



Stanford EDUCATOR

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• • • Pathways in and out of Teaching

BY BOB HASS

SUSE researchers are studying who goes into teaching, how they are prepared, where they teach, and why they leave.

Low-achieving students and students of color, particularly those in economically disadvantaged urban areas, are typically taught by the least skilled teachers. The disparity in teacher quality most likely contributes to the substantial gaps in academic achievement among income and racial/ethnic groups of students. This frequent observation was confirmed in a study by SUSE Associate Professor **Susanna Loeb** and her colleagues, Hamilton Lankford and James Wyckoff at the State University of New York (SUNY) at Albany. The researchers analyzed a database containing seven administrative datasets; characteristics of districts, communities, and local labor markets; and, detailed information about the career paths of every teacher and administrator employed in a New York public school any time from 1984-2000.¹

Loeb and her colleagues found that the disparity begins when

teachers take their first jobs, and worsens in urban areas when they subsequently decide to transfer and quit. Such departures increased disparities in at least two ways.

First, qualified teachers were substantially more likely than less qualified teachers to leave schools having the lowest-achieving students. For example, of the new teachers hired in New York City's lowest achieving schools between

1996 and 1998, 28 percent scored in the lowest quartile on the general knowledge certification exam. Of those remaining in the same schools five years later, 44 percent had scores in the lowest quartile. In contrast, 22 percent of the new teachers in higher achieving schools were in the lowest quartile, which only increased to 24 percent for those remaining after five years.

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PHOTOS: SUSE professors **Susanna Loeb** (L) and **Pam Grossman** (R) are working to better understand how teacher preparation policies and practices affect the supply, retention, and effectiveness of K-12 teachers in difficult-to-staff urban schools.



Second, because teacher effectiveness typically increases during the first few years of teaching careers, high teacher turnover in lower-performing schools disadvantage students in those schools. Twenty-seven percent of first-year teachers in New York City's lower-performing schools did not return the following year, compared to 15 percent in schools having relatively higher student achievement.

In another set of analyses, Loeb and her colleagues examined New York elementary school teachers' first jobs, using a database that included information for every teacher employed in a New York public school any time between 1995 and 2004. They found that teachers tended to choose schools that are close to schools they themselves attended. Among their findings: over 60 percent of New York State teachers first teach within 15 miles of their old high school and 85 percent teach within 40 miles. Even of those who travel over 100 miles to college, most return home to teach.²

pay—to attract and retain skilled teachers in the schools where children have the greatest needs.

Professor Loeb and her colleagues in Albany have recently joined forces with SUSE faculty member **Pam Grossman** in a new study that examines traditional and alternative pathways by which people enter teaching in New York City public schools. The Pathways Study looks at how the characteristics of different teacher preparation programs affect the supply, retention, and effectiveness of the K–12 teaching workforce in difficult-to-staff urban schools and the achievement of students they serve. SUSE alumni **Karen Hammerness (PhD '79)** and **Morva McDonald (AM '99, PhD '03)**, and current students **Ann Jaquith, Michelle Reininger,** and **Matt Ronfeldt** are also contributing to this work.

The genesis of the Pathways Study lay in the desire of the New York City Department of Education, New York State Regents, and New York State Education Department to have baseline data on the relative merits of the various pathways by which people enter the teaching profession in New York City (see sidebar). Since September 2003, all teachers in New York City have been required to be certified. This new policy resulted in a shortage of thousands of certified teachers and the subsequent creation of new pathways into teaching, including the New York City Teaching Fellows Program.

The research design addresses the complex issue of selection bias, something that many past studies have not always adequately considered. “Those who choose to enter teaching through alternate routes may be significantly different from those who enroll in traditional programs,” explains Grossman, “just as those who choose to attend a small elite program may be different from candidates who attend a less selective program.” Because teaching candidates select their pathway into teaching, researchers need to account for this selection in any assessment of program effects. This ensures that they do not mistakenly attribute the impact of these background characteristics to features of teacher pathways, say Loeb and Grossman.

In addition the researchers are exploring how characteristics of teacher preparation ultimately affect student learning and achievement, something previous studies have not attempted. It focuses on five aspects of teacher preparation that have been identified as important indicators of program quality: 1) program structure; 2) subject-specific preparation in reading and math; 3) preparation in learning and child development; 4) preparation to teach diverse learners and in urban settings; and, 5) the characteristics of field experiences. The survey data, along with administrative data and information collected from preparation programs, can be linked to the teacher's contribution to student achievement.

This study promises to have a broad impact that extends well beyond New York City, according to Loeb. “It will likely provide colleges and universities that prepare a majority of the nation's teachers with

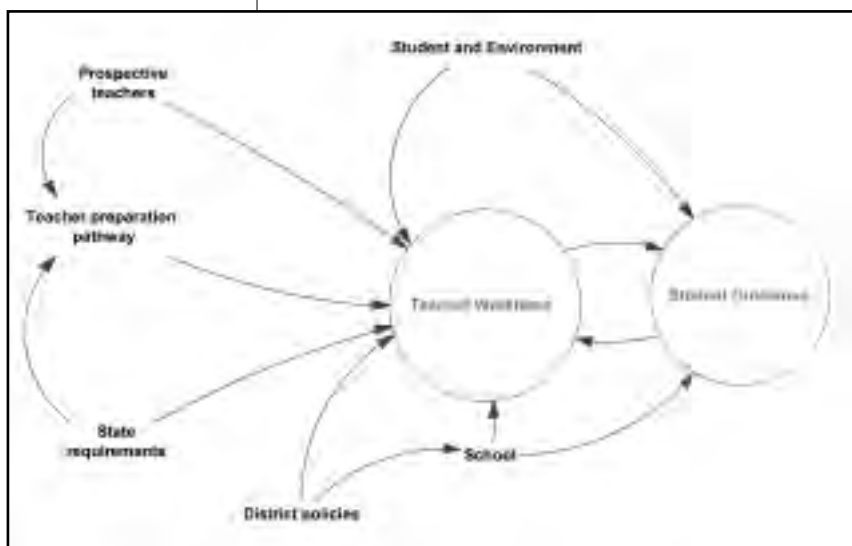


IMAGE: This theoretical framework of the Pathways Study describes Loeb and Grossman's approach to understanding teacher preparation in the context of New York City, the nation's largest school system.

Geographic location of a teacher's residence is also an important determinant of one's decision to stay in the same school, transfer to another school in the district, transfer to another district, or leave teaching in New York State during the first five years of one's career.³ In a study of New York City teachers, the researchers found that of the teachers who resided outside New York City prior to beginning their teaching careers, only 20 percent remained teaching in the same school after five years, with over 30 percent transferring to schools outside New York City. By contrast, 40 percent of teachers who lived in New York City about 3 miles from school were twice as likely to remain in the same school and only 7 percent transferred to schools outside of New York City.

The studies by Professor Loeb and her New York colleagues suggest that one strategy for getting and retaining qualified teachers in low-income urban communities is to entice people from those communities into teaching. Their research also clearly illustrates the need to create other incentives—including

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information on what practices and policies are most effective in preparing teachers, especially for urban districts with high proportions of poor, non-white students,” says Loeb. “School districts may learn more about how pathways affect teacher retention and performance. The research will likely inform policy discussions on the role of alternative certification. And state policymakers will be better able to assess how policies governing teacher preparation programs and teacher credentialing can improve student outcomes.”

Preliminary research results of the Pathways study are due out this fall, and may be accessed at www.teacherpolicyresearch.org.

¹ Lankford, H., Loeb, S., & Wyckoff, J. (2002). Teacher sorting and the plight of urban schools: A descriptive analysis. *Educational Evaluation and Policy Analysis*, 24, 37–62.

² Boyd, D., Lankford, H., Loeb, S., Wyckoff, J. (2005). The draw of home: How teachers’ preferences for proximity disadvantage urban schools. *Journal of Policy Analysis and Management*, 24(1), 134–132.

³ Boyd, D., Lankford, H., Loeb, S., Wyckoff, J. (2005). Explaining the short careers of high achieving teachers in schools with low-performing students. *American Economic Review*, 95(2).

Alternative Pathways Into Teaching in New York City

In addition to traditional college and university-based teacher preparation programs, prospective teachers in the New York City public schools may enter the profession through alternative pathways that also provide training and certification. The SUSE-SUNY study examined the following alternative programs:

New York Teaching Fellows Program

The largest alternative certification program in the U.S. In 2004–2005, 1 in 15 of the almost 80,000 NYC public school teachers was a Teaching Fellow. Candidates are required to continue teaching for 2–3 years while getting their master’s degree.

- **Year Established:** 2000
- **Area Served:** New York City only
- **School Level:** Mainly underperforming middle and high schools
- **Participants:** About half are white; primarily mid-career professionals and recent college graduates, most without prior teaching experience
- **Subject Areas:** High-need subject areas of math (most critical), science, Spanish, special education, and bilingual education
- **Training:** Four-week, full-time pre-service program beginning late September, January, or June. Once fellows have secured a teaching position, they begin a subsidized, two-to three-year master’s degree program at a local university.
- **Website:** www.nycteachingfellow.org

Teach for America (TFA)

Run by a national organization rather than a college or university. To participate in the program, TFA members must commit to two years of teaching.

- **Year Established:** 1990
- **Area Served:** 1,000 schools in 22 U.S. regions with the largest gaps in educational outcomes

- **School Level:** All levels
- **Participants:** 31% are people of color; 93% held leadership positions in college
- **Subject Areas:** All
- **Training:** Pre-institute independent work; five-week, full-time summer training institute. Candidates earn certification; many also earn a master’s degree. TFA provides an ongoing regional support network for TFA classroom teachers.
- **Website:** www.teachforamerica.org

Teaching Opportunities Program

A collaborative initiative between the City University of New York (CUNY) and the New York City Department of Education. Participants must commit to earning a master’s degree at CUNY and then teaching for two additional years in the New York City public schools.

- **Year Established:** 1999
- **Area Served:** New York City only
- **School Level:** Secondary
- **Participants:** Recent college graduates and career changers
- **Subject Areas:** Shortage areas in secondary math, science, and Spanish
- **Training:** Seven-week, full-time summer program in a subject area. Once participants begin teaching in the fall, they take coursework concurrently toward a master’s degree at CUNY for the next two-to-three years (all receive tuition waivers).
- **Website:** www.top.cuny.edu

SUSE Osher Fellows Take on Teaching Challenges

BY ERICA GILBERTSON



PHOTOS: Since receiving a \$1 million gift from The Bernard Osher Foundation in 2003, SUSE has awarded twenty-five Osher Fellowships. STEP grads Erica Buzby, AM '05 (T), and Jessica Huang, AM '05 (B), were among the 2004–2005 recipients.



In 2003, the Stanford University School of Education received its largest gift ever for student financial aid from **The Bernard Osher Foundation** of San Francisco. With a generous gift of \$1 million, The Bernard Osher Endowment Fund was established to increase the enrollment of students in high demand areas of teaching. Recognizing the need for qualified workers in professions such as teaching and nursing, the gift was part of the foundation's broader strategy to develop highly-skilled leaders for the growing sectors of the economy.

Since receiving the funds, SUSE has awarded twenty-five Osher Fellowships, including eight recipients this year. The prestigious scholarships are awarded to Stanford Teacher Education Program (STEP) students interested in teaching high demand subjects, committed to equity in educational opportunity, and likely to take on leadership positions in their schools. Upon graduating from SUSE, Osher scholars go on to teach difficult subjects like math and science in the most challenging schools and districts. These sought-after teacher-leaders are fulfilling their promise with remarkable results.

SUSE alumnus **Stephen Mark Dobbs** (Stanford BA '64, SUSE PhD '72), Executive Vice President of The Bernard Osher Foundation, commented, "The SUSE Osher Scholars are committed to teaching math and science in low-income school districts where they are much needed. The Bernard Osher Foundation is pleased to establish a connection with Stanford—we know that graduates of the School of Education are among the best-educated in the nation. They leave Stanford equipped with both the professional skills and personal strengths to be great teachers."

In 2004–2005, Osher Fellow **Jessica Huang** (AM '05) interned as a STEP science teacher at June Jordan School for Equity, a new small high school in the San Francisco Unified School District. She credits STEP with challenging her to think deeply about ways to make content accessible and interesting to her students throughout her student teaching. "Through my STEP experience, I gained access to not only up-to-date technology and other resources, but also a structured avenue in which to learn how to use the materials and carefully plan my units and assessments," she explained. Thanks to the Osher funding, she had the freedom to take out fewer federal school loans and was able to fund her own master's degree.

Now a math and science teacher at June Jordan, she faces many challenges, as well as leadership opportunities. The school has a very diverse popula-

tion, including African American, Latino, Asian, and Russian students. Most students face various obstacles to a successful education, such as limited community resources and violence and drugs in their neighborhoods. Huang is now part of a teaching staff dedicated to helping these students succeed despite the odds through community building, parental involvement, and social equity. This often involves long work days and tireless commitment to her students' success. "This year I look forward to teaching students to inspire themselves and others to reach their goals. I want students to... think about how they can use their learning to fight for social justice in the future," she said.

Erin Buzby (AM '05), also an Osher Fellow in 2004–05, interned at Hillsdale High School in San Mateo, where she co-taught math without a master teacher. This experience not only opened her eyes to the complicated craft of teaching, but also to the importance of the concept of "authentic teaching." "Math is more than practicing and memorizing; we need to teach math so that students can actually use it. The STEP program was my first choice because of the emphasis on teaching to all learners and the focus on teaching students the many different, but equally important, ways to be good at math," observed Buzby. She is grateful that her Osher scholarship made it possible for her to study at Stanford. It covered about 10% of her tuition, making Stanford more affordable to attend.

STEP prepared her well for her current teaching position at San Lorenzo High School, where the majority of her students are from low- to middle-income households and are students of color. Buzby teaches algebra in an all group-work, project-based learning environment. Most of her students are first-semester freshmen, so in addition to her teaching responsibilities, she helps them make the often difficult transition to high school and acclimates them to working in groups. One of her biggest challenges is helping students make education a priority even when they have difficult situations at home. "One of my most daunting tasks is convincing students who believe otherwise that they are smart and can learn mathematics," she said.

The Bernard Osher Foundation was established in 1977 to provide financial support for the arts, education, the environment, health care, and social and community projects. The Foundation supports programs for undergraduate or graduate financial assistance at sixteen college and university campuses in Northern California and seventeen institutions in the state of Maine. It was founded by businessman Bernard Osher and his family.

Educators Focus on

HIGH SCHOOL REDESIGN AT SUMMER INSTITUTE



PHOTO: California Secretary of Education Alan Bersin speaks at a press conference following his institute presentation, "Restructuring the Central Office: Essential Conditions for Reinventing High Schools."

BY BARBARA MCKENNA

Nationwide, from meetings of state governors to meetings of local PTAs, there is a growing recognition that America's high schools are not giving students the education they need to succeed in today's work force. This summer, on the Stanford campus, a group of teachers and school administrators dedicated a week of their summer to

take a proactive next step — from recognition to action.

Some 350 teachers, principals, superintendents and other educators traveled from around California to participate in an institute series focusing on ways to improve high schools. Titled, "Rigor & Relevance: Reinventing America's High Schools," the series was hosted in June by the School Redesign Network (SRN).

For the past five summers, SRN has hosted the popular institute series to explore ways to redesign high schools to better prepare students for college and careers. This summer's topics included creating small learning communities, building effective assessments, redesigning large high schools, restructuring administrative offices, and lessons learned on the road to conversion.

Participants, who are often already in the process of school redesign, come together to listen,

be challenged, brainstorm, and leave with concrete plans for implementing change to make their schools more effective learning environments.

Among the speakers were Stanford's Charles E. Ducommun Professor of Education Linda Darling-Hammond and Professor Emeritus and President of the Carnegie Foundation for the Advancement of Teaching Lee Shulman. Other speakers included Deborah Meier, founder of the Central Park East School, and former San Diego Superintendent of Schools Alan Bersin, who spoke at the institute the day before taking office as California Secretary of Education.

For more information on the School Redesign Network and upcoming programs, visit www.schoolredesign.net or call (650) 725-0703.

Institute Examines Best Practices in

REACHING AFRICAN AMERICAN STUDENTS

BY DEBRA WATKINS

For the past four years, the California Alliance of African American Educators (CAAAE) has teamed up with the School Redesign Network (SRN) in co-sponsoring a two-day summer institute at SUSE focused on providing strategies for teaching students of African descent.

Entitled "Pedagogies and Practices for Successfully Reaching African American Students," the institute has sold out every year, gaining steady attention for its prominent presenters whose research-based methodologies have proven successful in engaging African American learners. This past June, New York University Education Professor Pedro Noguera, noted for his work on the role of school culture in fostering academic excellence, kicked off this year's institute with his keynote address. Other former keynote speakers include MacArthur Fellow and Algebra Project founder Robert Moses, author and Spelman College President Beverly Daniel Tatum, and Gloria Ladson-Billings, author and president of the American Educational Research Association.

Since 2001, nearly 500 education professionals have participated in the annual institute, including college presidents, superin-

tendents, teachers, and paraprofessionals. After attending presentations during the first half of the institute, participants must design a plan that they will implement in their various work environments. Past examples have ranged from a school action plan to ensure high academic achievement among all its students, to a teacher's guide to creating culturally relevant lesson plans. CAAAE is currently compiling project designs from this summer's institute, as well as information from the presenters, for publication and purchase by anyone working with students of African descent.

Debra Watkins (AM '77), founder and president of CAAAE, explained, "By making the publication available to a larger audience, our institute will ensure that many more people will have access to information designed to improve the academic achievement of African American students."

For more information about CAAAE's forthcoming publication and its annual summer institute, contact Debra Watkins at countittalljoy@earthlink.net.



Forum QUESTION



How do we improve the effectiveness of teachers?



Make Strong Preparation an Entitlement of All Teachers

Debates about how to recruit and prepare more effective teachers have often focused on which single attribute—intelligence or training, academic background or experience—best predicts teacher success. In recent years, a number of studies have found that teachers are more effective when they have all of these elements of knowledge for teaching: a strong and flexible understanding of the subject matter, an understanding of student learning and a repertoire of effective teaching strategies, and mentored experiences that develop sophisticated skills. Like other researchers, we found in a recent large-scale study that, after controlling for student, teacher, and school characteristics, teachers who had met the content and pedagogical requirements represented by certification were consistently more effective than teachers without certification, whether they entered through traditional programs or through alternative programs like Teach for America. Teachers from all of these pathways grew more effective as they acquired teacher education.¹

Unfortunately, arguments about the predictors of effective teaching have often been used to reduce preparation for teachers who teach low-income students and students of color in poor communities. Many other high-achieving nations, including Finland and Sweden, pay the full costs of rigorous teacher

preparation, including living stipends. These two- and three-year graduate level programs add intensive pedagogical training to a strong disciplinary major—emphasizing the skills to teach challenging content to a wide range of learners—and include at least a full year of mentored teaching in partnership schools. Teachers' learning is not determined by how long they can afford to be in school, but by what they need to know to be successful in the classroom.

These nations are moving toward a common curriculum for teacher education that, as Carnegie Foundation President Lee Shulman suggests, is essential to provide all teachers with the knowledge their students need for them to have. The process of developing such a consensus for professional education has been undertaken by all other professions, and has recently been advanced for teaching by a National Academy of Education panel that has outlined the key features of a common teacher education curriculum in *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (Jossey Bass, 2005). Embraced by professional organizations and accrediting agencies, this effort could increase teacher effectiveness on a wide scale if it is joined to policies that make strong preparation an entitlement of all teachers, and that create supportive conditions for ongoing learning in schools where well-trained teachers are needed the most.

¹ Darling-Hammond, L., Holtzman, D., Gatlin, S.J., & Heilig, J.V. (in press). Does teacher education matter? Teacher certification, Teach for America, and teacher effectiveness. *Educational Policy Analysis Archives*.

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



Teacher Education Does Not Exist

Teacher education does not exist in the United States. There is so much variation among all programs in visions of good teaching, standards for admission, rigor of subject matter preparation, what is taught and learned, character of supervised clinical experience, and quality of evaluation that compared to any other academic profession, the sense of chaos is inescapable. The claim that there are “traditional programs” that can be contrasted with “alternative routes” is a myth. We have only alternative routes into teaching. There may well be ways in which the teaching candidates of Teach for America or the New York City Fellows program meet more rigorous professional standards than those graduating from some “traditional” academic programs. Compared to any other learned profession such as law, engineering, medicine, nursing or the clergy, where curricula, standards and assessments are far more standardized across the nation, teacher education is nothing but multiple pathways. It should not surprise us that critics respond to the apparent cacophony of pathways and conclude that it doesn't matter how teachers are prepared.

I am convinced that teacher education will only survive as a serious form of university-based profes-

sional education if it ceases to celebrate its idiosyncratic “let a thousand flowers bloom” approach to professional preparation. There should be no need to reinvent teacher education every time a school initiates a new program. Like our sibling professions, we must rapidly converge on a small set of “signature pedagogies” that characterize all teacher education. These approaches must combine very deep preparation in the content areas teachers are responsible to teach (and tough assessments to ensure that deep knowledge of content has been achieved), systematic preparation in the practice of teaching using powerful technological tools and a growing body of multimedia cases of teaching and learning, seriously supervised clinical practice that does not depend on the vagaries of student teaching assignments, and far more emphasis on rigorous assessments of teaching that will lead to almost universal attainment of board certification by career teachers. The teacher education profession must come to this consensus; only then can accreditation enforce it. Commitment to social justice is insufficient; love is not enough. If we do not converge on a common approach to educating teachers, the professional preparation of teachers will soon become like the professional education of actors. There are superb MFA programs in universities, but few believe they are necessary for a successful acting career.



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High Expectations and Professional Development Are Crucial

At our school we approach teacher effectiveness not as individual teachers, but as a team of teachers. Together, we create a culture of high expectations and push each other to be the best teachers we can be.

Building a culture of high expectations begins with hiring. We state high expectations during our interview process, making it explicit that teachers commit to their own professional growth and constant learning and to collaborating and planning with colleagues regularly. Teachers come to our school expecting to work harder and to be held accountable. While these may just sound like hackneyed words, the culture of our school gives them meaning. For example, groups of teachers meet at every opportunity every day to discuss how to reach particular students, improve a lesson, or share best practices. Whether it is before school, during school, at lunch, in the evening,

or on a weekend, our teachers are always working as a team.

With the culture of incredibly high expectations for teachers must come reliable and meaningful support. High quality whole group and individualized professional development is critical. Teachers seek out professional development opportunities depending on their foci for growth. For example, our English teachers both attended the Reading/Writing Project workshops through Teachers College this summer; other teachers visited other schools across the country. Our teachers participate in peer observations and observations of external excellent teachers. They give and receive critical feedback from peers, other educators, and me (the principal). In addition, we eliminate as much bureaucracy and paperwork as possible while providing funding for our teachers to purchase all necessary materials for their classrooms.

We support our teachers to reach the high expectations we have for them, and we hold our teachers accountable for their students' results, I am able to give my teachers incredible freedom to teach in a way that is most effective for them, using the materials that will best complement their practices.

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Recent

FACULTY NEWS



MARTIN CARNOY

Anthony Antonio was elected as a Board Member for Division J (Postsecondary Education) of the American Educational Research Association. In May, he received a faculty award from the Stanford's Asian American Activities Center Advisory Board and the Asian Pacific American Alumni Club for his service, achievement, and dedication to the Stanford Asian American community.

Reform (Rowman & Littlefield, 2005), with **Amy M. Hightower (PhD '03)**, **Jennifer L. Husbands (PhD '05)**, **Jeannette R. LaFors (PhD '04)**, **Viki M. Young (PhD '05)**, and Carl Christopher. Using San Diego's reform initiative in the late 1990s as a case study, the book examines how education leaders can develop and implement strategies to improve teaching quality as well as manage the process of school reform.

Steve Davis is the lead author of *Review of Research: Developing Successful Principals*, a monograph that was published by the Stanford Educational Leadership Institute (SELI) in July. The monograph is a result of a Wallace Foundation-commissioned study that examines the most effective financial, organizational, and training strategies in professional development programs for principals. Contributing authors include professors **Linda Darling-Hammond** and **Debra Meyerson**, and Research Director Michelle LaPointe.

In July, **Pam Grossman** gave the keynote address at the annual meeting of the International Study Association for Teachers and Teaching in Sydney, Australia. Her former advisee **Morva McDonald (AM '99, PhD '03)** won the Outstanding Dissertation Award from Division K (Teaching and Teacher Education) of the American Educational Research Association.

Patricia Gumpert received a grant from the Carnegie Corporation of New York for her research on improving the quality of liberal arts education.

Mike Kirst co-authored a second edition of *The Political Dynamics of American Education* with Frederick Wirt (McCutchan, 2005). The book presents a conceptual framework of the politics of U.S. education, considering everything from the local level--where community coalitions, school boards, superintendents, and even teachers act as politicians--to the state and federal levels, where policy and finance come into play.

In October, **David F. Labaree** delivered the Presidential Address at the History of Education Society's annual meeting in Baltimore, MD. He was re-elected to a second term as a member of the Executive Board of the American Educational Research Association. His book *Degrees of Advantage: Selected Works of David Labaree* will be published by RoutledgeFalmer in 2006.

Roy Pea received the 2005-2006 IBM Research Faculty Award, a cash-only award intended to recognize outstanding faculty and promote innovative, collaborative research.

In May, **Woody Powell** was the Deloitte Distinguished Visiting Faculty at the Judge Institute of Management and Social and Political Sciences at the University of Cambridge.



BILL DAMON

Bryan Brown was awarded the 2005 Minority Fellow Award by the National Association of Researchers on Science Teaching's Equity & Ethics Committee. The National Academy of Education also named him a Spencer Post Doctoral Fellow.

In April, **Martin Carnoy** and **Ingram Olkin** were both elected to be members of the National Academy of Education (NAE).

The John Templeton Foundation has awarded **Bill Damon** a \$952,000 grant to conduct a pioneering study on how youth find and develop purpose in their lives. The foundation has also committed to an additional \$1 million to be matched by other solicited support over the course of the next four years. The new project will be located at the Stanford Center on Adolescence, where Damon serves as director.

Linda Darling-Hammond received a grant from the Morgan Family Fund in support of the Performance Assessment for California Teacher (PACT) project. She published the book, *Instructional Leadership for Systemic Change: The Story of San Diego's*



STEVE DAVIS



RICH SHAVELSON



JOY WILLIAMSON

Francisco Ramirez received a three-year grant of \$549,600 from the Spencer Foundation to support a research project with John W. Meyer entitled, “The Worldwide Rise and Spread of Human Rights Education, 1950–2005.” This mixed methods study also supported by the National Science Foundation and the Bechtel Initiative on Global Growth and Change, builds on prior research on the rise of human rights as an international regime. Ramirez delivered an address on the state of the sociology of education in the U.S. at the tenth annual meeting of the Spanish Sociology of Education Association in Santander, Spain.

Rich Shavelson was appointed Margaret Jacks Chair in the School of Education in June. He was named Senior Fellow at the Stanford Institute for the Environment. In November, he delivered the keynote address, “What Constitutes Research in Education?” at the 2005 Educational Leadership Research Institute, which was sponsored by participating campuses in the joint EdD program of California State University and the University of California at Irvine.

Hans Weiler is involved with Stanford’s European Roundtable; the Hertie School of Governance in Berlin, a multi-year commission on “demography and higher education;” and, UNESCO’s

Forum on Research in Higher Education. This year, he has been invited to give presentations in Budapest, Heidelberg, Vienna, Freiburg, Paris, Byblos/Lebanon, Berlin, and Jena. His website is www.stanford.edu/people/weiler.

Joy Williamson received the St. Clair Drake Teaching Award from Stanford’s Black Community Services Center for her outstanding performance and lasting contribution to the Stanford community.

Haertel and Labaree Appointed New Associate Deans

Dean Stipek has created a second associate dean’s position at SUSE starting this academic year. The former position of Associate Dean of Academic Affairs, held by Eamonn Callan since 2001, has now been restructured into an Associate Dean of Student Affairs and an Associate Dean of Faculty Affairs. David Labaree will take on student responsibilities and Ed Haertel will oversee faculty affairs.

Haertel, who has been a SUSE faculty member since 1980, will primarily oversee and coordinate new faculty searches. “This is a critically important function. We are a small school, and every new hire really counts. If I can facilitate communication among the search committees, I may be able to help in identifying strong candidates who meet needs in multiple program areas,” he explained. Haertel has also recently been appointed Chair of the Advisory Board of the Academic Council at Stanford, a prestigious committee which must approve all Stanford appointments, reappointments, promotions, and recommendations for the creation of new academic departments prior to their submission to the Board of Trustees.

Labaree, a SUSE professor since 2003, commented, “Going to graduate school is an illuminating and stressful experience. My aim in my new position is to help ease some of the stresses in the process and allow students and faculty to focus on the possibilities for illumination.” He added that he was delighted to have the opportunity to support and work with such an outstanding group of graduate students.

PHOTOS: SUSE Professors Ed Haertel (T) and David Labaree (B) are the new Associate Dean of Faculty Affairs and Associate Dean of Student Affairs, respectively.



2004 ICE Grads

CREATE SCHOLARSHIP FUND

BY EVY DU, ANDRES MOLINA, JANE PAK,
MICHELLE PHILLIPS, AND WILLOW
SUSSEX

Thanks to vision and altruism from the International Comparative Education (ICE) master's program's class of 2004, financial assistance is now available to support their suc-



PHOTO: 2004 ICE graduates launched the ICE M.A. Scholarship Fund to help students pay for expenses associated with monograph research. This year's recipients of the fund include current ICE students (L to R) Emily Flynn, Brian Victor Gabele, Lucas Arribas Layton, Yolko Sierra.

cessors' academic development. Created in 2004, the ICE M.A. Fund will now help students pay for expenses (travel, mailing, etc.) associated with monograph research. Previously, the only assistance available to ICE master's students was a small travel fund for conferences. Class of 2004 students **Evy Du, Andres Molina, Jane Pak, Michelle Phillips, and Willow Sussex** helped change this by establishing this annual scholarship fund for master's students after

agreeing that even a little monetary help would have gone a long way in supporting their own research projects in the field of comparative education.

According to the five students, the idea was driven by passion for the field and a first-hand understanding of obstacles master's students face with their research projects, which often require travel or expensive communications. The new fund is intended to ease the burden of those expenses.

The founding students raised funds that were awarded last March to class of 2005 students **Lucas Arribas Layton, Emily Flynn, Brian Gabele, and Yolko Sierra**. Each student received funds for use in their research on topics such as bilingual education in Chile, university-level testing in Brazil, and advocacy for children's education among Mexican indigenous parents in California's Central Valley. Fund contributors included the graduating ICE class of 2004, ICE faculty members, and School of Education Associate Dean Eamonn Callan. Callan advised organizers and called for faculty support, which led to monetary donations and airline tickets from frequent flier programs.

Recipient Emily Flynn said, "The Fund money allowed me to

undertake an interview-based research project in the field - driving to the Central Valley and meeting my participants in their homes for interviews. I can't imagine any other way I would have been able to have such rich and fascinating interactions with the people I studied."

Applications were evaluated by the fund's founders who judged them based on research proposal originality, research contribution to the field, practicality, and fund application quality. The fund's inaugural committee passed the torch to a new fundraising committee of four students (**Brian Gabele, Torie Gorges, Yolko Sierra, and Corinne Singleton**) from the ICE master's class of 2005.

To make donations to the ICE M.A. Fund, checks can be sent to the Stanford University School of Education with "Dean's Discretionary Fund, ICE M.A. Fund" written on the memo line. Given the nature of the ICE program, the fund also welcomes donations in the form of mileage airline tickets to assist student travels for ICE conferences and/or data collection for student projects. For more information about the ICE M.A. Fund, or to make a donation, email icemafund@lists.stanford.edu.

SUSE Establishes

ALUMNI AMBASSADOR PROGRAM

The School of Education is pleased to announce the launch of the Alumni Relations Ambassador program.

To maintain close ties with their peers and SUSE, a 2005 graduate from each master's program will represent his or her graduating class as a liaison. In addition, the Ambassadors will encourage peers to participate in alumni-related activities and serve as the communication link for professional development opportunities, jobs, and other career-related activities. This year's Ambassadors for the Class of 2005 are:

Jess Andres (POLS), Diego Arambula (STEP), Shruti Bajaj (LDT), Marisa Bueno (POLS), Torie Gorges (ICE), Erica Vaughan (CTE), Sonal Nalkur (SSE), and Chris Tilghman (MA/MBA).

For more information about the Alumni Relations Ambassador Program, contact Tanya Capuano, Director of Alumni Relations, at tanya.capuano@stanford.edu or (650) 723-0555.

The Latest

ALUMNI NEWS



FRANCIS M. TRUSTY,
EdD '60



MYER HOROWITZ, EdD '65



ALBERT H. YEE, EdD '65



JUDITH CASEY, AM '68

1940s

While at Stanford, **Majorie Coffill, AM '41**, was on the Stanford Dean of Women's Staff from 1940-1941 and was recipient of the Pi Lambda Theta award in 1940. From 1941 to 1943, she was social director of the women's campus and a psychology instructor at Pomona College. She went on to become an active civic leader and was honored with the Woman of Distinction award by Soroptimist International in 1993. She is now retired.

1960s

Francis M. Trusty, EdD '60, has been Executive Director of the Tennessee School Administrators Career Ladder program, a consultant to the Alliance of Universities for Democracy in Eastern Europe, and Director of a Danforth Foundation study of human conflict. Among his achievements, he was named a Distinguished Professor of the National Academy of School Executives and was awarded a Fulbright professorship in Thailand. In 1990, he became a Professor Emeritus at the University of Tennessee, and now dedicates his time volunteering, traveling, gardening, and visiting his five grandchildren. He recently completed his autobiography.

Myer Horowitz, EdD '65, received an honorary law degree from the University of Calgary. He is the recipient of several honorary degrees from such Canadian universities as Brock, McGill, Concordia, Athbasca, Alberta, Victoria, and the University of British Columbia.

After pursuing postdoctoral studies in psychology at the University of

Oregon from 1966 to 1967, **Albert H. Yee, EdD '65**, went on to be a professor, research scholar, and academic dean. In 2001, he visited China and Hong Kong, and in 2003, he trekked the Himalayas. Drawing on experiences from these travels, as well as from his 1947 trip to China as a student and his service in the Korean War, he wrote his latest book, *Yee-Hah!* (Bookman, 2005). The book contains a mixture of autobiographical storytelling, Asian American history, and cross-cultural psychological theory.

After 28 years of service in the Navy, **Robert Hunter Haley, AM '67**, retired as a Chief Petty Officer. He is now working to establish the Northern Nevada Military Museum, which plans to reach Nevada schools through a mobile exhibit.

Martha Green Quirk, AM '67, has been the Dean of Admissions at Principia College in Elsah, IL since 1980. Prior to working at Principia, she spent eight years teaching English in junior high schools in three different states.

Jeffrey John Stein, AM '67, recently completed the film, *Mr. Flood's Party*, based on a poem by Edwin Arlington Robinson. He also published *Life, Myth, and the American Family Unreeling: The Spiritual Significance of Movies for the 20th Century* (Universal Publishers, 2005), a book that examines the cultural significance of movies about family relationships. His book can be downloaded from his publisher's website at www.universal-publishers.com. He is an adjunct professor of film studies at Watkins College of Art and Design in Nashville, TN.

Judith Casey, AM '68, retired after 23 years as a librarian at Iowa State University (ISU) in Ames. She married an ISU mathematician and UC Berkeley alumnus in 2000 and returned to the Bay Area in 2004. She and her husband are currently remodeling her husband's family home in Oakland, CA.

Don Sharpes, AM '68, recently published his seventeenth book entitled *Lords of the Scrolls: Literary Traditions in the Bible and Gospels* (Peter Lang Publishing, 2005). This summer, Sharpes co-directed a program at Harvard for 25 high school social studies teachers to develop curricula from a study of archaeology. The program was funded by the National Endowment of the Humanities.

After retiring as a high school principal, **Marshall Umpleby, AM '69**, published his first book last October. *On Falcon's Wings* (Publish America, 2004) is a historical World War II novel set in Prague and the eastern front in 1942. More information can be found at his website, www.marshallumpleby.com.

1970s

As a leadership and organization consultant, **Harry Hutson, AM '72**, designs and leads system-wide planning events, workshops, and team-building exercises. He recently co-authored *Leadership in Nonprofit Organizations* with Barry Dym (Sage Publications, 2005), a book that shows how effective leadership in all enterprises require the alignment of organizations, the communities or markets they serve, and the leaders themselves. For more information about the book, email carmel.withers@sagepub.com.



MARSHALL UMPLEBY,
AM '69

After having worked as an economist “in Peru’s Jungle” for 20 years, **Jorge Sanchez-Moreno, AM '73**, will be returning to Stanford in order to continue his study of education.

Monsoon Madness, a novel by **Gae Rusk, AM '75**, was featured as part of a showcase of alumni authors at the Stanford Bookstore during Stanford Reunion Homecoming Weekend in October.

1980s

Kristen M. Anderson, PhD '81, is assisting with implementation of the pilot universal preschool program, “Preschool for All,” in San Mateo County, CA. Solano Press Books recently published her book, *Planning for Child Care in California*.

W. Newton Suter, PhD '83, published his textbook, *Introduction to Educational Research: A Critical Thinking Approach* (Sage Publications, 2005).

Gloria Ladson-Billings, PhD '84, is the 2004-05 President of the American Educational Research Association. She was recently elected to the National Academy of Education and the National Society for the Study of Education board of directors.

Lorna Catford, AM '84, PhD '87, will be directing the Collaborative Autism Training and Support program, a community partnership whose purpose is to train individuals to work with autistic children. Experts on autism teach courses for university students and professionals, while families participate by supervising students, attending seminars, and receiving respite.

David J. Flinders, AM '81, EdD '84, PhD '87, was recently elected as the American Educational Research Association Vice President for Division B (Curriculum Studies).

After getting a PhD in anthropology from the University of Wisconsin, Madison, **Soon-Yong Pak, AM '87**, taught in Michigan for a few years before moving back to his home country, Korea. He is currently an Assistant Professor in the Department of Education at Yonsei University in Seoul.

1990s

For the past ten years, **Susan Kolodin, AM '87, PhD '91**, has worked at the Interamerican Development Bank (IDB), managing social development programs in Ecuador and Peru. She recently assumed a new position as Country Coordinator at the IDB’s headquarters in Washington, D.C. She is married and has two sons, ages 2 and 6.

Karin Chapin, AM '92, began her doctoral studies at SUSE’s Learning Sciences and Technology Design program this fall. Her daughter Annika was born in March.

Matt Neely, AM '92, is the assistant principal at Mountain View High School, where he was placed as a “STEPpie”. He continues to serve as mayor of Mountain View, CA.

Will Laughlin, AM '93, is Head of School at Aulder Academy in Pittsboro, NC, a girls’ boarding school with a therapeutic component. He ran a marathon in September across the Sahara Desert to raise funds for college scholarships for graduates of therapeutic high schools.

Choya Lynn Wilson, PhD '93, is the director of Mount Mary College’s Midtown Campus, a scholarship program for young women living in inner-city Milwaukee.

Carol Colbeck, PhD '96, was honored by Pennsylvania State University’s Commission for

Women for her work championing a national symposium entitled, “The Future of the American Public Research University.” Colbeck is the director of the Center for the Study of Education at Penn State.

Seth Pollack, PhD '97, is an associate professor of service learning at California State University, Monterey Bay. Campus Compact recently honored him with the 2005 Thomas Ehrlich Service Learning Faculty Award for contributions to service-learning teaching and scholarship, and his work instituting widespread service-learning on campus.

Rissa Durham, AM '98, recently completed her MBA at the Johnson School at Cornell University, where she studied finance and general management. She recently became executive director of Minds Matter, a non-profit organization that provides high achieving, low-income high school students with three years of intensive mentoring, and assistance in applying for summer enrichment programs and college.

L. Kris Gowen, PhD '98, released her second book, *Image and Identity: Becoming the Person You Are* (Scarecrow Press, 2005). *Image and Identity* guides teenagers in better understanding the elements that help form identity, including culture and ethnicity; the role of family; gender; chronic illness and physical disabilities; cliques and friends; schoolwork; and, beliefs, aspirations, and experiences. More information can be found at www.scarecrowpress.com.

Penny Portillo, AM '98, started working at the University of California at Irvine as Director of Undergraduate Study for the School of Humanities. She recently moved to Orange County in California.



DAVID J. FLINDERS,
AM '81, EdD '84, PhD '87



KARIN CHAPIN, AM '92



SETH POLLACK, PhD '97



PENNY PORTILLO, AM '98

2000s

Jamison Steward Moessing, AM '00, recently bought her first home and is raising two children. She is working to establish Humanity Corps, a non-profit organization whose mission is to help educate poor youth in Ecuador. After seven years of planning and collaboration, Humanity Corps successfully put 150 kids through school and was recently granted federal tax exempt status. For more information, visit www.humanitycorps.org.

Starting this January, **Christine Min Wotipka, PhD '01**, will be assistant professor of comparative and international development education at the University of Minnesota, Twin Cities. She and her husband, SUSE Associate Professor **Anthony Antonio**, welcomed their second child in September.

For the past year, **Dvora Inwood, AM '04**, has been teaching at an independent middle school in Los Angeles, CA and working as a "founding educator" at Larchmont Charter Elementary School, which opened this fall with 120 K-2 students. The school, which plans to grow by 40-60 students a year, provides a constructivist approach to teaching and learning, interdisciplinary projects in place of traditional assessments, and multi-age classrooms. Inwood encourages SUSE alumni to apply to teach at Larchmont, and can be contacted at dinwood@gmail.com.

Daniel Becker, AM '05, published his book *This Mean Disease* in August (Gürze Books, 2005). This memoir is an account of growing up with a mother who suffered from anorexia nervosa and the disease's silent impact on his family. The first two chapters earned a finalist spot in the Pacific Northwest Writer's Association's annual literary contest. For more

information about the book, visit www.bulimia.com.

Kendall Bronk, PhD '05, has been appointed Project Manager for the

new John Templeton Foundation grant received by the Stanford Center on Adolescence. Bronk will study the role of purpose in youth's lives.

Alumni

OBITUARIES

Henry Clay Lindgren, PhD '42, died on June 12, 2005 of heart failure. He was 91. Born on April 12, 1914 in Sacramento CA, Lindgren joined the Navy during World War II and retired as a lieutenant commander in 1946. The following year, Lindgren taught at San Francisco State University and served as director of the counseling center on campus. He served as a Fulbright lecturer at the University of Rome, and authored several books, including *The Psychology of Personal and Social Adjustment*, *Mental Health in Education*, and *Effective Leadership in Human Relations*. His books were translated into several languages, including Japanese, Polish, and Estonian. He is survived by his daughter Loretta Voorhees, two grandchildren, two sisters, and one brother.

Josephine Ann Sanfilippo, AM '48, died on December 25, 2004. Born on December 26, 1918, she taught high school English in Cupertino, CA and was a lifetime member of the California Teachers Association. She was a world traveler who knew Latin, Italian, French, German, and Spanish, as well as a distinguished poet, composer of lyrics to many published songs, and a member of the American Society of Composers, Authors and Publishers. Her poem "Autumn In the Country" was published in the Who's Who poetry anthology.

Dominick Berardinelli, AM '51, died on September 22, 2005 at the age of 84. Born in Cranford, NJ, Berardinelli served with the U.S. Army's 14th Air Force in China during World War II and worked as both a teacher and a self-employed real estate broker for 39 years, specializing in properties at the Sea Ranch, north of San Francisco. A 42-year resident of Portola Valley, CA, he enjoyed music and reading. Berardinelli is survived by his wife of 43 years, Annelise; daughters Michelle Berardinelli, Jennifer Scher, and Andrea Gillis; sisters Connie Gabriel and Carol Donahue; and, three grandchildren.

The **Reverend Patrick Joseph Ford, S.J., PhD '72**, died on June 3, 2005, at the age of 63. He was a lifelong devotee of Gonzaga University in Spokane, WA, where he earned degrees in philosophy, classics, and sociology. Ford taught at Gonzaga Prep before earning his doctorate at SUSE in the Administration and Public Analysis program, and a master's degree in divinity in ethics at the Jesuit School of Theology at Berkeley. He returned to Gonzaga University to serve as a dean, professor of higher education, and academic vice president. Earlier this year, Gonzaga awarded him the DeSmet Medal for his faith and dedication to advancing higher education. Ford is survived by his sister Catherine Black; brother Jerry Ford; brother-in-law Tom Black; and, several nieces and nephews.

Current

STUDENT NEWS



PAMELA ELLIS

Pamela Ellis, a doctoral candidate in the Curriculum and Teacher Education program, was awarded the Heanon Wilkins Fellowship at Miami University in Oxford, OH. The program seeks to advance academic career development by providing mentoring, research opportunities and teaching experience, with the potential of obtaining a future tenure-track faculty position at Miami University. During this one-year fellowship, she will teach one course per semester while writing her dissertation.



MARCIANO GUTIERREZ



JESSICA LIPSCHULTZ

Marciano Gutierrez and **Jessica Lipschultz**, master's students in the STEP secondary program, were awarded prominent Jack Kent Cooke Graduate Scholarships. The award, one of the largest scholarships offered in the United States, provides full support for graduate students of exceptional promise to reach their full potential through education. Gutierrez and Lipschultz are focusing on history and English, respectively.



ANGEL INOKON



SUSIE WISE

Angel Inokon, a master's student in the Learning, Design and Technology program, is studying the use of games for learning such subjects as math, algebra, physics, writing, and history. This summer, Inokon taught game design to teenagers at the Urban Video Game Academy in Baltimore, MD, and

met with a gaming provider in Shanghai to learn about its plans to expand the use of educational games in China.

Melinda Martin-Beltrán, a doctoral candidate in the Social Sciences, Policy and Educational Practice program, has received the prestigious Spencer Dissertation Fellowship. Funded by the Spencer Foundation, the Dissertation Fellowship Program seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. Martin-Beltrán is investigating the social, linguistic, and educative nature of interactions involving students of diverse language backgrounds in a two-way bilingual immersion school.

Susie Wise, a doctoral student in the Learning Sciences and Technology Design program, and advisor **Sam Wineburg** were awarded a Stanford Humanities Lab pilot grant for the Looking aHEAD at Museum Learning project. Wise and Wineburg have developed a head camera that can be worn by museum visitors as they move about a museum exhibition. The camera enables Wise and Wineburg to collect real-time first person video footage and think-aloud protocols.

New

STAFF



CRAIG BAKER

Craig Baker joined the John W. Gardner Center for Youth and Their Communities as the new Director in July. Most recently, he was the Vice President of Learning Experiences and Executive Director of the Robert N. Noyce Center for Learning at The Tech Museum of Innovation in San Jose, CA. Prior to The Tech, Baker worked for twenty-two years in the Pajaro Valley and Redwood City school districts as a teacher, principal, and assistant superintendent. Baker's educa-

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TANYA CAPUANO



SANDY DEAN

Tanya Capuano joined the School of Education as the new Director of Career Services and Alumni Relations in August. A three-time graduate of Stanford, Capuano earned an M.A. and M.B.A. from the joint-degree program at the School of Education and Graduate School of Business. In her role as Director of Career Services and Alumni Relations, Capuano will advise students on their career path, prospect employers to recruit SUSE graduates, and provide

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Sandy Dean is the new director of the National Board Resource Center at Stanford. She comes to the School with nineteen years of experience working in California public schools as a classroom teacher, reform coordinator, and coach for novice and veteran teachers. She has worked to enhance professional development at local and state levels by helping to create the state professional development framework and the K-12 Master Plan, and serving as a task force member of

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New

STAFF—CONTINUED

Baker *continued from page 14*

tional leadership experience also includes a two-year stint as Director of Leadership Schools for the Bay Area School Reform Collaborative (BASRC). He received bachelor and master degrees in psychology and education from the University of California at Santa Cruz, a school administration credential from San Jose State University, and a doctorate in education from the University of San Francisco.

Capuano *continued from page 14*

opportunities for alumni to stay connected to SUSE. Most recently, Capuano developed strategies for new businesses and performed acquisitions at Hewlett-Packard, and served both non-profit and for-profit clients as a management consultant to the health care industry. She is currently a board member of I Have a Dream Foundation, an education enrichment and scholarship program in San Francisco that she co-founded and directed.

Dean *continued from page 14*

Teaching and California's Future. In 2001, Dean received National Board Certification in Teaching (NBCT) and has provided support for other NBCT candidates since then. She earned her B.S. in biology from the University of California at Berkeley and an M.A. from San Francisco State University in elementary education.

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

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www.stanfordalumni.org/jg/online_services/mailling_lists.html

East Palo Alto High School

Graduates Its First Class for College

On June 17, 2005, East Palo Alto High School (EPAHS), a college preparatory charter school launched by SUSE in collaboration with Aspire Public Schools and Ravenswood School District, celebrated the graduation of its first class of 58 seniors in a packed ceremony at Stanford University Memorial Auditorium. Stanford Provost John Etchemendy delivered the commencement address.

In a community where 60 percent of East Palo Alto teenagers drop out of high school, EPAHS has defied the odds; more than two-thirds of its graduating seniors are the first in their family to get a high school diploma, and about 90 percent have been admitted to college. This year, EPAHS graduates can be found at such schools as Smith College, University of Colorado at Boulder, Menlo College, Mills College, UC Berkeley, UCLA, and Cañada College.

The School of Education extends its heartfelt congratulations to East Palo Alto High's class of 2005.



Photo: Tom Tseng

PHOTO: East Palo Alto High School class of '05 valedictorian Nickole Tuliau hugs a well-wisher after the graduation ceremony.

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