem-based leadership development.



EVA ALLISON FRANK, MA '99

Heidi Naylor, MA '85, is currently deputy head teacher of a secondary school in Lincolnshire in the United Kingdom, and hopes to become head teacher in the next two years. She has a strong interest in how changes in information and communication technology will translate into fundamental changes in teaching across the globe.



ALEX WISEMAN, MA '99

John W. Young, PhD '89, has recently joined the Educational Testing Service in Princeton, NJ as a senior research scientist. He has been a faculty member of the Department of Educational Psychology at Rutgers University for 17 years.

1990s

Theron Cosgrave, MA '90, has worked with high schools and educational organizations nationwide since 2001, providing technical assistance in project-based learning, small school/small learning communities design, and curriculum development.



MEREDITH HONIG, PhD '02

R. Todd Laugen, MA '93, is working under a Teacher Quality Enhancement grant from the U.S. Department of Education to redesign secondary teacher training and create new partnerships

between academic historians, social scientists, and high school social studies teachers.

Stephen Mahoney, MA '94, moved to Springfield, MA after seven years as a suburban high school principal in Massachusetts and four years as an assistant principal at Santa Monica High School in Santa Monica, CA. He recently earned a doctorate from Boston College in educational administration, and is currently helping to open a Gates Foundation-funded middle-high school designed in partnership with Expeditionary Learning Schools Outward Bound. More information about the school can be found at www.sps.springfield.ma.us/el.

Mona Engvig, MA '96, PhD '97, has published the book *Online Learning: All You Need to Know to Facilitate and Administer Online Courses* (Hampton Press, 2006).

Eva Allison Frank, MA '99, directed a three-part DVD series for the Coalition of Essential Schools that captures the ten common principles in today's most successful and innovative small schools. The project is a joint effort between the Coalition, Harvard Smithsonian Center for Astrophysics Science Media Group, and the Annenberg Foundation. The DVD series, titled *CES EssentialVisions*, are now available at www.essentialschools.org.

Karen Hammerness, PhD '99, published "From Coherence in Theory to Coherence in Practice," an article documenting the STEP program's efforts to become a more coherent teacher education program, in the July issue of *Teachers College Record*.

Alex Wiseman, MA '99, co-edited the book *The Impact of Comparative Education Research on Institutional Theory* (Elsevier/JAI,

2006), which explores how educational research from a comparative perspective has been instrumental in broadening and testing hypotheses from institutional theory. Book contributors include Professor **Francisco Ramirez** and **John W. Meyer**, Stanford Professor Emeritus of Sociology. Nova Science Publishers is currently publishing his book *The Employability Imperative: Schooling for Work as a National Project*, which focuses on how schooling for work has become a global policy phenomenon.

2000s

Chris Osmond, MA '00, received his PhD in curriculum theory from the School of Education at University of North Carolina at Chapel Hill. He is currently Associate Director of the Office of Educational Development at the UNC-Chapel Hill School of Medicine.

Kristina Gossard, MA '01, is starting her sixth year at Gunn High School in Palo Alto, CA, teaching English and remedial classes for students in need of academic support who do not qualify for special education. A budding screenwriter, Gossard is adapting Thomas Hardy's novel *Tess of the d'Urbervilles* for an independent film company.

Meredith Honig, PhD '02, has edited the book *New Directions in Education Policy* (SUNY Press, 2006). This book presents original work by a new generation of scholars who define education policy implementation as the product of the interaction between policies, people, and places. She is currently an assistant professor in Educational Leadership and Policy Studies at the University of Washington at Seattle.



TREENA JOI, MA '02

Treena Joi, MA '02, was awarded a \$10,000 grant from the BP-sponsored A+ for Energy program to teach renewable energy to her sixth grade students at Corte Madera School in Portolla Valley, CA. Students will work with innovative texts and hands-on experi-

mental kits, produce a video advertising a source of renewable energy, and create a cartoon guide. Those interested in learning more about the grant can contact her at treenajoi@gmail.com.

Michelle Reininger, PhD '06, has accepted a position as an assistant professor in the School of Education and Social Policy at Northwestern University. She also will be a faculty fellow at Northwestern's Institute for Policy Research.

Alumni Obituaries

Howard B. Altman, PhD '72, died on July 17, 2005 after a year-long bout with cancer at the age of 64. Altman developed a love of foreign language methodology and received his doctorate in Foreign Language Education from the School of Education in 1972. While at Stanford, he pioneered work in individualizing foreign language instruction and served as deputy director for the first funded national conference on this topic. In 1972, Altman accepted a promotion to Associate Professor in Linguistics and was challenged to build a statewide foreign language organization at the University of Louisville in Kentucky. During his 32-year tenure at the university, he served as the youngest president of the American Council on the Teaching of Foreign Languages; lectured and led workshops in Thailand, Egypt, Yugoslavia, East Germany, and Italy; and taught linguistics and English language teaching in summers at Cambridge University. Altman developed an interest in faculty development, and founded and directed both Louisville's Center for Faculty and Staff Development and Kentucky's statewide faculty development consortium. Upon retirement in 2004, Altman was appointed professor emeritus and moved to Longwood, FL, where he continued to work in faculty and department chair development as a writer and consultant.

Mary Roberts Burns, MA '73, died in her sleep on February 22 in Oakland, CA. A native of Louisiana, Burns graduated from Mills College in 1972 and taught in the San Jose Unified School District for 33 years. A longtime and beloved English teacher at San Jose High Academy, Burns won over students with her kindness, attention, and sense of humor, and advised the Afro-American Student Union, helping seniors plan dances and graduation activities. She retired in 2005 but worked as a substitute teacher until her death. Burns is survived by her son Daryl of Fremont, CA; daughters Cynthia Burns Hemphill of Germantown, MD and Jennifer Burns of Columbia, MD; sisters Ida Wellington of Oakland, CA and Addie Henry of Los Angeles, CA; six grandchildren; and several nieces and nephews.

Kathleen Ardice Burson, MA '01, died on June 23 in Woodside, CA at the age of 60 after a 10-month battle with pancreatic cancer. A longtime advocate for young children and early childhood education, Burson began her career as a kindergarten teacher, then founded and directed the Learning Tree, a beloved preschool in San Jose, CA. She went on to direct and later serve as dean of De Anza College's Child Development Center, expanding it into a thriving center that served hundreds of children. During her tenure, De Anza's Child Development Division received numerous

grants for innovation, including the Safe Start grant from the National Center on Disease Control to address early intervention for violence prevention. Burson recently completed coursework in the School of Education's Administration and Policy Analysis doctoral program, focusing on preschool education and public policy. Burson is survived by her daughters Anne Burson of Takoma Park, MD, and Erin Burson of Rockville, MD; sister Arlene Young of Stockton, CA; and mother Ardice Joy of Santa Rosa, CA.

Rebecca L. Carver, MA '89, PhD '98, died of breast cancer on April 29 in Chapel Hill, NC. A graduate of both the Administration and Policy Analysis master's and doctoral programs, Carver served as an assistant professor in the Department of Educational Leadership and Cultural Foundations at the University of North Carolina at Greensboro, focusing on experiential learning. She wrote about experiential education as a mechanism for supporting youth development, effective service-learning programs, youth-led research, and urban community-based organizations that support youth development. Carver is survived by her parents, Drs. David and Patricia Carver of Princeton, NJ; her brother Randy Carver of Kirtland Hills, OH; and her sister Lesley Brovner of Brooklyn, NY. The Rebecca L. Carver Fund has been established at UNC in her memory to continue her legacy of teaching, research, and service work related to experiential education. Checks can be made payable to The University of North Carolina at Greensboro, noting that the gift is for the Rebecca L. Carver Fund, and sent to: Rick Reitzug, Chair of the Department of Educational Leadership and Cultural Foundations, Curry Building, PO Box 26170, University of North Carolina at Greensboro, Greensboro, NC 27402-6170.

Jesse Earl Rathbun, MA '35, EdD '51, died of natural causes on May 30 at the age of 97. A forty-year veteran of the California public school system, Rathbun taught in Santa Barbara County, and then moved on to the San Francisco Unified School District, where he served as a teacher, counseling assistant, and junior high school principal for 36 years, and directed the industrial arts education program for 22 years. After retiring in 1972, Rathbun lived in Santa Rosa, CA, where he worked for several youth welfare groups, including the Boy Scouts of America, YMCA, Junior Red Cross, and as a Methodist church youth group leader. Rathbun is survived by his sons J. Earl, Jr., MD and J. Edwin, DDS; daughters-in-law Kathy and Gwen; and numerous nieces, nephews, grandchildren, and great grandchildren.

Student News



RASHAD
BARTHOLOMEW

Rashad Bartholomew, a master's student in the MA/MBA program, launched www.powerlearning1.com, a website for teachers that locates individual student learning gaps. The site enables teachers to do data-driven instruction and share files, motivating them through recognition of their contributions.



CHRISTA COMPTON

Christa Compton, a doctoral candidate in the Curriculum and Teacher Education program, was awarded the 2006 Lieberman Fellowship from Stanford's Office of the Dean of Research and Graduate Policy. The fellowship honors young scholars who demonstrate outstanding qualities in scholarship, teaching, and university service. Compton, who is researching English Education, is examining how people learn from experience and how supervision plays a role in the learning process.



SU JIN GATLIN

Su Jin Gatlin, a doctoral candidate in the Administration and Policy Analysis program, has been awarded a three-year renewable Association for the Study of Higher Education/Lumina Foundation Dissertation Fellowship to research the role of family wealth in students' college choice process and its interactions with race and ethnicity.



LAURA MCCLOSKEY

With assistance from the Roosevelt Institution, **Laura McCloskey**, a doctoral student in the Administration and Policy Analysis program, and **Lizet O'Campo, MA '06**, published the op-ed, "Improving California's Exit Exam for English Learners" in the *San Francisco Chronicle* in June.



PIYA C. SORCAR

Piya C. Sorcar, a doctoral student in Learning Sciences & Technology Design and International Comparative Education programs, launched Interactive Teaching AIDS, an animation-based health curriculum to teach HIV/AIDS awareness and prevention in a culturally sensitive manner to young adults in developing countries. Two initial versions of her application are in production – an Indian research version led by a US-based development team and a general Asian version sponsored by Medical Research Information Center in Korea. More information about the project can be found at www.InteractiveTeachingAIDS.org. Sorcar also recently spoke at an AIDS education consortium held at Tsinghua University in Beijing, and was elected to the board of directors for XRI Inc., a California-based non-profit specializing in Internet-based medical education.

New Staff



GAY HOAGLAND

Gay Hoagland is the new Executive Director of the Stanford Educational Leadership Institute. She chairs the Department of Educational Leadership at California State University, Hayward, where she also serves as an associate professor. Her work in education has centered on school reform, starting with her own experience as a teacher and program initiator. She has served as Associate Director of the Center for Educational Leadership; and as Executive Director of the Network for Educational Development in St. Louis and the Bay Area Coalition of Essential (now changed to Equitable) Schools, where she helped launch the Bay Area School Reform Collaborative. She has served on the School of Education's Advisory Council since 2003, and has been a trustee for the Stanford Alumni Association, Partners in School Innovation, and the Pacific Graduate School of Psychology.



JORGE RUIZ DE
VELASCO

Jorge Ruiz de Velasco joined the School of Education as Director of the Institute for Research on Education Policy and Practice in September. Previously, he served as Senior Program Officer for youth programs at the James Irvine Foundation, and as Education Program Officer at The William and Flora Hewlett Foundation. He has also served as a Senior Research Associate at The Urban Institute in Washington DC (1997-2002), and as a lawyer and policy analyst for the United States Department of Education's Office for Civil Rights (1987-1991), where he concentrated on civil rights enforcement matters involving elementary and secondary schools. His career has focused on the implications of education reform for disadvantaged students, the effect of immigration on schools and communities, and on civil rights and youth policy.

New Staff—continued



HEATHER TRIPPEL

Heather Trippel joined the School of Education in August as Associate Director of Development. In her role, she works with high-level annual givers, planned giving donors and prospects, and corporate and foundation supporters. In addition, she provides staff leadership to the School of Education's Advisory Council and leads and coordinates fund raising for the two new East Palo Alto charter public schools operated by Stanford Schools Corporation. Trippel comes to the School of Education with extensive experience in university development, having served as Associate Director of Major Gifts at Santa Clara University and the University of Chicago. She received her BS in political science from Santa Clara University and an MA and PhD in political science from Purdue University.



PETER WILLIAMSON

Peter Williamson is the new Director of Stanford's Teachers for a New Era (TNE) project, a teacher education reform initiative sponsored by the Carnegie Cooperation of New York. A 2006 graduate of the Curriculum and Teacher Education doctoral program, he previously served as the TNE Induction Coordinator for STEP and is currently a STEP educator. His research interests include new teacher induction, teaching methods, urban education, and language acquisition. Williamson has extensive experience teaching and leading Bay Area schools, including San Lorenzo High School in the East Bay and San Francisco Educational Services' Aria School for Exceptional Children. He has also worked on multiple literacy and school reform initiatives.

We'd like to hear from you!

Please share with us any news about yourself or other alumni for the *Educator*. Also indicate a change of address if you have moved. Please write clearly, and spell out all acronyms. Photos are always welcome! We look forward to hearing from you. You may also submit your update online at:

<http://ed.stanford.edu/suse/alumni/keep-in-touch.html>

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