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Time for a Radical Makeover, Says Study on CA School Finance System

BY MARGUERITE RIGOGLIOSO

School of Education Heads Unprecedented Research Collaboration

California's K-12 educational system has been in decline for the past twenty years, but simply throwing money at the problem or tinkering around the edges won't fix it. What's needed, say experts, is a complete overhaul of state school governance and finance systems so that dollars are more closely tied to student outcome goals.

That was the principal finding of the largest independent investigation ever of how California governs and funds education, led by Stanford University School of Education in collaboration with universities and research institutes around the country. The \$2.6 million effort, titled "Getting Down to Facts: A Research Project to Inform Solutions to California's Education Problems," concluded this past March. It has presented state policy makers with a clear message: you can't keep jerry-

rigging an archaic and idiosyncratic finance system if you expect to improve the reading, writing, and math skills of California pupils.

And the problems are serious. Nationally, California ranks 48th in student basic

reading and math skills.

Currently only 15 percent of California schools meet the state goal of an 800 or higher rating on the Academic Performance Index (API), and many schools with a high

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Photo: Linda Cicero

PHOTO: Jorge Ruiz de Velasco and Associate Professor Susanna Loeb, who direct the Institute for Research on Education Policy and Practice (IREPP), stand next to the full "Getting Down to Facts" report, which is made up of 22 studies by more than 30 researchers nationwide. IREPP coordinated the research collaboration.





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percentage of poor students score below 600. But beyond the statistics, this means that far too many students are not graduating from high school or are leaving K–12 without the necessary skills to succeed in college, work, and life. The hardest hit have been pupils from low-income families and those who are English lan-

er to state goals. A good aggregate based on estimates made by teachers, principals, and superintendents who participated in the project is \$60 billion in 2004 dollars — significantly more than the \$43 billion that was spent that year. And that figure, says researcher Jon Stonsteli from the Public Policy Institute of California, assumes the adoption of a bet-

their students. Second, the state should create a governance infrastructure that is capable of continuous improvement. “We currently have the ability to collect, synthesize and disseminate information in ways never possible in the past,” explains Loeb. “We should use this technology to find out what is working and to adjust policies so that they are as effective as they can be.”

While all of these activities may sound like long-term prospects, there are also short-term changes that legislators could make to start improving the system right away, Loeb advises. One important intervention would be to simplify what is now an incredibly complex — and unfair — formula for disbursing money to school districts. Currently, she says, great discrepancies exist in terms of the amount of funding various districts receive.

“Things need to be made more transparent and equitable so that districts that have similar student demographics receive the same amount of money,” Loeb says. “We also need to think about how much more funding certain schools should receive because, they’re in different labor markets for teachers or they have a different proportion of children who live in poverty.”

Another short-term solution would be to reduce the onerous number of regulations that school districts must follow. “This would free them up to better respond to incentives, and would unburden them from toilsome paperwork,” Loeb says.

“The system is simply a barnacle of the past. Almost no one, save for a few highly paid experts, understands it.”

— Professor Emeritus Michael Kirst

guage learners, who make up a large percentage of the state’s student population.

Now policy makers who have been struggling over the past seven years to help California do better at last have something they’ve needed for decades — a nonpartisan roadmap. “The data we have from ‘Getting Down to Facts’ has now provided us with much more information on what’s really going on so that we can figure out where to go from here,” says School of Education Associate Professor **Susanna Loeb**, the economist who led the design and coordination of the project’s 22 studies.

That’s good news, and may take the edge off the politically volatile fact that California will likely have to boost its education budget to move student performance significantly clos-

ter-functioning financial system. Even at that, it would only cover the cost of raising test scores to state-mandated levels in 50 percent of California schools. Loeb observes, “Because we have such little experience raising very high-poverty schools to state achievement goals, it is difficult to predict what the cost would be.”

Project Recommendations

The more than 30 researchers nationwide who participated in the project have concluded that California should overhaul its educational system in two major areas. First, it should increase the flexibility that districts and schools have to allocate their resources so that they can respond to the goals set out by the state and to the needs of

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PHOTO: Associate Professor Susanna Loeb presents the research findings to reporters at a press conference at the California State Capitol in early March. Standing behind Loeb (L to R): fellow researcher Eric Hanushek of the Hoover Institution, California Governor Arnold Schwarzenegger, and State Superintendent of Public Instruction Jack O'Connell.



A Barnacle of the Past

The origin of California's current educational finance system can be traced back to 1972, when then-governor

Ronald Reagan put a cap on per-pupil expenditures. The passage of Proposition 13 in 1978, which drastically cut local property taxes, resulted in

the state bailing out local districts and — in what marked a major turning point — assuming primary responsibility for funding schools. This meant that schools were at the mercy of the vagaries and limitations of state budgets. It also meant more regulation than nearly any school system in the nation, because state politicians believed that they needed to be more hands-on with a system that was state-financed.

What has emerged from all of this is the largest percentage of categorical programs of any state in the country. About one-third of local school districts' funding must be spent in

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How Do Some Schools Beat the Odds?

Lessons for Legislators

One study that was part of the “Getting Down to Facts” project clearly demonstrated that money is not the only thing that helps make schools successful. Project Director and School of Education doctoral student **Maria Perez** and Principal Investigator **Tom Parrish** (MA '80, EdD '87) examined schools that have “beaten the odds” in turning out high-performing students. They wanted to identify how lessons learned from schools that “do more with less” might be applied more broadly across the state.

Parrish and Perez interviewed principals at 25 schools that perform significantly better than expected, given the poverty, English language challenges, and particular needs of the students they serve. The interviews revealed several factors that the principals believed have led to their success. One is the consistent presence of high-quality teachers and staff, that in some cases was made possible through the interventions of principals who have been in the same district or school long enough to figure out how to best navigate the hiring and firing system.

Even though there are many restrictions governing the removal of teachers, principals in the higher-performing schools have discovered “informal” ways of dealing with such constraints, when necessary. When their teachers are not performing up to expectations, their first response is to develop a plan to help them improve through peer assistance and

review programs. Teachers who are not invested in developing their skills usually leave by their own accord.

Another element that distinguishes successful schools is the cooperation among teachers to implement a standards-based curriculum in a coherent manner. “Everyone is on the same page about guidelines, content, and interventions so as to link the curriculum effectively to the API and testing,” says Perez, who entered the Economics of Education program last September. Such schools also foster a positive, academically focused school climate and encourage active parent participation.

The X factor, then, is social, not financial. “Beat the odds” schools on average spend a mere \$250 more per student than their counterparts in other districts. “Unfortunately, only 100 of California's 8,000 schools fall into this category,” says Perez.

Principals at these exemplary schools told researchers they'd like to see a significant — and immediate — reduction in the rules and regulations governing teacher hires and terminations. Their counterparts at low-performing schools say they want access to high-quality teachers and a more stable teacher work force. And all of them agree that no matter how much they've perfected their penny-pinching strategies, receiving more funding will be critical to their schools' future success.

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more than 100 categories, such as special education, vocational education, school transportation, school lunches, and the arts. While funding is clearly needed in these areas, critics argue that the categorical mechanism does not give schools the freedom they need to move their money around.

with academic goals. As the state has come to push for achievement standards in English, math, and science, a severe misalignment has resulted between monies spent, and the push for stronger assessments, teacher training, and student outcomes. Furthermore, expensive efforts such as California's K-3 class-size

An Unprecedented Collaboration

"Getting Down to Facts" thus comes at a particularly urgent time in California's history. The project was specifically requested by Governor Arnold Schwarzenegger's Committee on Education Excellence, Democratic leaders in the State Legislature, and

PHOTO: State Superintendent Jack O'Connell, one of the research requestors of "Getting Down to Facts," speaks to reporters about the project's findings. Standing behind O'Connell (L to R): researcher **Eric Hanushek** of the Hoover Institution, Associate Professor **Susanna Loeb**, Mike Smith of the William and Flora Hewlett Foundation, and California Governor Arnold Schwarzenegger.



"You may end up with a surplus in your adult education budget but you have no money to pay your custodians," explains Professor Emeritus **Michael Kirst**, who participated in the "Getting Down to Facts" project. Each year, the state continues to add categories under pressure from special interest groups like guidance counselors and librarians, who realize that the squeaky lobby gets the grease.

Moreover, the California education finance system was never designed to be integrated

reduction policy, which operates to the tune of several million dollars a year, have not been designed to allow for an assessment of their cost-effectiveness.

"The system is simply a barnacle of the past," says Kirst, who was president of the California State Board of Education in the late 1970s. "Almost no one, save for a few highly paid experts, understands it."

State Superintendent of Public Instruction Jack O'Connell. Four leading philanthropic foundations — the Bill & Melinda Gates Foundation, the William and Flora Hewlett Foundation, the James Irvine Foundation, and the Stuart Foundation — are funding the effort.

"The purpose was not to make specific policy recommendations, which would require normative and political judgments, but rather to describe California's school finance and governance sys-

tems, identify aspects of those systems that hinder the effective use of resources, and estimate costs of achieving a range of outcome goals. This information can provide a common ground of understanding that sets the stage for the substantive conversations that are necessary for meaningful reform,” said Loeb.

“Research needs to be made available to stay relevant, and keeping Stanford research on the front line of policy is one of IREPP’s goals.”

**— Jorge Ruiz de Velasco,
Co-Director of Institute for Research
on Education Policy and Practice
(IREPP)**

Begun in early 2006, the project has been a unique research effort, bringing scholars and investigators from the School of Education, Stanford more broadly, other universities, and nonprofit organizations to work together on a critical problem that affects the lives of millions of people and the future of California.

“‘Getting Down to Facts’ is unprecedented in terms of its scope and its collaborative nature,” says **Jorge Ruiz de Velasco**, who, with Loeb, co-directs the Institute for Research on Education Policy and Practice (IREPP), which has administered the project. Among the list of participating institutions are the University

of California, California State University, University of Southern California, RAND Corporation, EdSource, the University of Wisconsin, and the University of Pennsylvania. Aside from Loeb and Kirst, Stanford researchers include **Anthony Bryk** and **Linda Darling-Hammond** (School of Education), **Eric Hanushek**

(Hoover Institution), **William Koski** (Law School), and **Rob Reich** (Political Science). School of Education doctoral students **Nicole Arshan**, **Luke Miller**, **Stelios Orphanos**, and **Katharine Strunk**, and School of Education alum and current Graduate School of Business student **Jason Grissom** (MA '05) assisted with the project.

The condensed timeline for the project also meant that scholars had to work creatively with practitioners collecting the actual data. For example, Springboard Schools, an organization that helps districts with data use, funneled statistical information to researchers, while School Services of California shared its knowledge

of management issues affecting school districts.

IREPP, under Ruiz de Velasco’s direction, is now heavily involved in condensing the results into an understandable format and disseminating them widely to all relevant stakeholders — policy makers, teacher and professional boards and associations, parents and students, business groups, nonprofit and grassroots advocacy groups, and the press.

“Research needs to be made available to stay relevant, and keeping Stanford research on the front line of policy is one of IREPP’s goals,” Ruiz de Velasco says of the institute, which was established in mid-2006.

“I think we’ve provided a good starting place for the debate on what school finance should look like,” concludes Loeb. “I feel confident that as a result of our work, discussions on the part of decision makers will be much more productive.”

For more information about the “Getting Down to Facts” project, visit <http://irepp.stanford.edu>.



Forum Question



What are the challenges to applying the knowledge gained from “Getting Down to Facts”?



Impact Will Depend on Political Will of Voters

There is an old saying in education circles that everyone

supports reform but opposes change. Our challenge is to build consensus for reform and for change, and to do so in ways that do not simply tinker with the system as we know it today.

The research points to fundamental structural changes that will be required if we are to invest wisely in K–12 education. Governor Schwarzenegger appointed his Committee on Education Excellence to propose systemic solutions to California’s education crisis and to build a bi-partisan coalition to support the changes that are needed.

We have a remarkable opportunity. With the Governor’s strong leadership and with an emerging consensus among leaders in both parties that

we can no longer limp along with a system that is horribly broken, California is poised for major reform that will put students and teachers at the center of our education system and, backed by a strong data system and clear lines of both authority and accountability, direct resources flexibly to where they are needed.

Over the next several months, our committee, consisting of educators, policy makers, scholars, and community leaders from across the political spectrum, will work with Governor Schwarzenegger, with legislative leaders, and with State Superintendent O’Connell to craft an integrated program of reform that will address the most significant deficiencies identified by the “Getting Down to Facts” research. But no matter how successful we are as a committee, or as a coalition of leaders in Sacramento, whether the “Getting Down to Facts” research has an impact on our schools will depend upon the political will, the courage, and the foresight of voters and citizens across California. It is imperative that we all stay informed and stay involved!

TED MITCHELL, PHD ‘83

Chair, Governor’s Committee on Education Excellence

Chief Executive Officer, Newschools Venture Fund

Member, California State Board of Education

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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.



Real Hope Rests in Inspiring the Public

“Getting Down to Facts” provides an impressive array of robust, fine-grained analyses of the monumental dysfunctions of California’s educational system. The reports dispel

wishful thinking about piecemeal fixes that throw new money at isolated problems without fixing underlying pathologies.

The immediate challenge of these studies is political. Partial and easier-to-remedy strategies can be pursued by enlightened, albeit traditional legislative means, e.g., modernizing the state’s student information system. These studies suggest several other useful solutions to parts of the larger dilemma.

STEVE ROWLEY, PHD '84

Chief Executive Officer,
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Report Opens Door for Deeper Dialogue about Serious Change

The most important challenge in responding to “Getting Down to Facts” is to do justice to the project’s call for sweeping and compre-

hensive reforms. This call opens the door for an even deeper discussion about the serious changes needed to address the educational crisis facing students of color in poverty in California.

The Myth that Test Scores are a Good Stand-in for the Outcomes that We Want

“Getting Down to Facts” assumes that the current outcomes that the school system is geared towards are the right ones. All we need to do is change our strategy for reaching these outcomes. In the studies, the primary indicator of these outcomes is student test scores. In fact, the current use of tests in our high-stakes accounta-

SUSAN SANDLER, BA '86

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The long-range challenge is also political, but much more elusive than legislative action. “Getting Down to Facts” implicitly calls for a new vision for California’s educational system. That new approach must have fresh origins and clear authority to prevent traditional stakeholders, such as unions and centralized state control, from reclaiming old turf. It must challenge sacred cows that limit adequate finance and effective governance, like Prop 13 and local school boards. It must sponsor new ideas, pull in allies outside education circles, and attract willing schools and districts with rich and focused incentives.

Surely, the worst next step is another blue-ribbon commission charged with creating master plan recommendations. A real hope rests in educating and inspiring the public to embrace the cause for entirely revamping the California system. While we anxiously await the Al Gore of Education to spearhead this badly needed campaign, let’s hope that current students are already discovering inconvenient truths about our generation’s mistakes and will do it differently and better.

bility system is actively damaging the education of students of color in poverty. Rather than serving as a proxy for quality learning, high-stakes testing is destroying the possibility of quality learning. The California school system needs to be founded on outcomes that fully speak to the aspirations and potential of our students and their families.

Flexibility Must be Combined with Community Input and Better Guidance and Support

“Getting Down to Facts” calls for more flexibility in school funding and regulation. Many of these changes are important and needed. But local flexibility will not lead us forward unless it is combined with community input and state-level guidance about a well-rounded set of goals for education and deep and systemic supports for getting there.

Let’s continue the dialogue about stepping back from the status quo in California schools and making serious change. And let’s ground that dialogue in a bold and holistic vision of what education can be for students of color in poverty in California.



The School of Education and The Stanford Challenge

Avery Fund Lends a Hand to Future Teachers

This story is adapted from an article by Monique Johnson that originally appeared in *The Stanford Benefactor*

A \$10 million gift matched by Stanford will create a \$20 million loan-forgiveness program at the School of Education to encourage students to become K–12 teachers.

The new Dorothy Durfee Avery Loan Forgiveness Fund will significantly reduce the debt for graduates of the Stanford Teacher Education Program (STEP) who plan to teach in a public school or in a private school in an underserved community. It was made possible by a \$10 million gift

from Judy Avery, BA '59, chair of the Durfee Foundation of Santa Monica, Calif., that will be matched by a \$10 million allocation from Stanford.

“Graduates of STEP are among the nation’s best prepared teachers, and I want to encourage them to apply their skills to help improve K–12 education in our country,” said Avery. “It would be so meaningful if others were inspired to join me in addressing this issue. My hope is that the program

eventually will be expanded to include undergraduates who are interested in pursuing this and other careers in public service.”

Under the program, qualified students will receive a loan from the School of Education in conjunction with other sources of financial aid. After two years of teaching, half of this loan debt will be cancelled. The remainder will be forgiven after four years of service.

By encouraging STEP graduates to remain in teaching, this two-tiered forgiveness program aims to address the pressing issue of teacher retention. More than one-third of teachers leave the profession within their first three years, according to well-established research. The rate is even higher in urban and low-income schools, where a revolving door of inexperienced teachers can take a toll on student learning. Yet teachers who stay in the classroom beyond three years are likely to continue in the profession.

“Well-trained teachers are desperately needed in low-income communities,” said Dean Deborah Stipek. “The Avery program gives us a way to make a Stanford degree more affordable to promising prospective teachers who are dedicated to meeting that need.”

The fund will be named in honor of Avery’s mother, who was a public school teacher at

the onset of her career. Dorothy Durfee Avery graduated from UC Berkeley in 1932 and earned a teaching credential in the following year. Her first job was teaching fourth and fifth grades in Lancaster, Los Angeles County, at an annual salary of \$1,215. She was expected to work seven days a week.

Her family had a long history in education. Her mother and father — both turn-of-the-century Stanford graduates — had careers in education, as did several aunts and uncles. Her father served as assistant superintendent of Los Angeles County schools for 18 years. Both her sister and brother taught in their first years out of college.

“I want to honor the importance my mother placed on good teachers and well-run schools where children can flourish,” says Avery. “I’m a product of public schools, as she was, and I want to do what I can to make it possible for the best, brightest, and most motivated students to enter the field of education where they are so needed. If we can remove some financial barriers, these young people will have a great chance to make a real difference in modern society.”

The School of Education will offer the first loans from the fund to 2007–08 STEP students.



Photo: Lisa Leigh

PHOTO: Judy Avery, BA '59, has made a gift of \$10 million matched by Stanford to create a \$20 million loan-forgiveness program for graduates of STEP who plan to teach in a public school or in a private school in an underserved community.

THE
STANFORD
CHALLENGE

Seeking Solutions, Educating Leaders

The School of Education and The Stanford Challenge

Bob and Kathy Burke: Early Investors in K-12 initiative

Bob (BA '64, JD '67) and Kathy Burke have made a five-year leadership commitment of \$750,000 to The Stanford Challenge's initiative on Improving K-12 Education, one of the first gifts for the initiative. Their gift will fund a new director position to lead this unprecedented effort, which brings together scholars

and human health," she described. "On every occasion, someone raised the issue of K-12 education as a problem that needed addressing. In response to strong alumni interest and Hennessy's own belief that Stanford could really help find solutions to some of the most pressing issues in K-12 education today, Stanford added this initiative to The Stanford Challenge late last year."

tiative co-chairs Kenji Hakuta and Helen Quinn, the Burkes have taken a special interest in the new initiative. "In Silicon Valley, we would call them early stage investors, individuals who fund new ideas and partnerships just as they are getting off the ground," said Associate Dean for External Relations Rebecca Tseng Smith. "This aptly char-

Hakuta and Quinn are thrilled about the Burkes' early gift. "We have great aspirations for what will be achieved through the K-12 initiative and came to the realization early on, that we needed a director to help realize this vision," said Hakuta. "Bob and Kathy's gift will help us bring in someone truly outstanding."

The Burkes are longtime friends of Stanford. Bob Burke served for two terms on the Stanford University Board of Trustees and chaired the effort to endow the Bing Overseas Studies Program. Kathy Burke, a graduate of Harvard College and the Kellogg School of Management, has worked as a journalist and is currently pursuing studies in biology. Her deep interest in education is inspired in part by her experience raising three sons.

from across the university to develop strategies to improve the outcomes of elementary and secondary education.

When asked her hopes for the new director, Kathy Burke replied, "Bob and I are both products of the public school system and believe it reflects important civic values. We hope the director of the K-12 effort can engage the talent, power, and creativity of the broad Stanford community in addressing the profound and fundamental challenges our schools face."

As informal advisors to Dean Deborah Stipek and K-12 ini-

tiative co-chairs Kenji Hakuta and Helen Quinn, the Burkes have taken a special interest in the new initiative. "In Silicon Valley, we would call them early stage investors, individuals who fund new ideas and partnerships just as they are getting off the ground," said Associate Dean for External Relations Rebecca Tseng Smith. "This aptly char-

acterizes this new initiative and the Burkes' interest in supporting it."

According to Stipek, the initiative for Improving K-12 Education was added to The Stanford Challenge in the campaign's late planning stages. "Prior to launching the campaign, President John Hennessy traveled around the country and spoke to alumni about his interest in moving the university more in the direction of multi-disciplinary scholarship aimed at solving difficult societal problems, including concerns about the environment, international peace and security



PHOTO: Bob (BA '64, JD '67) and Kathy Burke have made a five-year leadership commitment of \$750,000 to The Stanford Challenge's initiative on Improving K-12 Education, one of the first gifts for the initiative.

The School of Education and The Stanford Challenge

15 Minutes with David and Susan Douglass

Interviewed by Amy Yuen



David (MBA '78, MA '79) and Susan Douglass made a gift of \$500,000 to The Stanford Challenge campaign for the School of Education this spring. Their gift, which was matched by Angela Nomellini (BA '75) and Ken Olivier (BA '74), endowed a \$1 million graduate student fellowship for the School of Education. David Douglass is a General Partner at Delphi Ventures, a venture capital firm specializing in early stage healthcare investing, and has been actively involved in managing and investing in over 70 high-growth venture capital backed companies since 1979. He joined the School of Education Advisory Council in 2003, and also serves as a trustee of the Department of Athletics, Physical Education and Recreation (DAPER) Investment Fund. Additionally, he has served



as a director of the Stanford Athletics Board. Susan Douglass works as a tutor for the Ravenswood School District, and currently tutors first graders at East Palo Alto Academy: Elementary School, Stanford's public charter K-8 school in East Palo Alto, CA.

David, why would a successful businessman like you accept a role on the School of Education Advisory Council?

David: First of all, I enjoyed going to the School of Education as a master's student. Five years ago, I gave what I thought was an embarrassingly small donation to the School. I guess it was large enough that it got me on the School of Education's radar screen as a potential larger donor (laughs). Early in her tenure as dean, Deborah Stipek called me and said she was forming an advisory board for the School and asked if I was interested in joining. Her enthusiasm for what she wanted to accomplish was contagious. At the Business School, alumni like me on the various advisory boards are a dime a dozen. I felt that I could have more of an impact on the School of Education advisory board.

Can you talk about your involvement?

D: One significant thing I did was I suggested to Deborah that she contact Linda Meier (BA '61), who served on the Athletics Board with me, about getting involved as a volunteer for the *Cosby on Campus* benefit for STEP in 2004. Linda has been a tremendous asset to Stanford in terms of organizing major fundraising events. The *Cosby* event became hugely successful, partly as a result of Linda's involvement as event co-chair.

Additionally, Susan and I hosted a donor event at our house to introduce Deborah and the Stanford University School of Education to the broader community-at-large. The School of Education has been an under-promoted resource compared to the other

graduate schools on campus. Deborah is opportunistically trying to draw potential donors from a broader community base to support the School.

Susan, how did you become involved with the School?

Susan: I was at a dinner party at Deborah's house several years ago. She was very enthusiastic about this new tutoring program that Professor Connie Juel was putting together. I have always been very involved tutoring at my children's elementary school in Woodside. Knowing that my daughter is going to leave high school and that I will become an empty nester, I was fascinated by the program and I asked Deborah if someone my age could be part of it, and she said "Absolutely!" She put me in touch with Connie, who put me through a training program. They immediately assigned me to two children, one in kindergarten and the other in first grade. I tutored for two years with two children each year at Costaño Elementary School. Last year, one of children I worked with had really severe attention and discipline problems and was a very serious challenge. This summer, Connie emailed me and asked if I tutored this child and, if so, would I be willing to follow her to Stanford's new charter school, and I said absolutely!

What are your impressions of the charter school so far?

S: It's been a great experience. I really love being part of a classroom, instead of tutoring one-on-one like I did before. I get to tutor three mornings a

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The School of Education and The Stanford Challenge

David and Susan Douglass

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week in reading, writing, and arithmetic. I get to work with 18 kids, all of whom have different needs. The wonderful thing is I've seen a huge difference in the student I followed. She is now reading and writing, and she's learned how to control her problems and she's really learned how to be more social. She still thinks I am exclusively hers, but has learned to share me. I adore each and every child. I'm very impressed by the charter program. It's amazing to see how much the kids have learned and grown during this school year, and how dedicated the teachers, principal, and council are. Some kids are from very challenging family backgrounds, and for many, the school is the most consistent part of their lives.

I work with an incredible teacher, Lorien Chambers. She is one of the most amazing teachers and the children adore her. Her love of the children and dedication to this program is so amazing that I

and dedicated teachers I've ever met. It's a great honor to be able to work with and learn from her.

What led you and David to make the gift to the School?

S: Part of my reason for giving the gift is I've seen the value of education at a very young age. If we can catch these children at a very young age, they will become very successful in life. I love Deborah. As hard as she works, she deserves this gift for the School. I want to be sure that there's a scholarship available for any bright young student, and that we don't lose someone because they don't have the funds to go to Stanford. Everybody deserves an equal chance.

D: When I initially got involved with Stanford Athletics, we donated a perpetual athletic scholarship. It has been one of our most rewarding investments. It's fun to have a Douglass Family Scholar at Stanford. I told Deborah, "I don't get much enjoyment funding an operating budget deficit. It would be more fun to attach a face with a donation."

Deborah set up an opportunity to create a perpetual scholarship fund at first, but the financial hurdle was relatively high for us. The matching gift opportunity provided by Angela Nomellini and Ken Olivier enabled us to establish the scholarship fund at the \$1 million level. It has been very gratifying for our family to have The Douglass Family 1979 Graduate Student Aid Fund.

David, have you found any parallels between healthcare investing and education?

D: There are public policy decisions in both areas that are beyond one's control. In healthcare, you have regulatory agencies like the FDA and the Centers for Medicare and Medicaid Services, which establishes reimbursement rates for new products. Both of these regulatory agencies can present interesting and unpredictable challenges. In the field of education, you have regulations from school boards at the local level, and mandates from the state and federal governments over which one has little control. On the positive side, as a healthcare investor, it's very gratifying to wake up knowing that products developed by companies that my firm has financed are used by millions of patients every day. I assume that it is similar to the gratification that teachers or administrators receive in creating educational environments where students can really learn and grow.

"I want to be sure that there's a scholarship available for any bright young student, and that we don't lose someone because they don't have the funds to go to Stanford. Everybody deserves an equal chance."

— Susan Douglass

have promised her that I would continue to be her assistant next year. Among the great phrases they all use at this school are, "How can you solve that problem?" When a child has an issue with another, that's what we say when they come to tattle. As a result, they've learned to kindly tell each other if something was offensive to them. The children then apologize for their actions that were offensive. They also start the morning in a circle giving a compliment to the person sitting next to them. They're learning to respect and see the beauty in each classmate. Lorien is perhaps one of the most qualified

Darling-Hammond, Smith Singled Out as Influential in Education



LINDA DARLING-HAMMOND



MIKE SMITH

School of Education Professor and School Redesign Network Co-executive Director **Linda Darling-Hammond** and **Mike Smith**, education program director of the William and Flora Hewlett Foundation and a former School of Education dean, have been identified among the ten most influential people in the field of education over the last decade in a study conducted by the Editorial Projects in Education Research Center, a program of *Education Week*. Darling-Hammond shares the tenth spot with Secretary of

Education Margaret Spellings and is the only full-time academic listed. Smith, who served as dean from 1986 to 1993, holds the number 9 position.

Published last December, the study asked education-policy experts to identify and rate influential figures across four different categories: studies, organizations, people, and information sources. Topping the list in the people category are Microsoft mogul Bill Gates, founder of the Bill & Melinda Gates Foundation, and President George W. Bush.

Darling-Hammond's work as executive director of the National Commission for Teaching and America's Future (NCTAF) was also recognized in the studies category. The 1996 NCTAF report, "What Matters Most: Teaching for America's Future," was ranked number 7 in that category.

To view an executive summary and the full report, visit <http://www.edweek.org>. Report overviews of Darling-Hammond and Smith are also available on this site.

Kennedy Discusses Challenges Facing K-12 Science



Photo: John LeSchofs

PHOTO: Don Kennedy, Editor-in-Chief of *Science* and Stanford President Emeritus, speaks about the challenges facing K-12 science education at the Spring 2007 Cubberley Lecture.

On April 4, Stanford President Emeritus **Donald Kennedy** kicked off the launch of The Stanford Challenge's initiative on Improving K-12 Education with his talk, "Teaching Science: How, What, and Who Decides?" Kennedy delivered his talk to a packed house in Cubberley Auditorium, as part of the School of Education's biannual Cubberley Lecture series.

As editor-in-chief of *Science* and a longtime advocate of improving science education, Kennedy addressed several challenges facing K-12 education in the United States, including increasing efforts by advocates of creationism and intelligent design to challenge the teaching of evolution in public schools, and the failure to attract and retain qualified science teachers.

According to Kennedy, science education has two goals: "to produce a thin layer of outstandingly brilliant innovators who will become leaders in establishing a new frontier" and "to produce a level of scientific literacy in the general population that can help our society apply better judgments to policy issues in which science and technology play crucial roles." The current system, he said, falls short of meeting these objectives.

Kennedy urged the University community to focus on the pressing need to evaluate and improve science education in the United States. "There are good schools at all levels and with various approaches to curriculum design," he said. "Stanford, in cooperation with some of these, and with its extraordinary national reputation, could become a national agent for offering models and ideas for systemic change."

Visit <http://itunes.stanford.edu> to listen to the full podcast of his talk.

Faculty News



BRYAN BROWN



RAY MCDERMOTT

Bryan Brown received the Distinguished Early Career Award from the National Association of Research in Science Teaching in April.

Martin Carnoy was awarded a grant from the Presidential Fund for Innovation in International Studies to investigate the impact of the rapid expansion of higher education on developing countries in March. This fund was established as part of The Stanford Challenge's International Initiative. In May, Carnoy appeared as a featured panelist with Hector Valdes of the Cuban Ministry of Education on a panel discussion examining Cuba's education system at the David Rockefeller Center for Latin American Studies at Harvard University.

Linda Darling-Hammond co-wrote "Preparing School Leaders for a Changing World," a major national study on exemplary educational leadership programs, with associate professors **Debra Meyerson** and **Steve Davis**, and

School Redesign Network Co-Executive Director **Ray Pecheone**, among others. The study was released in April by the Wallace Foundation, and managed by the Stanford Educational Leadership Institute in conjunction with the Finance Project. Darling-Hammond received the Margaret B. Lindsey Award for Distinguished Research in Teacher Education by the American Association of Colleges for Teacher Education in February. The award recognizes an individual whose research over the past decade has made a major impact on the field of teacher education. In November, she received an honorary degree from the Hong Kong Institute of Education.

Elliot Eisner received the Lifetime Achievement Award by the Qualitative Research Special Interest Group of the American Educational Researchers Association (AERA) at AERA's annual meeting in April. Eisner, who is the award's first recipient, was honored for his efforts in

"bringing the arts to educational qualitative research and qualitative research to the arts." He was also awarded a Lifetime Achievement Award from the California Art Education Association for his work in using the arts as a model for educational research.

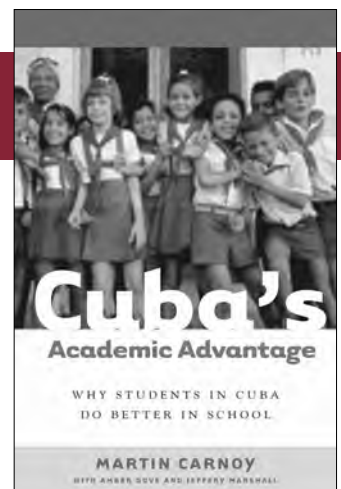
Shelley Goldman and **Ray McDermott** were awarded the Palmer O. Johnson Memorial Award at the American Educational Researchers Association's (AERA) annual meeting in April. They share the award with co-author Hervé Varenne of Teachers College at Columbia University for their scholarly article, "The Cultural Work of Learning Disabilities," which was published in the August-September 2006 issue of *Educational Researcher*. The award represents the highest quality of academic scholarship published in one of the following AERA journals during 2006: *American Educational Research Journal*, *Educational Evaluation and Policy Analysis*, *Educational Researcher*, or

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Martin Carnoy Explores Success of Cuban Schools

In March, Martin Carnoy published *Cuba's Academic Advantage* (Stanford University Press, 2007), with co-authors **Amber K. Gove** (MA '97, PhD '05) and **Jeffrey H. Marshall** (PhD '04). The book explores the surprising success of the educational system in Cuba, where the average elementary school student outperforms her Latin American peers. The authors develop the case for Cuba's support-

ive social context and centralized management of education, calling into question prevailing views about the effectiveness of educational markets, school and teacher autonomy, decentralized decision-making, and government responsibility for children's social and economic welfare. To learn more, visit the Stanford University Press website at <http://www.sup.org>.





MILBREY MCLAUGHLIN



NA'ILAH NASIR

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Journal of Educational and Behavioral Statistics.

Kenji Hakuta was elected as a fellow of the American Association for the Advancement of Science (AAAS) for his distinguished contributions to bilingual education, particularly to the understanding of how bilingualism enhances cognitive development.

Michael Kamil was honored with the Oscar S. Causey Award for Outstanding Contributions to Reading Research from the National Reading Conference in December.

In February, **John Krumboltz** was honored with the Clarion Model Award from the California Counseling Profession for outstanding contributions to the counseling profession.

David Labaree and **Na'ilah Nasir** were honored at the American Educational Research Association's (AERA) annual meeting in April as outstanding reviewers for their contributions to AERA journals this past year.

Milbrey McLaughlin was awarded the Distinguished Contributions to Research in Education Award by the American Educational Research Association in April for her meritorious contributions to educational research. The award is the highest honor that AERA presents each year at its annual conference, and serves to publicize, motivate, encourage,

and suggest models for educational research at its best. Award committee members cited McLaughlin for "her contributions to research on school and instructional reform; the role of community organizations in supporting youth development; and the complexities of teachers' work." McLaughlin joins an esteemed group of past award winners that include pioneering psychologists Jean Piaget and B.F. Skinner, anthropologist John Ogbu, Head Start Co-Founder Urie Bronfenbrenner, and Ralph W. Tyler, first president of the National Academy of Education. Eight Stanford University professors, including School of Education faculty members **Tony Bryk**, **Lee Cronbach**, **Nathaniel Gage**, **Lee Shulman**, and **David Tyack** have also won the award.

Woody Powell was awarded an honorary doctorate from the University of Uppsala, Sweden in January. This past fall, he published a second edition of his volume, *The Non-Profit Sector: A Research Handbook* (Yale University Press). Regarded as "the Bible of non-profit scholarship," this updated sourcebook keeps pace with industry trends and advances in this rapidly changing sector.

Sean F. Reardon received a two-year, \$500,000 grant from the Institute for Educational Sciences at the U.S. Department of Education to study the effects of racial school segregation on the black-white achievement gap over a 10-year period. He also received a \$300,000 grant for three years

from the James Irvine Foundation to investigate the effects of the California high school exit exam on student's schooling trajectories.

Sam Wineburg co-authored the *Holt World History Human Legacy 2008* (Holt, Rinehart, and Winston, 2007), a curriculum-based program that promotes the study of history through the investigation of primary source documents and the study of historical artifacts. He also developed *Reading Like a Historian World History Toolkit* (Holt, Rinehart, and Winston, 2007), a collection of essays and teaching materials that teach students how to be history detectives. In late February, a conference on the work of Sam Wineburg titled "On the Reading of Historical Texts: Challenges and Dilemmas," was held at Belgium's Catholic University of Leuven.

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>



KAREN S. CHRISTENSEN HOLLWEG,
MA '66



ROBERT D. CAREY, PhD '70



ALAN DEYOUNG, MA '70, PhD '75

1940s

Elizabeth Hind Thompson, BA '44, moved from Orinda, CA after 52 years to the Rossmore Retirement Community. Her husband **Quentin M. Thompson, BA '41**, died in 2002.

Robert B. Simpson, BA '46 MA '47, earned an EdD at Teachers College, and subsequently traveled to Afghanistan, where he helped develop schools of education throughout the country.

1960s

Susan Taylor, MA '64, is pleased to announce that The Huntington Library in Huntington, CA has acquired her archives and children's book collection of nearly 2,000 volumes, including several first editions of writers Margaret Wise Brown and Barbara Cooney. This is The Huntington Library's first venture into the field of children's literature. The Tony Johnston Collection will be used as a study center for aspiring writers, students, and professional writers.

Karen S. Christensen Hollweg, MA '66, retired as the Director of the Standing Committee on K-12 Science Education at the National Research Council in 2002. Since then, she has led professional development workshops for state and district-level science educators working on science education reform, most recently as a fellow with the University of Pittsburgh's Institute for Learning. She also has led a number of community-based environmental education initiatives, including a multi-agency Grasslands BioBlitz on public lands near her hometown of Boulder, Colorado. She will be traveling to India this year on a Fulbright Fellowship to document exemplary education

programs in environmental sustainability.

Suzanne Scott Wells, MA '66, taught American government and world studies in the Sequoia Union High School District. 2007 marks her twentieth year as the head counselor at Redwood High School, a state-recognized model continuation high school in Redwood City, CA. Wells thanks STEP and is grateful for the late Professor Emeritus **Henry B. McDaniel** and his thorough counseling program.

1970s

Robert D. Carey, PhD '70, spent 26 years in teaching, supervising, and administration on high school and college levels in Liberia at the College of West Africa and Cuttington University, with conferences in Ghana, Kenya, Liberia, Nigeria, Sierra Leone, and Zaire. He taught Ed.S. courses and served as Executive Vice President at Union College in Kentucky. His award-winning book about the founding of Liberia, *Freedom Ships* (BookSurge Publishing, 2003), is now available on Amazon.com.

George J. Michel, EdD '72, was a professor of educational administration at the State University of New York at Albany, Catholic University, Governors State University, and South Carolina State University for 34 years. He returned to California in 2006 to work on two education projects, one on President George W. Bush's education program and the other on the education programs of four second-term Republican presidents.

Marlaine Lockheed, PhD '72, has completed a new book with colleague Maureen Lewis titled *Gender, Exclusion and Schooling: Case Studies from the Developing World*,

due out this year. She recently co-edited a special issue of the *International Journal for Educational Research* on educational quality and equity in developing and transition counties.

Over the years, **Leonard C. Beckum, PhD '73**, has served as vice president for equity programs for West Labs in San Francisco, dean of the School of Education at City College of New York, vice president and vice provost at Duke University, and director of the Center for Educational Equity at WestEd in San Francisco. He is currently vice president for academic affairs and a professor at the Pacific Graduate School of Psychology in Palo Alto, CA.

Alan DeYoung, MA '70, PhD '75, has been involved in a variety of post-Soviet educational reform projects since 2001. He received a Fulbright Fellowship to the Kyrgyz Republic, served as a principal investigator of a U.S. State Department exchange program between the University of Kentucky and Kyrgyz National University, was awarded a Roberts Fellowship in post-Soviet studies in 2003, and authored several articles on education reform in Central Asia. In 2004, he co-edited and contributed to a book on post-Soviet educational change in Central Asia, and most recently published a book of case studies on rural schools in transition in Krygyzstan. In addition, he continues to research the impact of schools in Appalachia.

Ann Bouie, MA '72, PhD '77, has just published *After-School Success: Academic Enrichment Strategies with Urban Youth* (Teachers College Press, 2007), which details her work with underachieving urban youth and their families at Project

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Interface, a math and science enrichment program in Oakland, CA.

Carl R.V. Brown, PhD '77, recently became dean of the College of Education at California State University, Stanislaus. He formerly was Associate Dean of the College of Education at California Polytechnic State University, San Luis Obispo.

1980s

Wilston C.T. Anderson, MA '81, has been dean for academic affairs at Atlantic College and Theological Seminary in Nassau, Bahamas since 2001. Previously, he served as senior lecturer, vice principal of curriculum and instruction, and vice principal for development at Cyril Potter College of Education in Guyana. From 1989 to 2000, he served as an associate lecturer in education, arts, and adult and continuing education in Trinidad and Tobago.

Jim Mathrusse, MA '81, manages a team who designs and develops knowledge base content and delivers customer, teacher, and support agent training for Microsoft Office Live Meeting. He says he still applies the solid lesson plan formats he learned from STEP in the digital world.

Timothy Tee Boddie, MA '82, was recently elected president of the National Association of College and University Chaplains. He is the first African-American to lead the organization in its 59-year history.

Clifford H. Clarke, PhD '83, is teaching three courses as an affiliate graduate faculty member at the School of Communication at the University of Hawaii. He is currently the principal of Global Integration Strategies LLC, where he is engaged in an e-business for global clients, partners, associates, and licensees. He married Naomi Takashiro on June 3, 2000 in Hawaii.

Robert Frakes, MA '85, co-edited *Religious Identity in Late Antiquity* (Edgar Kent, Inc., 2006) with Elizabeth Digeser of UC Santa

Barbara. It examines different approaches to religious identity during the third through eighth centuries, C.E. He conducted some of the work seen in the book as an Alexander von Humboldt Foundation research fellow at the Leopold Wenger Institute for Ancient Legal History at the University of Munich. He is currently professor of history at Clarion University.

Mary McMahan, PhD '88, worked as the assistant dean for the UC Santa Barbara Graduate Division for ten years. Currently, she is the regional director for the University of California Education Abroad program, serving as the liaison for international programs in Asia and Africa. She welcomes contact with alumni from the Stanford International Development Center (SIDEC) and International Comparative Education programs who work in higher education institutions in these continents.

Rolando Toyos, MA '89, is the medical director and founder of Toyos Clinic. He lectures internationally on surgical techniques, medications, and new technology. He was recently named by *the Memphis Business Journal* as one of Memphis' Top 40 under 40 years old. He credits his success in running a clinic and teaching other doctors to his teaching and classroom management experience as a STEP student. Outside of work, Toyos continues to serve as a youth basketball coach.

1990s

Robert Bayley, PhD '91, became professor of linguistics at University of California at Davis after working for 15 years at the University of Texas at San Antonio. He is teaching and conducting research on sociolinguistic variation and on second language acquisition and development.

Jett Pihakis, PhD '96, recently began a position as associate dean for MBA programs at Georgetown University's McDonough School of Business, where he will oversee admissions, student services, and career management for full-time and part-time MBA programs and

work with faculty on curriculum issues. He previously directed MBA admissions for the Haas School of Business at UC Berkeley.

Christina Hale, MA '97, is director of the GEAR UP Project at California State Polytechnic University, Pomona. It is a \$13 million partnership effort with Hacienda La Puente Unified School District to boost college enrollment among underrepresented student populations.

Richard Mander, PhD '97, is CEO of HumanWare, which makes electronic information access devices for blind, low-vision, and learning disabled people. Previously, he held several jobs in the technology sector, including working at Apple Computer for seven years, starting a software company called AdessoSoft, and leading Zanzara, a product research consultancy in Bellingham, WA, for six years. In 2004, he was awarded the "World Class New Zealander" award for his contributions to New Zealand's economic development. He is currently living in Christchurch, New Zealand, working as the Chief Technology Officer for Navman, a GPS product company. He is married to Amanda Mander, and is raising four children.

Ben Rarick, MA '97, works for the Appropriations Committee of the Washington State House of Representatives, staffing the K-12 education budget. He lives in Olympia, Washington with his wife and three children.

Maisha Fisher, MA '98, published *Writing in Rhythm: Spoken Word Poetry in Urban Classrooms* (Teachers College Press, 2007). Fisher is an assistant professor in education at Emory University.

Wayland Shih, MA '99, has been teaching science at Andrew Hill High School in San Jose, CA since 1999. In addition, he serves as an advisor for the Mathematics Engineering Science Achievement (MESA) Scholars Program at San Jose State University, and directs Alliance Tutoring Program, a faith-based tutoring and mentoring program serving at-risk students in South San Jose.



CLIFFORD H. CLARKE, PhD '83



ROLANDO TOYOS, MA '89



RICHARD MANDER, PhD '97



MAISHA FISHER, MA '98



MATT HALL, MA '00

2000s

In February, **Matt Hall, MA '00**, who directs the Japanese program at Silver Creek High School in San Jose, CA, accepted a commendation from the San Jose City Council on behalf of the program for its continued success in promoting Japanese culture in San Jose. Many of his students recently took the Japanese Language Proficiency Test and scored a pass rate of 64 percent, exceeding the international average of 52 percent. STEPpies have played a major role in building Silver Creek's Japanese program into a college-level course;

Rushton Hurley, MA '94, founded the program and enlisted Hall to lead it seven years ago, and student **Kaori McDaniel** works closely with Hall as a student teacher. In April, Silver Creek competed in Japan Bowl, a national academic competition sponsored by the Japan-America Society in Washington, D.C., and placed in the top 10.

Angelica Barajas, MA '01, is currently living in Amsterdam with her husband and daughter. She plans to reenter the education profession when her daughter begins kindergarten.

Eun-Kyoung Um, MA '01, is president and founder of Statistical Consulting Group, a private company providing businesses, government, and academic researchers consultation in market and survey research, data analysis, data management, survey/test/questionnaire development, decision support, and customer satisfaction studies, among other services. Previously, she earned a doctorate from Columbia University and taught graduate courses in research design and statistics while conducting her own research in applied statistics.

Eduardo Cervantes, MA '03, has returned to his alma mater, Gavilan College in Hollister, CA, to work as director of the Mathematics and Engineering Science Achievement

(MESA) program. He also teaches sociology part-time at Gavilan.

Crystal Maglio, MA '04, teaches government, economics, and U.S. history at San Mateo High School in San Mateo, CA. She also runs the Linkcrew freshman orientation and transition program at the school.

Sarah Weeks, MA '06, became a New Leaders for New Schools resident. In collaboration with the New York City Outward Bound, she has established The Expeditionary Learning School for Community Leaders, a new 6-12 school in Brooklyn, NY committed to helping students achieve academic and personal success to become effective leaders within their community. The school will open to its first class of ninth graders this fall.

Alumni Obituaries

Robert A. Burnham, PhD '72, died on December 15, 2006 from a long battle with heart disease. Born on July 4, 1928 in Rochester, New York, Burnham served four years in the U.S Army during the Korean War. He graduated Phi Beta Kappa from the University of Washington in 1955 with a degree in business administration, and completed his PhD in Administration and Policy Analysis at the School of Education in 1972. His professional career included positions in banking, business operations, as well as key roles in higher education administration at the University of Illinois, Illinois State University, Ohio State University, and New York University, from which he retired as professor emeritus in 1996. Following his retirement, Burnham moved to Vermont with his wife Pat, and enjoyed hiking, gardening, and cross country skiing. He spent ten years advocating for natural resource conservation and community economic development in Vermont's Northeast Kingdom, and served as Interim President of Lyndon State College, where he and his wife established the Drs. Robert and Patricia Burnham Faculty Development Fund. He will be remembered as a wise, dedicated, and caring visionary. Burnham is survived by his wife Pat; daughters, Teya Burnham of Portland, OR and S. Jessica Burnham-Hinton of Dallas, TX; stepchildren Lucinda Shaw of Niceville, FL, Christopher White of Oklahoma City, OK, and Duncan Burnham of Bloomington, IL; niece Karen Pangallo and her husband Rocco of Annapolis, MD; brother-in-law, George Brauman and his son and family of Rochester, NY; as well as five grandchildren.

Berta Vigil Laden, MA '94, PhD '94, died on November 10, 2006 from complications associated with lung cancer. Born in

Albuquerque, NM, Vigil Laden was a graduate of the Administration and Policy Analysis program. After meeting her husband Jim while serving in the Peace Corps in Colombia, she became a schoolteacher in Los Angeles and taught and counseled students in several Bay Area community colleges. After earning her doctorate in 1994 at the School of Education, she held a Postdoctoral Fellowship at Educational Testing Service in Princeton University, a tenure track appointment at Vanderbilt University, and served as a visiting professor at the University of Pavia and the University of Washington. In 2001, he received the Emerging Scholar award from the Council for the Study of Community Colleges. In 2002, she began teaching in the Higher Education program at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), where she was awarded tenure in 2004. Her research focused on the experiences of racial minority students and faculty in higher education and on issues of access and success in community college settings. She was active in Division J, the Postsecondary Education section of the American Educational Research Association, and the Association for the Study of Higher Education. She is survived by her husband Jim and son Gabriel, as well as several siblings, and is missed by many graduate students and faculty colleagues at OISE/UT, Washington, Vanderbilt, and Stanford universities. A memorial fund has been established to provide travel assistance to students wishing to attend conferences and meetings. Checks can be made payable to the University of Toronto and sent to: Lori May, Communications and Special Projects Coordinator, Department of Theory and Policy Studies in Education, OISE/UT, 252 Bloor Street West, Toronto, Ontario, Canada M5S1V6.

Student News



ELISE PARADIS



LORI RHODES



XUEJUN INA SHEN



ERICA STROCHLIC



JASON WEEBY



MATT WILLIAMS

Doctoral students **Warren Liew** (MA '06), **Elise Paradis**, and **Xuejun Ina Shen** collaboratively developed a new course held this spring titled *Gender and Sexuality in Schools (ED 113X)*. Developed under the supervision of Professor **Edward Haertel**, the course situates postmodern critical theories (e.g., queer studies) within educational scholarship, and explores the experiences, rights, and responsibilities of LGBTIQQ (Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, and Questioning) students and educators in K–12 settings.

Lori Rhodes, a fourth year doctoral student in the Social Sciences in Education program, completed a two-year appointment as the Graduate Student Representative for Division F (History and Historiography) of the American Educational Research Association (AERA). Her duties included attending annual AERA meetings and the October Coordinated Committee meeting, participating in the creation of the Division F program, working with other representatives on the Graduate Student Council, and organizing the fireside chat for Division F. Lori has found it both professionally and personally rewarding to work with professors and colleagues in academia, and has gained great insight into the organization. She encourages other School of Education students to seek out opportunities to participate in AERA.

Master's students **Erica Stochlic**, **Jason Weeby**, and **Matt Williams** of the Policy, Organization, and Leadership Studies program joined the design team for the Bayview Essential High School for Music, Art, and Social Justice in San Francisco, CA. They have been meeting with community members, the Coalition of Essential Schools (CES), and Stanford professors to develop the school's diagnostic testing and accelerated learning plans and to assist on curricular development. The school is slated to open this fall with the support of CES. More information about Bayview Essential High School can be found at <http://bayviewessentialschool.blogspot.com>.

Staff News



LINDA JEAN CARSTENS



REBECCA LONDON

Linda Jean Carstens was appointed as the Network Director of the recently formed Leadership for Equity and Accountability in Districts and Schools (LEADS) Network, which cultivates long-term partnerships of school district leaders; their intermediary, university and community partners; and Stanford business and education faculty. Carstens has 30 years of district-level administrator experience in California. A former senior research associate at WestEd, she worked with several California districts in the areas of systemic reform and second language, and helped provide the state's Title III technical assistance obligation to districts. Carstens also serves

as a peer reviewer for state assessment and accountability systems for the U.S. Department of Education.

Rebecca London joined the John W. Gardner Center for Youth and Their Communities as the new Director of Research and Evaluation. In this role, London oversees the Gardner Center's research projects, working closely with graduate students and staff on studies of Gardner Center programs and other projects that inform the fields of youth development and community youth development. Her research focuses on the policies and programs intended to serve low-income or disadvantaged

Staff News—continued



DUARTE SILVA

families and youth, including such topics as the digital divide for youth, the effects of welfare reform on participating families and youth, college attendance among low-income mothers, children's living arrangements, and health insurance for low-wage workers. Previously, she served as an associate research professor and lecturer at the Center for Justice, Tolerance, and Community at UC Santa Cruz and as principal analyst at Berkeley Policy Associates. London holds a PhD in Human Development and Social Policy and an MA in Economics from Northwestern University, and a BA in Economics from the University of Michigan.

In January, **Duarte Silva**, executive director of the California Foreign Language Project, was appointed by California State Superintendent of Public Instruction Jack O'Connell to serve as a member of the Professional Development English Learner Advisory Committee, which was established by Senate Bill 472. The committee is responsible for establishing guidelines for the implementation of professional development programs for teachers of English learners in California.

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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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