



# Stanford Educator

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Stanford University  
School of Education  
Alumni  
Newsletter

## Welcoming Our New Dean An Interview with Claude Steele

By Amy Yuen and Mindy Hollar

**C**laude Steele stepped into his new role as the I. James Quillen Dean for Stanford University School of Education on September 1, 2011. Steele, who served as the twenty-first provost of Columbia University, is a preeminent social psychologist. Prior to assuming the position of chief academic officer at Columbia, he was a member of the Stanford psychology faculty from 1991 to 2009. On The Farm, he held appointments as the Lucie Stern Professor in the Social Sciences, chair of the Psychology Department, director of the Center for Comparative Studies in Race and Ethnicity, and director of the Center for Advanced Study in the Behavioral Sciences. His research focuses on the psychological experience of the individual, and particularly, on the experience of threats to the self and the consequences of those threats. His book, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, examines his theory of stereotype threat, which has been the focus of much of his research for the past 20 years. Steele earned his doctorate in psychology from Ohio State University, and has received honorary degrees from the University of Michigan, the University of Chicago, Yale University, Princeton University, and the University of Maryland, Baltimore County. He is an elected member of the National Academy of Sciences, National Academy of Education, American Philosophical Society, and American Academy of Arts and Sciences.



<http://ed.stanford.edu>

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Steve Canillo

**A Return to the Farm:** Claude Steele at the Cubberley Library.

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## School of Education Launches Center to Improve Brazilian Education

By Amy Yuen

In a concerted effort to significantly improve public education in Brazil in the next decade, the School of Education has launched a new center at Stanford aimed at developing new approaches to improve learning in Brazilian public schools. Named the Lemann Center for Educational Entrepreneurship and Innovation in Brazil, the Center will create new educational opportunities inside and outside of the classroom, particularly for Brazil's low-income students.

The Lemann Center is a ten-year partnership between Stanford and the Lemann Foundation, a nonprofit organization that aims to improve the quality of public education in Brazil. Program activities are predominantly taking place on the Stanford campus, with additional exchanges, seminars, and research taking place in Brazil.

"We want to train a new generation of educational researchers and practitioners in Brazil, and encourage innovative policies that will help our emerging country define our own education system," said Denis Mizne, executive director of the Lemann Foundation. "We chose to partner with Stanford University because of its proximity to Silicon Valley and its demonstrated ability to inspire interdisciplinary solutions to complex, global problems."

In addition to training educational researchers and practitioners, the Center is training Brazilian policymakers, technology innovators, and entrepreneurs to improve access and quality in the educational system in Brazil, which has become one of the fastest-growing economies in the world. The Center aims to attract the best and brightest of Brazil's graduates and professionals from a range of top-ranked fields, including engineering, economics, applied mathematics, and business.

"The Stanford School of Education is known for producing leaders who are shaping research and practice around the world, and we are thrilled to build on our global involvement in education," said Co-principal Investigator and Professor **Martin Carnoy**. "We view



Representatives from the Lemann Foundation meet with principal faculty and student fellows of the Lemann Center for Educational Entrepreneurship and Innovation in Brazil.

the Center's three areas of focus—education policy, technological innovation, and entrepreneurship—as crucial components to sustaining lasting educational reform in a country as large and diverse as Brazil."

Major initiatives of the new Center include:

**Graduate training:** Fellowships will be offered annually to students from Brazil admitted to the School of Education's master's and doctoral programs and through Stanford's joint MA/MBA program between the Graduate School of Business and the School of Education. Students will be trained to play key roles in Brazil in the areas of educational policy, learning design, and educational entrepreneurship.

**Hosting visiting researchers and professionals:** The Center will invite visiting educational researchers and innovators from Brazil to attend seminars and to work with Stanford faculty and Lemann Fellowship students.

**Researching Innovative Approaches to Educational Change:** The Center's four lead faculty—**Eric Bettinger**, **Paulo Blikstein**, **Martin Carnoy**, and **David Plank**—will work with Lemann Fellows, visiting researchers and professionals, and other Stanford faculty and students to produce and disseminate research on educational policy, technological innovation, measurement, and entrepreneurial projects related to improving Brazilian education.

**Implementing an Educational Think Tank in Brazil:** The Center will create a counterpart policy research dissemination organization in Brazil, with the goal of increasing the impact of academic policy research in education policy debates in Brasilia and/or state capitals. This Brazil-based organization will draw on the

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# End of the American Dream?

## Income Disparities are Widening the Achievement Gap

By Marguerite Rigoglioso

**It's a well-established fact** that the rich are growing richer and the poor are growing poorer, and that there are fewer and fewer people in between. What's not so well known is how that income gap may be translating into disparities in educational success—and what that might mean for the long-term future of individuals, economically challenged groups, and our entire nation.

A recently published study by Professor **Sean Reardon** is sounding alarm bells. Reardon has found that the gap in test scores between the highest and lowest-income students has grown by about 40 percent since the 1960s and is now nearly twice as large as the black-white achievement gap.

"The roots of widening educational inequality appears to lie in early childhood, not in schools," says Sean Reardon.

"That disparity is leading to a feedback cycle in which it's becoming harder and harder to achieve the American dream," says Reardon, an expert on the causes and consequences of social and educational inequality. As he explains it, if family income is a predictor of how well people do in school, and if school performance determines how much people earn in the market, then economic inequality is only breeding more economic inequality. Education is no longer the pathway to social mobility in the United States that it once was.

Related studies have found that the college completion rate for children from high-income families has grown sharply in the last few decades, while

the completion rate for students from low-income families has barely moved. "This rising gap in academic skills and college completion has come at a time when the economy relies increasingly on well-educated workers," say Reardon. "Largely gone are the manufacturing jobs that provided a middle-class wage but did not require a college degree." In today's economy, then, young men and women without college degrees are increasingly consigned to low-wage jobs with little opportunity for advancement. This is making educational achievement more and more critical.

Especially alarming, then, is Reardon's finding that the gap in test scores means that the lowest-income children are lagging a crippling four years worth of schooling behind their more wealthy peers. Fifty years ago, they were lacking only about two and a half years behind.

### Roots of the Growing Divide

"Schools are not the primary cause of the problem," asserts Reardon. "If they were, the test-score gap would widen as students progress through school, but this does not happen. The test-score gap between eighth-grade students from high- and low-income families is no larger than the school-readiness gap among kindergartners. The roots of widening educational inequality appear to lie in early childhood, not in schools."

Why? Parents who are struggling to make ends meet have little time to worry about their children's cognitive development, and they don't have the funds to pay for their enrichment, explains Reardon, whose research

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L.A. Cienro/Sanford News Service



## American Dream

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attracted national attention after being published as a chapter in *Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances* (Russell Sage Foundation, 2011). In contrast, parents who are economically comfortable are able to spend more time reading with their children and have more money to buy stimulating games and pay for enriching activities. "It's not about a lack of parental skills. The problem is structural," he says.

The solutions, then, Reardon posits, are economic and social. "The best way to reduce inequality and educational outcomes is to ensure that all students start on a more even footing. This would take a number of levers," he says. "We need to make sure people have access to stable jobs that pay a living wage. We need affordable health care, and we need a social safety net to support families through the hard times between jobs. We also need high-quality child-care and preschool programs for low-and middle-income children. This would relieve their stress and allow them to help develop their children's potential."

### Striking a Nerve

Reardon took his case to Capitol Hill on April 19, where he spoke at a briefing sponsored by the Stanford Center on Opportunity Policy in Education and the Economic Policy Institute.

*The New York Times*, *The Boston Review*, blogs, and other media have also picked up on the story, which, Reardon says, "has struck a nerve."

"In preliminary meetings for our book, we thought that

Sean's plan to look at 17 data sets on test scores spanning 40 years was incredibly ambitious, but remarkably, with the help of some very good graduate students, he did it," says Greg Duncan, a professor of education at the University of California, Irvine and one of the editors of *Whither Opportunity*. "The results are dramatic. The extent to which educational opportunities and future labor market

prospects of rich and poor children have diverged over the last 40 years is not something our country wants to believe about itself, but it's an undeniable fact that we have to come to terms with."

**Linda Darling-Hammond**, the Charles E. Ducommun Professor of Education at Stanford, observes, "Because the broader social safety net is now more tattered for children, the

**"Because the broader social safety net is now more tattered for children, the effects of coming from a low-income background are now worse for kids than when we were more socially stable."**

— Linda Darling-Hammond

effects of coming from a low-income background are now worse for kids than when we were more socially stable. Sean's results show us that it's not simply a question of 'getting schools to do better.' Poverty does matter. This points to the need for wrap-around services for children before they even get to kindergarten, as well as while they are in school."

"We can—and must—do more to improve our schools, of course, particularly those schools that enroll low-income students," says Reardon. "But schools alone cannot save the American dream."

Read Reardon's study on the CEPA website at <http://bit.ly/NmwxrK>. SE

C. Wesselman



Reardon presents new research at a recent Stanford conference on income, inequality, and educational success.

The good news is that, in terms of test scores, African American students are now closer to white students than low-income children are to high-income children. But the knowledge that the racial achievement gap has narrowed over the past few decades is cold comfort in the face of this new finding, which spans all races and ethnicities and speaks to a growing tear in the fabric of American society.

# School Reform Gets Real World

## Linked Learning in California Serves the Whole Student

By Marguerite Rigoglioso

“Jason” was the kind of ninth grader his teachers reluctantly identified as someone on the “prison track.” A boy with a troubled past, he was constantly putting himself in danger of arrest through his frequent acts of graffiti.

But when John Muir High School in Pasadena, CA, adopted a new approach to delivering pedagogy called “Linked Learning,” all that changed. Through the coordinated courses he started taking in the school’s Arts, Entertainment, and Media Academy, Jason realized he had a valuable talent that could be channeled to more productive purposes. Now a senior, the teen is earning awards and even making money with his art—which is no longer defacing public property. What’s more, through a field-based internship and other learning experiences in his pathway, he’s learning a range of practical and creative skills that can help him prepare both for college and a career success.

Jason’s experience is just one of the many successes found among the nine school districts participating in the California Linked Learning District Initiative, a statewide effort launched by the James Irvine Foundation in 2008. Under this initiative, leaders from school districts, schools, civic organizations, various industries, non-profits, and higher educational institutions have been collaborating to build high-quality academic “pathways” among disciplines—making education relevant to the real-world needs of any students in the district, especially those traditionally underserved.

“Linked Learning is about preparing students for both college and career, not college or career,” says **Erik Rice**, senior associate with the Stanford Center for Opportunity Policy in Education (SCOPE), which is providing professional development for district and pathway leaders.

### Connecting the Dots

Linked Learning stresses continuous integration of academic instruction with demanding technical curriculum, field-based learning, and student supports, embedded into career-themed schools or smaller learning communities known as “pathways.” With Linked Learning,



Students from John Muir High School meet with a scientist at the Avery Research Center in Pasadena, looking at samples of products developed at the lab.

teachers in subjects traditionally siloed, like history, English, art, science, and career technology, are now working with each other to create coordinated curricula that focus on a career theme. In addition to its arts academy, for example, John Muir in Pasadena boasts the Business and Entrepreneurship Academy and Engineering and Environmental Sciences Academy for ninth through twelfth graders.

“The classes create tangible links between school subjects and the themes of the academies so that kids know why they should care about what they’re learning,” says Ed Honowitz, school board member in Pasadena. Working in small cohorts with the same peers and teachers over time, students also receive greater attention and mentoring. They are supported in tracking their graduation requirements and learning how to apply for college, as well.

Equally important, through community collaborations, students are given opportunities in the workaday world like internships and job shadowing to find out what exactly happens behind the intimidating doors of business buildings, hospitals, and a host of other organizations. “Students gain access to experiences, equipment, tools, and people, which is super important in our world,” says Cynthia Lake, an art educator at John Muir High School, where her own students now take classes and have the ear of professionals at the prestigious Art Center College of Design. Farther afield, in

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## School Reform

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Antioch, CA, Dozier-Libbey Medical High School, has established field experiences through its network with healthcare professionals at Kaiser Permanente Medical Center, which is located a mere few hundred yards away from the school.

### Learning to Teach in New Ways

Retooling for pathway teaching can be a formidable task for professionals used to traditional educational models. At SCOPE, senior associates Rice and **Elle Rustique** are leading the charge with a leadership development series for district and pathway leaders. For the past three years, district leadership teams have attended summer institutes at Stanford to immerse themselves in cutting-edge workshops with experts from the university's schools of education, business, and design. SCOPE has also supported these teams through residencies hosted by network districts.



Peter Lambert, principal of C.K. McClatchy High School in Sacramento, CA, shows an illustration describing the cycle of school reform as part of a workshop on design thinking. The session, held at Stanford's d.school, was part of last June's Linked Learning Summer Institute for California district leaders.

In addition, SCOPE has helped coordinate and lead an aligned professional development series, supporting pathway leadership teams from the nine participating districts. This has focused largely on building technical and leadership capacity for Linked Learning with emphasis on curriculum and instruction, assessment, and adult communities of practice.

SCOPE also provides knowledge briefs and case studies

detailed specific districts' successes and challenges. "Learning about what others in the Linked Learning Initiative are doing and having access to cutting-edge research on these practices gives us valuable knowledge to apply to our own reform efforts," says Donald Gill, superintendent of Antioch Unified School District.

ConnectEd: The California Center for College and Career—an organization founded in 2006 to support the Linked Learning Initiative—has been a central partner in the leadership development series and has provided further technical assistance and coaching to the nine districts. This includes Antioch, Los Angeles District 4, Long Beach, Montebello, Oakland, Pasadena, Porterville, Sacramento, and West Contra Costa. As of March 2010, with Irvine Foundation support, ConnectEd has awarded almost \$12 million in grants for the enterprise.

### Encouraging Results

Each district that has rolled out a Linked Learning initiative over the past four years has seen marked results. "Students in pathways curricula outperform their peers who are not in such programs," says Rice. Early data reveals that test scores, drop-out rates, and college attendance numbers have improved significantly across the network. (To see data and read the SCOPE case studies, please visit <http://edpolicy.stanford.edu>.)

"Kids are also much more engaged in doing exciting things," reports Honowitz in Pasadena. Students in the Engineering and Environmental Sciences Academy at Muir, for example, collaborated with the Jet Propulsion Laboratory and Cal Tech to create a solar-powered boat that they entered into a design race—winning first prize for the fastest craft. "These are incredible experiences with life-changing consequences that students wouldn't have had otherwise," says Honowitz.

"My own children, who don't go to Muir, are actually envious of what they call the 'real' education that students at Muir are getting," notes Cynthia Lake. "This kind of learning can be costly in terms of time, effort, and money, but it will be more costly to our society if we *don't* provide this kind of relevant pedagogy across the board in the U.S. educational system." Clearly, Linked Learning is an approach whose time has come.

"In the coming years, we expect to see all nine districts continue to develop the systems, structures, and culture to support a system of high quality pathways," says Rice. "As districts and pathways work with their civic, business, and other community partners to implement Linked Learning, there will be increased evidence of positive impact on student outcomes. SCOPE intends to continue to be a central partner to ensure that all students in these districts have access to Linked Learning pathways and the rich learning experiences that are required to be college and career ready." **SE**



## Darling-Hammond Wins 2012 Grawemeyer Award



Linda Darling-Hammond, pictured here with Allan Dittmer and Diane Kyle of the Grawemeyer Awards, delivers her acceptance speech at the 2012 Grawemeyer Awards banquet.

**Linda Darling-Hammond** received the coveted 2012 University of Louisville Grawemeyer Award in Education for her book, *The Flat World and Education: How America's Commitment to Equality Will Determine Our Future* (Teachers College Press, 2010). The United States, her book found, no longer leads the world in education because it spends far less on low-income and minority students than it does on affluent students. Her book demonstrates that while nations in Europe and Asia fund schools centrally and equally, the wealthiest U.S. school districts spend nearly 10 times more than the poorest. In particular, black and Hispanic children in America consistently fall behind global academic norms because they have less access to well-prepared teachers and engaging classes than white and Asian students, she found. Previous winners of the Grawemeyer Award include **Lee Shulman**, **Elliot Eisner**, and **Milbrey McLaughlin**. [SE](#)

## Valdés Receives AERA's Highest Honor

**G**uadalupe Valdés, the Bonnie Katz Tenenbaum Professor of Education, received the Distinguished Contributions to Research in Education Award by the American Educational Research Association for her outstanding achievement and success in education research. The award seeks to publicize, motivate, encourage, and suggest models for educational research at its best.

Award committee members wrote, "(Valdés') scholarly journey as an English learner, language teacher, and educational researcher has helped several generations of teachers and scholars develop, refine, and test the validity of educational tools that help the millions of American language learners develop bilingual competence and bicultural identities, so that they can be treated, in the ennobling words from the title of one of Professor Valdés' most influential books, *Con Respeto*."

Valdés joins several School of Education faculty who have won the award in the past, including **Lee Cronbach**, **Linda Darling-Hammond**, **Nathaniel Gage**, **Milbrey McLaughlin**, **Lee Shulman**, and **David Tyack**. [SE](#)



Guadalupe Valdés with UC Berkeley's P. David Pearson, who received the award in 2010.

## “Learning to be Jewish” An Interview with Ari Y. Kelman

By Rebecca Tseng Smith

**B**efore joining the School of Education as the inaugural Jim Joseph Chair in Education and Jewish Studies, **Ari Y. Kelman** was an associate professor of American Studies at the University of California, Davis. He is interested in research at the intersection of education and Jewish Studies, with an emphasis on the myriad ways in which people cultivate ethnic and religious identities and practices. His research focuses on questions of culture in all of its manifestations, including the material, aural, visual, and ideological. He is the author of *Station Identification: A Cultural History of Yiddish Radio* (University of California Press, 2009), editor of *Is Diss a System? A Milt Gross Comic Reader* (NYU Press, 2010), and co-author of *Sacred Strategies: Transforming Synagogues from Functional to Visionary* (The Alban Institute, 2011). Kelman directs the new doctoral concentration in Education and Jewish Studies.

**The subjects of your books and scholarship have varied in quite interesting ways. Is there a common thread that you’re following?**

The question that interests me the most is how people learn by engaging with two phenomena: popular culture and religion. I’m especially interested in how that happens *outside* of schools. For example, in the book about Yiddish radio, I tried to understand how Jewish immigrants tried to figure out what it meant to be a minority community and how they used the most cutting-edge mass medium, at that time, to interact with mainstream popular culture. Mass media shaped both how they learned to be Americans, and how they learned to be Jewish in America.



Ari Y. Kelman speaks at a spring reception honoring the Jim Joseph Foundation and celebrating his new appointment.

My next book presented the flip side of that conversation. I was looking at Milt Gross, whose cartoons were in English but in a highly stylized Yiddish dialect. Again, popular culture provided a space in which Gross, himself an immigrant, could affectionately caricature Jewish culture by using Yiddish accents, but by rendering it in English. Working in a medium that nobody seemed to take seriously allowed Gross to speak across the immigrant-native divide and parody otherwise complex issues that immigrants faced.

In my other book, my co-authors and I looked at synagogues as educational venues. We not only focused on synagogue schools, but also on worship, community building, and social justice work. We looked at what makes synagogues places where people go to engage in conversations around religion and community. Again, for the majority of people we interviewed, synagogues were places of learning, even when that happened through volunteer work or worship.



**Your new book is titled *Learning to be Jewish*. What will it be about?**

I don't know if that will be the title anymore. Originally, I thought of it as a collection of essays that would look at different cultural texts that "taught" people to be Jewish—"Fiddler on the Roof" or *The Jewish Catalog*, for example. I am interested in how people learn to navigate Judaism in all of its complexities. People learn to be Jewish in a variety of places and practices: film festivals, casual conversations, family dinners, and tourism, to name a few. Becoming religious is one dimension of the larger phenomenon I'm interested in, but that is certainly not my central focus. I am using the phrase, "learning to be Jewish" to frame my own research, focusing on the very informal and often uncoordinated ways that people learn to engage with Jewish knowledge, ideas, people, and institutions.

**I notice that you tweet and blog fairly often. How does that all fit into your job as a faculty member in our School?**

I'm a very bad blogger, and a worse tweeter. I don't do either very much these days. For me, tweeting is more like a conversation, but blogging is different. I think blogging is a useful vehicle for hashing out even partially formed ideas. For my students, blogging will be a chance to share what they are learning in their classes, and voice their views of current events and new ideas in a public forum. It's critical that my students know how to talk to other academics on a scholarly level, but they also need to be able to talk to people beyond the academy. I hope that blogging, among other things, will help them do that. If we can extend the research and learning that we do in the Concentration in Education and Jewish Studies to the outside world and engage people who are interested in questions about religion and ethnicity, community and religion, that's a good thing.

**What does it mean to be the Jim Joseph Chair?**

It's a combination of opportunity and responsibility. First and foremost, it's the opportunity to contribute to the understanding of the relationship between religion and education. Second, it is about training students to advance that field of research, too. I'm excited about helping build a creative community in which students can develop their own research interests and projects that



Ari Y. Kelman with his parents, Stuart and Vickie Kelman.

will benefit the world they live in. For me, I want to push the field of education to think more critically about religion and push the field of religious studies to think more critically about education, both inside and outside of formal learning environments. In terms of responsibility, I think this field of study is important for understanding contemporary life, politics and culture—for Jews specifically, but for religious and ethnic communities more generally, as well.

**What should we know about this new concentration in education and Jewish studies?**

I want the concentration to be known as a place for critical scholarship that will inform practice, theory, and policy. It's really important to me that we do some comparative work across religious and ethnic lines and engage in conversations about that work. If we're just talking about Jews for Jews, then we're not taking full advantage of the opportunity to work in this rich field.

Similarly, if we approach education narrowly and only examine schools, we are missing the complex sites and circumstances in which people engage with religious ideas, information, texts, communities, and traditions. Developing a rigorous research program to examine the intersection of these fields will help people and institutions better understand the work they do, and encourage deeper understandings of these complex phenomena.

*For more information about the new Concentration in Education and Jewish Studies, visit <http://edjs.stanford.edu> SE*

## John W. Gardner Center Initiative Targets College Readiness

By Nancy Mancini

**Education leaders** across the country are confounded by a growing phenomenon: too many students are not college-ready when they leave high school. Although indicators exist to identify students at risk of dropping out of high school, few indicators of

students' college readiness are currently in place, and few districts have linked indicators to action-oriented practices and policies.

The John W. Gardner Center for Youth and Their Communities (JGC) at Stanford and the Annenberg Institute for School Reform (AISR) at Brown University are partnering on a three-year initiative funded by the Bill and Melinda Gates Foundation to develop and study the implementation of a system of signals and supports designed to increase the readiness of students to enter and succeed in college.

The **College Readiness Indicator Systems** (CRIS) initiative includes a menu of indicators within three dimensions related to college readiness and success: academic

preparedness, academic tenacity, and college knowledge. The initiative's tri-level approach situates indicators at the individual (student), setting (classroom or school), and system (district) levels with the ultimate goal of informing action to improve college readiness.

JGC is studying the implementation of CRIS in collaboration with five school district partners across the country and developing a set of tools for districts to adapt to their needs. AISR is focusing on cross-site learning; understanding issues related to district, municipal, state, and federal contexts; and process documentation. The groundbreaking initiative has also brought together other organizations, including the Consortium on Chicago School Research, to present field-informing college readiness research.

*For more information on the CRIS initiative, please visit [http://jgc.stanford.edu/our\\_work/cris.html](http://jgc.stanford.edu/our_work/cris.html) SE*



Ed Haertel, Milbrey McLaughlin, and Kara Dukakis (L to R) are leading the team of Stanford researchers involved in the initiative.

## New Center *continued from page 2*

expertise of Brazilian and other education policy scholars.

**Supporting Teacher Education in Brazil:** The Center will work with the Stanford Teacher Education Program to train teams of teacher educators in highly effective, innovative methods for preparing high quality teachers in the context of the Brazilian university system.

"Creating this center has been my dream and a goal for years," said Co-PI and Assistant Professor **Paulo Blikstein**, director of the Transformative Learning Technologies Lab. "As a Brazilian-born scholar, I am excited about our partnership with the Lemann Foundation to improve education, especially among the disadvantaged. We need the best minds in the country thinking about how to improve learning in Brazilian public schools. Through this center, we are putting together technological innovation and large-scale policy change in a way that has never been done before, and we are scaling up cutting-edge educational innovation. Every country should be doing this in today's knowledge economy. We

cannot settle for the 'basics' anymore."

"We hope to make a real and positive impact on education in Brazil through this exciting new partnership with the Lemann Foundation," said Dean **Claude Steele**. "I know we will have a lively exchange with Brazilian colleagues and practitioners, and I am equally hopeful that this new work will enrich our research and teaching. The Lemann Center will sharpen our ability to prepare our graduates to live and work in an increasingly international context."

Established in 2002, the Lemann Foundation is a nonprofit organization working to improve the quality of public education in Brazil. The foundation provides outstanding opportunities to talented youth to build a more productive and equitable country. The Lemann Center for Educational Entrepreneurship and Innovation in Brazil is another initiative of the Lemann Foundation to help develop qualified human capital in the country and accelerate social change in Brazil.

*For more information about the Lemann Center for Educational Entrepreneurship and Innovation in Brazil, visit <http://lemanncenter.stanford.edu> SE*

**H. Samy Alim** is the recipient of this year's Early Career Award from Division G (Social Context of Education) of the American Education Research Association. The award recognizes outstanding scholars with an exemplary early career record of research on the social contexts of education. In presenting the honor, the award committee cited "the breadth and depth of Dr. Alim's work, as evidenced in his record of publication (from top sociolinguistics journals to *The New York Times*), its creativity, importance, and international impact." As faculty director of Stanford's Institute for Diversity in the Arts, Alim organized the April 2011 conference, "Hip Hop, Race and Citizenship in France, Japan, and the United States," featuring Chuck D of the acclaimed hip hop group Public Enemy, and scholars from universities across the country. Alim presented the keynote address at the "Translating Hip Hop" conference in Berlin last November, co-hosted by the House of World Culture and the Goethe Institute.

**Nicole Ardoin** is the principal investigator of a four-year study titled, "Environmental Learning in the San Francisco Bay Area: Networks, Place Connections, Stewardship, and Educational Outcomes." The project, which seeks to advance the field of environmental education by strengthening its theoretical basis and providing findings that can improve practice, was awarded a \$1.4 million grant from the S.D. Bechtel, Jr. Foundation last December. The study examines how, when, where, and why people learn about the environment and become motivated to act sustainably within a community and regional context. Additionally, the project investigates the role that a person's sense of place plays in their learning and stewardship actions, and how environmental education contributes to academic, learning, sustainability, and conservation outcomes.

**Eric Bettinger** received a five-year, \$4.9 million grant from the Institute of Education Sciences to expand outreach of his "Simplifying the FAFSA" project. With prior funding from the National Science Foundation and Department of Education, Bettinger and colleagues from Harvard and the University of Toronto conducted a randomized experiment in 2008 to determine whether streamlining the application process for the Free Application for Federal Student Aid (FAFSA) and providing information increased college enrollment. The intervention, which took place at select H&R Block offices in Ohio and North Carolina, resulted in a 20% increase in college attendance in those

target areas. With the new grant, Bettinger will expand the project on a national scale, potentially reaching 3.5 million people who use free tax-filing services. He and his colleagues will measure the effects of these simplification and assistance efforts on college outcomes.

**Paulo Blikstein** received the Faculty Early Career Development (CAREER) Award by the National Science Foundation in January. The award supports junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education, and the integration of education and research within the context of the mission of their organizations. Blikstein was awarded five years of funding for "Bifocal Modeling: A New Framework for the Learning of Advanced Science and Engineering Content in High School," a project aimed at bringing cutting-edge content and inquiry methods from scientific research labs into high schools. In March, he opened the Bourn Lab at Castilleja School in Palo Alto, CA. The Bourn lab—part of Blikstein's growing FabLab@School network aimed at boosting interest in STEM fields among K-12 students and undergraduates—is the first design and digital fabrication lab in the country built at a U.S. secondary school. Last October, he spoke at TEDx Manhattan Beach last October about FabLab@School. Watch the full talk online at <http://bit.ly/vBEdlK>.

**Prudence Carter** has published the book, *Stubborn Roots: Race, Culture, and Inequality in U.S. and South African Schools* (Oxford University Press, 2012). *Stubborn Roots* seeks to understand what features of the school environment most effectively facilitate the incorporation of students of color. Carter examines this question through a comparative analysis of organizational and group dynamics in eight schools within the United States and South Africa, nations rebounding from centuries of institutionalized racial and social inequality. Carter's book provides insight into how school communities can better incorporate previously disadvantaged groups and promote equity by addressing socio-cultural contexts and promoting "cultural flexibility."

**Linda Darling-Hammond** received the Research-to-Policy Award at the National Conference on Research in Language and Literacy last November. In December, she was honored by the California Educational Research



H. Samy Alim



Nicole Ardoin



Eric Bettinger



Paulo Blikstein



Prudence Carter

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Linda Darling-Hammond



Edward Haertel



Susanna Loeb



Susan O'Hara



Jelena Obradović

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Association with the 2011 Lifetime Achievement Award for her genuine contributions to educational research, assessment, practice, and policy. Previous awardees include **Edward Haertel** (2007) and **Richard Shavelson** (2004). She also received an honorary doctorate from the University of Alicante in Spain in January. This September, the Academy of Education Arts and Sciences will honor her for her distinguished lifelong commitment and accomplishments in the field of education. With SCOPE Senior Scholar **Ann Lieberman**, Darling-Hammond co-edited *Teacher Education Around the World: Changing Policies and Practices* (Routledge, 2012), and co-wrote the book's final chapter, "Teacher Education Around the World: What Can We Learn from International Practice?"

**Edward Haertel** received the 2012 E.F. Lindquist Award, which is co-sponsored by the American Educational Research Association (AERA) and The American College Testing Program, for his significant contributions to the field of testing and measurement in April. Previous awardees include last year's recipient, **Richard Shavelson**. Haertel also received the Robert L. Linn Distinguished Address Award from AERA Division D (Measurement and Research Methodology). Award presenters cited his "distinguished contributions bridging educational measurement and assessment policy, especially those addressing the limitations of tests and the need for valid and equitable uses of test results."

**Susanna Loeb** was nominated in March to the National Board for Education Sciences by President Barack Obama. As the Barnett Family Professor of Education, she directs the Center for Education Policy Analysis, co-directs Policy Analysis for California Education, and serves as a senior fellow at the Stanford Institute for Economic Policy Research.

**Susan O'Hara** and the Academic Language and Literacy in Every Subject (ALLIES) project have been awarded a five-year, \$1.9 million National Professional Development Grant from the Office of English Language Acquisition. ALLIES, which is part of the Center to Support Excellence in Teaching, received funding for "Academic Literacy Support for Novice Teachers: A Capacity Building Approach." During the first phase of the project, the team will develop, implement, test and refine a capacity-building professional development model that provides

support to novice teachers in teaching academic language to English learners. They will pilot the model in the Partner School Induction Program, which includes a network of charter schools serving a diverse student population. The team will then work with the Northern California Beginning Teacher Support and Assessment consortium to bring the model to more novice teachers in a range of public high school contexts.

**Jelena Obradović** was named a William T. Grant Scholar by the William T. Grant Foundation. The Scholars Program supports the professional development of highly promising early-career researchers in the social, behavioral, and health sciences. Her project, "Executive Functions and Biological Sensitivity in Classroom Settings," will explore how teachers can promote students' abilities to regulate their own attention and behavior—skills linked to academic and social competence. She will investigate what features of classrooms relate to children's executive functions (EFs), whether children's physiological reactivity moderates the effects of classrooms on EFs, and whether EF's mediate or moderate classroom effects on academic achievement. Obradović will work closely with her mentors, Professor **Deborah Stipek** and University of Virginia Education Professor Robert Pianta.

**Jonathan Osborne** was appointed to chair the Science Expert Group responsible for writing the framework for the Organisation for Economic Co-operation and Development's Program for International Student Achievement (PISA) assessment in 2015. PISA, which tests a random sample of students in more than 60 countries on math, reading, and science every three years, changes the focus of the assessment each three-year cycle, and science was last selected as the major focus in 2006. Results from the assessment are used as a measure of the relative strength of the countries' educational systems, and are gaining increasing attention from policy makers and economists. The PISA science assessment focuses on the ability to explain phenomena scientifically, understand the nature of scientific inquiry, and interpret scientific evidence. This is somewhat different from the emphasis of the US National Assessment of Educational Progress. By writing the PISA science framework, Osborne and his colleagues in the Science Expert Group will have the opportunity to help frame the kind of science education that will be valued internationally.

**Amado Padilla** was awarded a Presidential Citation at the American Psychological Association meeting last August for his lifetime commitment to research on Latino mental health, particularly the roles of language and ethnic identity. His research is dedicated to understanding how language is symbolic of a group's vitality and place in the world, and he has written on a variety of topics related to bilingual education and Latino behavioral health. This summer marks the fifth year that the California World Language Project—led by Padilla as its principal investigator—will partner with the Palo Alto Unified School District to offer high school students the opportunity to immerse themselves for four weeks in learning Mandarin.

**Roy Pea** was granted his fourth patent—this time, with colleagues from SRI International—as a fundamental contribution in the area of technology-mediated mobile communication. The citation for the patent is as follows:

Patton, C., Roschelle, J., Pea, R.D., & Vahey, P. *“Method and system for enabling and controlling communication typology, access to resources, and document flow in a distributed networking environment”* (Originally filed as U.S. Serial #10/012/708 on Nov. 16, 2001; Revised Appl. No. 12/249/729, filed Oct. 10, 2008). Awarded February 28, 2012 as U.S. Patent #8,127,039 B2.

Pea's article in *Developmental Psychology*, “Media Use, Face-to-Face Communication, Media Multitasking, and Social Well-Being Among 8- to 12-Year-Old Girls,” co-authored with colleagues in the Department of Communication, was showcased by invitation from the Science Government Office of the American Psychological Association in May at a Capitol Hill science exhibit and reception for Members of Congress and their staffers. Funded by the National Science Foundation as part of the LIFE Center, the study was featured in *The New York Times*, *The Wall Street Journal*, *San Jose Mercury News*, *CNN*, and *CBS News*.

**Ray Pecheone** was appointed as professor of practice.

**Sean Reardon** was promoted to full professor of education.

**Lee Shulman** received an honorary doctorate from Freie Universität Berlin in May for his life's work in education research. In presenting the award, representatives from the university's Department of Education and Psychology cited Shulman's academic brilliance, which “provided an important impetus for the development of teacher education in Germany.” The ceremony featured a tributary speech by Professor Jürgen Baumert of the Max Planck Institute for Human Development, and a panel discussion with Shulman, Baumert, **Richard Shavelson**, Arizona State University Regents Professor **David Berliner (PhD '68)**, and University of Freiburg Professor Fritz Oser.

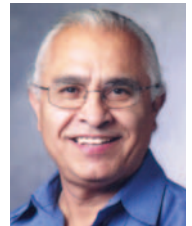
**Guadalupe Valdés** received the Henry T. Trueba Award for Research Leading to the Transformation of the Social Contexts of Education from Division G (Social Context of Education) of the American Education Research Association. **Christian Faltis (MA '81, PhD '83)** of the University of California, Davis nominated Valdes for her work on bilingualism and teacher training. The Henry T. Trueba Award recognizes scholars who have made distinguished contributions toward changing the contexts in which children, youth, or adults learn or teach.

**John Willinsky** was appointed Distinguished Scholar in Residence at Simon Fraser University's Library. He founded and continues to direct the Public Knowledge Project (PKP), an open source software suite of free e-publishing tools. PKP has been based at Simon Fraser University since 2005, and the university now hosts more than 350 international academic journals on its servers. Willinsky will serve as distinguished scholar and limited term professor through 2014.

**Sam Wineburg** and the efforts of the Stanford History Education Group (SHEG) were featured by Stanford News Service in March for SHEG's “Reading Like a Historian” project. “Reading Like a Historian” is a nontraditional high school history curriculum that utilizes primary source documents to promote literacy and critical thinking skills. It was designed by **Avishag Reisman (PhD '11)** and developed with the San Francisco Unified School District. The curriculum, which draws on over 20 years of research on historical thinking and educational practice, has been downloaded by teachers more than a quarter of a million times. *To learn more about the Reading Like a Historian curriculum and to watch a video about the project, visit <http://bit.ly/zZcerj>.* **SE**



Jonathan Osborne



Amado Padilla



Roy Pea



John Willinsky



Sam Wineburg



Steve Castillo

## New Dean

*continued from page 1*

Recently, *The Stanford Educator* sat down with Dean Steele to talk about his interests and goals as the School's new dean:

### **What was your first reaction when you were offered the position of dean?**

**Claude:** It took a little a while for it to seep in, to see how it would align with my interests, commitments, family. The first reaction was "I'm flattered to be thought of." I loved Stanford even when I was provost of Columbia. I was here for 18 years before Columbia, so I have an identification with the institution. As time went on, the idea gained momentum. Our nation's challenges in education have long been a central interest and concern of mine. So it's a thrill for me to return in this capacity. At this point, this job is exactly what I want to do.

The School of Education is a tremendous school. The opportunity to lead it and to

**Understanding Stereotype Threat:** Claude Steele discusses strategies to reduce stereotype threat with fellow panelists Geoff Cohen (C) and Greg Walton (R) at the Spring 2012 Cubberley Lecture.

contribute to it is exciting. It's been well-run, well-led, and well-resourced, relatively speaking. We are seen as a leader in the world, so what we do here can have a broad impact in the world. Few other schools enjoy that position. In education, Stanford is one of them.

### **That leads to the follow up question: What makes this the right time for a social psychologist to take the reins at a school of education?**

**C:** I'll confess a bias in answering that. The importance of the social psychological aspects of our experience in learning and schooling, I believe, is underappreciated. I think it's often as important, sometimes more important, to learning than strictly cognitive processes. Identity and the effects of social norms shape what kids become interested in learning, and how much they

internalize the value of education. A fundamental goal of schooling is to help people understand the personal importance of learning, to become identified with education—in one or another of its forms.

As a social psychologist, I've spent a lot of time trying to unravel those processes. Now, I'm excited about the opportunity to see how well they apply to schooling and be part of an effort to get those things better understood by educators. I believe there is untapped potential here. A lot of people think that the frontier in schooling is educational technology, and I agree that great possibilities lie there. But we're not just hard-drives on sticks. The slightest reflection on one's own school experience tells you that we are full, social beings, and that learning and commitment to learning often grow out of our experiences with other people, in important personal and social situations.



## What makes this a great time to explore new areas in education like this one?

As a society we've become frustrated and anxious about education. In answering the question of whether we're doing a good enough job with it—that is, good enough to sustain our economic competitiveness and the kind of society we aspire to—the media gives us reasons for concern on a daily basis. But on the heels of this anxiety is a greater openness to new ideas in education. It's an era of anxiety, but it's also an era of exploration, experimentation, and innovation. All of the critical stakeholders in this era have had to become a degree or two more flexible. Nearly every dimension of schooling is up for reconsideration: pedagogies, models of school governance and financing, use of technology, and so on. The great schools of education, like ours, have the scientific, scholarly, and professional expertise to help lead education forward in this era.

This is why, I believe, it's a great time to explore new approaches in education—like the one I just mentioned—and why an education school like ours is a great place to do it.

## Can you talk about your priorities as dean?

**C:** My first task is to get to know the School and understand how I can contribute. To that end, I've talked to every faculty member and lots of students and staff to understand the community—their feelings, ambitions, needs, and challenges. It's unquestionably a team with great players on it, so we don't have a problem of having to build a strong faculty and student body. No education school in the world has a stronger faculty or student body.

By the end of the year, I'd like to take the school through a process of developing a mission and vision statement, strategies of im-

plementation, and some timelines and metrics to help us evaluate how well we're doing.

Our mission will likely focus on four things. First is maintaining and expanding the academic excellence of the School. We are among the best education schools already, with excellence in scholarship and research, and in preparation of scholars, researchers, and innovators. But it's always important to continue building "steeples of excellence"—an old Stanford term—around strong programs so that we have maximum impact and remain leaders in the field. When I say "excellence," I don't mean excellence among education schools. I mean excellence in an *absolute sense*. We should aspire, as we always have, to hire real leaders in their area of work.

*"The great schools of education, like ours, have the scientific, scholarly, and professional expertise to help lead education forward in this era."* – Dean Claude Steele

Second, I think the nation wants and deserves schools of education to contribute solutions to our nation's major educational challenges. These challenges have become more on our minds as Americans than in decades past. They want us to not just storehouse knowledge, but to find ways that our knowledge can help improve education in general, to help build a school system that delivers quality education to all sectors of society. I would like our education school to play a leadership role in producing knowledge and research that influences school policies and practices. Many of our faculty and students are involved in doing just this; they consult everywhere, from Singapore to Finland to Washington, D.C. I would like to see a more programmatic focus on this kind of activity in the education school as a whole. Maybe even develop training programs, clinics, or

incubators that are specifically focused on applying knowledge to schooling problems.

Our partnerships with urban school districts, including San Francisco Unified School District, are very exciting to me. With S.F. Unified, we have a director, **Laura Wentworth (PhD '10)**, who coordinates between the district and our graduate school. The district gets research focused on the problems that it cares about, and we're entrained to focus on the most pressing issues that a real urban school district faces. It's not just research for research sake. Research developed in this way—that is, bringing our research strength to bear on a school district's major problems—may well improve the performance of an entire school district. We'd like to have that ambition, at any rate.

Third is maintaining and expanding our high-quality programs for preparing teachers and possibly extending that commitment to preparing school leaders. Our impact here won't be in terms of training large numbers of teachers and leaders, but in doing it well enough to create national models for teacher and leadership preparation. STEP is a leading teacher preparation program that benefits from being part of this rich, academic, intellectual environment. I think we can do the same with school leaders. That would be a wonderful extension of our mission.

The fourth addresses different dimensions of our community. One is building community within the school. One of the things I heard about in the search process was that

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## New Dean

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our larger school community is less than the sum of its parts. We are a school with great programs, great faculty and students, great centers, but we could have a more cohesive community. This is immensely important to me. A strong community can amplify the impact that a school can have, both on the faculty and student members of the school and on the people whose work is affected by it. When you pull together and form an intellectually stimulating environment, the work gets richer, and the impact increases.

I'd also like the School of Education to be a much bigger part of the Stanford community. A lot of people on campus are interested in education: people in business, law, humanities and sciences, engineering—think on-line learning and learning technologies, for example—and even medicine. And I'd like them to think of the School of Education as the place to go when they need the perspectives, expertise, and collegiality of educationists, people who know about Pre-K through 20! We're experts in the human technology interface, in understanding achievement gaps, in schooling policy, and so on. I'd like us to be a more visible forum for discussion of national education policy and practice.

**As you think about these four priorities for the School, how can alumni and friends help you in this process?**

**C:** They already are of tremendous help in many ways as part of our community. But I hope we'll become a more salient part of their lives, where they'll think of us as a resource and help us become a resource to a broader set of people. We are planning more talks and forums on major educational issues. Participation of the alumni and friends of the school in



Claude Steele chats with STEP Directors Rachel Lotan and Ira Lit at last fall's Dean's Kickoff.

these efforts is critical to their success. Being vigorous members of the School of Education's network and community is an important way to help. We will be expanding opportunities for this kind of engagement. Also, as we develop a formal mission and vision, we'll be looking to our alumni and friends for feedback, a process that will unfold throughout the year.

**"No education school in the world has a *stronger faculty or student body.*"**

— Dean Claude Steele

**Last but not least, let's talk about running because that's been a big part of your daily life. You run almost every day. Now that you're several months into your tenure, what kind of similarities do you see between running and running the School of Education?**

**C:** (Laughs). Running has been a lifelong habit. I like that there's a consistency to running. It anchors your life and your consciousness if you get into the habit—as so many people have discovered. Maybe that's as important as the physical gains, although those are important too, especially as you get to my age (laughs). It's a habit, something you don't think about, like brushing your teeth. It stabilizes you. I try to approach writing like that too—everyday a little, or at least something relevant to writing.

There is some transfer to leading a school. You want to be patient and steady and listen, and have your visions and ideas grow as you learn from the community. Basically, what a dean does is try to be helpful and fashion something that will help people make their best contributions. A steadiness of effort and attention helps. It's not like it's an explosive thing that you do and then you can forget about it. You have to keep tending the garden all the time. **SE**

## Making Knowledge Count Arnetha Ball Takes AERA to the Streets

By Marguerite Rigoglioso

**Educational researchers** this past year have been given a boost in how they may apply their knowledge in service to the public good. That's thanks to Professor **Arnetha F. Ball**, recent president of the American Education Research Association (AERA). Her 2011–12 tenure has brought a greater focus than ever before on the “praxis” part of the organization’s mission to promote excellence in research.

Working closely with AERA General Program Chair Cynthia Tyson of The Ohio State University’s College of Education and Human Ecology, Ball has inspired the organization’s launch of the Educational Research Service Projects program. The program, which will begin this fall, will fund researchers nationally and internationally to bring their research knowledge and expertise on a pro bono basis to educational organizations, institutions, or community groups that have expressed a need for their assistance. “This will move more scholars out of the ivory tower and into real-world settings,” said Ball, who has served AERA in numerous leadership roles since 1990.

Ball, a language, literacy, teacher education, and urban studies expert, also migrated the annual AERA conference in the direction of educational service, as well. The largest gathering of education researchers in the world, the Annual Meeting, held this past April in Vancouver, began a year in advance with dialogue-stimulating articles solicited online from diverse researchers on how to use knowledge effectively. Authors continued the conversations with attendees in special sessions at the conference itself, which boasted four interconnected panel areas: theory to practice; diversity, social justice and equity; policy; and praxis at community, national, and international levels.

The meeting also included consultation with indigenous scholars. An opening plenary session began with a traditional ceremony conducted by members of First Nations peoples

of Vancouver. The ceremony ritualized the organization’s respectful request to hold its meeting on indigenous land and set the stage for the entire event. The opening plenary session talk, given by Linda Twihuli Smith of the University of Waikato in New Zealand, addressed the theme, “The Knowing Circle of Indigenous Education—It Is Not Enough Just to Know.”

In an ingenious move, Ball and her team of volunteers integrated local visual and performing artists from cutting-edge disciplines—dance and theater improv, slam poetry,

music and comic book art—to add new dimensions to the conference. Each evening, a performance stage and gallery in the foyer of the convention center showcased new art pieces (poems, dances, songs, sketches) that reflected humorous and thought-provoking creative responses to the educational ideas and discussions explored at AERA.

One of Ball’s aspirations as AERA president was to lead the association’s effort to “go green,” as well. Toward that end, the meeting offered several alternatives to the print program, traditionally a huge directory describing 2,400 sessions and events. Mobile applications provided all the necessary information, wireless internet service, and kiosks allowed the attendees to

access it online, and the print programs that were produced were reduced in size.

“Arnetha always moved and acted to serve the membership,” says Cynthia Tyson. “She is an outstanding mentor, colleague, and friend.”

As AERA president, Ball has galvanized the educational research community, both nationally and internationally. “We’re hearing researchers expressing that they are proud to be AERA members,” she says, reflecting on her heady year. “They’re more inspired to link their work to improving education and serving the public good, be it through formulating theory, influencing policy, or serving communities.” **SE**



Arnetha Ball delivers the Presidential Address at the 2012 AERA Annual Meeting in Vancouver.

Courtesy of AERA



# A Catalyst Helps Launch New Chemistry Learning Lab

By Heather Trippel



Marjorie Balazs with Chris Chidsey, associate professor of chemistry.

**W**ant to engage students in learning science? Ask **Marjorie Balazs, MA '63**, about the magic show she used to start a lesson when she taught high school chemistry. In one demonstration, she turned water into red wine, back to water and back to wine again. "I would really blow their minds when I then drank the wine at the end of the trick!" she recalls with a laugh. "I did not tell the students how any of the tricks were done, but said that they should be able to explain all of them before the end of the year."

Upon reflection, she describes how these demonstrations were tied to her teaching approach: "When I was a chemistry teacher, I always believed that students could love chemistry the way I did if I gave them the opportunity to experience chemistry for themselves, rather than just read about it or conduct rote experiments."

Balazs, a longtime enthusiast of chemistry and other sciences, is passing down her lifelong passion for the sciences to a new generation of curious minds through her generous support of a unique partnership between the Stanford Department of Chemistry and the Center to Support Excellence in Teaching (CSET). Called Chemistry Experiences and Experiments for Learning (ChemEX<sup>2</sup>), the program is a multidisciplinary collaboration designed to help high school chemistry teachers develop and integrate lab experi-

ences that focus on core scientific ideas in ways that help students learn at greater depth. This summer, ChemEX<sup>2</sup>—which is aligned with the New Generation Science Framework—will bring together 24 high-school chemistry teachers for two weeks at Stanford to learn strategies for engaging their students in the practices of both scientific inquiry and engineering design.

"What excites me about this program is the opportunity for chemistry teachers to reconnect with their passion for chemistry and learn new ways to transfer that to their students," says Balazs. After teaching high school chemistry in Colorado, Balazs won a scholarship for graduate studies at the School of Education. After working in the semiconductor industry, she became the founder of Balazs Analytical Laboratory, a Sunnyvale, CA-based company known worldwide for its pioneering work in water purity and chemistry, and for its ability to

solve the most difficult contamination problems in the semiconductor industry. In 1993, Balazs won the coveted SEMI Award of North America, the highest award given within the semiconductor industry to those whose technical contributions most advance the microelectronics industry.

## Chemistry as a Critical Gateway for Academic Success

ChemEX<sup>2</sup> is filling a critical need for educators working to prepare their students for college, as tenth grade chemistry is often considered a gateway course for college admission. For California high school students, failure to pass chemistry or physics results in the students' inability to meet their A-G subject requirements for admission to the University of California and California State University systems. Furthermore, tenth grade chemistry often presents students with the first time they are asked to apply abstract and quantitative thinking to science—a critical skill that will serve them well far beyond chemistry. Indeed, the stakes are high for both students and teachers in these classrooms.

"Giving teachers the resources to continually develop their classroom practices and reinforce their mastery of the subject matter is crucial to improve the quality of science education," says **Susan O'Hara**, executive director of the Center to Support

Excellence in Teaching (CSET). “We know that teachers want to keep learning—and that their students need them to. Through partnerships with science departments on campus like the Chemistry Department, we offer teachers opportunities to work side-by-side with science experts and build lessons that engage students.”

Associate Professor **Chris Chidsey** and Senior Lecturer **Jennifer Schwartz** of the Department of Chemistry are grateful for the opportunity to partner with CSET in the creation of ChemEX<sup>2</sup>. Before ChemEX<sup>2</sup> was created, Chidsey had regularly hosted science teachers to work in his research lab for the summer and more recently, he and Schwartz have hosted chemistry teachers to develop laboratory teaching materials. With the founding of ChemEX<sup>2</sup>, they wanted an opportunity to widen the impact of these efforts. “While a summer at Stanford provides a rich experience for those teachers, I was looking for a way to help more teachers integrate laboratory experiences more effectively in their classrooms,”

Chidsey says. CSET—with its ability to develop, deploy, and assess professional development programs for teachers—was exactly what Chidsey and Schwartz were looking for. “CSET provides the leverage to reach out to chemistry teachers on a larger scale.”

Launching this summer, ChemEX<sup>2</sup> had nearly four times as many applicants as it had space available for this year. To meet the high demand, organizers hope to expand the program next summer so that 50 teachers can participate. The long term goal is to provide a model for the professional development of science teachers that can be replicated elsewhere in California and around the nation.

Balazs is not surprised that ChemEX<sup>2</sup> has attracted such an enthusiastic response from educators. “Anyone who is a chemistry teacher is likely to love it enough to always strive to become better at it,” she says.

For more information on ChemEX<sup>2</sup> and CSET, visit <http://cset.stanford.edu/programs/chem.html>. **SE**

## Barnett Family Endows New Chair in Education Policy

**Thanks to a generous gift** from the Barnett Charitable Foundation, the School of Education has a new endowed chair in education policy. The Barnett Family Professorship in Education was established with a gift from the foundation at the direction of **Karrie and Larry Barnett, '78; Annie and Jim Barnett, '80, JD/MBA '84; and Laurey Barnett Treiger, '81, and Brian Treiger**, and with university matching funds. Professor **Susanna Loeb**, the faculty director of the Center for Education Policy Analysis (CEPA), has been named the inaugural chair.

By providing rigorous, scientific research needed to inform education policy in meaningful ways, CEPA connects the deep knowledge and resources of the School of Education to the people responsible for running our nation's school systems. As early supporters of CEPA, the Barnett family has a keen interest in leverag-



The Barnett siblings with Susanna Loeb and Claude Steele at last fall's inaugural CEPA Supper. Pictured (L to R): Jim Barnett, Susanna Loeb, Laurey Barnett, Larry Barnett, and Claude Steele.

ing that power with their investment. “The idea of transforming the world through education really resonated with us,” explains **Jim Barnett**. “It's

a highly leveraged cause that can bring great benefits to the community at large.” **SE**

Courtesy of Adam Berkehamer



Doris Lee McCoy,  
MA '53



Joseph M. Cronin,  
EdD '65



Martha Green Quirk,  
MA '67



Tom Quirk,  
PhD '67, MA '62



Don Sharpes, MA '68

**S**hare your latest news by mailing us the attached envelope or submitting your update at: <http://ed.stanford.edu/alumni/keep-in-touch>

### 1950s

**Doris Lee McCoy, MA '53**, published *The Magic of Gross National Happiness* (American Spirit Publishing Company, 2010). The book examines her experience traveling to the Kingdom of Bhutan, located in the eastern Himalayas and often described as an earthly paradise. McCoy examines the paradox of how happiness can be achieved in the absence of material wealth. She gave a talk about her book as part of Muskingum University's Alumni Weekend last June.

### 1960s

**Joseph M. Cronin, EdD '65**, authored *Reforming Boston Schools, 1930 to the Present, Overcoming Corruption and Racial Segregation* (Palgrave MacMillan, 2011), now published in a second edition. Cronin began research related to this book at Stanford in 1984. He served as a federal reviewer for the Race to the Top national initiative with Professor Emeritus **Michael Kirst** and **Jim Fenwick, EdD '67**.

**Mary Ann Somerville, MA '66**, is a retired school superintendent.

**Alfred La Marche, EdD '67**, has had a lengthy career in education as a public school teacher, principal, and superintendent. An active and busy 85-year old, La Marche says he is proud of his fellowship as a doctoral student in the Curriculum Studies and Teacher Education program.

**Martha Green Quirk, MA '67**, is an independent educational consultant and the founder of College Admissions Consulting in St. Louis, MO, where she helps students and parents navigate through the college search and application process. She writes articles about this process for a St. Louis parent website ([www.parentusacity.com](http://www.parentusacity.com)).

**Tom Quirk, PhD '67, MA '62**, will have published six books on statistics between last August and this August, all with Springer Publishing Company. They include the recent *Excel 2010 for Business Statistics: A Guide to Solving Practical Business Problems*, and *Excel 2010 for Educational and Psychological Statistics: A Guide to*

*Solving Practical Problems*. Quirk is a marketing professor at Webster University in St. Louis, MO, where he teaches marketing statistics, marketing research, and pricing strategies. At the beginning of his academic career, he spent six years in educational research at the American Institutes for Research and Educational Testing Service. He then taught courses in social psychology, educational psychology, general psychology, and social science research methods at Principia College in Elsah, IL.

**Gayle Kaune, MA '68**, has published a new collection of poetry, *All the Birds Awake* (Tebot Bach, 2011). She has won several Washington Poets Awards, a Ben Hur Lampmann Award, and has been nominated for the Pushcart Prize. She has worked as a teacher and psychotherapist and lives with her husband in Port Townsend, WA.

**Don Sharpes, MA '68**, spent last summer on a senior Fulbright scholarship at Ma Chung University in Indonesia, where he studied institutional development. He is an emeritus professor at Arizona State University.

**Marjorie Summerville, MA '68**, has served as a classroom volunteer with San Francisco School Volunteers, and has seen that great teaching can take place "with a little help from our friends." She taught at San Francisco Unified School District from 1961 to 1978.

### 1970s

**Maria del Carmen Jiménez, MA '78**, teaches English and reading in Spanish to first grade students at La Preparatoria Abierta in Mexico. Previously, she worked as a bilingual teacher at Spring Branch Independent School District in Houston, TX.

**Russell W. Rumberger, PhD '78**, has published *Dropping Out: Why Students Drop Out of High School and What Can Be Done About It* (Harvard University Press, 2011). The book is a response to the rising numbers of high school dropouts in the US, offering a thorough analysis of the crisis and recommendations for addressing and preventing this growing problem. Rumberger is a professor of education at the University of California, Santa Barbara and vice provost for education partnerships at the University of California Office of the President.

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## ALUMNI BRIEFS



Gerald Fry, seen here with government and university officials, received an honorary doctorate from Thailand's Rajanagarindra University.

**Gerald Fry, PhD '77**, received an honorary doctorate in Education for Local Development from Thailand's Rajanagarindra University—a rare honor for foreigners. Fry received the degree from the Crown Prince of Thailand. He also gave a public lecture on Thailand's educational reform efforts at Chulalongkorn University. He was subsequently invited to write a monthly education column in *The Nation*, a major English-language newspaper in Thailand. Fry received the University of Minnesota's Award for Global Engagement in 2009, and was subsequently named Distinguished International Professor in International and Intercultural Education. He recently authored a major reference book on Thailand, published by Scarecrow Press in June. Fry has led Stanford alumni groups on travel study tours to Vietnam, Laos, and Cambodia.

**Avishag Reisman, PhD '11**, received the 2011 Larry Metcalf Exemplary Dissertation Award from the National Council for the Social Studies for her dissertation, "Reading Like a Historian: A Document-Based History Curriculum

Intervention in Urban High Schools."

Reisman's dissertation examined whether the practices of expert historical reading could be brought to bear in urban public school classrooms, where students read well below grade level. She developed a six-month curriculum intervention with over 200 eleventh-grade students in five San Francisco high schools, representing the first extended curriculum intervention in disciplinary reading in an urban district. At the core of the curriculum, students learned to analyze history in context by examining letters, speeches, and government documents from the period. Using five treatment and five control classrooms, Reisman measured the effects of the intervention on the students' historical thinking, their ability to transfer historical thinking strategies to contemporary issues, their mastery of factual knowledge, and their growth in reading comprehension. Reisman is now a senior public administration analyst at the National Center for Research on Evaluation, Standards, & Student Testing (CREST) at the University of California, Los Angeles. *To learn more about the Reading Like a Historian curriculum and to watch a video about the project, visit <http://bit.ly/zZcerj>.*



L.A. Cierzo/Stanford News Service

Avishag Reisman, PhD '11

**David Yeager, PhD '11**, has won several awards for his research on adolescent aggression, stress, and achievement. At the 2012 Annual Meeting of the American Educational Research Association (AERA), he received the Division E (Human Development) Outstanding Dissertation Award for the article based on his dissertation, "An Implicit Theory of Personality Intervention Reduces Adolescent Aggression in Response to Victimization and



David Yeager, PhD '11, with his family.

Exclusion." He also received the AERA Review of Research Award and Division E Distinguished Research Award for "Social-Psychological Interventions in Education: They're Not Magic," a paper he co-wrote with Assistant Professor **Greg Walton** of Stanford's Psychology Department. Yeager also won the Division 7 Dissertation Award from the American Psychological Association. An assistant professor of psychology at the University of Texas at Austin, he currently investigates the causes of adolescents' extreme reactions to peer exclusion or victimization, and the changes in academic performance among racial minorities as they transition to high school or college. **SE**

ALUMNI SPOTLIGHT

## Chartering New Territory

By Marguerite Rigoglioso

As a Colorado real estate broker in the heady 1990s, **Todd Dickson, MA '02**, was successful, but he knew something was missing. “I was making a lot of money, but I wasn’t making a difference,” he says. “I knew there was more for me to do.”

All that changed when he started mentoring six-year old Jeremy at the Tennyson Center for Children in Denver. Abandoned by his parents, Jeremy had been in and out of foster care the previous year, his anger issues too much for any household to handle. Dickson took him under his wing, spending up to four hours a week playing football, reading books, helping with homework, and just plain shooting the breeze with his young charge.

“I loved experiencing how a genuine, heartfelt relationship with someone who had very few positive relationship models in his life could be a really transformative experience for both of us,” he says.

degree in electrical engineering from Cornell University, he decided to focus on science education. “The subject matter, while fascinating and engaging to teach, was really just an avenue for me to connect with kids,” says Dickson, who completed his student teaching in physics at Hillsdale High School in San Mateo, CA.

Steeling themselves for a more economically humble life after the heady days of real estate, Dickson and his wife Heather, a kindergarten teacher, decided to first take posts at the private International School of Lisbon. “While it wasn’t the population that I was aiming for, it still affirmed that I had made the right decision to go into education,” Dickson remembers. After three years working with elite students there, however, he headed back to California to the newly created Summit Preparatory Charter High School in Redwood City. There, he joined several other Stanford

Dickson, who had been happily teaching physics at Summit for just a year. “But my long-term goal was to open my own charter school, so I realized this was a huge opportunity and I took the risk.” The rookie suddenly found himself the school’s executive director at age 34.



Nashville-bound: Todd Dickson, MA '02

The choice has proven to be a good one—both for Dickson and the Summit community. Under his leadership, the charter school was named the 118th best public high school in America in 2008, and the 76th best public high school in 2009. In 2010, *Newsweek* honored Summit as one of the top 10 transformational schools in the country.

“... I’ll take with me *valuable lessons on how to lead schools from STEP as well as from the Principal Fellows Program.*” – Todd Dickson on his new post in Nashville

“I found myself looking forward to my time with Jeremy each week more than anything I was doing at work.” The experience helped Dickson crystalize his life’s calling: to go into education to help low-income students rise above their circumstances.

At age 30, Dickson chucked a booming business and moved to California to enter the Stanford Teacher Education Program (STEP). With a previous master’s

graduates to become part of an ambitious effort to prepare the school’s diverse student population for success in four-year colleges.

### An Unexpected Opportunity

When the charter’s founder and director, **Diane Tavenner, MA '00**, called Dickson into her office one day and asked him to take over the school, he was stunned. “I didn’t feel ready,” says

And it’s no wonder. A full 100 percent of the school’s graduates exceed the entrance requirements for the University of California/California State University system, and 96 percent of the four graduating classes have been accepted to at least one four-year college—more than three times the rate of similar students in high schools in California. Moreover, for low-income students (more than 40 percent of Summit’s student body), the

continued from page 20

## 1980s

**Katherine Tobin, PhD '84, MA '84**, was nominated by President Barack Obama in March to serve on the board of governors of the U.S. Postal Service. She first served on the board of governors from 2006 to 2009, where she chaired the board's audit and finance committee. From 2009 to 2011, she served as Deputy Assistant Secretary in Performance Improvement at the U.S. Department of Education, where she focused on strengthening the Department of Education's culture and building its capacity to work most productively with its political and educational partners.



David S. Doty,  
MA '90

## 1990s

**David S. Doty, MA '90**, was named the 2011 Educator of the Year by the Utah Technology Council, which represents over 500 information technology, bio-technology, engineering, and life science companies in Utah. Since 2008, he has served as the first superintendent of Canyons School District in Sandy, UT. The 33,000 student district is the first new school district to be formed in Utah in nearly 100 years. Prior to his appointment, Doty was assistant commissioner and director of policy studies for the Utah System of Higher Education, and the director of Utah Scholars, a business-education initiative that motivates high school students to complete a rigorous, college preparatory curriculum.



Vaibhavi Gala,  
MA '00

**Marc Chun, PhD '99**, joined the William and Flora Hewlett Foundation as its education program officer. At the Hewlett Foundation, Chun develops and implements the Education Program's Deeper Learning "proof points network" and its research agenda. The network is a collaboration among ten school operators who oversee more than 400 schools in 37 states to document the effectiveness of educating students in skills that emphasize the mastery of core academic content, as well as skills in critical reasoning, problem solving, collaborating, communicating effectively, and learning independently.

## 2000s

**Vaibhavi Gala, MA '00**, launched Camp Imagineerz, a summer day camp for children from grades 1 through 4. Located in Mountain View and Los Altos, CA, the summer camp offers games, exercises, stories, and characters to create an atmosphere in which campers build "i-can" attitudes and a commitment to perseverance. Gala's inspiration for the camp came from her experiences as a student in the International Educational Administration and Policy Analysis program and as a parent of two children.

charter prep sends almost eight times as many students to four-year colleges as similar schools in California.

"Summit is built around the ideals reinforced for me in STEP," says Dickson. "Our underlying philosophy is that everyone is capable of graduating 'college ready.' We're diverse, we don't separate kids into 'tracks,' and we are principle-based rather than rules-based. We get to know our students really well, and we aim to create a physically and emotionally safe environment for them. In short, we want them to thrive, no matter what their background."

Back in 2008, the school captured the attention of Davis Guggenheim, the award-winning filmmaker of *An Inconvenient Truth*. Guggenheim's team filmed Dickson and followed one prospective student through the high-stakes lottery process for acceptance at Summit, along with student hopefuls at four other charter schools. The result, *Waiting for Superman*, a documentary released in 2010, analyzes the failures of American public education. "I learned a lot about filmmaking in the process, namely, that four hours of interviewing generally boils down to about 20 seconds," Dickson laughs.

On the more serious side, he notes that the film has become a lightning rod for the polarized debate over the role of charter schools in American education. "Some think charters will change public education; others insist that we must fix our current public schools and that charters are actually hurting them," he explains.

## An Invitation from Nashville

Dickson's own loyalties remain firmly in the charter camp, so much so that his next adventure will be a leap to start his own charter management organization in Nashville.

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## 2000s

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Julio Cardona,  
MA '04

**Julio Cardona, MA '04**, is a doctoral candidate in the Higher Education program at the University of Michigan, Ann Arbor. He is completing a dissertation study on doctoral student motivation towards degree completion.



Afsoun Yazdian,  
MA/MBA '07

**Afsoun Yazdian, MA/MBA '07**, recently sold GoGo Lingo, a language learning website, to Rosetta Stone. As an MA/MBA student, Yazdian developed GoGo Lingo's proprietary "Playful Immersion" method, a language learning approach designed to help children learn Spanish primarily through pictures and sounds. GoGo Lingo uses games, music, and humor to allow children to comfortably learn a foreign language within a context that involves natural, stimulating, and meaningful communication.



Langan Courtney,  
MA '07

**Langan Courtney, MA '07**, is a refugee education specialist for the Oakland Unified School District, where she designs and coordinates district-wide educational and socio-emotional support programs for refugee students and their families. Selected as a 2012 Rotary World Peace Fellow, Courtney took a six-month leave of absence from her position and moved to Bangkok, along with 22 other Peace Fellows from 14 different countries. In Bangkok, she completed a professional development certificate program in Peace and Conflict Resolution at Chulalongkorn University. She also traveled to Burma/Myanmar, Cambodia, Nepal, and Thailand.



Sara Wernick  
Schonwald, MA '09

**Nicholas Haisman, MA '08**, returned to England last summer to pursue training as an educational psychologist at the University of Bristol. He consults with public and private schools across the United States and England on social and emotional learning, and supports the development of curricula for gifted and talented students. He now serves as affiliate director for Future Problem Solving U.K., which provides opportunities for students to build their collaborative and creative problem solving skills.



Elizabeth Newton,  
MA '10

they wish to see in the world. In 2011, she launched Listen to Lead Consulting to help young people and those who serve them develop the skills and awareness to serve and lead in their communities. Listen to Lead provides leadership training for students, teachers, and administrators; helps organizations nationwide to create or revise programming and strategy; and leads team-building retreats for schools and other organizations that serve youth. Sara lives in San Francisco with her husband and two-year old daughter.

## 2010s

**Elizabeth Newton, MA '10**, received the Hilton Ulitmus Brown Alumni Achievement Award from Butler University for her philanthropic professional work and her commitment to Butler University. She is the founder and executive director of Allowance for Good, a non-profit organization that educates and engages youth in philanthropy to cultivate global citizenship and improve education internationally. Allowance for Good runs a web-based platform that teaches its participants that global philanthropy is not bound by age and that their relationship with money—beyond saving, investing, and spending—should involve sharing. Its interactive website guides youth to understand the challenges faced in education in rural communities around the world and the power they have to create change. Newton began this venture while she was a student in the International Comparative Education master's program.

**Daniela Rubio, MA '10**, is helping launch Teach for Mexico (Enseña por México), an initiative to improve Mexico's educational system by transforming its top graduates into lifelong leaders committed to improving the lives of students across Mexico. Set to launch in next January, Teach for Mexico plans to place over 200 young leaders in schools across various states. It is affiliated with Teach for All, a global network that supports similar organizations in 23 countries.

Rubio and **Mauricio Farías Arenas**, a doctoral candidate in the International Comparative Education program, will publish their article, "Efectos escolares en las escuelas de nivel medio superior de la Ciudad de México: un estudio de valor agregado (School Effects



Daniela Rubio,  
MA '10

**Sara Wernick Schonwald, MA '09**, says her experiences as a student in the Policy, Organization, and Leadership Studies program helped crystallize her vision that all kids should have the opportunity to be the change

## New Territory

*continued from page 23*

“This is been a dream of mine for some time now,” Dickson says. While he originally intended to pursue that dream in California, a chance visit last fall by Nashville Mayor Karl Dean to learn why Summit was so successful as a high-performance school changed all that. “I gave them a quick tour and mentioned in passing that I eventually wanted to run my own charter organization. The mayor said I should come to Nashville to do it,” says Dickson.

While being courted and wooed by the city to “come on down,” Dickson learned that Nashville was widely considered as one of the top places in the country to start charter schools, due to the creation, among other things, of the Tennessee Charter School Incubator, a \$30 million fund designed to support such efforts. As

a senior fellow with the Incubator starting in July, Dickson will head the effort to create a charter management organization that will open eight to ten schools over the next ten years.

“Although I hesitate to leave the orbit of Stanford, which Summit has partnered with regularly to train student teachers, I’ll take with me valuable lessons on how to lead schools from STEP as well as from the Principal Fellows Program,” Dickson says, referring to his participation in the Stanford initiative aimed at strengthening exceptional, early-career principals. He adds, “I plan to work with the excellent education schools in Nashville to create a collaboration like the one we had with Stanford that can serve as a model for how universities and charters can collaborate to

create better outcomes for kids.”

As Dickson prepares for his new journey ahead, he reflects back on the young student he mentored who started him on his education path some fifteen years ago. Today, Jeremy is now almost 21. “We are in touch with each other all the time,” Dickson says. “He is like a little brother to me. I am very proud of the man he is becoming, and how hard he has worked to lead a positive, purposeful life even with all the obstacles placed in his way. In many ways, Jeremy is reflective of many of the young kids that I am so passionate about guiding. More than anything else, they need people to believe in them long enough and with enough certainty and love that they eventually begin to believe in themselves and their goals.” **SE**

in Upper Secondary Schools in Mexico City: A Value-Added Study)” in an upcoming issue of *El Trimestre Económico*. Rubio and Arenas presented a preliminary version of their paper at the May 2011 annual meeting of the Comparative and International Education Society in Montreal.



Maureen Suhendra, MA '11

**Maureen Suhendra, MA '11**, is a member of the school implementation team at Khan Academy, where she works closely with teachers, students, and developers in creating joyful, individualized classrooms that meet the needs of every student. **SE**

### IN MEMORIAM

**Shirley C. Morse, MA '47**, died on February 17, 2010 at age 91 at her home in Venice, FL. She graduated from Cortland College, where she met her husband Rexford. After college, they moved to rural communities in upstate New York to be public school teachers. She was a physical education teacher at Gouverneur High School until she interrupted her career to join the Army Medical Corps during World War II. She served as a physical therapist at Walter Reed Hospital with a rank of second lieutenant and was honorably discharged. Shirley was passionate about skiing, sailing, golf, and mountain climbing and was an accomplished seamstress and stained glass artisan. Active in her church and community, she served on the United Church of Christ State Board and volunteered with TideWell Hospice Inc., among many other organizations. She is survived by her husband of 65 years, Rexford; her children Sally Emerich, Laurie, and Roger; six grandchildren; and seven great-grandchildren. She was predeceased by her daughter Nancy in January 2002. **SE**



**Jakeya Caruthers** was honored with the Diane Middlebrook Graduate Teaching Prize from Stanford's Program in

Feminist Studies for her course, "Black (W)holes: Queering Afro-Futurism." The course examines the artistic ideology, radical political philosophy, and social claim that scholars and artists have termed "afrofuturism." Looking to critical feminist, queer, and race theory as an interpretive base, the course considers ways that Black explorations of space, bio-technologies, sci-fantasy, and the complex connections between the past and future might hearken to or give room for a queer liberationist politic. A doctoral candidate in the Anthropology of Education, Caruthers was also nominated for her work as a Teaching Assistant in Lecturer **Kathleen Coll's** Fall 2011 class, "Introduction to Feminist Studies."



**Vickie Do** received a mathematics teaching fellowship from the Knowles Science Teaching Foundation. She discovered a pas-

sion for teaching and working with youth as a student at Bolsa Grande High School in Westminster, CA, and attributes her desire to teach and mentor students to her high school math teacher, Mr. Nguyen. A STEP teacher candidate in Secondary Mathematics Education, Do is the first in her family

to graduate from college and pursue a master's degree. Upon graduation, she will begin her teaching career at a small public high school in Brooklyn, NY, where she plans to incorporate key components of Complex Instruction and help every student feel confident and "smart" as math learners, and ultimately close the achievement gap.



**Sara Rutherford-Quach, MA '06**, was awarded a National Academy of Education Spencer Dissertation

Fellowship for her dissertation, "Hands Up, Mouths Shut: Silence and Speech in a Second Grade Classroom of English Learners." Her dissertation examines the role of silence in classrooms serving language-minority students. She found that two basic types of silence were salient in the second grade classroom that she studied: a) communicative silence, which students use to creatively comply with and re-establish patterns of interaction, and b) "that which is not said"—silences that relate to issues of race, ethnicity, presumption, inequity, and opportunity in this classroom and the greater school community. A doctoral candidate in Educational Linguistics and Anthropology of Education, Rutherford-Quach hopes to identify and understand the circumstances and contexts that contribute to silence in classrooms that serve English Learners, as well as the role of silence as a non-verbal communicative tool.

**Ray McDermott** and **Guadalupe**

**Valdes** serve as her advisors.

The NAEd Spencer Dissertation Fellowships are given annually to approximately 20 students whose dissertations demonstrate potential for improving education worldwide by bringing new perspectives to the history, theory, or practice of education. Fellows receive \$25,000 and are included in professional development retreats with members of the National Academy of Education and other senior scholars. This is the first year that the Spencer Foundation is partnering with the National Academy of Education to administer these awards.



**Lisa Yiu** just finished her dissertation fieldwork in Shanghai, where she explored the integration of rural migrant

children in urban public schools. Funded by a Fulbright scholarship, Yiu conducted ethnographic research for ten months, during which she served as an English volunteer at two schools—one that segregated rural and urban children and one that did not. Last November, she was awarded the Harvey Fellowship, an international scholarship awarded by the Mustard Seed Foundation to Christian graduate students at premier universities who have the potential to impact system structures in their field. After completing her dissertation, Yiu plans to continue her research on Chinese education and rural migrant children, with the goal of informing Chinese educational policy and school practices. **SE**





Human Resources Administrator **Cindy Cho** received a staff award at the 2012 Stanford Asian American Awards Dinner in May. The incoming chair of the Asian Staff Forum, she was honored for her work as a special programs board member, and for her outstanding service and contribution to Stanford.



**Caroline Girgis** joined the External Relations team as the new donor stewardship manager. She oversees and expands the School of Education's stewardship of its supporters at all levels. She previously worked at Stanford Lively Arts, the university's performing arts series, where she managed education and outreach programs. Girgis worked for nearly 20 years in Chicago's performing arts, arts education, and philanthropic communities. She received BA degrees in Music and Italian from the University of Southern California, and an MA in Music History from the University of Chicago.



**Janice Jackson** joined the Stanford Center for Opportunity Policy in Education (SCOPE) as its executive director last July. She was previously at the Harvard Graduate School of Education, where she was a lecturer in the Educational Leadership and Organizations program and provided support for the Urban Superintendents Program and the Wallace-funded Executive Leadership Program for Educators. She also served in the leadership cadre of three major urban school systems, and worked as a consultant for state education agencies and school districts. Her work in this arena includes service as deputy superintendent for Boston Public Schools. Jackson has extensive experience in the policy area at the federal level, where she served as Deputy Assistant Secretary for Elementary and Secondary Education at the U.S. Department of Education. She is a board member and consultant with major educational organizations that support research and development; professional development; academic, social and emotional learning for students; and the pursuit of greater equity and opportunity.

**Emi Kuboyama, MA '00**, has been appointed director of leadership degree programs, overseeing the Policy, Education,



and Leadership Studies (POLs) master's program, and the joint MA/MBA program with the Graduate School of Business. She previously served as an education attorney with the U.S. Department of Education, and was director of policy development at Policy Analysis for California Education, and senior policy analyst with the Chief Justice Earl Warren Institute on Law and Social Policy at the University of California, Berkeley.



**Holly Materman** is the new manager of the annual fund and school events. She manages planned giving appeals for the School of Education's annual giving program, and organizes the Cubberley Lecture Series and other school events hosted by Dean Steele. She previously taught English in Beijing and Leysin, Switzerland before working as an ESL curriculum developer and executive producer in educational publishing with Computer Curriculum Corporation. Materman served on the boards of Family Connections, a parent-participation preschool for low-income families in San Mateo County, and the San Carlos School District Parent-Teacher Association. Before coming to Stanford, she ran the donor stewardship and parent education program for the San Carlos Educational Foundation. Materman received her BA in English from the University of California, Davis.



**Nereyda Salinas** is the new managing director of career resources. Salinas leads the School's career support efforts to equip our students and alumni with resources to help them achieve the greatest possible impact on the education field. Prior to this position, she directed the School's leadership degree programs, working with faculty and staff to increase admissions selectivity and pilot several academic initiatives. She brings over ten years of experience managing youth development and education reform programs and organizations in Chicago and Boston. Salinas served on the Harvard Business School's MBA Admissions Board, and was the Boston-area admissions volunteer liaison for Stanford's Undergraduate Admissions Office. She received her BA in international relations with honors in education from Stanford, and received an MA in public policy from Harvard Kennedy School. **SE**



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## East Palo Alto Academy Teacher Honored by Arne Duncan

**Misla Barco**, a high school Spanish teacher at East Palo Alto Academy, walked into the office of Vice Principal **Jeff Camarillo (MA '05)** one early morning in May expecting to meet with him about recruitment. What she got instead was a phone call—from none other than U.S. Education Secretary Arne Duncan. As part of National Teacher Appreciation Week, Duncan selected Barco from among hundreds of nominations to personally call and thank her for her unwavering dedication to youth in East Palo Alto. Barco, a nine-year veteran of the academy, cried tears of joy. “It makes me very happy and very proud that I am part of this amazing experience,” Barco said. “We are changing people’s lives.” **SE**



Steve Castillo

Misla Barco (R) relaxes with East Palo Alto Academy Principal Yetunde Reeves and Vice Principal Jeff Camarillo before the academy’s 2012 graduation ceremony at Stanford’s Memorial Auditorium.