



# Stanford Educator

Summer 2008

Stanford  
University  
School of  
Education  
*Alumni  
Newsletter*

## Land of the Free and Electronic Will Open Education Transform Teaching and Scholarship?

By Marguerite Rigoglioso

Imagine a world in which every single person is given free access to the sum of all knowledge.

If the proponents of the open education movement have their way, that's the direction in which we're moving. And it won't just be about finding factoids at the touch of a button. It will be about downloading entire wads of course content, interactive learning modules, and pedagogical tools, 24/7, anywhere on the planet. All you'll need is a computer, and maybe a printer.

The emerging open education movement is gaining avid support among educators interested in making education more accessible and effective worldwide. Advocates of open education say that students and teachers—particularly in underserved regions in the United States and abroad where educational resources are unaffordable or unavailable—will benefit. So will others, they say, who want to learn more or share their knowledge.

Some are nervous, though, about the financial repercussions of open education. What will happen to proprietary concerns if knowledge becomes freely available on the Web? In 2001, the Massachusetts Institute of Technology started placing materials for its courses online and making them available for anyone to use. Yale followed in 2006 by posting videos of lectures from entire courses on the Internet, combined with selected class materials. Stanford, along with a number of other institutions, now provides a variety of public lectures, performances, and entire courses through Apple's iTunes site at no cost. Whither the university? Whither the publishing house?



<http://ed.stanford.edu>

*continued on page 8*

## Helping Youth Discover Purpose An Interview with William Damon

By Marguerite Rigoglioso

**Why are so many young people** “failing to launch”—living at home longer, lacking career motivation, and struggling to make a timely transition to adulthood? The answer, says Professor **William Damon**, is that homes and schools are not adequately nurturing kids' sense of purpose.

Six years ago, Damon began interviewing and surveying hundreds of young people ages 12 to 22 across the United States to understand who's

*continued on page 3*

## Table of Contents

Inside	Page
Land of the Free and Electronic	1
Helping Youth Discover Purpose	1
East Palo Alto Academy News	2
Students Help New Orleans Public Schools	5
Faculty News	6
Forum Question: Is Open Education Here to Stay?	12
The School of Education & The Stanford Challenge	14
Alumni News	18
Student News	22

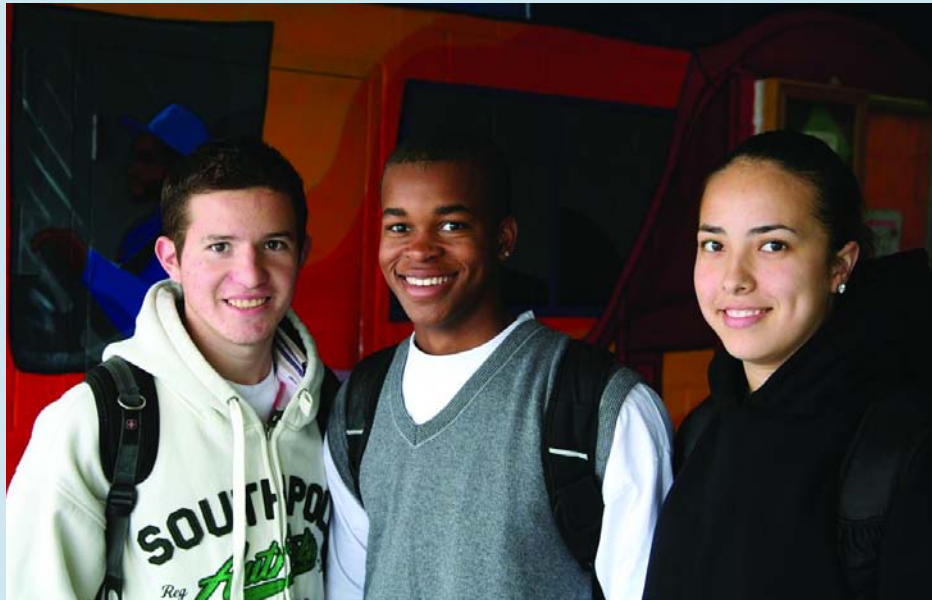
## East Palo Alto Academy: High School Shows Progress and Potential

By Holly Materman

**East Palo Alto Academy:** High School (EPAAHS), run by Stanford New Schools and affiliated with the School of Education, has been experimenting with a compelling new strategy for improving opportunities for its students to learn math.

Low-income and minority students are often far below grade level when they enter high school and lack the essential building blocks of math, such as the basic operations of arithmetic or concepts like fractions or decimals. Students coming in to EPAAHS are no exception.

To improve the students' skills while launching them into a college



DOUGLAS PECK

East Palo Alto Academy: High School students Jonathan Angulo, Kenny Jones, and Sonia Sanchez take a break between classes.

preparatory curriculum, EPAAHS doubled the amount of time freshmen spend in mathematics and revamped the curriculum. This was made possible by a generous gift from the Morgan Family Foundation. The “double block” Algebra I class gives students

time to address gaps in their basic skills while they learn algebra, which is critical to master if they want to complete a curriculum that prepares them for college.

The reforms resulted in a

*continued on page 5*

### StanfordEducator

CREDITS

- Deborah Stipek, *Dean*
- Rebecca Tseng Smith, *Associate Dean for External Relations*
- Amy Yuen, *Editor*
- Marguerite Rigoglioso, Monique Johnson, Holly Materman, Lucy Milligan, Rebecca Tseng Smith, *Contributing Writers*
- Elaine Kwong Design *Design*



## Book Partnership Creates a Habit of Reading

By Holly Materman

This year, thirteen volunteers from the Junior League of Palo Alto have adopted two kindergarten and five first/second grade classrooms at East Palo Alto Academy: Elementary School, run by Stanford New Schools. The volunteers, who are trained by the Bring Me a Book Foundation, visit the classrooms every other week to read and distribute new hardback books for the children to take home and keep. The books will allow the children to grow their own libraries, a luxury unknown to many East Palo Alto Academy students.

The Junior League commitment goes beyond the introduction and donation of books. “Teaching with Favorite Read-Alouds” guides

are distributed so volunteers will have ideas for extending the stories’ themes and content. The Junior League ensures that the necessary resources are in place to purchase the books and that the same volunteers visit their adopted classrooms at a regular time.

This consistency has helped forge warm and trusting relationships among volunteers, students, and teachers. According to Principal Nicki Smith, students love listening to the volunteer readers and reading the books they receive. As one child wrote in a note to his Bring me a Book Reader, “I love all of your books. Everyday before I go to sleep, I go to get a book of yours.” SE

## Helping Youth

*continued from page 1*

thriving, who isn't, and why. The results of his study have been eloquently compiled in the newly released *The Path to Purpose: Helping Our Children Find Their Calling in Life* (Free Press, 2008). In this book, Damon, director of the Stanford Center on Adolescence and one of the world's leading scholars on human development, identifies why so many young people end up stalled in their emotional and intellectual development, and offers key methods that teachers, parents, and policy makers can use to help today's youth move in a more positive direction. *Educator* contributor Marguerite Rigoglioso caught up with Damon in May.

### Why did you embark on this research?

I've been working for 25 years now on character development in young people, but until I came to Stanford 10 years ago and started thinking about the concept of "purpose," I realized I'd been working around the edges of the most important factor involved. I came up with the idea that long-term goals provide people with a kind of "moral North Star" to guide and motivate them. "Purpose" had not been studied developmentally in young people.

### What does your research say about our youth?

We found one in five kids to be very purposeful, very clear about where they were headed and why, and preparing themselves in realistic ways to get there. One in four kids was at the other extreme—drifting and discouraged. About 60 percent were

somewhere in the middle. They may have had dreams, but they didn't have any realistic plan for achieving them. Or they were doing what was expected of them, but didn't have a clear sense as to why.

### Are youth from lower socioeconomic backgrounds more prone to purposelessness?

No. We surveyed people from a variety of racial, ethnic, and socioeconomic walks of life. We found that the same percentage of kids is just drifting even in fairly elite college populations.



MICHAEL WINGKUR

Professor William Damon says that homes and schools can do much more to help young people become more purposeful and productive.

### Is there something different about this generation than previous ones?

The fact that young people are floundering or searching is not new. What's different now is that young people are taking longer to move out of their parents' house, choose a career, get

married, and so forth—they're prolonging becoming adults, essentially. Globalization and economic instability are contributing to this. You no longer grow up with a fisherman dad and become a fisherman, or plan to spend your life at IBM. But a lot of kids are not dealing with this in a constructive way. They're just plain confused and anxious. That's the result of a failure on the part of grown-ups. We're not providing them with what they need to cultivate a sense of purpose.

### What can schools do to help young people become more purposeful and productive?

Teachers have their hands tied by the current single-minded emphasis on tests and training students in a narrow set of skills. But given that reality, teachers can do something as simple as sharing what they find meaningful in their own careers. That would be an inspiring example of how to come up with a calling in life. There are ways to use every part of the curriculum to encourage kids to consider the big questions in life—the questions of *why*. Why do people split genes or learn about history? You can also build in discussion on the controversies about the topic being learned. One high school I've been involved with in Israel incorporated the ethical issues of genetic engineering in their teaching about molecular biology, and the kids became extremely motivated about studying. Bringing in the human dimensions of a subject is an important way to help people start to develop a sense of purpose.

We also must stop cutting out extracurricular activities. A lot of kids

*continued on page 4*

## Helping Youth

*continued from page 3*

are not going to find their purpose in life in “the three Rs.” They will become artists, sports players, or foreign language specialists. So when you take away French Club, for example, you take away kids’ options. It’s a misguided move.

### What do young people with a healthy sense of purpose look like?

On the surface, they simply look like normal teens. They’re friendly, open, and a little rebellious. They’re also highly self-confident and optimistic. They have a can-do and entrepreneurial attitude. Interestingly, their sense of purpose has not been spoon fed to them by their parents; most of them have found it outside the home. Most of all, they’re dedicated to something larger than themselves.

### What do you hope will result from this study in the field of education?

One blank hole that we’re seeing among young people is a lack of civic commitment. When I was a kid, half of my class wanted to be president. Now we get less than one in 100 who expresses anything like that. There’s a lot of cynicism and disinterest. Kids may do volunteer work in the community, but they’re not engaged in the larger political process. This is a special concern for the future of our democracy. I hope that this work will encourage policy makers in the field of education to create a broader vision of what learning is about. It’s not just about teaching kids how to take tests well. It’s about imparting the broader skills and sense of calling that will make them into productive citizens. **SE**

## School of Education Ranks First Among Top Education Schools

**T**he Stanford University School of Education was ranked the nation’s top graduate school of education in the U.S. News & World Report’s “America’s Best Graduate Schools 2009” edition.

Of the ten “specialties” ranked, the School of Education ranked #1 in Education Policy and placed in the top 5 in Administration/Supervision, Curriculum/Instruction, Educational Psychology, and Secondary Education.

The School of Education was also ranked #1 by education school deans and tied with Teachers College and Harvard for the #1 ranking by school superintendents nationwide.

Visit <http://rankings.usnews.com/grad> for more rankings information. **SE**

## In Memoriam

**Deborah Kim Emery, PhD ‘04**, who served as a research associate at the John W. Gardner Center, died at Stanford Hospital from a massive stroke on October 30, 2007. An educational psychologist who focused on the developmental and social aspects of learning, Emery had a special interest in the intersection of “off-the-record-learning” with technology and youth development.

A longtime resident of Palo Alto, CA, Emery earned a psychology degree from the University of California at Berkeley in 1994, and received her doctorate in Psychological Studies in Education from the School of Education in 2004. After graduation, she worked as a formative evaluator for the Center for Technology and Learning at SRI



International, where she contributed to research that focused on technology and learning in formal settings, with a special interest in how these contexts promote youth development. She also contributed to a large-scale evaluation synthesis of effective uses of technology to enhance home/school connections.

In 2006, Emery joined the John W. Gardner Center (JGC), where she collaborated with the Haas Center for Public Service and other university programs to develop opportunities for undergraduate students to engage in community-based research and youth development programs. These programs included courses in community-based research, advisement of students completing honors theses, and internship opportunities on JGC projects such as a summer program at East Palo Alto Academy: High School. At the time of her death, Emery was co-teaching an undergraduate course, *Contexts That Promote Youth Development*, in the School of Education. Emery is survived by her husband, Brian Emery, and their daughter, Kaia Kim Emery; parents James and Agnes Kim; and sister Jennifer Choi. Donations may be made in Emery’s name to support her daughter, Kaia. Checks may be made out to Brian Emery, with reference to “Syouthsub1,” and sent to Stanford Federal Credit Union, PO Box 10690, Palo Alto, CA 94303-0843. **SE**

# Stanford Team Contributes Insights to Rebuild New Orleans Public Schools

By Amy Yuen

**N**ew Orleans Public Schools stands to save up to \$60 million over the next five years as it rebuilds its schools, thanks to insights provided by a team of Stanford MA/MBA students who presented at the annual Education Leadership Case Competition in February.

The four students—**Paul Blanchfield**, **Andrew Davis**, **Jimmy Henderson**, and **Ash Solar**—won second place in the two-day competition at UC Berkeley’s Haas School of Business, competing against twelve teams from the nation’s top-ranked MBA programs, including Northwestern’s Kellogg School of Management and Duke’s Fuqua School of Business. The teams were instructed to propose plans to Recovery School District School Superintendent Paul Vallas, with the goal of rebuilding New Orleans’ public schools in the wake of Hurricane Katrina.

The Stanford team presented recommendations on governance and organization, financial management, facilities, and



MA/MBA student Jimmy Henderson prepares to present his team’s recommendations to the judges at the Education Leadership Case Competition.

human capital to a nine-person judging panel, which included four education leaders from New Orleans. The judges took particular interest in the team’s proposal that the district reduce its debt by calling and reissuing \$250 million in outstanding bonds to take advantage of currently lower interest rates. This reduction in near-term debt, the team argued, will enable the Recovery School District and Orleans Parish School Board to focus more immediately on improving student achievement and allow the district to delay debt

**“We were thrilled that our recommendations were able to help the Orleans Parish School Board in a tangible and immediate way.”**

– Jimmy Henderson

obligations until the tax base improves.

Following up on the Stanford team’s recommendations, the Orleans Parish School Board passed Resolution 14-08 in March, which allows for the reissuance of \$134 million in outstanding bonds (a modified amount due to the increased cost of bond insurance).

“The competition was a unique chance for our team to apply the skills we’ve been developing through the joint degree to a truly difficult, real-world problem,” says Stanford team member **Jimmy Henderson**. “It was a great learning opportunity for all of us, and we were thrilled that our recommendations were able to help the Orleans Parish School Board in a tangible and immediate way.” **SE**

## East Palo Alto Academy

*continued from page 2*

substantial improvement in students’ math performance, and the students’ stronger start in ninth grade is already translating into better performance on the tenth grade California High School Exit Exam (CAHSEE). In 2007, 68% of tenth graders passed the math CAHSEE on their first attempt, much better than the 32% that passed it in 2005, before the double-block investment in mathematics had been made.

This is a critical accomplishment given that math achievement is a strong predictor of college success. Research indicates, for example, that students are twice as likely to obtain a bachelors degree if they complete a year of math beyond Algebra I in high school.

It is too soon to gauge the success EPAAHS students will have in completing college, but the school is beating the odds in getting students into college. Half of the Class of 2008 has been accepted to a host of four-year colleges, up from one-third of last year’s class. College acceptances at University of California campuses (including Berkeley and UCLA) and many CSU campuses, Santa Clara University, Occidental College, Syracuse University, and Northeastern University represent no small accomplishment. Now that many of the college acceptance letters have been accompanied by scholarships and grants, EPAAHS students have a greater chance of attending and graduating from college than ever before. **SE**



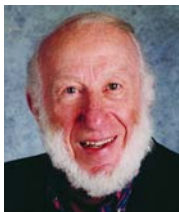
Claude Goldenberg



Teresa LaFromboise



Dan McFarland



Ingram Olkin



Christine Min Wotipka

Linda Darling-Hammond received the Charles W. Eliot Award for Outstanding Contributions to Education from the New England Association of Schools and Colleges (NEASC) in December. She and Diane Friedlaender co-authored "High Schools for Equity: Policy Supports for Student Learning in Communities of Color," a report released by the School Redesign Network and Justice Matters Institute. The report was written with assistance from doctoral students Laura McCloskey and Nikole Richardson, and Alethea Andrea, Heather Lewis-Charp, and Ash Vasuveda of the School Redesign Network.

Claude Goldenberg will be a featured speaker at the 22nd Biennial World Congress on Reading in Costa Rica in July. The World Congress brings together teachers, teacher educators, administrators, researchers, policy-makers and others involved in literacy education.

Teresa LaFromboise reports that the American Indian Life Skill Curriculum that she developed was named "one of 10 prevention interventions ready for prime time" by the Carter Center for Public Policy last November.

Professor Emeritus Henry Levin co-authored *The Price We Pay: The Economic and Social Costs of Inadequate Education* (The Brookings Institution, 2007) with Clive

Belfield. Levin also released a study about the benefits and costs of high school completion for California and its taxpayers. The study, available at [www.cbcse.org](http://www.cbcse.org), was completed for the California Dropout Research Project at the University of California at Santa Barbara.

Dan McFarland was selected as a Faculty Fellow at the Institute for Research in the Social Sciences (IRiSS) for 2008-09. As a member of the inaugural class of IRiSS Fellows, he will exchange ideas and opportunities for innovative and multidisciplinary collaborative projects.

Milbrey McLaughlin, with researchers Sarah Deschenes, PhD '03; Kathryn Hopkins, MA '02; Anne Newman, PhD '07; and Dick Scott, won the Association for Research on Nonprofit Organizations prize for the 2006 article, "Advocacy Organizations in the Field of Youth Services," published in the *Nonprofit & Voluntary Sector Quarterly*.

Na'ilah Nasir was promoted in May to associate professor with tenure.

Ingram Olkin received the Mosteller Award in May from the Campbell Collaboration for his pioneering contributions to statistical methods for meta-analysis. The award honors those who have made important methodological or substantive contributions to systematic reviewing.

## Haertel Named Jacks Family Professor of Education

On February 29, Edward Haertel, Professor of Education and Associate Dean for Faculty Affairs, was honored at the School of Education for his contributions to the field of education and his receipt of the Jacks Family Professorship of Education.

Dean Deborah Stipek and other School of Education chair holders jointly selected Haertel, who has been a professor at the School since 1980. An expert in the area of educational testing and assessment, Haertel examines ways in which teachers and policymakers use and interpret tests,



Doctoral students Adam Charles Bad Wound (L) and Warren Liew (R) congratulate Professor Edward Haertel.

including uses that go beyond the accurate measurement of ability and achievement.

The Jacks chairs were established with gifts from the estates of Lee and Margaret Jacks, daughters of David Jacks, an early settler of Monterey, CA. The Jacks Family Chair is a new chair created from the combined endowment of the existing Jacks chairs. Haertel is the first holder of this chair. **SE**

## Tony Bryk to Lead Carnegie Foundation

**Tony Bryk**, the Spencer Foundation Professor of Organizational Studies in Education and Business, has been named the next president of the Carnegie Foundation for the Advancement of Teaching.

Bryk will assume the post in August following the retirement of Professor Emeritus **Lee Shulman**, who has led the foundation since 1997. A nationally recognized educational scholar, Bryk came to Stanford in 2004 from the University of Chicago, where he helped found the Center for Urban School Improvement, which supports reform efforts in the Chicago Public Schools. Bryk also created the Consortium on Chicago School Research, which has produced a range of studies to advance and assess urban school reform. His current research and practice interests focus on the organizational redesign of schools and school systems and the integration of technology into schooling to enhance teaching and learning.

Established by Andrew Carnegie in 1905, the Carnegie Foundation's original charge was "to encourage, uphold



and dignify the profession of the teacher and the cause of higher education." Since then, this focus has been reflected in the foundation's policy studies, research programs and other initiatives. **SE**

**Roy Pea** was awarded a grant by the Stanford Challenge's Initiative on Improving K-12 Education steering committee for "Youth Participatory Media Culture: Evolving Online Journalism and Broadcast Journalism to Develop Media Literacies and Engage Broader Student Communities." This pilot project will develop new partnerships between Stanford faculty and researchers and Palo Alto High School's award-winning online news and broadcast journalism program. Associate Professor **Brigid Barron** and Communications Professor **Ted Glasser** are working with him on the project. Pea is currently serving on the National Science Foundation Taskforce on Cyber-Learning, and has co-authored the report, "Fostering Learning in the Networked World—The Cyberlearning Opportunity and Challenge: A 21st Century Agenda for the National Science Foundation."

**Woody Powell** was elected in November as a foreign member of the Royal Swedish Academy of Sciences' class for social sciences.

**Richard Shavelson** and researcher **Tina Seidel** received the American Educational Research Association's Review of Research Award for the article, "Teaching Effectiveness Research in the Last Decade: Role of Theory and Research Design in Disentangling Meta-Analysis Results," published in the *Review of Educational Research* in 2007.

Professor Emeritus **Carl Thoresen** published *Spirit, Science and Health* (Praeger Publishers, 2007) with **Tom Plante**. The book covers key topics in the emerging field of spirituality and health, which is now a component in the curriculum of many schools of nursing, medicine, and other health-related professions, as well as in some colleges of liberal arts or education.

**Guadalupe Valdes** was appointed to the board of trustees of the Educational Testing Service for a three-year team.

**Christine Min Wotipka** will join 11 other Stanford faculty members as a 2008-09 Clayman Institute Non-Residential Research Fellow. The fellowship will support her cross-national research project on female faculty, as well as the development of her course, "Gender and Higher Education: National and International Perspectives." Wotipka also received support from the Clayman Institute Collaboration Fund to bring Assistant Professor **Joan DeJaeghere** of the University of Minnesota, Twin Cities, to Stanford this fall for a series of presentations on gender and education. DeJaeghere's stops will include a presentation at the East Asian Studies Theme House, where Wotipka serves as Resident Fellow with her husband, Associate Professor **Anthony Antonio**. **SE**

### Land of the Free

*continued from page 1*

"It all starts sounding suspiciously like communism," says John Willinsky facetiously. But, observes Willinsky, the Khosla Family Professor of Education and one of the pioneers in the open access movement, the trend toward making educational materials freely downloadable is "not an aberration or a revolution, it's just a realization of a new potential within publishing and education." Scholarship, he reminds us, has always been about the circulation of ideas.

Such circulation may soon increase exponentially. Last September, at a meeting of the New York City-based Open Society Institute and the Cape Town-based Shuttleworth Foundation, 27 experts drafted the Cape Town Open Education Declaration. The document calls on authors, publishers, and institutions to share their educational resources—curricula, textbooks, software, and published research—through open licenses so information can be revised, translated, and shared online. It also aims to make open education a high priority for schools, colleges, and universities, and calls upon governments to make educational materials already funded by taxpayers available as open educational resources. Among the 1,770—and counting—signers of the document are Willinsky and other Stanford administrators, researchers, and students, including Zachary Chandler, Rob Lucas, and Neerja Raman.

In the late 1990s, "open source" was first used to describe new forms of non-proprietary software developed, revised, and shared worldwide—systems like Linux, the only alternative operating system to Microsoft, or the Firefox Web browser. From there, the "open" spirit migrated to the field of publishing, where "open access" proponents began working toward making research journals freely accessible. Over the past seven years, a broader "open educa-

tional resources" movement has emerged, advocating for the free sharing of pedagogical materials and other resources to help educators do their jobs better.

#### Making Intellectual Property Communal

In 1998, Willinsky was a professor of education at the University of British Columbia, where he was building an educator's exchange—cleverly named Ed Ex—to share research and learning resources with educators. "I ran into a problem," he says. "I couldn't give them the research because it was locked up in journals that were available only by subscription."

**"The promise of open educational resources is that if you build high quality, they will come."**

— Sam Wineburg

As a result, Willinsky shifted his focus and founded the Public Knowledge Project (PKP), an effort dedicated to making journal research more readily available. He and his colleagues developed open source publishing software that allows journals to efficiently and economically grant open access to their articles online. To date, 1,500 journals around the world use PKP software. Half of the journals are pre-existing peer-reviewed publications, while the other half are new efforts "born digital" precisely because the software has allowed them to spring to life relatively inexpensively. "This free software has been a boon to developing countries, especially where funding is limited," Willinsky says.

As more and more journals develop an online presence, notes Willinsky, it's likely



Professor John Willinsky founded the Public Knowledge Project to make journal research public and accessible to all.

that the print edition of journals will eventually disappear. What's not clear, he says, is the degree to which journals will go open access, although many medical journals, for example, are

moving toward offering articles for free within a year after publication. At Harvard, the Arts and Sciences faculty recently voted to make all of their work freely available. Five of the seven research funding agencies in the United Kingdom now require journals to be open access as well. "There's a general opening up of this work taking place, even if it's still hit and miss," Willinsky says.

#### The "Bookless" Textbook

Research journals are not the only types of educational materials being shaken to their core by the new spirit of "openness." So are textbooks.

The need for open textbooks is growing even in the resource-rich United States, where too many K-12 students lack access to quality textbooks and instructional materials that they need to learn properly and meet state standards. In California alone, the number of students affected by this shortage has been estimated at almost two million, according to a 2002 study by UCLA researchers Jeannie Oakes and Marisa Saunders. The 2004 settlement of the Williams v. California case that requires all schools in the state to provide every child with a textbook is helping address this problem, but even when textbooks are readily available, they are difficult to update, making it hard for K-12 teachers to introduce new concepts and cater to different needs. Some teachers find the content in print textbooks so dated, they don't bother to use them at all.



Neeru Khosla, MA '06, has been working to address such disparities and problems. In 2006, Khosla founded CK-12, a Bay Area-based nonprofit that is creating "FlexBooks"—Web-based textbooks created through open source software. Focusing on the areas of math and science, Khosla has hired a cadre of educators and authors to write 15 original FlexBooks that will provide sequenced learning for students, as well as opportunities for authors, teachers and students to create, access, share, and publish. CK-12 will make its resources available to students, teachers, and parents worldwide, starting this August.

"I see these Flexbooks as a means of driving children's passion and engagement—which is the real way they learn. It's my way of giving back," says Khosla, who recently established the Khosla Family Professorship at the School of Education to support a faculty member whose teaching and research are concerned with improving access to knowledge. John Willinsky is the first recipient. "John's and my interests in this area intersect, so this is a natural fit for me," she says.

### Creating eSchool

The flexibility of the Web is also giving some educators the inspiration not only to reconfigure traditional teaching materials, but also to develop new kinds of interactive learning resources. Professor Sam Wineburg has provided the first online effort to help educators teach students how to think like historians with his Historical Thinking Matters site (see sidebar on page 11). The website leads students through four central topics from post-Civil War U.S. history, providing interactive activities that encourage them to form reasoned conclusions about the past by using original historical documents. Resources for instructors, including original historical documents, classroom materials and strategies, examples of student and teacher work, and supplementary sources, help teachers bring such lessons to life.

"This site turns the Web into both a delivery and instructional system, and offers curricula and resources that are not provided to teachers online at this point," says Wineburg. The hunger for such materials, he says, is evidenced by the fact that Historical Thinking Matters has already received thousands of hits, despite the fact that he and his collaborators at George Mason University have not yet officially publicized it. "The promise of open educational resources is that if you build high quality, they will come," he notes.

### Establishing Central Knowledge Caches

Wineburg has also expanded on Historical Thinking Matters to create a virtual "National History Education Clearinghouse" to help K-12 history teachers more effectively educate K-12 students on how history is relevant to their daily lives. Funded by a \$7 million grant from the U.S. Department of Education, *Teachinghistory.org* serves as a central location for free, vetted online history materials—ranging from historical texts to effective strategies for using those docu-

ments in the classroom, including online videos of successful classroom teaching practices. "It's an attempt to remedy the fragmentation of resources in the social studies field, and it puts Stanford on the map as the address for history education in the United States, if not beyond," says Wineburg of the site, which went live in April.

One of the richest and broadest repositories for free online pedagogical materials is Open Education Resources (OER) Commons, founded by Lisa Petrides, PhD '96. Want to show students how to calculate the area of a trapezoid, for example? You'll find a link on OER Commons to an interactive Web page precisely about this. Thousands of courses, lesson plans, simulations, quizzes, videos, and more will pop up under almost any subject category for grade levels ranging from primary to post-secondary. So will libraries of digitized primary sources. This free global teaching and learning network points users to sites across the globe and allows them to submit their own content to the site, which can then be rated, reviewed,

*continued on page 10*

Professor Sam Wineburg recently co-launched the National History Education Clearinghouse, an online project that brings K-12 history teachers high-quality support and resources.



LINDA CICERO



Leaders in the open education movement present at the 2007 iCommons annual summit, held in Dubrovnik, Croatia. Open Education Resources (OER) Commons held several workshops at the international conference.

## Land of the Free

*continued from page 9*

and tagged by any registered user.

OER Commons is a project of the Institute for the Study of Knowledge Management in Education (ISKME), the nonprofit Petrides founded in 2002. ISKME helps schools, colleges, universities, and the

Petrides. The Tech Museum of Innovation in San Jose, CA, thinks so, too: Last September, it honored ISKME with a prestigious Tech Award as one of five innovators from around the world for its work in applying technology to benefit education through its OER Commons project.

ERIC provides open access to more than 1.2 million bibliographic records of journal articles and other education-related materials, including links to full texts where available.

“Educators can get isolated and stuck in their ways,” notes Kamil. “Open educational resources are helping more of them connect with one another and expand their pedagogical skills. They offer a low-cost way of improving both student and teacher performance.” One user of Petrides’ OER Commons, Sam Donovan at the University of Pittsburgh, affirms, “Our interactions with the site have most definitely opened the doors to collaborative, interdisciplinary, and international approaches to science education.”

### Who’s Paying for “Free”?

Although asking whether open education is a fad is, as Wineburg puts it, like asking whether typewriters will make a resurgence, some important questions remain. Aside from concerns over its future effect on the

**“We’re helping to lead the quiet revolution *in the way educational materials are developed, accessed, and improved.*”** – Lisa Petrides, PhD ’96

organizations that support them expand their capacity to collect, share and use information to better the educational enterprise. The organization provides original research, workshops, and innovative ways to share and engage with open educational resources internationally.

“We’re helping to lead the quiet revolution in the way educational materials are developed, accessed, and improved,” says

Two other noteworthy open access efforts that have benefited from the expertise of School of Education community members are *Free-Reading.net* and Education Resources Information Center (ERIC), for which Professor Michael Kamil serves as a content advisor. *Free-Reading.net* is an open source Web site where teachers can access free, research-based reading lessons for elementary school students. The federally funded

publishing world, which has already had its share of financial crises over the past decade, many are asking who will pay for the production of “free” resources.

According to Willinsky, the open access movement promises to transform not only access to knowledge, but also, to a certain degree, publishing economics. “Various financial models for journals are now being experimented with,” he says. These include models based on volunteer labor, author-fees, private funders, institutional support, and government subsidies.

One of the pioneering private funders of the open education movement has been the William and Flora Hewlett Foundation, where School of Education former faculty and alumni maintain a strong presence. Among them are former School of Education dean **Mike Smith**, who started Hewlett’s OER program as director of the organization’s education program in 2001. Shortly afterward, he hired **Catherine Casserly, PhD ’96**, to head up the effort; now **Victor Vuchic, MA ’07**, also serves as Casserly’s associate program officer.

“Hewlett got involved in open education because we wanted to do something with education and technology that no one else was doing,” says Casserly. “When the proposal came in for MIT to put its course materials online for free, we were on our way. One of the early attractions for us was that the Web provides access to knowledge in ways that previously just weren’t possible.”

Wineburg’s Historical Thinking Matters and Petrides’ OER Commons are among the recipients of generous developmental grants from Hewlett. “Foundations are creating prototypes for how open education might become sustainable,” says Wineburg. “Forward-looking governments are doing the same. The bottom line is that if we want to spread democracy in the world, we should make knowledge free.” **SE**

## Using the Web to Teach Historical Thinking

By *Marguerite Rigoglioso*

**A brief movie** underscored by edgy jazz music lays out the basics about the “separate and unequal” lot of African Americans in the Deep South in the mid-20th century. Then you’re tasked with a mission: figure out why the boycott of buses in Montgomery, AL succeeded.

That’s the opener to one of the teaching modules on the innovative Web site Historical Thinking Matters (<http://historicalthinkingmatters.org>).

The module leads students carefully through a series of original source documents—letters, leaflets, handbills, and speeches from Civil Rights activists such as Jo Ann Robinson and Martin Luther King. Through highlighted “hints,” special questions, video commentary by historians, and essay assignments, students not only get a fresh picture on why the boycott succeeded, but also learn how to read historical documents critically and synthesize textual evidence into coherent narratives. The authoritative, omniscient voice of the textbook, which fosters passivity in the reader, has no place here.

Historical Thinking Matters is the result of a collaboration begun in 2005 between Professor **Sam Wineburg** and the late Roy Rosenzweig of George Mason University’s Center for History and New Media. With funding from the William and Flora Hewlett Foundation and the Carnegie Corporation of New York, this site, a collaboration between Stanford and GMU, harnesses the Web’s distributive power to make high-quality instruc-

tional materials on historical reading free and readily accessible to all.

Other teaching modules on the site focus on the Spanish-American War, the Scopes Trial of the 1920s, and the Social Security Act and New Deal reform. Documents are edited for length so as not to intimidate, and vocabulary aids ensure that no word is left unturned. A “notebook” function includes a space where students can type their responses directly on the screen. For teachers, a special portal provides a mother lode of instructional materials and strategies—four different lesson plans, worksheets, and the full text of original documents, in both English and Spanish.

One particularly ingenious aspect of the site features 45- to 90-second clips of historians reading and commenting on specific documents related to each module. “These video ‘think-alouds’ capture historians in the act of thinking, making the historical reading processes visible and explicit for the student and teacher,” says **Daisy Martin, PhD ’05**, who serves as the associate director of Historical Thinking Matters and co-director of the National History Education Clearinghouse (*see feature on page 1*).

“Some of the things we do you won’t find anywhere else on the Web,” says Wineburg. “You’ll find many sites that provide materials to teachers, but none that model, demonstrate, and teach historical thinking the way we do.” **SE**

## To what extent do you think open education will really take off? Is it a flash in the pan or the tsunami of the future?



Rob Lucas

Doctoral student, Learning Sciences and Technology  
Design Program, Stanford University School of Education  
robert.lucas@gmail.com

### A Good Bet in the Long Run

I take open education to mean a system where teachers and learners draw on, adapt, and contribute to an online commons of educational resources—text-books, images, games, curricula, and more—that are legally guaranteed to remain open and free. Those who would create such a system face significant obstacles, but in the long run, open education is a good bet.

Internet communication has a few simple but powerful features that are already transforming numerous fields, among them software, entertainment, political organizing, scholarly publishing, and journalism. Barriers to access are low, far-flung people can collaborate and aggregate their work, and the holders of digital resources can share them cheaply, without giving up their own copies. As a result, the ongoing transformations have a similar character. Most involve broad participation in open communities around shared digital resources.

I hesitate to make specific predictions about how and when similar change will come to education. Schools are notoriously stubborn institutions, teacher time is limited, and our inherited notions of student privacy stand in the way of sharing work. But even if institutional adoption lags, students and an increasing number of teachers—what might be called the “Wikipedia generation”—have become accustomed to online sharing, and they will bring similar expectations and habits to their learning.

Predictions aside, let’s fervently hope that open education succeeds. It would give our teachers and learners the opportunity to create authentically useful products for real audiences, and build a cultural and intellectual commons that is accessible by all.

**“Those who would create such a system face significant obstacles, but in the long run, open education is a good bet.”** – Rob Lucas

*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](mailto:amy.yuen@stanford.edu).*



**Roy Pea**

*Professor of Education and Learning Sciences  
Director, Stanford Center for Innovations in Learning  
Director, Learning Sciences and Technology  
Design doctoral program, Stanford School of Education  
[roypea@stanford.edu](mailto:roypea@stanford.edu)*

## The Long Tail of Educational Interests and Resources

**I am bullish** about the prospects for open educational resources for many reasons, knowing full well the “tinkering toward utopia” concerns of historians of education. Today, constrained by the centralized control of statewide textbook adoption, more and more teachers (as well as parents and learners themselves) are choosing open educational resources to meet the customized needs and interests of their local situations. Part of the drive within the open

education resources movement is to support such agency, while other arguments are economical, especially in the developing world and in underserved regions of the United States.

I predict that other global technological and business trends will make their way into serving the purposes of learning and education as they merge with open educational resources. Specifically, as uses of Web-scale software services have grown, the data collected from 1 billion Web users globally have increased in value tremendously, creating new marketplaces, and establishing new forms of personalizing the user experience. In 2006, *Wired* magazine editor Chris Anderson influentially described the “Long Tail” marketplace phenomenon emerging with these new technological capabilities. The Long Tail refers to the group of customers that purchases hard-to-find items. Anderson noted how Web-based companies such as Amazon, Netflix, and now Apple iTunes, can sell small volumes of niche items to a great many buyers, unlike retail stores that are constrained by limited shelf space and the need to sell large volumes for a smaller number of popular items (“hits”). A key technological capability that makes the Long Tail model work is the success of data-driven “recommendation engine” software that uses the aggregated purchasing and browsing patterns of users

to guide them to similar items they may like. Many Amazon book purchases come via this route, and over 60% of Netflix video rentals arise from such recommendations.

The relevance of the Long Tail phenomenon to education should be evident: Learners might conceivably be engaged from a point of interest in their learning trajectories to learn content that is not based on the “hits” now represented by published textbooks or traditional pedagogical channels. As the costs of online publishing go down, the quality of learning object metadata improves, and search engines make it easier to find learning “niche” content, a different ecosystem of learning materials could evolve. This trend moves educational publishing from mass markets to millions of niches for learning resources that are defined by large-scale user interaction data. **SE**

## Support Builds for New Stanford Alliance for Instructional Excellence

By Rebecca Tseng Smith

As part of efforts to provide quality professional development opportunities for K-12 classroom teachers, a key priority of The Stanford Challenge's Initiative on Improving K-12 Education, the K-12 faculty steering committee is moving forward with plans to develop a new center for teacher professional development at Stanford.

Envisioned as a learning center that would support, coordinate, and enhance programs for K-12 teachers, the Stanford Alliance for Instructional Excellence seeks to expand Stanford's outreach to K-12 schools. By connecting faculty from across the university who wish to share rich subject matter content with teachers, with faculty experienced in writing curriculum and training teachers, and who are currently working with districts and schools, the center will offer powerful programs to help K-12 teachers enrich their understanding of subject matter and enhance their pedagogical skills.

Helen Quinn, Stanford physics professor and co-chair of the K-12 Initiative, said one of the center's pilot programs will be a science workshop series for elementary school teachers. Quinn, who has worked with many teachers over her career, said, "Elementary teachers often list science, particularly physical science, as the area that they feel least comfortable teaching. There is a huge unmet need for professional development, ongoing support, and mentoring in this area."

K-12 faculty steering committee member and Professor Guadalupe Valdes envisions workshops for language teachers that will renew their love of the language they teach. "Language teachers spend their college years attending lectures and movies, and learning and conversing in the language they are studying," said Valdes. "But when they go out to teach in schools, no one



Professor Pam Grossman, a member of the K-12 faculty steering committee, is helping lead efforts to develop the Stanford Alliance for Instructional Excellence.

else speaks the language. By bringing language teachers together, we hope that the workshops will reenergize them and help them develop innovative ways to engage their students."

Plans for the new center have already attracted the interest and support of two funders. Lauren Dachs (BA '72), Nonie Ramsay (MBA '79), and Susan Harvey of the S.D. Bechtel, Jr. Foundation have provided invaluable advice that has featured strongly in the development of the center. As a critical first step in the center's development, the Bechtel Foundation, which is a major supporter of K-12 science education, awarded a \$140,000 grant in March to fund the position of the center's director for the first year.

"We look forward to watching the center identify and establish new models for how research universities can work constructively with K-12 teachers," said S.D. Bechtel, Jr. Foundation President Lauren Dachs. "With Stanford's disciplinary knowledge in math and science and the School of Education's expertise in teacher professional development, we think this is a strategy worth funding."

Stanford alumna Diana Chang (BA '77, MBA '81) also developed a strong interest

in the center after she spoke with Dean Deborah Stipek to learn more about the K-12 Initiative. After reviewing the center's plans, she and her husband William decided to provide sustained support for the director position by making a gift of \$300,000 to fund the second and third year of the director's salary.

"When Will and I first heard President Hennessy talk about his aspirations for The Stanford Challenge, we were most drawn to the K-12 Initiative because we have a strong interest in improving our schools," said Chang. "Establishing a new teacher development center makes a lot of sense to us, and we are excited to help bring it to life."

The Stanford Alliance for Instructional Excellence is one of the first focused areas to emerge from the work of the K-12 faculty steering committee, which has identified three primary areas of concentration for the K-12 Initiative. Along with teacher professional development, the Initiative also seeks to make a difference in education policy and school leadership.

To learn more, please contact Rebecca Tseng Smith, Associate Dean of External Relations, at [rebecca.t.smith@stanford.edu](mailto:rebecca.t.smith@stanford.edu) or 650.723.1383. SE

## John W. Gardner Center Receives \$4 Million to Foster Youth Leadership

By Amy Yuen

**A \$4 million gift** matched by Stanford University will establish an \$8 million endowment to support the work of the John W. Gardner Center for Youth and Their Communities.

The center, in the School of Education, is a university-community partnership focusing on research, development and dissemination of effective practices for encouraging young people to engage with their communities.

The endowment was made possible by a \$4 million gift from the Walton Family Foundation. The gift was recommended to the foundation by Stanford alumni **Carrie Walton Penner (MA '97)** and her husband, **Greg Penner (MBA '97)**. Stanford's Office of the President will match the gift.

"I believe research universities can and should play a central role in improving the way our nation educates its children," Stanford President **John Hennessy** said. "We know that experiences outside of school can reinforce what happens in the classroom and influence academic success. Through the work of the John W. Gardner Center, Stanford is able to focus on the broader context in which education occurs and connect critical research and analysis to the real world of schools and communities."

According to **Milbrey McLaughlin**, the David Jacks Professor of Education and founding director of the center, the creation of the new endowment comes as the seven-year-old center—which conducts research, educates the public, and works with Bay Area community agencies to seek more effective solutions to the problems affecting youth—faces a critical juncture in its history and development.

"This gift enables the center to maintain a strong core team, and deepen and extend its early promising local policy and program work in Redwood City, Oakland and other Bay Area communities," she said. "The center will also be able to take on an expanded role in generating knowledge



Carrie Penner, MA '97 (L), a trustee of the Walton Family Foundation, relaxes with Professor Milbrey McLaughlin (C) and Aida Gardner (R), widow of John W. Gardner, at a recent meeting.

and connecting diverse people and organizations to advance their work with children and youth."

In the center's Youth Engaged in Leadership and Learning (YELL) after school program, middle and high school students work with the School of Education to develop community service projects and conduct research on issues that impact their lives, such as bullying, stereotyping, and gangs. The findings are analyzed and shared with school staff, city councils, and school boards, and used to develop better programs and opportunities for youth. The process teaches the participating students research, leadership, and communication skills.

The Youth Data Archive, another initiative, allows school districts, city and county agencies, and public and private youth organizations to ask critical research and policy questions affecting young people in their communities. The archive collects and analyzes data from different providers to help community leaders devise more effective programs and policies.

*continued on page 17*

## A Matter of Principals

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

In June, approximately 20 early-career principals came to Stanford to inaugurate a yearlong program designed to strengthen their skills, knowledge, and vision. The new Stanford Principal Fellows program is the product of a collaboration between the School of Education and the Graduate School of Business (GSB)—and is a part of the university's recently launched Initiative on Improving K–12 Education.

The program combines focused study on critical topics such as strategic leadership, change management, accountability systems, and strengthening teaching and learning, with intensive monthly seminars at Stanford and problem solving meetings with colleagues and district superintendents at school sites. The goal is to provide emerging K–12 leaders with the knowledge and sustained support they need to drive change and create schools where students thrive. In its second year, the program will welcome a new cohort of more than 20 fellows.

Tory (BA '66), and Dick Agnich (BA '65), longtime supporters of school reform in their hometown of Dallas, have made the innovative program the focus of their gift to Stanford. They believe that when it comes to the challenges facing K–12 education, it's necessary to zero in on creative solutions like this one.

"These Principal Fellows are entrepreneurs working in a system of severe constraints and scarce resources," says Gay

**"All over the country, strengthening schools is going to require great leadership by school principals."**

– Dick Agnich, BA '65



A gift from Dick (BA '65), and Tory Agnich (BA '66), is helping fund the new Stanford Principal Fellows Program, a joint venture of the School of Education and Graduate School of Business.

Hoagland, BA '59, director of the Principal Fellows program. "We're hoping that they can draw on the expertise of both Stanford faculty and their colleague principals to strengthen their own leadership, and create high-achieving schools where all kids can succeed."

"By leveraging our location within Silicon Valley, that famous 'laboratory' for entrepreneurship, we will be able to connect school principals with resources to help them become successful innovators in the field," says Robert Joss (MBA '67, PhD '70), the Philip H. Knight Professor and Dean of the GSB.

The program will initially focus on princi-

pals from the greater San Francisco Bay Area. The idea is to generate within a few years a critical mass of educational leaders working from the same fundamentals and networked together.

"That's what will make momentum for change possible," says Tory Agnich.

The Agniches have worked with the School of Education over the past several months to help design the innovative program. "Stanford keeps attracting us not only because of its commitment to excellence, but also because of its openness to new ideas from alumni," says Dick Agnich. "Working with the university to direct our gift in a meaningful way has been a complete pleasure."

Tory Agnich has been an advocate and board member for various preschool inner-city education efforts in Dallas over the past 25 years. Dick Agnich served as senior vice president, secretary, and general counsel of Texas Instruments from 1988 until his retirement in April 2000. The program reflects their sophisticated understanding of both education and business.

The Agniches hope the program and the partnership between the schools of business and education will serve as a model and be replicated elsewhere. "All over the country, strengthening schools is going to require great leadership by school principals," says Dick Agnich. **SE**



## Maddy Stein Honored for Exemplary Service to Stanford

**Maddy Stein, MA '70**, received the Governor's Award from the Stanford Associates' Board of Governors for her exemplary and extensive volunteer service to Stanford.

As chair of the School of Education's Advisory Council since 2005, Stein has played a lead role in shaping the role of council members and raising expectations for what the board could accomplish, and has served as a chief advisor to Dean Stipek. She has also served as a member of the national advisory board for the Haas Center for Public Service since 2001. At Haas, Stein has strengthened the Haas Center's connections to the university's academic core, and provided strong advocacy for involving Stanford faculty in the Haas Center's K-12 programs for local disadvantaged schools. **SE**



Dean Deborah Stipek (L) congratulates Maddy Stein, MA '70 (R), on receiving the Governor's Award from the Stanford Associates' Board of Governors

## John W. Gardner Center

*continued from page 15*

The Walton Family Foundation, established in 1987 by Wal-Mart founder Sam Walton and his wife, Helen, has concentrated much of its giving in the areas of school-district improvement, public charter schools, school choice and Arkansas education.

Carrie Walton Penner, a 1997 graduate of the Stanford School of Education's Administration and Policy Analysis Program, her husband, Greg, who earned an MBA from Stanford the same year, and the foundation have long admired the work of the center.

"We are excited to have the opportunity to support the John W. Gardner Center and Stanford University," said Carrie Walton Penner, a trustee of the foundation. "The center is addressing significant issues facing our youth in underserved communities. We hope that this gift will encourage others to learn more about the center, as well as allow it to serve youth in additional Bay Area communities."

**Anahi Aguilar**, a Foothill College student who participated in the YELL program as a middle school student and later

as a high school mentor, says that the program has played a key role in promoting positive change among young people.

"To become a leader you need to believe in yourself, in the people who support you and most importantly you need to believe in what you are trying to accomplish," Aguilar said. "The YELL program has become that leader in the community, teaching others of the importance of leadership and community involvement, and more importantly allowing room for youths' voice and expression."

Established in 2000, the John W. Gardner Center was founded on the values, principles and vision of John W. Gardner, a distinguished public servant and longtime social activist who died in 2002. As Lyndon Johnson's Secretary of Health, Education and Welfare, Gardner was instrumental in civil rights enforcement, led the creation of Medicare, and helped to establish the public television network. He was the first full-time chairman of the National Urban Coalition and founder of the White House Fellowship Program, Common Cause and Independent Sector. In his later years, Gardner served as a consulting professor at Stanford School of Education. **SE**

**S**hare your latest news by mailing us the attached envelope or submitting your update at: [ed.stanford.edu/suse/alumni/keep-in-touch.html](mailto:ed.stanford.edu/suse/alumni/keep-in-touch.html)

### 1940s

**Louise McKea Lothspeich, MA '47**, is a licensed mental health counselor who works with many clients in need of her services. She reports that life at age 87 is good.

### 1950s

**Georgia Betts, MA '51**, attends meetings with the American Association of University Women, the First United Methodist Church, and a local literature club, and spends time with her extended family. She enjoys traveling with the South Salem Senior Citizens.

### 1960s

**Joseph Cronin, EdD '65**, published *Reforming Boston Schools 1930-2006: Overcoming Corruption and Racial Segregation* (Palgrave Macmillan, 2008.) Cronin's book chronicles the effects of civil rights decisions, collective bargaining, and university and employer interventions on Boston's public schools. Cronin is also the president and founder of Edvisors, Inc. an educational services and marketing company that serves college students.

**Judy Oglesby Thomas, MA '66**, retired in May 2007 after teaching for 30 years in the Landscape Horticulture Department at Merritt College in Oakland, CA. She serves as president of the Northern California Turf and Landscape Council and is an arboricultural consultant.

**Alfred LaMarche, EdD '67**, is a retired school superintendent. At 83, he continues to cherish his days at Stanford and would enjoy hearing from fellow classmates.

**Bernadine Chuck Fong, MA '68, PhD '83**, was awarded the Stanford Medal by the Stanford Associates' Board of Governors for her many years of distinguished and significant service to Stanford.

**Don Sharpes, MA '68**, published *Outcasts and Heretics, Profiles in Independent Thought and Courage* (Lexington Books, 2007) last November. The book profiles several leaders, including Ayaan Hirsi Ali, Mahatma Gandhi, Martin Luther King, Jr., and Aung San Suu Kyi. He received a senior Fulbright grant to research Danish teacher attitudes toward Muslim student integration in Denmark.

The project has been extended to include similar data from Belarus, Norway, and England.

**Rosemary Tisch, MA '69**, was honored by the National Association for Children of Alcoholics in April for her work in saving, protecting, and guiding children of alcoholics. The director of Prevention Partnership International, she has created several substance abuse and prevention programs for children in both Santa Clara County and Russia. Last year, Tischhe was honored by the Junior League of San Jose at their volunteer recognition luncheon.

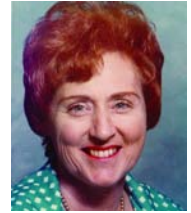
### 1970s

**The Reverend Diane Wheatley, MA '71**, developed and wrote youth curriculum for Gospel Light Productions, and taught workshops in Christian education with the International Center for Learning throughout the U.S. and Canada. She helped produce eight teaching films and filmstrips, and co-authored *A Guide for Motivating Youth* (Gospel Light Publications, 1982). Wheatley has been a pastor in Liverpool, NY for the past 24 years.

**Carlos Calvo, MA '75, PhD '79**, recently published *From the Map of Formal "Schooling" to the Broader Educational Terrain: Dream-in-design the School of the Future* (Nueva Mirada Ediciones, 2007). His book urges readers to "de-school" the school by seeing it from an etymological perspective.

**Mike McHargue, PhD '75**, continues his self-described "jailed retirement" and leads seminars as part of the Great Teachers Movement, in which local educators share best practices and innovations with teachers in informal workshops.

**David Grossman, PhD '76**, spent the last six years as dean of the Hong Kong Institute of Education. He is now an adjunct senior fellow at the East-West Center in Honolulu, working on projects in its education program, including the International Forum on Education that takes place in 2020. He is also an affiliate graduate faculty member at the College of Education at the University of Hawaii. In the past year, Grossman co-edited *Social Education in Asia* (Information Age Publishing, 2007), *Citizenship Curriculum in Asia and the Pacific* (Hong Kong University Press, 2007), and *Improving Teacher Education through Action Research* (Taylor & Francis, 2007).



Georgia Betts,  
MA '51



Joseph Cronin,  
EdD '65



Judy Oglesby  
Thomas, MA '66



Carlos Calvo,  
MA '75, PhD '79



David Grossman,  
PhD '76,



Chris Addington,  
MA '84

James Montoya, MA '78, delivered this year's commencement speech for Nuestra Graduacion, the graduation celebration for Stanford's Chicano/Latino graduating undergraduate and graduate students. *For more about Montoya, see page 20.*

## 1980s

Chris Addington, MA '84, was appointed to the position of Master of University College, the largest of the residential colleges at the University of Otago in New Zealand. He has worked in secondary schools for 23 years, including six years as a principal.

Stacie Newman, MA '85, chairs the English department at Harker Middle School in San Jose, CA, and has become a mentor for young, enthusiastic teachers. She first joined Harker as a seventh grade expository writing instructor, and now teaches eighth grade English.

## 1990s

Janel Henriksen Hastings, MA '93, was appointed assistant vice president for institutional research at Harvey Mudd College in February. She and her husband purchased a home in Southern California and have two children, ages one and four.

Cheryl Richardson, MA '93, PhD '01, is a research scholar at the Carnegie Foundation's Knowledge Media Laboratory, where she assists in the creation of tools and resources that help faculty and teachers document their practice. At home, Richardson enjoys raising her three children and attends a myriad of soccer games, lessons, and Brownie Girl Scout meetings with her husband.

Rushton Hurley, MA '94, served as the keynote speaker in March at the Association of Suffolk County Supervisors for Educational Technologies (ASSET) Conference in Huntington, NY. Two years ago, Hurley began a nonprofit, NextVista.org, which provides a free library of educational videos by and for teachers and students.

Jane Kon, PhD '94, is a project coordinator for the National History Education Clearinghouse (<http://Teachinghistory.org>), an online project launched by Stanford and George Mason University that brings U.S. history teachers high-quality support and resources. *To learn more, see related article on page 1.*

Waka Takahashi Brown, MA '95, is a curriculum writer for the Stanford Program on International and Cross-Cultural Education (SPICE). She recently created middle and high school curriculum units on Chinese dynasties.

David Paoli, MA '95, has directed Middlebury College's undergraduate and graduate programs in Paris, Bordeaux, and Poitiers since 2001. Prior to joining Middlebury, he taught at Dickison College for five years.

Isabel Bouelle, MA '96, moved to Boston in 2006 to work as an administrator for the Consortium on Financing Higher Education at the Massachusetts Institute of Technology. She loves her work, but misses the West Coast.

## 2000s

Alvaro Fernandez, MA/MBA '01, is co-founder of SharpBrains, a research and advisory firm in the emerging brain fitness field. His firm has published the first market report on the growing research-based, cognitive/brain training software market, and is developing software applications that assess and train cognitive skills, such as attention, memory, and processing speed.

Misty Sato, PhD '02, received the Early Career Research Award from Kappa Delta Pi/American Educational Research Association (AERA) Division K in April for her research in teacher education. An assistant professor in curriculum and instruction at the University of Minnesota, Twin Cities, she recently developed a new doctoral program for students who want to research and study how culture affects teaching, learning, and teacher development. Sato has co-authored an article with Postdoctoral Scholar Ruth Chung Wei and Professor Linda Darling-Hammond that will be published in the AERA Journal this year.

Matthew Kraft, MA '03, teaches an integrated English/history class at Life Academy, a program he started at Berkeley High School three years ago to better serve at-risk ninth grade students. He will attend the Harvard EdD program in Quantitative Policy Analysis this fall. **SE**



Stacie Newman,  
MA '85



Cheryl Richardson,  
MA '93, PhD '01



David Paoli, MA '95



Alvaro Fernandez,  
MA/MBA '01



Misty Sato, PhD '02

ALUMNI SPOTLIGHT

## A Champion of Access, Equity, and Excellence

By Lucy Milligan

**J**ames Montoya (BA '75, MA '78) was introduced to Stanford on a high school honor society trip to visit the Stanford Linear Accelerator Center. For Montoya, the son of a San Jose, CA postal worker and homemaker, Stanford "was 20 miles away, but a whole different world." His college counselor, Dorothy Burger (BA '31, MA '33), encouraged him to apply, and in the fall of 1971, assisted with a generous financial aid package that made it possible for him to start as a Stanford freshman, he became the first in his family to go away to college.

For Montoya, that early opportunity triggered in him a passion for improving access, equity, and affordability in education. His first exposure to these issues was through a School of Education class that placed students as tutors in schools throughout the Bay Area. After a period of work as an admissions counselor and counselor for Chicano students at Occidental College, he applied to the School of Education's master's program in Administration and Policy Analysis. Although he was admitted elsewhere, Montoya says, "Compared to my other options, the smaller size of the school and program was a benefit, and you couldn't beat the California sun for graduate work!"

"My first love was admissions, and the related issues of access and equity," he says. "My graduate school experience provided me with a deeper understanding of the role of higher education policy, the data-driven nature of education research, the skills needed to handle data, and a greater appreciation of its role." In particular, he remembers how then-Assistant Professor Barbara Hatton made a special effort to reach out to minority students and engage them in projects relevant to their interests,



and how Professor Henry Levin brought economics alive by applying it to world of education.

After graduation, Montoya served as the youngest admissions director of a leading liberal arts college at Occidental College, and later director of admissions and dean of student life at Vassar College. In 1991, he returned to Stanford as dean of undergraduate admission.

**"We can't be successful in getting more students to college *without strengthening the partnership between K-12 and higher education.*"** – James Montoya, BA '75, MA '78

During his decade-long career on the Farm, Montoya won wide respect from students, administrators, and faculty alike for his commitment to diversity. His first freshman class, admitted in 1992, was the most diverse in the university's history, with 46% of the class identifying themselves as from minority groups. When he was promoted to dean of admission and financial aid in 1994, Montoya deepened his commitment by strengthening

At the College Board, James Montoya supports the work of the nation's colleges and universities in the areas of recruitment, admissions, and retention.

financial aid. He also designed Stanford's Early Decision program and introduced an "intellectual vitality" rating designed to determine applicants' love of learning and deep-seated intellectual curiosity.

Appointed vice provost for student affairs in 1997, Montoya continued to improve the Stanford experience for students from all backgrounds with a number of initiatives. He created the Freshman-Sophomore College, secured funding for community centers, introduced an alcohol education program, chaired a task force on improving quality of service to students and parents, and created the Graduate Student Life Office. Reflecting on his tenure as vice provost, Montoya notes, "I gained an appreciation for the role a school of education plays at a major research university—and I made sure everyone else was aware of this as well."

In 2001, Montoya left Stanford to become vice president of higher education at the College Board. He found the decision

difficult to make, but ultimately decided that his experiences at Stanford gave him the opportunity to impact education on a broader level. After all, as Montoya says, "I've learned that if you're going to leave a first-rate institution, it's important to go to another one whose mission is so aligned with your personal values." At the College Board—a national nonprofit membership association with major programs in college

admissions, guidance, financial aid, and enrollment—Montoya develops strategy and builds support among higher education professionals and institutions for a broad range of initiatives. Among his projects: a task force that looks at ways to better support low-income students in the transition between high school and college, an initiative recognizing the importance of community colleges in the educational system, and extensive work with chief enrollment officers of colleges and universities on such issues as diversity and changing demographics, college admission testing, and college cost and value. “We can’t be successful in getting more students to college without strengthening the partnership between K-12 and higher education,” he says.

The initiatives Montoya champions are complex and ambitious, but that doesn’t faze him. “My work now has been well served by my School of Education preparation, including research skills and a level of comfort in working with complex data,” he says. Montoya, who recently taught an upper division seminar at Stanford called *The Changing Face of America: Strategies for Civil Rights and Education in the 21st Century*, is generous with his praise for the School of Education’s current work. “I believe that the work being done at SUSE is some of the most important being done at Stanford,” he says. “And as an alum, I’m so impressed with the Dean’s leadership and the school’s ability to attract such outstanding scholars.”

Montoya says that we can look to the admissions profession “as a way of addressing issues we currently face in higher education, and addressing the opportunities we have.” From the financial aid package that allowed him to attend Stanford through his years of service as an administrator on the Farm and beyond, the themes of access, equity, affordability, and excellence resonate throughout Montoya’s entire career in higher education, and will continue to inform his work for years to come. **SE**

## In Memoriam

**Ralph Waldo Keller, MA '48, EdD '51**, died November 3, 2007 at the age of 90. Born in Rio, WV, Keller graduated from the University of Maryland in 1938 with a degree in physical education, and completed his MA and PhD in Curriculum Studies and Teacher Education at the School of Education in 1948 and 1951, respectively. He taught high school P.E. and English until he went on active duty with the U.S. Army in 1941. At the end of his military career, Keller was assigned to Tel Aviv, where he was the U.S. Air Attaché and special assistant to the secretary of the Air Force for three years. Upon retirement from the Air Force in 1965, he returned to Stanford to assume the position of Director of Career Planning and Placement. After his formal retirement in 1982, Keller worked as Associate Dean for Alumni Relations for the School of Education until 1990. He is survived by his wife Jane to whom he was married for 68 years, sons Richard and James Keller, daughter Barbara Keller Stone, seven grandchildren, six great grandchildren, and his sister Vivian Cassel.

**Robert Swenson, EdD '49**, died December 31, 2007 in Santa Cruz, CA at the age of 89. Born in Ottumwa, IA, Swenson graduated from Cornell College in 1939, and earned his masters degree from Columbia University. After serving as a naval officer during World War II, he completed his doctorate in education at the School of Education on the G.I. Bill. At Stanford, Swenson developed a lifelong interest in community college administration, and focused his dissertation on the public community college. As the founding President of Cabrillo College, Swenson guided Cabrillo from its inception as a temporary facility in Watsonville, CA in 1959 to a full-fledged campus in Aptos, CA with an enrollment of 14,000. He left Cabrillo in 1977 to serve as the executive director of the Western Association of Colleges and Schools. Swenson is survived by his wife Frances; six children, including **Bruce Swenson, BS '64**, and **Mary Swenson, BA '67**; twelve grandchildren; three great grandchildren; and his sister Rosemary.

**Sally Kiester, MA '76, EdD '92**, died December 19, 2007 of complications from leukemia at the age of 70. Born in Cebu City, Philippines, Kiester graduated from the University of the Philippines and earned an MA in 1976 and EdD in 1992 in Administration and Policy Analysis from the School of Education. A former faculty member and marketing director for the International Program in Engineering Studies at Stanford, she helped found the International Association for Continuing Engineering Education and served on the California Commission for Curriculum Standards in Foreign Language Instruction. She served as president of the United Nations Association (UNA) in Palo Alto, CA, receiving the UNA’s highest distinction, and served as president of the Sister Cities International Palo Alto branch. Kiester is survived by her husband of 43 years, Edwin Kiester Jr.; their son William Kiester; three sons by a previous marriage, Michael, Robert, and Richard Kennewick; four grandchildren; and her sister Thelma Rapatan. **SE**



Chandra Alston



Dot McElhone



Julie Park



Adam Charles Bad Wound, MA '05



Tara Beteille

Three doctoral candidates in the Curriculum Studies and Teacher Education program, **Chandra Alston**, **Dot McElhone**, and **Julie Park** received the Adolescent Literacy Predoctoral Fellowships, funded by the National Academy of Education. Alston, who also received funding from the Stanford Vice Provost for Graduate Education's Diversity Dissertation Research Opportunity program, is studying teacher practices that support African American middle school students in developing their writing and a writer's identity. McElhone is researching teacher-student discourse patterns in reading comprehension instruction and outcomes for student achievement and engagement in reading. Park is examining the efficacy of disciplinary-specific reading strategies on general literacy instruction for middle school students.

**Adam Charles Bad Wound, MA '05**, a doctoral candidate in the Sociology of Education program, won the 13th annual John Milton Oskison Writing Competition Award from the American Indian, Alaska Native and Native Hawaiian Program at Stanford. He received the award for his paper, "The Paradox of Self-Determination: The United States v. Sioux Nation," which he presented in May at the Law and Society Association's annual conference in Montreal. Bad Wound donated his cash award to PATHstar, a non-profit organization that promotes a healthy lifestyle among the Lakota people on the Pine Ridge Reservation in South Dakota. Last October on Indigenous People's Day, he swam the Alcatraz channel as part of a swim organized by PATHstar.

**Tara Beteille**, a doctoral candidate in the Economics of Education program, was awarded a \$25,000 grant by the Social Initiatives Group, ICICI Bank in India, for her study on teacher accountability and local politics in India. Beteille argues that strategic linkages between local politicians and schoolteachers in low-income public schools create systemic inefficiencies, which threaten policy success and school

reform. As part of her dissertation work, she conducted over 2,350 teacher-surveys in three large Indian states. She is supplementing the survey results with several focus-group discussions and interviews with teachers, politicians, and government officials.

**Shara Hegde**, a master's student in the Policy, Organization, and Leadership Studies program, has been accepted into this summer's Chicago Public Schools Fellowship in Urban School Leadership. Upon completion of this program, she will begin a fellowship with Building Excellent Schools, with the goal of starting her own charter school in Oakland, CA.

**Diana Delatour Lopez**, a master's student in the Policy, Organization, and Leadership Studies program, is designing an assessment tool for the Stanford Upward Bound program, which will be renamed the Stanford College Prep Program this July. Under the guidance of Associate Professor **Anthony Antonio** and Upward Bound Director **Christine Solari**, Lopez is conducting interviews and developing and administering surveys to all program constituents. She will use the results to design an appropriate, sustainable program assessment tool.

**Neema Moraveji**, a doctoral student in the Learning Sciences and Technology Design program, presented at the Association of Computing Machinery Conference on Computer-Human Interaction in Florence, Italy in April with his paper, "Mischief: Supporting Teaching in Developing Regions." A former researcher at Microsoft Research Asia in Beijing, he developed the "Mischief" program, a low-cost, scalable alternative to laptops for students living in developing regions (<http://MouseMischief.org>). As a student, Moraveji will continue to focus his research on technology solutions for developing countries, studying the social impact of learning and how controlling self-representation in class can lead to role-playing and changes in identity.



Shara Hegde



Diana Delatour Lopez



Neema Moraveji



Maria Perez

**Maria Perez**, an Economics of Education doctoral student, presented to the Latino Caucus in Sacramento, CA about the need to collect better data in California to understand how to best provide the educational services to English Learners in the state. Her presentation was based on "Answering the Knock of Opportunity: Addressing the Data Needs for California's English Learners," a policy brief she co-wrote with Larisa S. Shambaugh and Tom Parrish at the American Institutes for Research for the William and Flora Hewlett Foundation. *To read the policy brief, visit <http://irepp.stanford.edu>.*

**Ray Rivera**, a doctoral candidate in Symbolic Systems, published *The Workplace Learning and Performance (WLP) Scorecard: Why Learning Matters* (American Society for Training and Development Press, 2007). The book is a comprehensive guide that helps organizations measure and understand workplace learning initiatives and their link to organizational strategy, financial goals, and other key business indicators and measures. Rivera is the director of the WLP Scorecard within ASTD's research department. For more information about his book, visit [www.store.astd.org](http://www.store.astd.org).

In January, **Megan Tompkins**, a doctoral candidate in the Administration and Policy Analysis program, participated in a student plenary conversation with Stanford University President **John Hennessy** as part of the Leading Matters event in Seattle, WA. Leading Matters is a series of gatherings held around the world for Stanford alumni, family, and friends to showcase how the university is tackling some of the world's biggest challenges. Tompkins discussed her research on how philanthropic foundations and private sector actors influence school reform.

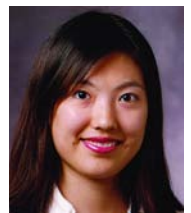
**Xin Wei**, a doctoral candidate in the Psychological Studies in Education program, has been awarded a dissertation grant by the American Educational Research Association Grants Program, sponsored jointly by the National Science Foundation and the National Center for Education Statistics. Her proposed dissertation, "The Stringency of the No Child Left Behind (NCLB) Accountability Standards, Incentives, and Performance: Multilevel Analysis of National Assessment of Educational Progress Data," evaluates the effectiveness of state NCLB accountability policy and incentives for students, teachers, and schools in improving student achievement. **SE**



Ray Rivera



Megan Tompkins



Xin Wei

## STAFF NEWS



**Mary Keily** is the new director of The Stanford Challenge's Initiative on Improving K-12 Education. She works primarily with the K-12 Initiative faculty steering committee and co-chairs **Kenji Hakuta** and **Helen Quinn**. Keily coordinates and oversees the faculty grants program and helps build new faculty partnerships across the Stanford campus. As the former Executive Director of the Wallenberg Global Learning Network at Stanford, she coordinated its annual competitive faculty grants program to foster and support research collaborations between Stanford and Swedish

university faculty to improve teaching and learning. Keily is also education vice chair of the board of Yosemite National Institutes, and board member of the Biological Sciences Curriculum Study, a non-profit that develops comprehensive pre-college science education curricula.



**Alice McCarty** joined the School of Education as director of career services and alumni relations in January. McCarty recently conducted a private career counseling practice, serving as a career counselor for the Career Management Program for Stanford Staff and the

Summer Institute for General Management in the Graduate School of Business, and as a trainer in Stanford's Learning and Development team. She previously worked as a career counselor, recruiter, and public relations administrator for the Stanford Integrated Manufacturing Association Internship program, Stanford Law School Career Services, the Stanford Teacher Education Program (STEP), and the Career Development Center, where she worked directly with graduate students and alumni from the School of Education. McCarty also shares the technology skills she honed as an adjunct faculty member at De Anza College, where she taught courses in web authoring software. **SE**

Save the Date

## Stanford University School of Education Reunion Weekend 2008

*Friday, October 10 and Saturday, October 11*

Join fellow School of Education alumni and come back to campus!

- Enjoy the ‘Welcome Back’ lunch and alumni panel discussion
- Join the dean, faculty and students at our cocktail reception
- Attend Stanford faculty-taught classes, just for our alumni
- Visit East Palo Alto Academy—Stanford’s K-12 charter school
- Mix and mingle with School of Education alums at the festive tailgate
- And much more!

*Registration materials will be sent in mid-August.*



STEVE CASTILLO

To learn more about the program, visit:  
<http://ed.stanford.edu/suse/alumni/suse-reunion.html>



<http://ed.stanford.edu>

Stanford University  
School of Education  
485 Lasuen Mall  
Stanford, CA 94305-3096

Non-Profit Org.  
U.S. Postage  
P A I D  
Permit No. 28  
Palo Alto, CA

Address Services Requested