



Stanford Educator

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Teaching for the World Education Faculty Share Their Expertise Across Borders

By Marguerite Rigoglioso

Around the world, economic globalization is pushing education issues to the forefront. The need to tackle concerns so familiar to U.S. educators—including literacy, multiculturalism, student learning and assessment, and teacher training—has become all the more acute in developing countries that face pressures to build a globally competitive workforce but lack the expertise to do so. As longtime Education Professor **Francisco Ramirez** says, “Globalization has made it much harder for any country to imagine that it could be completely self-contained.”

Given Stanford’s own thrust toward addressing international issues in recent years, Ramirez observes that the School of Education’s International Comparative Education program has moved from being a “dessert” on the academic menu to one of the main courses. Not only are more School of Education faculty examining educational challenges in an international context, but a growing number of countries—from Malaysia to South Africa to Bhutan—are calling upon faculty members to provide counsel in such areas as higher education management, teacher professional development, and economic development.

The Educator spoke with four School of Education faculty members who are investigating issues facing village elementary schools, urban high schools, and major universities around the globe. Assistant professors **Jennifer Adams** and **Christine Min Wotipika**, comparativists by training, began their primary research interests outside the United States, while Associate Professor **Prudence Carter**, a sociologist, and Professor **Arnetha Ball**, a teacher education expert



<http://ed.stanford.edu>

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School of Education Welcomes New Faculty Members

By Amy Yuen

This academic year, Stanford University School of Education brought seven new faculty members on board, the largest group of professors to join the School at one time. Four professors, profiled here, joined the School last fall. Three more, **Paulo Blikstein**, **Jonathan Osborne**, and **Mitchell Stevens**, joined this January and will be profiled in the next issue.

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School of Education Faculty Votes for 'Open Access' to Scholarly Articles

By Amy Yuen

In a move designed to broaden public access to faculty research and scholarship, the School of Education faculty unanimously voted last June to make their scholarly articles available online for free, making the School of Education the first education school in the nation to enact a mandatory open access policy.

"Educational researchers have a responsibility to ensure that their findings are accessible to anyone who can use the new knowledge developed to improve student learning," said Dean Deborah Stipek. "This policy is more than a symbolic stand. It will have the tangible effect of making the most recent findings related to effective education available to the people who can use them most—policy makers, administrators, and teachers."

Under the new policy, the School of Education has begun to make peer-reviewed articles authored by its faculty members freely available to the public through the SUSE Open Archive, its new online database launched in October. The contents of the archive are searchable and available to such search engines as Google Scholar. The policy requires authors to give Stanford University a world-wide, nonexclusive license to exercise the copyright in the final, peer-reviewed draft versions of their articles as long as the articles are properly attributed to the authors and are not sold for a profit. Faculty members may request a waiver of the policy for particular articles where this is preferable.

"In passing this motion, the faculty saw that providing the widest possible access to knowledge of this sort was entirely in accord with the very work of a school of education," said John Willinsky,



Professor John Willinsky sits by the academic journal collection at the Cubberley Library. Willinsky is a member of the faculty committee who presented the open access proposal to School of Education faculty.

the Khosla Family Professor of Education and a member of the faculty committee who presented the open access proposal. "Open access to this body of work, which often appears in the very best journals in the field, will add to the educational and deliberative quality of democratic life."

The Stanford School of Education faculty vote to adopt the open access policy comes at a time of increasing concern that trends in the scholarly publishing system, including the dramatic increases in the costs of journals, are not ensuring maximum public access to current research.

In February 2008, the Harvard University Faculty of Arts and Sciences voted to create "open access" copies of all of their published work. The Harvard Law School faculty followed suit in May with a similar initiative. In addition, the National Institutes of Health are now requiring all researchers who receive funding to make a version of their publications freely available.

School of Education faculty, as well as staff and students, are gradually populating the new online archive with working papers and published articles. While the archive is still in its early stages, visitors can access articles covering topics that include youth research and technology, bilingualism, continuation schools, and teacher education. To explore the SUSE Open Archive and learn more about the School of Education's open access policy, visit <http://openarchive.stanford.edu/>. SE

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New Faculty Members

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Assistant Professor **Nicole Ardoin**, a new addition to the Curriculum and Teacher Education (CTE) program faculty, holds a joint appointment with the School of Education and the Woods Institute for the Environment. Her research focuses on motivations for environmental behavior, with a recent emphasis on the links among sense of place, geographic scale, and environmental behavior. She also evaluates environmental education programs and conducts visitor research in such settings as natural history museums, zoos, aquariums, parks, and environmental education centers, and with audiences of all ages. Ardoin holds a BBA in International Business and French from James Madison University, and an MS in Natural Resource Management (Environmental Education and Interpretation) from the University of Wisconsin. She completed her PhD in social ecology at the Yale School of Forestry and Environmental Studies last fall.

Assistant Professor **Maren Aukerman** joins the CTE program from the University of Pennsylvania Graduate School of Education. Her research focuses on the relationship between classroom discourse and reading comprehension, with emphasis on how children talk about literature and math and science texts. She examines the pedagogical possibilities engendered by classrooms that allow ample opportunity for children to explore their own and each other's textual interpretation. In much of her work, Aukerman has sought to better understand alternative methods that teachers use in evaluating

situations where a student's ideas might be perceived as incorrect or off-track. She has investigated how children become differently accountable to each other and to the text when the teacher deliberately steps away from a position of primary textual authority, and she has explored what those findings might mean to teachers in professional development settings. Aukerman holds a BA in Religion from Williams College, and an MA and PhD in Education from the University of California at Berkeley.

Eric Bettinger, a new Social Sciences, Policy, and Educational



Assistant Professors Nicole Ardoin, Maren Aukerman, and Leah Gordon (L to R) joined the School of Education faculty last fall. Not pictured: Eric Bettinger.

Practice (SSPEP) associate professor, comes to the School of Education from the Weatherhead School of Management at Case Western University, where he was an associate professor of economics. His research focuses on the ways in which organizational structure and policy influence educational achievement of students of different races, genders and income levels. Bettinger has assessed the effects of charter schools on public schools within the same community and the effects of vouchers on student outcomes in Colombia. His current work aims to bring an understanding of the effects of class size, teacher qualifica-

tions and spending on student outcomes in higher education. He received a BA in economics from Brigham Young University and a PhD in economics from the Massachusetts Institute of Technology. In 2007, he won the undergraduate teaching award from the Weatherhead School of Management.

Leah Gordon, a new assistant professor in the Social Sciences, Policy, and Educational Practice (SSPEP) program, is an intellectual and cultural historian whose scholarship integrates the history of American education, the history of

American social thought, and African American history. Her research interests include the social science of race relations, school desegregation, and shifting conceptions of racial justice and equality in the twentieth century United States. She examines the politics of knowledge production, the relationship between expert and popular

social theory, and the American tendency to "educationalize" social problems. Gordon received dissertation fellowships from the Spencer Foundation, the University of Pennsylvania's School of Arts and Sciences, the University of Pennsylvania Center for Africana Studies, and the Woodrow Wilson Foundation for her dissertation, "The Question of Prejudice: Social Science, Education, and the Struggle to Define the Race Problem in Mid-Century America, 1935-1965." She recently completed a joint doctorate in the Department of History and the Graduate School of Education at the University of Pennsylvania. **SE**

IN MEMORIAM

Nathaniel Gage, 'Giant Among Educational Researchers,' Dies at 91

This story is adapted from an article by Kathleen J. Sullivan that originally appeared in the August 22, 2008 issue of the *Stanford Report*.

Nathaniel "Nate" Lees Gage, the Margaret Jacks Professor of Education, Emeritus, who has been called the "father of modern research on teaching," died August 17 at Stanford Hospital from complications after a fall. He was 91.

Colleagues said Gage was motivated by the belief that teachers should be respected and should be effective, and that science could help them achieve both objectives.

He outlined his view in two books, *The Scientific Basis of the Art of Teaching* (Teachers College Press, 1978) and *Hard Gains in the Soft Sciences* (Phi Delta Kappa, 1985). He also served as the founding editor of *Teaching and Teacher Education: An International Journal of Research and Studies*.

"Teaching is properly done by hunch, by intuition, by experience, by ideology; what it also needs is a basis in scientific research," he explained in a 1987 interview with the *Stanford News Service*.

Arizona State University Professor and longtime colleague David Berliner (PhD '68) wrote about Gage in an essay in *Educational Psychology: A Century of Contributions*. In it, he wrote, "Gage's empirical work and his theoretical defense of scientific research on teaching have been tenacious and are, in no small part, the basis of our contemporary faith that there is a role for traditional science in educational research, in particular, and the social sciences, in general. It is Professor Gage's achievements as an empirical scientist and as a defender of the role of science in education that brings him the respect of the community of educational psychologists."

Born in Union City, N.J., in 1917, Gage was the second child of Polish immigrants



Nathaniel "Nate" Lees Gage

who met and married in the United States. He earned a BA and PhD in psychology at the University of Minnesota and Purdue University, respectively. Gage began his academic career at Purdue, where he taught for a year as an assistant professor. In 1948, he accepted a job at the University of Illinois at Urbana-Champaign, where he taught for 14 years as a professor of education and of psychology.

In 1962, Gage joined the Stanford School of Education faculty, with a courtesy appointment in the university's Psychology Department. By then, he was close to completing a book project he had begun several years earlier, the *Handbook of Research on Teaching* (Rand McNally, 1965), a 1,200-page tome he edited and that Berliner described as an "intellectual milestone" in the field of educational research.

"It structured the field of research on teaching, directed attention to important topics, influenced the research agenda for a

decade and affected government funding for the next 20 years," Berliner said of the book, which was published in 1963 and is now in its fourth edition.

In 1965, Gage co-founded the Stanford Center for the Research and Development in Teaching with \$4 million in funding from the federal government. He held various posts at the center, which was later renamed the Center for Educational Research at Stanford, including co-director, chair of the executive board, and program director of the Program on Teaching Effectiveness.

In the mid-1970s, Gage received a Guggenheim Fellowship and served as a visiting scholar at the National Institute of Education. In 1979, he was elected to the National Academy of Education. He received the prestigious E. L. Thorndike Award for Career Achievement in Educational Psychology from the American Psychological Association in 1986. When Gage was in his early 80s, he flew to Europe to accept an honorary doctorate from the Université de Liège in Belgium.

Even in retirement, Gage devoted attention to his life's work. He had recently finished writing the book, *A Conception of Education* (Springer Publishers, 2009), which has just been published.

Gage, whose wife Margaret Burrows died in 2006, is survived by his daughters Sarah and Annie Gage of Seattle, WA and Elizabeth Gage of Hollister, CA; son Tom Gage of Sunnyvale, CA; and three grandchildren. A memorial service for family, friends and colleagues was held at the Cubberley Library at Stanford University on November 2. The family requests that commemorative gifts be made to the Stanford University School of Education. **SE**

Vicki Oldberg Retires as Senior Associate Dean of Finance and Administration

By Holly Materman

The School of Education extends its heartfelt congratulations and gratitude to Vicki Oldberg, Senior Associate Dean of Finance and Administration, who is retiring after 15 years of service to the School.

Oldberg has had an extensive career in the education field, starting as a middle school English teacher at Crystal Springs Uplands School in Hillsborough. She served later as a junior high math teacher in the Newark public schools and as an instructor of adult education classes that included teaching communication skills for parents, skills she believes later proved invaluable as Associate Dean. Shortly after coming to Stanford in 1986 to work at the Stanford Institute for Economic Policy Research, she completed her MBA at Santa Clara University, all the while wondering how she might blend her passion for education and her skills as a financial administrator. In 1993, she joined the School of

Education as Associate Dean of Finance and Administration.

Oldberg has made an immeasurable impact on the School of Education. Her numerous accomplishments include expertly sheltering the School from numerous budget crises throughout the years, working closely with three deans and three university presidents, brightening the interior and exterior spaces of our three buildings, serving as an advocate of the School across the university, and steadfastly championing the needs of School faculty and staff. Described by many as “honest as the day is long,” Oldberg is recognized as the Dean’s right arm and the voice of the staff.

“Vicki is brilliant and totally committed to the School” says Professor Richard Shavelson, who served as



Vicki Oldberg

Dean from 1993-2000. “She was the steady force—the keel of the ship underlying the Dean at the helm.”

Dean Deborah Stipek agrees. “It is hard to imagine life at the School of Education without Vicki,” she says. “She has played a central role in every

function of the School. The School of Education has benefited from her talent and her steadfast loyalty. Vicki has been a good friend and will be missed greatly.”

“Rather than being remembered for my financial contributions, I hope I’ll be remembered for contributing to the environment of SUSE,” says Oldberg. Upon retirement, she plans to spend more time with her four grandchildren and enjoy walks on the beach. SE

Friends, Family Celebrate Inauguration of the Amir Lopatin Fellowship

By Holly Materman

Friends and family of the late Amir Lopatin, a doctoral student in the Learning, Design and Technology program who died in 2004, gathered at Wallenberg Hall on September 23 to celebrate the inauguration of the Amir Lopatin Fellowship.

Establishment of the fellowship has been a longtime dream of the Lopatin family, who created a fund in Amir’s memory following his

Amir Lopatin’s sister Shoshana Lopatin Wainer, mother Sara Lopatin, and brother Uri Lopatin (L to R) at the inauguration of the Amir Lopatin Fellowship in September.



death in a tragic car accident near Las Vegas at the age of 28. Amir was a first-year student who had a passion for making education more exciting and accessible through technology. Thanks to the generosity of 300 family members and friends of the Lopatins, this new endowment will support School of Education doctoral students involved in community-level fieldwork that uses technology and

project-based learning to make education more engaging to primary and middle school students.

The school is deeply grateful to the Lopatin family for honoring Amir in this way and looks forward to making the first awards this spring. To donate to the Amir Lopatin Fellowship, please contact Lisa Rying at lisa.rying@stanford.edu. SE



Arnetha Ball

Maren Aukerman received a National Academy of Education/Spencer Postdoctoral Fellowship to examine how children in bilingual classroom settings make use of classroom dialogue and textual resources to formulate their understanding of first- and second-language read-aloud picture books.



Hilda Borko

Arnetha Ball was awarded a Spencer Foundation Residential Fellowship. The fellowship supports the work of partners of the Spencer Foundation in academia, policy, and practice.

Brigid Barron and **Linda Darling-Hammond** published *Powerful Learning: What We Know About Teaching for Understanding* (Jossey-Bass, 2008), with P. David Pearson, Alan H. Schoenfeld, Elizabeth K. Stage, Timothy D. Zimmerman, Gina N. Cervetti, and Jennifer L. Tison. The book explores effective classroom practices and innovative teaching strategies that generate meaningful K-12 student understanding.



Pam Grossman

Hilda Borko received a two-year, \$493,000 grant by the W.T. Grant Foundation and the Spencer Foundation for her study, "Measuring Quality Assessment in Science Classrooms through Artifacts and Self-Report," with co-principal investigators Jose Felipe Martinez of UCLA and Brian Stecher of the RAND Corporation.



John Krumboltz

Bryan Brown, with doctoral candidate **Kihyun Ryoo** (MA '04), won the 2009 Journal of Research in Science Teaching Award from the National Association for Research in Science Teaching (NARST) for the article, "Teaching Science as a Language: A 'Content-First' Approach to Science Teaching," published in the *Journal of Research in Science Teaching*. They will receive the award at the NARST Annual International Conference in April.



Ira Lit

Professor Emeritus **Robert Calfee** received the 2008 Lifetime Distinguished Researcher Award from the National Conference on Research on Language and Literacy. He will present an address to the association in Phoenix this spring. Calfee is currently collaborating with Tom Stahovich from UC Riverside's Graduate School of Engineering on the use of pen-based computers to enhance instruction in basic courses for freshman engineering students, of whom approximately 40% tend to drop out.

Eamonn Callan was reappointed as the Associate Dean for Student Affairs at the School of Education. His reappointment allows **David Labaree** to begin his sabbatical after serving in this role for three years. Callan formerly served as Associate Dean from 2001 to 2005.

Linda Darling-Hammond received the Asa G. Hilliard Award for Outstanding Achievement in Racial Justice and Education Equity at the first annual National Summit for Courageous Conversation held in New Orleans in October. The award recognizes Darling-Hammond for her equity achievements that have immensely impacted the development of underserved students of color. In December, she was honored with the Educational Research Award from the Council of Scientific Society Presidents for outstanding achievement in education research that has measurably improved children's learning and understanding.

Pam Grossman received the 2009 Outstanding *Journal of Teacher Education* Article Award from the American Association of Colleges for Teacher Education for her article, "Responding to Our Critics: From Crisis to Opportunity in Research on Teacher Education," which was published in the January/February 2008 issue of the *Journal of Teacher Education*. The article is based on her vice-presidential address to Division K (Teaching and Teacher Education) of the American Educational Research Association.

John Krumboltz gave the keynote address at the International Career Development Conference in Los Angeles last November.

Ira Lit published *The Bus Kids* (Yale University Press, 2009), a detailed examination of the experiences of a group of kindergarten students in California participating in a voluntary school desegregation program. The book explores the daily lives of a group of minority children bussed from their poor-performing home school district to an affluent neighboring district with high-performing schools.

Susanna Loeb was promoted to full professor of education. She and **Pam Grossman** were awarded a two-year, \$236,000 grant by the W.T. Grant Foundation and the Spencer Foundation for their study, "Making a Difference: Examining Classroom Practices in Middle School English Language Arts."

Darling-Hammond Leads Obama's Education Policy Review

By Amy Yuen

Last fall, President Barack Obama named **Linda Darling-Hammond**, the Charles E. Ducommun Professor of Education, to lead his transition team's review of education policy.

Darling-Hammond, who served as an advisor to Obama during his presidential campaign, played a lead role in shaping the President's ambitious education plans, particularly his call to recruit and retain high quality teachers to boost the educational outcomes of the nation's students, who are lagging behind their international peers. Teacher recruitment and retention proposals include: providing \$1 billion in Teacher Service Scholarships to attract highly qualified candidates to enter high-need districts and to specialize in subject areas such as math and science; preparing teachers to work in high-need schools through Teacher Residency Programs; creating opportunities for beginning teachers to be mentored by accomplished teachers, who are supported to take on new responsibilities and offer their expertise in high-need schools through a \$3 billion Career Ladder Initiative; and experimenting with new methods of rewarding effective teachers with greater support, pay, and professional accountability.

If Obama's teaching proposals are implemented well, "we should be able to ensure that every child in this country has a teacher who is really well prepared, and well supported to do a good job in the classroom, to stay in the classroom, and then to share his or her expertise with the next generation of teachers coming up," said Darling-Hammond in an interview with *The California Report*.

In addition to focusing on teacher recruitment, retention, and learning, Obama's administration seeks to reform the No Child Left Behind Act by improving student learning assessment models that can evaluate higher-order skills, including students' abilities to problem-solve, think critically, and conduct research. Other proposals include: providing \$10 billion a year to support preschool programs for all children; establishing a challenge grant program for states and districts to support strong school principals; recruiting high-quality math and science teachers and enhancing science instruction and student assessments; and reducing the high school dropout rate by

redesigning schools to better support students, providing early warning and integrated services, and improving high school curriculum as well as higher education opportunities.

Darling-Hammond has three decades of experience working to improve the quality of teaching in public schools. Her research and policy work have focused on issues of school

reform, teaching quality, and educational equity at the federal, state, and local levels. At Stanford, she has founded and oversees the School Redesign Network, which works across the nation to transform schools to teach 21st century skills and to support school success through innovations in school organization, curriculum, and assessment.



Professor Linda Darling-Hammond has played a lead role in developing Barack Obama's ambitious plans for improving U.S. schools.

She has also founded and co-directs the Stanford Center for Opportunity Policy in Education, which conducts research and policy analysis on issues affecting educational equity and opportunity. Darling-Hammond previously served as faculty sponsor for the Stanford Teacher Education Program, as well as the Stanford New Schools-run East Palo Alto Academy: High School. **SE**

Professor Emerita **Nel Noddings'** most recent book, *When School Reform Goes Wrong* (Teachers College Press, 2007) invites readers to think critically about the ideas underlying the No Child Left Behind Act, the reform movement that shaped it, and the processes it has put into play. Noddings is currently working on a new book tentatively titled *Care Ethics: From Maternal Instinct to Morality*, and is enjoying her retirement on the Jersey Shore.

Denise Pope and **Ann Porteus** were promoted to senior lecturers.

Woody Powell was selected as a 2008-2009 Fellow at the Center for the Advanced Study in the Behavioral Sciences.

John Willinsky received an honorary doctor of law degree in June from York University for his contribution as a critical education scholar, as well as for his public engagement in educational and social issues, original scholarship, and passion for the intellectual life.

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Teaching for the World

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(see sidebar on page 11), first studied multiculturalism and racial integration in the U.S. school system before proceeding to South Africa. Their research demonstrates the breadth and quality of the School's efforts to address some of the most challenging educational issues facing the world today.

Exploring Cultural Dynamics in Post-Apartheid South Africa

In 2004, Associate Professor Prudence Carter met with Principal Caryn Billups* at a high school twenty miles outside of Johannesburg. Carter, who was conducting a field study of the cultural responses to desegregation in four urban high schools in Cape Town and the East Rand, asked Billups about her school's policies. Billups responded by clearly laying out the student grooming rules. "We don't allow dyed and colored hair, dreadlocks, braiding, and all of those things," she said. "Those are regarded as fancy hairstyles."

Such "fancy" hairstyles, she explained to Carter, who sat in Billups' office wearing her own braided arrangement, are simply not "normal, neat, and respectable." Wearing hair in braids and twists as a reflection of one's African heritage, Billups said, is immaterial.

For Carter, a scholar who examines the prevalent cultural reasons that are used to explain mobility differences among racial and ethnic groups, this mandate for black students to conform to white cultural standards is just one of the many ways in which many South African schools perpetuate "ethno-racial hierarchy"—which fuels social inequality.

While formerly "white-only" state schools may have opened their doors to black, Indian, and mixed-race students in the wake of apartheid's demise in 1994, Carter found that South Africa's educational system has

* A pseudonym.



Associate Professor Prudence Carter with students at a township school in the Gauteng province of South Africa in August.

so far failed to promote policies and attitudes that would allow for true integration. She seeks to raise awareness about how the country needs to change its rules and practices in such schools in order to develop an educated citizenry that can move the country successfully into the future.

"If school leaders can resist negating ethnic practices that don't conform to 'white' tastes, and that have nothing to do with academic achievement, then schools will play an effective role in helping South Africa to achieve one of its major aims—the development of a non-racialist, rainbow nation," says Carter.

Using surveys, interviews, and on-site observations of student and teacher interactions, Carter teased out various social dynamics that either reinforce racially aligned boundaries, or push black and multiracial students to acculturate in ways that may cause them to compromise their ethnic identity. "Black and mixed-race students constitute the numerical majority, yet remain the social and cultural 'minority' in these schools," she notes.

One phenomenon she observed was that ethnic and racial groups tended to stick to themselves outside the classroom. "Students attributed this to 'taste' and not racism, but they were nevertheless acquiescing to racial boundaries," Carter observes. Perhaps more important, their behavior mirrored—and, she believes, mimicked—that of their teachers, who split up into the same ethnic and racial groups in their private interactions. "The teachers, 90 percent of whom are white, are themselves children of apartheid and are really struggling with these issues," she says. Not surprisingly, the divide persists even in the parent-teacher association, where very few parents of color participate. The issue is unrelated to economic status, Carter emphasizes, because both white and African students who attend South Africa's desegregated schools are middle class.

Carter has found that old-regime attitudes on the part of decision makers have resulted in a conspicuous lack of programmatic activities designed to help students reach across barriers, including efforts such

as in-class exercises to promote cross-cultural teamwork, open discussions about ethnic differences and similarities, or talk groups dedicated to openly addressing social inequality. Moreover, such embedded attitudes have led to the institutionalization of “unofficial” disciplinary codes that treat black students more harshly than whites. They have also resulted in school policies that exclude the use of native languages in the more economically advantaged schools—thereby forcing blacks and other ethnic groups to assimilate.

ambitious study in a book that compares the experiences of both minority and white youth in eight “good” schools in the United States and South Africa.

“An analysis of students’ experiences in these two highly racialized nations will contribute to our *universal* understanding about not only how inequality operates in the educational system but also what best practices help to dissolve boundaries and promote healthier learning environments,” says Carter.

without adult supervision or heat,” notes Assistant Professor Jennifer Adams, an expert in children’s schooling and social welfare in China. Because many of them are not fed well, they have trouble focusing in the classroom. “It’s also heartbreaking to see kids lying around after school because they have no energy to play,” she says.

To help Chinese policy makers get to the root of the problem and develop workable solutions, Adams created the Rural Education Action Project (REAP) in collaboration with Scott Rozelle, the Helen F. Farnsworth Senior Fellow at the Freeman Spogli Institute for International Studies, as well as researchers from various Chinese universities and institutes. This long-term research effort is providing not only metrics, but also immediate and tangible improvements in the lives of children and educators in Chinese villages in Shaanxi, a northwestern province.

In the critical area of early education, for example, REAP has paid full tuition for 200 four-year-olds to attend preschool this year, and in August worked with Plan International

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Assistant Professor Jennifer Adams enjoys a laugh with a student at a rural boarding school in the Shaanxi province of China.



“Globalization has made it much harder for any country to imagine that it could be completely self-contained.”

– Francisco Ramirez

Students of color are not the only ones who suffer from such lack of diversity. “Many of the best public schools do not offer either Xhosa or Zulu, the two most widely spoken tongues of South Africa’s power elite in government and business,” Carter observes. “White students in my study recognized that it would be beneficial to learn to speak these languages to remain competitive in various sectors of the growing South African economy.”

Carter is currently analyzing data that similarly explores the experiences of students in four multiracial and predominantly black schools in the United States. Her goal is to understand how school practices and codes either help or hinder students’ abilities to be culturally flexible. “After all,” she says, “if schooling supports how students can lead multifaceted lives and acquire the cultural currency to participate in various cultural environments in our global community, then we might have to worry less about how and why American students of color resist ‘acting white’ and the negative implications of this to their academic outcomes.” She plans to combine both parts of this

Sowing Seeds of Hope in Rural China

On the other side of the globe, children are similarly feeling the effects of a nation’s growing pains. Determined to raise its economic profile, China has made the reform of its entire educational system a top priority over the past decade. But despite the country’s dramatic achievements over the past two decades—near universal primary education, sharp increases in middle school enrollments, a narrowed gender gap, and new opportunities in higher education—many children and families, particularly in rural areas, are continuing to fall through considerable cracks.

Parents, for example, may amass crippling debt just to send one child to secondary school and university. Often they migrate to find work—and must leave their children in the village with grandparents who struggle to manage the farm and child-care alone. Children are frequently sent to centralized boarding schools that lack proper facilities and staffing to house them. “Young children, eight-, nine- and ten-year-olds, are sleeping many to a bed in extremely cramped rooms that are often

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to provide teacher training in ten townships. This June, the REAP team will assess the skill levels of students who were able to attend preschools gratis or who were instructed by REAP-trained teachers, and will contrast them with the skills of children in a control group who received no such benefits. “We expect this will give decision makers data on how subsidizing preschool tuition and funding teacher training can help with what has been a major problem in rural China—preparing children adequately for elementary school,” she says.

Last August, the REAP team also trained dorm mothers in six regional elementary boarding schools, instructing them in childhood development and psychology, hygiene, nutrition, and health. In June, Adams will return to study whether children are focusing better, behaving better, and getting higher grades, and whether some of the problematic conditions in the dorms have improved.

shape successful policies to improve K-12 education for China’s rural poor. “We hope that all of these programs will have an impact so they can be scaled up,” she says.

Women’s Studies as a Global Innovation

In contrast to the country-specific projects of Adams and Carter, Assistant Professor **Christine Min Wotipka’s** research spans numerous borders and takes a broader, more theoretical perspective. Her passion is the politically driven realm of women’s studies, and how this field, pioneered in the United States, has influenced the international educational arena.

Wotipka’s work shows that women’s studies curricula in universities have slowly but surely sprouted throughout the world since San Diego State University established the first such program in 1970. She treats this development as a manifestation of what



Assistant Professor Christine Min Wotipka recently completed a cross-national study of the emergence of women’s studies in higher education with Professor Francisco Ramirez.

the women’s studies roster being the Republic of Georgia in 2005.

Most important, Wotipka elucidates two major factors that have led to the adoption of such curricula internationally. One is diffusion—or the general phenomenon of the spread of ideas across borders. In her study, she found that the initial creation of women’s studies courses or programs tended to occur in years following a flurry of such activity in other countries. “In other words, countries are influenced by what other countries are doing,” she says.

A second factor is the occurrence of international women’s conferences and women-related development activities. The commencement of women’s studies curricula was often correlated with the two-year window just before and after such events, as can be seen, for example, in several African countries. “It may be that such academic programming is established beforehand to help universities prepare for and shine at such events, or afterward as a result of the learning that has taken place there,” Wotipka explains.

Over time, these dynamics have superseded factors that were more important early on, such as a country’s political or economic status. “It’s not just liberal democracies or wealthy nations that are adopting women’s studies curricula now,” she observes. In short, the operative factor has become “awareness”—nothing short of a spreading worldwide consciousness about women’s rights.

“Our work shows how important it is for women to become linked to the global

continued on page 14

“It’s not just liberal democracies or wealthy nations that are adopting women’s studies curricula now,”

– Christine Min Wotipka

Adams and her colleagues are currently developing an effort to improve nutrition in the boarding schools in more comprehensive ways, from providing vitamin supplements, school lunches and dinners, or non-meat sources of protein where refrigeration is lacking, to offering nutrition education for parents and teachers. Also on the horizon are plans to provide university scholarships to poor high school students, and to assess how such funds positively affect student achievement and family livelihood.

Adams, who began her career teaching primary school in greater China for five years, has high hopes for REAP’s role in helping

she calls “the globalization of a logic of inclusiveness” inspired by the social justice movements of the 1960s.

In a recent study, co-authored with Professor **Francisco Ramirez**, Wotipka briefly surveyed the rise of women’s studies courses, programs, or degrees abroad. She found that various Asian countries, such as India, Japan, and Korea were early entrants in the 1970s, with China following suit in the 1980s. Led by Nigeria and South Africa, women’s studies in Africa developed in the late 1980s and early 1990s. Eastern European countries had to wait until after the fall of the Iron Curtain, with the most recent addition to

In South Africa, Developing Multicultural Classroom Teachers as Agents for Change

By Marguerite Rigoglioso

Shortly after Nelson Mandela was elected South Africa's president in 1994, Professor **Arnetha Ball** went to South Africa with a mission: to learn more about the conditions under which poor students of color were expected to learn. Her contribution was to help prepare teachers who were committed to becoming excellent instructors of marginalized students and advocates for social justice. "I wanted to help cultivate what I call 'Carriers of the Torch,'" says Ball.

In 2006, Ball published the results of her monumental ten-year project in *Multicultural Strategies for Education and Social Change* (Teachers College Press), which highlights the stories of eight teachers—both in South Africa and the United States—who took a course she designed to help them work with students from culturally and linguistically diverse backgrounds. In it, she discusses the many ways in which these teachers consequently succeeded in bringing out the very best in their students, turning them into effective writers, critical thinkers, problem-solvers, and agents for social change.

One teacher Ball traces is Nomha, who served students of different ethnic groups in an under-resourced black township high school. This shy young woman had grown up in classrooms in which rote learning in English was the norm, "even," she says, "if we were saying things we did not understand."

Nomha avidly read the theorists Ball had selected for the professional development course—scholars such as Henry Giroux, Lisa Delpit, and bell hooks—and thoughtfully completed the writing assignments designed to stimulate her own thinking. Then she launched into the "action research" component of the course, developing a research question and investigating it in her own classroom.

Nomha sought to draw on her students' own backgrounds and languages as a means of reinforcing her lessons in English

and other basic subjects. She decided to have students write essays, poetry, and scripts about issues in their home communities, sometimes incorporating their own languages into the works. Students were required to research these issues—AIDS, childhood pregnancy, and a host of others—by interviewing local people and conducting basic research. In addition to performing their work for school audiences, students were tasked with writing up solutions to the problems.

In her analysis of Nomha's classroom experiences over the course of the project, Ball observed a significant transformation taking place. "Nomha became 'generative'—meaning she took the pedagogical concepts offered in my course and adapted her own curriculum accordingly," says Ball. Instead of dictating what topics students had to cover, for example, the South African teacher modified her approach to have students generate their own ideas. Essays revealed that students also became "generative" in their thinking about such issues as how to improve race relations, or how the government could better address social problems.

Nomha and her students also became social advocates, fulfilling the vision Ball had laid out at the beginning of her study. "Student after student has told me of their detailed plans to go into political leadership, gain further schooling, or become entrepreneurs," Ball says. Nomha intends to continue the legacy by opening her own school in the township in which she grew up, where fresh pedagogical approaches that incorporate student diversity are sorely needed.

Meanwhile, Ball continues to offer teacher trainings in multiculturalism in the United States and South Africa. "My hope is that teacher education programs across national boundaries will make cultural and linguistic diversity the central focus of their teaching," she says. "This issue is critical if we are to truly improve student learning and achievement." **SE**

Faculty News continued from page 7

Sam Wineburg was awarded a grant in February from the Library of Congress to support "Teaching with Primary Sources" activities to deepen history teachers' content understanding and build critical thinking and analysis skills. The grant signifies Stanford's inclusion as the California representative of the Library of Congress' Teaching with Primary Sources Educational Consortium. Last October, *Historical*

Thinking Matters, a website co-launched by Wineburg, won the 2008 James Harvey Robinson prize from the American Historical Association for its outstanding contribution to the teaching and learning of history in any field for public or educational purposes.



Sam Wineburg

What does it mean to prepare students as global citizens? What are the implications for preparing teachers?



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A Shared Privilege and Responsibility

Global citizenship is a shared privilege and responsibility—a privilege because it gives opportunities to partner for good and a responsibility because it obliges us to ultimately serve as keepers of our brothers and sisters.

The environmental challenges facing Africa today are a case in point. While most Western countries are inundated with critical information about protecting the environment, many African communities remain unfamiliar with current methods of sustainable development and rely on subsistence routines that cause irreversible damage to the land. In the small rural village in northwestern Ethiopia where my grandparents lived, for example, decades of daily firewood consumption have left nearby mountains once covered by thick forests vulnerable to erosion and desertification. These developing communities stand a stronger chance of restoring their land if we actively shared our knowledge and practices in sustainability with them.

To make the proverbial glass entirely full, we need to form partnerships to escape collective collapse. One proven

way to transfer knowledge and “raise the water mark” is by collaborating with African educational institutions. Many U.S. universities and colleges have developed ties with African universities to facilitate student and faculty exchange programs, as well as transfer educational equipment and materials. The benefit for U.S. institutions is two-fold: universities gain valuable research opportunities, and meet a higher goal of benefiting our global community.

Furthermore, teachers who engage their students on specific African projects should first pursue opportunities to experience Africa themselves. Teachers must be enlightened to enlighten others. They then can start to chip away at this monumental challenge.

Many African countries may indeed fare well from the heightened interest and involvement in all things Africa as a result of President Barack Obama’s ties to Kenya. This would exemplify true global citizenship.



Gary Mukai, MA '81
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Exchanging Experiences across Borders in Teacher Professional Development

For many years, I have participated in teacher institutes on the Japanese attack on Pearl Harbor with Americans and Japanese alike. One of the most memorable talks I attended was by a professor of Native Hawaiian descent. Through lecture and song, he suggested that the United States created a military target on Oahu by moving the U.S. Pacific Fleet into Pearl Harbor, a place considered sacred by many Native Hawaiians. His talk, along with lectures by Japanese and American scholars that highlighted U.S. and Japanese perspectives on the attack, helped teachers see the importance of teaching a subject from *multiple perspectives*, especially on controversial topics.

Discussions about differences in how American and Japanese schools teach about the Pearl Harbor attack have invariably led to comparisons with how the atomic bombings

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 email the editor at amy.yuen@stanford.edu.

of Japan are taught. By bringing together American and Japanese teachers from such disciplines as literature, art, and history to discuss pedagogical approaches to mutually important teaching topics, these institutes have helped underscore the value of *interdisciplinary* teaching. Teacher-led curriculum demonstrations about the destructive effects of the Pearl Harbor attack and atomic bombings—from deaths to environmental degradation to weapons of mass destruction—reinforce the importance that we teach students about the *interconnectedness* of our world—from our shared values in improving human health, to our mutual interests in protecting the environment and ensuring peace and security.

Teachers can empower students to think critically and sensitively about international events and issues, understand how they fit into this increasingly interrelated world, and ultimately, consider how they can become powerfully engaged citizens.

“Teachers can empower students to ultimately consider how they can become powerfully engaged citizens.”

– Gary Mukai, MA '81



Francisco Ramirez
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The Emergence of Human Rights Education and Global Citizenship

Global citizenship sure sounds like a fuzzy concept. Linking this idea to schooling may seem even fuzzier. National citizenship and teaching civic education to promote national citizenship have a more familiar tone. But of course, three centuries ago, mass schooling for national citizenship was nowhere to be seen. The world then was not made up of people who imagined themselves bonded by a territorially-based national solidarity linked to a central administrative state. The idea that the masses could be transformed into national citizens by compulsory schooling had yet to emerge, much less triumph worldwide. Now, the universal diffusion of schooling for national citizenship makes it difficult to consider alternative solidarities and their curricular implications.

Global citizenship posits an alternative transnational solidarity based on ideas about a collective humanity facing common problems and about individuals sharing

basic dignity and human rights. The horrors of World War II gave human rights a limited but distinctive boost via the Universal Declaration of Human Rights, which in turn led to the expansion of international human rights organizations, treaties, and conferences. The human rights movement is a global and increasingly educational movement. So too is the environmental movement, which emphasizes interconnectedness and the growing sense that we are all in this together. Advances in communication technology, including the Internet, have greatly facilitated the spread of global consciousness.

This tilt toward global citizenship is reflected in our* ongoing research on the contents of textbooks around the world. We find an increased emphasis on human rights and diversity that is linked to both a common humanity and the rights of all individuals. We also find an increased student-centered emphasis in these texts. These tilts do not displace the traditional stress on national civic education, but the latter does face the challenge of addressing evolving cosmopolitan and multicultural frameworks. This challenge calls for a major rethinking of the preparation of social studies, civics, and history teachers. **SE**

**I have been engaged in collaborative research on human rights and human rights education with Sociology Professor John Meyer and Assistant Professor of Education Christine Min Wotipka of Stanford, Assistant Professor of Policy, Planning, and Development David Suarez (MA '02, PhD '06) of the University of Southern California, alum Rennie Moon (PhD '09), and doctoral student Patricia Martin, as well as numerous graduates of Stanford's Sociology Department.*

Principal Fellows Program Takes Shape

By Rebecca Tseng Smith

The Stanford Principals Fellows Program, one of the first programs to emerge from the Initiative on Improving K-12 Education, launched last June with a three-day institute attended by 22 principals from six local school districts. The summer institute featured seminars taught by faculty from the School of Education and the Graduate School of Business (GSB), covering topics ranging from building skillful teacher leadership to differentiating instruction for English Language Learners. Participating principals identified specific results they intend to achieve at their schools, and created a platform for their work over the next twelve months.

Since then, the fellows have been meeting regularly to pursue benchmarks they have set for their schools, engaging with Stanford faculty, and working with executive coaches from the GSB to strengthen such essential leadership skills as providing constructive feedback, coaching, and building high performance teams. The fellows' district superintendents are also



East Palo Alto Academy: High School Principal Bonnie Billings, Dean Deborah Stipek, and Stanford Principal Fellows Program Director Gay Hoagland (L to R) relax between seminars at the Stanford Principal Fellows Summer Institute.

participating this year in four seminars, including a shared day with their principals this April. The program seeks two outcomes: to strengthen leadership for schools where students can achieve and thrive, and to advance knowledge for this critical field.

Gay Hoagland, BA '59, director of the Principal Fellows Program, says of

this year's cohort, "Their priority for the year is to get past the rhetoric and unpack specific action steps to achieve strong teacher leadership focused on student achievement—the only way to significantly improve instruction. They are determined to assess and improve their own ability to lead, support, and sustain that kind of change." **SE**

Teaching for the World

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women's movement," says Wotipka, who directs the master's programs in International Comparative Education and International Educational Administration. "This is really what's carrying the momentum and inspiring greater inclusion of women and women's issues in our curricula worldwide." Ultimately, she notes, women's studies is valuable not only for what it provides women, but for what it offers the educational system. With its inherent critique of the patriarchal structures in which academia is entrenched, and its vision of alternative approaches to teaching, women's studies "is a hub for pedagogical innovation," says Wotipka.

Building a Cadre of World Education Scholars

The work of Carter, Adams, and Wotipka demonstrates the richness and diversity that characterizes education-related research at Stanford across a spectrum of countries and topics. "Their ongoing investigations are helping the university build an interdisciplinary and internationally focused community of researchers and policy analysts," says Professor Ramirez, who is currently studying the rise of human rights education around the world. "These scholars are enhancing the global reputation of the International Comparative Education Program at Stanford, which over the decades has been shaped by world-renowned academics such as Paul Hanna, Hans Weiler, Alex Inkeles, and Martin Carnoy. It's clear from this work that the legacy of these pioneers continues." **SE**

Gift to STEP Honors Jean Lythcott

By Rebecca Tseng Smith

Thanks to a generous gift to the Stanford Teacher Education Program (STEP) to support the improvement of K-12 science teaching, the School of Education has appointed **Jean Lythcott** as the inaugural Geballe Family Clinical Associate for Science Education.

A STEP lecturer and mentor since 2000, Lythcott coaches STEP candidates to build classroom communities where they relinquish power and abandon the belief that teachers should act as the performer and unquestioned authority in the classroom. She also researches why people become teachers, and has helped develop a new science curriculum at East Palo Alto Academy: High School that has proven successful in raising science scores and engaging students in high-level, hands-on experiments.

"Your work in STEP exemplifies the importance of educators who can effectively provide a bridge between theory and prac-

tice and who are as comfortable in a university classroom as they are in a high school or elementary schools setting," stated Dean **Deborah Stipek** in a letter informing Lythcott of her appointment. "Your experience and accomplishments will serve as a model for future clinical associates for STEP and for the field of education."

Through establishing the first endowed clinical associate's position, the School aims to recognize the extraordinary contributions of Lythcott, as well as the important teaching and mentoring role of clinical associates. Clinical associates are scholar practitioners with experience in teaching at both the K-12 and university levels—a dual background considered essential to their work in the STEP classroom and in the schools where STEP students do



Jean Lythcott, a STEP lecturer and mentor, is the inaugural Geballe Family Clinical Associate for Science Education.

their student teaching. Stipek appointed Lythcott to the position at the recommendation of STEP directors **Rachel Lotan** and **Ira Lit**.

The position was made possible by a \$1 million gift made in June 2007 from **Sissy and Ted**

Geballe, longtime volunteers and supporters of the School of Education and Stanford. Their gift, along with resources allocated by the university, created a \$2 million endowment for science education in STEP. This is the first time a gift of endowment, which is typically used for professorships held by chaired faculty members, has been directed toward the support of a clinical associate. **SE**

Forging a Fine Partnership

By Rebecca Tseng Smith

The First United Methodist Church of Palo Alto has teamed up with Professor **Guadalupe Valdes** to significantly strengthen volunteer outreach efforts for Valdes' Ravenswood English program.

Valdes presented the program, which pairs adult volunteers with young immigrant children who have little access to English in their schools and communities to expose them to rich English language interactions, to members of the congregation last fall. Several individuals who served as volunteers last year enjoyed their experience so much that when Valdes expressed the need for a volunteer coordinator, the church identified funds to support the position. The gift, designated for community outreach, comes from the estate of the late **Giovanna C. Schamberg**.



Ravenswood English volunteer coordinator **Ashley McCollough**, BS '92 (R), chats with volunteer **Ted Dolton** and Professor **Guadalupe Valdes** at the First United Methodist Church.

To learn more about the Ravenswood English Program and its volunteer program, visit <http://www.stanford.edu/dept/SUSE/RavesEng/Welcomes.html>. **SE**

15 Minutes with John Levin

Interviewed by Rebecca Tseng Smith

John Levin (MA '70, JD '73), with his wife Terry (BA '74, MA '81) made a gift of \$1 million to the School of Education to establish The John and Terry Levin Fund for Improving K-12 Education to support research, development, and dissemination of information and practices directed toward K-12 school reform. As passionate advocates of public service, the couple contributed \$3.75 million in 2007 to establish the John and Terry Levin Center for Public Service and Public Interest Law at Stanford Law School. The Center makes public service part of every law student's experience, no matter his or her career path.

John Levin is a founder of the law firm of Folger Levin & Kahn and a longtime Stanford volunteer. A member of the School of Education Advisory Council since 2003, John also serves as a Dean's Advisory Council member for Stanford Law School and as vice chair of the Stanford Board of Trustees, as well as on the boards of Team-Up for Youth, the Jay and Rose Phillips Family Foundation, and the Louise and Claude Rosenberg, Jr. Family Foundation. He has also served on the boards of Marin County

Day School and Marin Academy. Associate Dean Rebecca Tseng Smith recently sat down with John to discuss his commitment to public service and his support of the School's efforts to improve K-12 education.

You stepped up to be the first chair of the Advisory Council before Maddy Stein accepted this position. Is that how you would describe it?

J: Well, I wouldn't say that. I had productive conversations with Deborah as she considered the formation of the Advisory Council. I told her that I did not want to be the chair, but I was happy to chair as an interim during the first few meetings while she searched for a real leader.

She absolutely thinks of you as the first chair (laughs)! Now that you've been a part of the board from the beginning, do you see any changes with the board?

J: I sit on a number of councils, boards, and advisory groups around the University, and I sit in on many others. SUSE has done a terrific job with the Advisory Council on many important levels, including attracting high quality people who approach education thoughtfully and in different ways. The diversity of thought brings substance to the group. The School continues to provide an interesting structure for our conversations, fostering a consistently rich dialogue on the direction of the School of Education and education policy in the United States.

The process that you followed in making your gift was great and productive for us. You thought long and hard about it and were willing to work with us and to challenge us. Why did you follow that process?



John Levin (MA '70, JD '73), with his wife Terry (BA '74, MA '81), made a \$1 million gift to support efforts to reform K-12 schools.

J: In the United States, we have two institutions of absolute critical importance: education and medicine. It's hard to find anyone who doesn't think that these are pillars of a civilized society. It's also hard to find anybody who doesn't think each is substantially degraded and going in the wrong direction. There is much gravity weighing on the education infrastructure in the U.S., and the problems are enormously complex. For Stanford to add value to the conversation, it has to be specific, concrete, and ambitious in its aspirations. For a volunteer, it's useful to ask difficult questions and get meaningful answers before a gift gets fully executed. That's true of philanthropy in general, but especially so when a university takes on a structural struggle as formidable as public education in the United States right now.

I agree that medicine and education are weighed down by expectation and inertia. In the case of education, everyone has a stake in it and a particular approach. For

"Teacher training, leadership in schools, and policy are the right things to focus on. Progress will be difficult, but Stanford is pointing the ship in the right direction.

– John Levin (MA '70, JD '73)

example, with the K-12 Initiative, we found that when people say, “I really care about K-12 school reform,” they mean different things. What do you think needs to be addressed?

J: I very much respect the way that SUSE is approaching this. Teacher training, leadership in schools, and policy are the right things to focus on. Progress will be difficult, but Stanford is pointing the ship in the right direction.

What’s your hope in creating the Levin Center at the Law School?

J: The Center actually shares commonalities with the School of Education. Law schools and lawyers need to return to the notion that law is a profession and a service. It’s about adding value to clients. There’s been confusion about that over the last 30 to 40 years in the United States, and the reputation of lawyers has declined for good reasons. I think to attack the problem, we need to start with the academic community that trains the lawyers. We need to remind students that they are getting tools to further the lives of others. If it’s in a for-profit context, it’s about the clients. If it’s in a nonprofit or government context, it’s about the clients. Practicing law is about helping others, and the same is true in education. People should go into education understanding and motivated by the prospect that they’re going to add significant value to their communities and the country by inspiring young people and building future generations of better educated citizens.

This also makes me think about your work with Team-Up for Youth. The threads that run through your involvement are education, public service, and community service. Why did you start Team-Up for Youth?

J: We started Team-Up for Youth ten years ago because conditions in severely underserved and distressed communities were getting worse by the minute for kids. It’s even worse now, but back then, it was becoming clear that government cutbacks were putting great pressures on school systems. The school days were getting shorter. Schools cut back on sports programs, the arts, and other so-called “extracurricular activities.” Students were being let out of class at 1:30 in the afternoon, only to return to the mean streets of their communities.

It’s now ten years old and proven to be very powerful, having reached 75,000 kids so far in the Bay Area and soon to expand to other parts of California and perhaps the country.

What’s your favorite part about being a volunteer at Stanford?

J: I love Stanford on so many levels. It’s been so important in my life, in Terry’s life, in the lives of our children, who are undergraduates now. Stanford has a breathtaking opportunity to influence the course of

“If Stanford can get demonstrable outcomes from the K-12 Initiative, it will make a huge mark on the direction of the country and the world.” – John Levin (MA ’70, JD ’73)

We looked at different ways to approach this problem, and concluded that sports presented some special opportunities. Physical activity is a wonderful vehicle to address health issues like nutrition, obesity, and diabetes. We believed that sports was not an end in itself, and we didn’t have any interest in developing athletes. In fact, we believed that the kids who were good athletes probably would end up on their feet—literally, of course, and in many cases, figuratively. But we thought that those who weren’t athletes should have the chance to participate in activities that would build values and skills that many of us take for granted, like teamwork, trust, discipline, showing up on time, sharing accomplishment or disappointment with your peers, and being with caring adults who model considerate and constructive behavior. We concluded that this was an interesting medium to promote growth in young people that could be measured by physical, mental, social, and educational outcomes.

events in our country and the world, and it starts with the production of well-educated, outstanding citizens. Stanford is doing an ever better job of attracting the best and the brightest to its campus and producing innovative leaders who can make society better. A 21st century university can and should think in systematic ways about how its students and faculty can address the challenges of the world outside the four corners of its campus, now and in the future. Elite universities, including Stanford, can harness their academic and research capacities to impact society in ways that they never have. You could apply that to medicine, the environment, international relations, and many other areas of urgent importance. And that’s certainly true of education. If Stanford can get demonstrable outcomes from the K-12 Initiative, it will make a huge mark on the direction of the country and the world. **SE**

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

1950s

Doreen Wiley, MA '52, a retired teacher, has published her memoir, *Recipe from an Oyster* (Media Weavers LLC, 2008). The book is a collection of personal essays and poetry about Wiley's life in the U.S. following her grim experiences growing up in the Philippines during World War II.

George Selleck, MA '57, a member of the Stanford Basketball Hall of Fame, is working on his eighth book, *Kids Sense: Advice to Parents and Coaches from Kids in Sports*, to be published by CoachesChoice.com. He also developed the Anaheim Unified High School District coaching education program. Due largely to Selleck's leadership, Anaheim became the first district in the nation to receive national accreditation of its coaching education program through the National Council for Accreditation of Coaching Education (NCACE).

1960s

Harlan Limmer, BA '60, taught and served as an education administrator for more than 20 years. Following his career as an administrator, he attended a Lutheran seminary and was a pastor and minister for another 20 years. Limmer lives in Wisconsin and appreciates the education he received at Stanford.

Francis Trusty, EdD '60, recalls the Administration and Policy Analysis program with Dr. Odell fondly. After graduation, he served as a high school principal and a professor at the University of Rochester and the University of Tennessee. Trusty directed a statewide evaluation project for school administrators in Tennessee and was selected as a distinguished professor by the National Academy of School Administrators. He also served on an international evaluation team in Hungary related to educational administrative programs. Later in his career, Trusty was awarded a Fulbright Scholarship to Thailand.

Don Sharpes, MA '68, an emeritus professor at the Arizona State University, published *The Evolution of the Social Sciences* (Lexington Books, 2009). At the 2008 annual meeting of the American Educational Research Association, he was awarded a Lifetime Achievement Award by the International Studies Special Interest Group.

Donald Edgar, PhD '69, recently published *The New Child—In Search of Smarter Grownups* (Wilkinson Publications, 2008) with his wife Patricia Edgar. Their book calls for an integrated approach to children's policy that restores a sense of community-wide responsibility for the development of children.

1970s

Donald Holsinger, PhD '72, recently retired from Brigham Young University. In his last year, he served as associate academic vice president and professor of education and development at Brigham Young's Hawaii campus. Prior to his work in Hawaii, Holsinger served as senior education advisor with USAID/Egypt and lived in Maadi, a suburb of Cairo, for two years with his wife Ellen. In 2004, Holsinger returned to the Farm to deliver the presidential speech at the annual meeting of the Comparative and International Education Society. Last summer, he returned to Utah from Vietnam, where he serves as a frequent consultant for the Asian Development Bank.

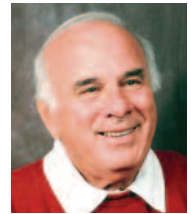
Mary Jean Montgomery, MA '73, retired from the Iowa State Board of Education after serving as a board member for 15 years. She also served on the board of Iowa Public Television and is currently a member of the Leadership Partnership program, which guides the work of the Wallace Foundation in Iowa. In September, the School of Education welcomed Montgomery as a new Advisory Council member.

Ron Blankenhorn, MA '74, served as a faculty teaching specialist for 10 years at Stanford Athletics, where he focused on the history and philosophy of East Asian fighting arts and the psychology of aggressive fighting. He works as a facilitator for transactions between top U.S., Asian, and European companies in the semiconductor industry. Currently on sabbatical, Blankenhorn teaches international financial management at Zhong Yuan University of Technology in China, through the Henan Educational Association for International Exchange.

Paul Reville, MA '74, was appointed Massachusetts Secretary of Education by Governor Deval Patrick last March. In his role, Reville oversees the recently created Executive Office of Education and is responsible for the state's Department of Early Education and Care, Department of Elementary and Secondary Education,



Doreen Wiley, MA '52



George Selleck, MA '57



Francis Trusty, EdD '60



Donald Edgar, PhD '69



Donald Holsinger, PhD '72



Ron Blankenhorn, MA '74

Department of Higher Education, and the University of Massachusetts system. A former president of the Rennie Center for Education Research and Policy, Reville also served as director of Harvard's Education Policy and Management Program and a lecturer on educational policy and politics. He edited the book, *A Decade of Urban School Reform: Persistence and Progress in the Boston Public Schools* (Harvard Education Press, 2007).

James Holland, MA '75, and his wife **Nancy Noble Holland, MA '75**, live and work in Pasadena, CA. James teaches English at the Westridge School, and Nancy conducts music and performs regularly in and around Pasadena.

Nelly Stromquist, PhD '75, recently joined the University of Maryland as professor of international development education, examining issues related to social change and gender from a critical sociology perspective. She served on the faculty of the University of Southern California for several years.

Carlos Ornelas, MA '78, PhD '80, published *Politica, poder y pupitres—Politics, Power, and Student Desks* (Siglo XXI Editores, 2008), in which he proposes a reformist path for the Mexican education system. Currently on sabbatical from the Metropolitan Autonomous University in Mexico City, Ornelas is a visiting professor of education and transcultural studies at Teachers College, Columbia University. In September, the National Council of Science and Technology promoted him to the highest level of the National System of Researchers, which recognizes outstanding and ongoing work by Mexico's most important researchers.

Frans Lenglet, PhD '79, was appointed director of the new Swedish International Centre on Education for Sustainable Development at the University of Gotland in Visby, Sweden in September. He previously directed the international training program of the International Labour Organization in Torino, Italy.

1980s

Gail Donovan, PhD '80, recently moved to New York City to direct the leadership development program at New Visions for Public Schools.

Miles Bryant, MA '81, EdD '86, a professor of educational administration at the University of Nebraska-Lincoln (UNL), gave the commencement address to the doctoral graduates of UNL in August.

Caroline S.V. Turner, PhD '88, is a professor in the Division of Educational Leadership and Policy Studies at Arizona State University, as well as the Lincoln Professor of Ethics and Education and the doctoral program director for Higher and Postsecondary Education. In 2008, she received the Dean's Faculty Excellence Award from the Mary Lou Fulton College of Education, and the Senior Scholar Award from the Association for the Study of Higher Education Council on Ethnic Participation. Turner recently co-edited *Understanding Minority-Serving Institutions* (State University of New York Press, 2008). The book focuses on issues concerning institutional mission, faculty governance, student engagement, social justice, federal policy, and accreditation.

1990s

Julie Thompson, MA '90, works in Geneva as a humanitarian affairs officer at the United Nations Office for the Coordination of Humanitarian Assistance.

Werner Garciano, MA '95, was named director of Texas Instruments' Teachers Teaching with Technology (T3) program last August. As director of professional development for Texas Instruments for the past five years, he has made frequent presentations about the effectiveness of Texas Instruments' graphing calculators to teachers at math conferences throughout the U.S.

Elsa Billings, MA '97, PhD '04, is an assistant professor at San Diego State University's College of Education in the Department of Policy Studies in Language and Cross-Cultural Education. Until last year, Billings worked closely with Professors **Kenji Hakuta** and **Guadalupe Valdes** as director of the Stanford California Teachers of English Learners/Cross-Cultural, Language and Academic Development (CTEL/CLAD) Program. More information about the program can be found at <http://ellib.stanford.edu>.

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Paul Reville,
MA '74



James Holland,
MA '75, and his wife
Nancy Noble Holland,
MA '75



Carlos Ornelas,
MA '78, PhD '80



Miles Bryant,
MA '81, EdD '86



Werner Garciano,
MA '95

ALUMNI SPOTLIGHT

A Teacher with a Mission

By Holly Materman

Uri Manzo (BA '07, MA '08) teaches math at East Palo Alto Academy: High School (EPAAHS), the public charter school run by Stanford New Schools and overseen by the School of Education. Manzo's commitment to improving access to education in the East Palo Alto community runs deep. As a senior at Stanford, he tutored at EPAAHS in art, math, science, and Spanish through the Haas Center for Public Service. The following year, he joined STEP and served as a student-teacher in geometry and AP statistics at the high school. Now in his first year of professional teaching, Manzo smiles easily when asked about his students, especially those he coaches on the EPAAHS Bulldogs varsity soccer team, who were undefeated this season at 14-0. **Holly Materman** caught up with Manzo to discuss his experience in STEP, his passion for teaching and mentoring, and his hopes for the future of the school.

What originally attracted you to teaching?

Uri: Growing up, although I came from an underprivileged background, I knew I had all the intelligence necessary to succeed but lacked the resources. Fortunately, the doors opened for me. The possibility of doing the same for even a handful of students attracted me to teaching. Using education as a tool for upward social mobility is one of my life missions.



Uri Manzo (L), seen here with one of his advisees, Jorge Gaytan, developed a passion for teaching and mentoring East Palo Alto youth as a Stanford undergraduate.

Someone with your credentials and experiences probably had opportunities to teach elsewhere. Why did you decide to come to East Palo Alto Academy High?

U: I tutored in East Palo Alto for several years as an undergrad before I joined STEP, so I developed a passion for working with the students there. After STEP, I had offers from seven or eight different places. I remember calling my dad for advice and he said, "It's a pretty easy decision. You go where your heart is." So I came back with a mission. Unlike other nearby high schools that cream the best students from the district, East Palo Alto Academy accepts anyone in the area and gives them a competitive, equitable education. That's why I came back. I also realized it's more important to serve, get the training, and really impact students in a much smaller school instead of a huge place where kids can fall through the cracks.

Tell me how STEP prepared you for your first year of teaching.

U: Teaching is probably the most complex art on the planet, and Stanford helped me understand that complexity. Before I began STEP, I thought I knew what to do in the classroom. "What's so hard about teaching math?" I thought. I was humbled tremendously. I had an amazing supervisor in STEP named **Nancy Lobell**. I called her "coach." She came in three times a quarter, observed my classes, and gave me feedback that was difficult to hear, but it made me a better teacher. Now, I have an awesome planning partner at the high school who shares a similar philosophy. Even though we teach in our own style, we collaborate. It reminds me of the collaborations I had with my colleagues in STEP.

What is it like teaching at East Palo Alto Academy as a STEP alum?

U: It's like a train that hits you full force. Life comes at you a hundred miles per hour because you are not only a teacher here, but a parent. Our kids experience things that not many adults have gone through. They are emotionally, psychologically, and economically challenged, and yet they persevere and make it. Teaching here is emotionally, mentally, and physically difficult, but I can't imagine teaching anywhere else because it's so rewarding. I'm not going to be a hypocrite and say I wake up with a smile every day, but I have a *reason* to wake up. I walk into class with the understanding that I'm going to affect at least a couple lives everyday.

Are there any teaching strategies you have found especially successful at the high school?

U: It's difficult to isolate a few strategies since there is so much overlap between the curriculum, the students, and me. Literacy development, group work, and strong formative assessment practices are essential to my teaching. I've also been successful at motivating students by revising textbook content and word problems to include more familiar contexts. I also include their names in math content, which keeps them on their toes!

What do you find most inspiring about working here?

U: I wake up with a mission every day because I think about what happens to young people who have at least a few tunnels to get them to the top. My parents came across the border on

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2000s

Li-Jen Kuo, MA '00, an assistant professor of educational psychology at Northern Illinois University, was named a 2008-10 National Academy of Education/Spencer Postdoctoral Fellow. She is currently conducting a research project that investigates the similarities and differences in language and literacy development between monolingual children and bilingual children. Kuo received the Early Career Award from the American Psychological Association in the Division of Educational Psychology.



Li-Jen Kuo, MA '00

Kathy Madjidi (Wiatt), MA '00, was awarded the 2008 William E. Taylor Fellowship by the Social Sciences and Humanities Research Council. She co-edited *Comparative and International Education: Issues for Teachers* (Teachers College Press and Canadian Scholars Press, 2008), with Karen Mundy and Kathy Bickmore, PhD '91. She is a doctoral student in the Comparative, International and Development Education program at the University of Toronto.

April Chou, MA/MBA '01, assumed the role of development partner at NewSchools Venture Fund, where she is building the NewSchools Network, a community of education, nonprofit, policy, and business leaders working to accelerate education reform. Prior to this position, she served as a principal at NewSchools and was a management consultant and nonprofit practice community fellow with McKinsey & Company.

Risha Krishna, MA '01, was honored by the California League of High Schools with the Outstanding Educator Award for Region 4 (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano counties) in November. Krishna teaches ethnic studies and world history at Mission San Jose High School in Fremont, CA. **SE**



Waheed Hassan, MA '80, PhD '87, was elected Vice President of the Maldives last October in the first democratic elections in the nation's history. Along with President-Elect Mohamed Nasheed, he defeated long-time incumbent President Maumoon Abdul Gayoom.

The first Maldivian to receive a doctorate at Stanford, Hassan was elected to the Maldivian Parliament by a landslide in 1989. However, his reformist views eventually led to persecution and exile. He then pursued a career in the United Nations, where he developed educational programs for countries including Mozambique, Tanzania, and Bangladesh, and served as senior advisor at UNICEF Headquarters in New York. After the fall of the Taliban, Hassan led reconstruction efforts in Afghanistan, rebuilt its education ministry, and became head of UNICEF Afghanistan. He then returned to New York, where he helped direct the United Nations Development Group Office, the body responsible for reforming U.N. organizations. In 2005, Hassan resigned from his post and returned to the Maldives to help bring democracy to his home country. **SE**



Laura McCloskey

Laura McCloskey, a doctoral candidate in the Administration and Policy Analysis program, and Karen Thompson, a doctoral student in the Educational Linguistics program, co-presented their paper, "Proposition 227 in California: A Long-Term Appraisal of its Impact on Language

Minority Student Achievement," with Professor Kenji Hakuta and Nathan Pellegrin at the "Proposition 227 and Beyond: Connecting Research, Policy and Practice" conference. The conference took place in November at California State University, San Marcos.



Karen Thompson

Piya Sorcar, a doctoral candidate in the Learning Sciences and Technology Design and International Comparative Education programs, has expanded her TeachAIDS.org initiative into numerous countries. The TeachAIDS.org materials were recently accepted by the head of Curriculum Development and Evaluation in Botswana and will be implemented in every primary, secondary and tertiary institution there. Sorcar's team is evaluating the efficacy of HIV-prevention programs by conducting studies on hundreds of students in Central Johannesburg College in South Africa and numerous middle schools in China. She is also working with CARE-International in Rwanda and the Stanford Program on International and Cross-Cultural Education to develop more effective HIV-education materials for youth. Sorcar's work was recently profiled in a new book titled *Health Communications in the New Media Landscape* (Springer Publishing, 2008) and spotlighted as part of Leading Matters, a series of Stanford gatherings held around the world that explores how the university is tackling some of the world's biggest challenges. **SE**



STEPPING STONES INTERNATIONAL

Students in Botswana learn about HIV/AIDS prevention through Piya Sorcar's TeachAIDS.org animation tutorial.

A Teacher

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a bus with nothing but five hundred dollars and two bags. A couple years later, I attended Stanford and my brother attended UC Santa Barbara. What can I do to make that happen here? What happens when more individuals like me receive a world-class master's training and bring it to the 'hood? Human beings aren't that different. There are so many genius kids at this school. Some of our kids may not know what it's called, but they do crazy trigonometry in their heads. The public doesn't associate East Palo Alto with geniuses, but they're here.

Where do you see yourself and the school in the future?

U: I want to leave a legacy. My freshman high school teacher inspired me to go to Stanford, and I made it. I want to pass that same shoot-for-the-stars mentality to my advisees and students. We're planting seeds, and they are finally starting to grow. Our kids go from: not even thinking about college, to putting one toe in the water, to planning for college, to getting ready for college. Getting into college is the legacy I want to leave. When we move to our new site in 2011, we're going to change the image of the school. More donors will be interested, which will bring in even more well-

prepared teachers who can help us send more kids to college. It's a cycle. Sooner or later, I see more of our students going to elite universities.

When we match our most underprivileged students with some of the best prepared educators, our students will soar. When that kid in baggy jeans who has persevered through so much adversity realizes he's just as smart as the next college applicant and is given proper resources, there's no telling what he can do. When our kids realize that poverty has nothing to do with their culture, when they realize that poverty isn't in their genes but that it's a matter of accessing resources, our kids just explode. Our students can change the world. **SE**



Mindy Hollar joined the School of Education as Associate Director of Development in January. In her role, she builds support from major gift donors, prospects, corporations, and foundations for a wide range of School of Education programs and initiatives. Hollar leads and

coordinates fundraising efforts for East Palo Alto Academy, the K-12 public charter school operated by Stanford New Schools, and provides staff leadership to the School of Education's Advisory Council. She previously worked as Associate Director of International Development at the London office of the University of Chicago, where she developed and managed cross-border tax-efficient giving programs, as well as general donor solicitation and stewardship throughout Europe. As a volunteer, she served as PTA president in the Arlington, Virginia public school system and developed career and science programs for hundreds of K-8 students. Hollar earned a BS in psychology at Southern Methodist University and an MA in liberal studies from Georgetown University.

Lisa Rying (MA '03 in English)

is the new Manager of the Annual Fund and Donor Relations. In her role, she manages planned giving appeals, stewardship, events for the School of Education's donors, and gift processing, as well as the direct appeal and telemarketing portions



of the annual giving program. As a Stanford graduate student, Rying participated in the Women and Youth Supporting Each Other program in East Palo Alto, CA. Upon graduation, she taught British literature and writing at Pinewood High School in Los Altos Hills. Rying previously served as director of admissions and marketing at Stanbridge Academy, a K-12 school for students with mild to moderate learning differences in San Mateo. Rying received her BA in English from Duke University.

Laurie Stapleton (PhD '08), is the new director of Stanford's Teachers for a New Era (TNE) project, a teacher education reform initiative sponsored by the Carnegie Corporation of New York, the Annenberg Foundation, and the Ford Foundation. A recent graduate



of the Curriculum and Teacher Education doctoral program, she previously served as a STEP supervisor and taught in the secondary education program at San Jose State University. Her dissertation investigated the listening practices of supervisors and teacher candidates who met weekly to engage in mutual support, collegial inquiry, and collaborative problem-solving. As the TNE director, Stapleton coordinates the Partner School Induction Program, which aligns STEP clinical practices and experiences with STEP graduates who are in the first two years of teaching. She will also work with principal investigator **Pam Grossman** to institutionalize initiatives developed under the TNE grant. Stapleton received her BA in literature/creative writing at the University of California at Santa Cruz.

Heather Coleman Trippel is the new Director of Development for the Initiative on Improving K-12 Education, an interdisciplinary effort of the Stanford Challenge. Trippel has championed the programs of the K-12 Initiative since August 2006 in her previous role as the Associate Director of Development at the School of Education. She brings extensive experience in university development, having served as Associate Director of Major Gifts at Santa Clara University and the University of Chicago. Trippel received her BS in political science from Santa Clara University and an MA and PhD in political science from Purdue University. **SE**





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