



# Stanford Educator

Fall/Winter 2007

Stanford University  
School of Education  
Alumni  
Newsletter

## The Business of Reform Three MA/MBAs Tackle Education Inequity

By Marguerite Rigoglioso

The day a young Jim Shelton, MA/MBA '93, helped his friend with a homework assignment, it hit him just how bad things were in the public school system in southeast Washington, D.C. Although Shelton was only in fourth grade, he was shocked at how easy it was to tutor his buddy in eighth grade English. The discrepancy between the education he was receiving at a private school and what his friend was getting in the local neighborhood became painfully clear.

"I knew something was wrong, but obviously I wasn't in a position to fix it," says Shelton.

Thirty years later, D.C. schools, like their counterparts in many cities, are still struggling, but Shelton is no longer a helpless onlooker. As the program director of the education division at the Bill & Melinda Gates Foundation, he is managing grants and projects that are giving him a hand in transforming underperforming high schools and providing better opportunities for young people all across the country.

### Creating Synergies

Many of the skills Shelton needs to fulfill such a role were developed when he was a student at Stanford's joint master's program in business and education, which specializes in training people to apply business know-how to the field of education. "The program taught me about leadership in an education context, how to blend mission and systems," Shelton says.

Shelton is one of more than 350 graduates who have passed through the joint program since 1969. Numerous high-profile alumni like Shelton now fill the leadership rosters of charter school organizations, venture funds,



<http://ed.stanford.edu>

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## School of Education Welcomes Six New Professors

**This fall, six new faces** joined the Stanford School of Education faculty, one of the largest groups of professors to join the School at one time. The School of Education welcomes the following new faculty members:

**Anthony Alvarado**, a new professor (teaching) in the Social Sciences, Policy and Educational Practice (SSPEP) program, has led major reform-efforts in New York and San Diego. As superintendent of New York City's Community School

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## East Palo Alto Academy: Elementary School Continues to Grow

**In August, East Palo Alto Academy:** Elementary School (EPAAES), the K-8 component of the K-12 charter school run by the School of Education, opened its doors to 215 new and continuing students in neighboring East Palo Alto. Now in its second year, the school continues to work closer to its goals for every student in kindergarten to be proficient in literacy and mathe-



Kindergarteners at East Palo Alto Academy: Elementary School wait eagerly for their diplomas at their graduation ceremony in June. Nearly all of the school's kindergarten graduates have returned this year for first grade.

matics by the end of third grade, and for eighth-grade graduates to be readied for a rigorous high school program and planning for college.

EPAAES is also progressing toward its goal of serving 450 students in grades K-8 by 2010. This fall, the elementary school introduced two additional grade levels (second and seventh); welcomed back nearly all (98%) of its kindergarten graduates into first grade; and hired seven new teachers with a combined total of 48 years of instructional experience. The school has expanded and improved its physical grounds as well, adding several newly-donated portables to create a cohesive and inviting learning environment for students.

Several School of Education faculty members are working with the school to plan instructional programs and systematically study more effective

strategies for teaching core subjects and English language learners. Faculty members working with EPAAES include: **Shelley Goldman**, who is serving as the school's faculty sponsor and working on its middle school program; **Aki Murata**, who is providing professional development for math teachers; **Claude Goldenberg**, **Kenji Hakuta**, and **Guadalupe Valdes**, who have been providing strategies for assessing and working with English language learners; Lecturer **Ruth Ann Costanzo**, who is working with coaches who support the teachers; and **Connie Juel**, who is working with teachers in planning literacy programs and instruction.

Principal Nicki Smith said the school's vision as a learning community is key to its growing success. "I am surrounded by wonderful parents, kids, and staff—the kind of people who think of possibilities rather than limitations, and who then work hard to make them happen," says Smith.

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### StanfordEducator

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## Tom Mudd Science Education Fund Benefits East Palo Alto Academy

**O**n July 13, the Stanford community lost Cinnabar Winery founder **Tom Mudd** (BA '64, MS '75, PhD '81 in Engineering), who died of complications from a lung transplant and pulmonary fibrosis. A scientist and inventor who worked for SRI, Mudd had a passion for the natural world that extended from stars and fly fishing to string theory and environmental conservation. He became a pioneering bat expert at Stanford's Jasper Ridge Biological Preserve and was a tireless advocate for science education, serving as a board member of the Woodside Elementary School District for two terms.

In honor of his life and his love of science and

education, his wife **Deborah Stipek Mudd** and his children **Karina** and **Jack Mudd** have created the **Tom Mudd Memorial Science Education Fund** to benefit East Palo Alto Academy. Gifts will be used to support its science education program, the purchase of lab equipment, field trips, and professional development opportunities for the school's science teachers. Donations can be made to the "Tom Mudd Science Education Fund, East Palo Alto Academy" and mailed to P.O. Box 20524, Stanford, CA 94309. *For more information, please contact Associate Director of Development Heather Trippel at 650.724.3641 or [htrippel@stanford.edu](mailto:htrippel@stanford.edu). SE*



The School of Education's new faculty members include Prudence Carter, Ira Lit, Hilda Borko, Claude Goldenberg, and John Willinsky (L to R). Not pictured: Anthony Alvarado.

## Six New Professors

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District 2, he generated extraordinary student achievement results through the design and implementation of a district-wide professional development program for leaders and teachers. For his work, he received both the 1998 Superintendent of the Year Award and the prestigious Charles Dana Award for Pioneering Achievement in Education. As superintendent of East Harlem's Community School District 4, Alvarado created a national model for public school choice, and was responsible for dramatically improving the district's performance. When he arrived, District 4 ranked last out of 32 districts in reading and mathematics. At the end of his tenure, the district ranked 16th. As chancellor of instruction for San Diego City Schools, he designed a comprehensive instructional improvement system, and embedded the new Educational Leadership Development Academy into the fabric of school/district

practice to ensure an innovative and integrated leadership development model. Alvarado has served as a lecturer at a number of universities, including Harvard, Teachers College at Columbia University, and the University of San Diego. *For more about Alvarado's new appointment, see related article on page 15.*

**Hilda Borko**, a new Curriculum and Teacher Education (CTE) professor, joins the School of Education after 16 years at the University of Colorado at Boulder, where she chaired the educational psychology program. Borko's research explores teacher cognition and the process of learning to teach, with an emphasis on changes in novice and experienced teachers' knowledge and beliefs about teaching and learning, and their classroom practices as they participate in reform-based teacher education and professional development programs. Her teaching interests are in the related areas of classroom processes, teaching for understanding, and teacher learn-

ing. She is principal investigator of Supporting the Transition from Arithmetic to Algebraic Reasoning (STAAR), a research project funded by the Interagency Education Research Initiative that provides professional development for middle school mathematics teachers and studies its impact on their knowledge, beliefs and instructional practices. A member of the National Academy of Education, Borko served as president of the American Educational Research Association (AERA) from 2003-2004 and as a member and chair of various committees for AERA and the Educational Psychology Division of the American Psychological Association. She is co-editor of the *Journal of Teacher Education* with Dan Liston and Jennie Whitcomb.

**Prudence Carter**, a new addition to the Social Sciences, Policy, and Educational Practice (SSPEP) program faculty, was most recently an associate professor of sociology at Harvard University. Her research focuses on the prevalent cultural explanations that are used to explain mobility differences among racial and ethnic groups. Her book *Keepin' It Real: School Success Beyond Black and White* (Oxford University Press, 2005) examines how race, ethnicity, class, and gender influence culture and academic achievement among low-income African American and Latino youth, and has won awards from the American Sociological Association and the Society for the Study of Social Problems. Currently, Carter's research

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## Six New Professors

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agenda investigates how racial ideology, culture, and social boundaries interact and influence student behaviors in different national and urban school contexts.

**Claude Goldenberg** comes to the School of Education from California State University, Long Beach (CSU Long Beach), where he served as executive director of the Center for Language Minority Education and Research and associate dean of the College of Education. A member of the National Literacy Panel, he focuses his research on Latino children's literacy development, home-school connections to improve achievement, and the processes and dynamics of change at individual school sites. His book *Successful School Change: Creating Settings to Improve Teaching and Learning* (Teachers College Press, 2004) focuses on successful reform efforts in a largely Latino, bilingual elementary school in the Los Angeles area, and examines how to create a sustained and coherent school-wide effort aimed at improving student outcomes. Goldenberg received the Distinguished Faculty Scholarly and Creative Activities Award from CSU Long Beach in 2004. He will teach courses in the CTE and Psychological Studies in Education programs.

School of Education alum **Ira Lit** (PhD '03, MA '91) joins the CTE program faculty after most recently directing the Teachers for a New Era initiative at Bank Street College of Education, where he led and coordi-

nated a multi-million dollar effort to research and enhance the school's programs in teacher preparation. Lit, who also serves as the new director of the STEP Elementary program, previously worked as its associate director in its early days. In his former role, Lit played a key role in its design, development, and initial implementation, and initiated a cross-campus collaboration involving STEP Elementary, the Stanford Department of Art and Art History and the Iris & B. Gerald Cantor Center for Visual Arts. His forthcoming book *The Bus Kids* (Yale University Press) explores the complex transition experience for minority kindergarten students participating in a voluntary, inter-district transfer and desegregation program.

**John Willinsky**, who joins the CTE program, was most recently the Pacific Press Professor of Literacy and Technology and Distinguished University Scholar at the University of British Columbia's Department of Language and Literacy Education, where he maintains a partial post directing the Public Knowledge Project. His books *Learning to Divide the World* (Minnesota University Press, 1998) and *The Access Principle: The Case for Open Access to Research and Scholarship* (MIT Press, 2006) both won two outstanding book awards. He is interested in the design of online information environments to help readers locate, interpret, evaluate, and apply the knowledge gained from this new medium, with a special focus on improving the scholarly and public quality of academic research for a wider range of readers and authors. **SE**

## In Memoriam

**Juliann Foord Cummer**, who for several years served as an administrator for the California Foreign Language Project, died on July 25 at the age of 63. A lifelong community volunteer, Cummer passionately supported reading programs and served as a member and chair of the Los Altos Library Commission in Los Altos, CA from 1985 to 1993. She successfully worked to keep the Woodland Branch Library in Woodland,



CA open in spite of a severe budget crisis facing Santa Clara County, and received the Los Altos Hills volunteer award for this and other community service efforts.

Cummer joined Stanford University in 1988 as an administrator for the California Foreign Language Project in the Institute for International Studies and later for the Center for Research on the Context of Teaching, working with former Stanford president Richard Lyman and former U.S. Secretary of Health, Education and Welfare John W. Gardner, among others. She formally retired from Stanford in 2000, but continued to work part-time with the California Foreign Language Project and the California International Studies Project. Cummer remained an active community volunteer, and in 2004, led a team of researchers, writers, and editors in developing the acclaimed exhibit, "Wallace Stegner: Throwing a Long Shadow," at the Los Altos History Museum.

She is survived by her husband, Reid Cummer; sons Steven and Michael Cummer; grandchildren Julia and Andrew; and sister Marilyn Foord Keller. Donations may be made in Cummer's name to the Association of the Los Altos History Museum or the Friends of the Los Altos Libraries – Woodland Branch. **SE**

## Summer Session Kicks off District Reform Initiative

The new School Redesign Network LEADS initiative, which works with ten school districts serving more than 900,000 students, got into high gear with a summer session on the Stanford campus June 19-23. Nearly 150 district leaders from around the country attended the week-long institute, titled *Executive Program for Education Leaders (EPEL)*, to push forward their district-wide redesign and high school reform efforts. School leaders worked through a carefully scaffolded agenda to focus on their specific issues and to apply best practices from business and education to move those issues forward.

The leaders are members of a three-year program hosted through the School Redesign Network called Leadership, Equity, and Accountability for Districts and Schools (SRN LEADS), which applies business and education research findings to school district reform. The SRN LEADS website holds information from EPEL that can be useful to anyone engaged in district reform. *For more information, visit [www.srnleads.org](http://www.srnleads.org).* **SE**



EPEL presenter and Professor Emeritus Larry Cuban (center) brainstorms with Mapleton Public Schools District Superintendent Charlotte Ciancio and Assistant Superintendent Sam Molinaro.

### East Palo Alto Academy

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“Together, we can make a difference.”

Part of the Ravenswood City School District, East Palo Alto Academy: Elementary School has an enrollment that reflects the community’s demographics, including 63 percent Latino, 26 percent African American, 9 percent Pacific Islander, 1% Asian Indian, and 1% White. Ninety percent of the district’s students are classified as low-income, seventy percent of the school’s students speak a language other than English at home, and two-thirds of the students’ parents have not finished high school. **SE**



A group of STEP Elementary '06 and '07 alumni meet during a break out session to discuss issues facing elementary education teachers in the classroom.

## STEP Educators Explore Powerful Teaching and School Leadership

**From August 7-9**, 130 educators affiliated with the Stanford Teacher Education Program (STEP) and its Partner Schools attended the second annual Stanford Summer Teaching Institute (SSTI), a three-day symposium focused on powerful teaching and school leadership and supported by the Carnegie Corporation of New York’s Teachers for a New Era initiative. Participants explored teacher and student resiliency, ways of using school and classroom data to improve practice, and methods of differentiating instruction to meet the needs of all students in heterogeneous classrooms. The institute also included a special workshop session for school administrators focused on the challenges of school leadership. STEP graduates, Partner School educators, cooperating teachers, supervisors, and STEP faculty took part in the sold-out program.

“The Stanford Summer Teaching Institute is just one example of the bold new ways that STEP is working to extend its relationship with our graduates while playing an important role in the professional development of K-12 teachers in Bay Area schools,” says Peter Williamson, director of Stanford’s Teachers for a New Era project. “The institute is evidence that collaborations across school and university faculties can make professional development that is much more meaningful and effective.”

*To learn more about the Stanford Summer Teaching Institute, visit [tne.stanford.edu](http://tne.stanford.edu).* **SE**



Prudence Carter

Jennifer Adams and her colleague, Scott Rozelle of the Freeman Spogli Institute, received corporate donations from The Gap Foundation, the Cyrus Tang Foundation, the International Engineering Technology Foundation, and the Ford Foundation to support their new project in China, the Rural Education Action Project (REAP).

Arnetha Ball was promoted to full professor of education.

Professor Emeritus Ed Bridges published *Retirement Roulette: May the Odds Be with You* (iUniverse, 2007), which offers a comprehensive retirement plan and pragmatic answers to questions facing pre-retirees and retirees, as well as frank discussions of personal experiences with financial planners.

Prudence Carter was awarded an honorable mention in August for her book *Keepin' It Real: School Success beyond Black and White* (Oxford University Press, 2005), by the American Sociological Association's Race, Gender, and Class Section's 2007 Distinguished Contribution to Scholarship Book Award (see page 3 for more information about the book).



Edward Haertel



Aki Murata

Linda Darling-Hammond testified on the lead panel before the U.S. House Education and Labor Committee regarding the draft bill to re-authorize the No Child Left Behind Act. She focused on the need to invest in improving teacher quality and developing a multiple-measures approach to accountability.

Edward Haertel will receive the California Educational Research Association's (CERA) Lifetime Achievement Award in November for his exemplary research and contributions to the California educational research community. This award is given to an individual who has contributed greatly to research in education in the field of assessment, accountability, instructional practices, educational policy, or another area. Haertel is honored to follow in the footsteps of Richard Shavelson, who received the award in 2004.

Kenji Hakuta was awarded a research fellowship by the Council of the Great City Schools for his project, "Technology-Supported Tools to Enhance Science Instruction and Learning for English Language Learners in Middle Schools: A Collaborative Project with the San Francisco Unified School District." His project seeks to improve middle school science instruction by providing technology-based tools that will help teachers analyze the academic language in the curriculum and adapt instructional support to match the language proficiency of students.

Michael Kamil has been named committee chair for the Adolescent Literacy Practice Guide to be published by the Institute for Education Sciences (IES). The committee is charged with creating a set of practice guides based on available research.

Aki Murata has been awarded a Wallenberg Global Learning Network research grant for her project, "Curricular Design Framework Implementation: Teacher Thinking and Student Learning of Place Value and Multi-digit Subtraction." The School of Education Student Guild awarded Murata the Advising Excellence Award at Commencement in June.

Ann Porteus received the Teaching Excellence award by the School of Education Student Guild at Commencement in June.

## Shulman to Retire from Carnegie Presidency

### Professor Emeritus Lee Shulman

announced that he will retire in August 2008 from his position as president of the Carnegie Foundation for the Advancement of Teaching. Shulman, who has led Carnegie since 1997, was instrumental in bringing the foundation to the Stanford campus from Princeton. He helped create the first advanced study center for college and pre-collegiate teachers, stewarded a research program focused on the study of doctoral education and the challenges of teacher education, and advocated for moral and civic education. Shulman was the Charles E. Ducommun Professor of Education at the School of Education from 1982 to 2000. [SE](#)



Woody Powell won the 2007 Viviana Zelizer Distinguished Scholarship Award from the American Sociological Association for his article, "Network Dynamics and Field Evolution: The Growth of Interorganizational Collaboration in the Life Sciences." Co-authored by Douglas White, Kenneth Koput, and Jason Owen-Smith, the article analyzes how changing organizational affiliations and evolving field structures shape the network ties and field formation of the volatile biotech industry.

Sean Reardon was reappointed with tenure.

Dan Schwartz received a National Science Foundation grant in August for his study, "The Educational Neuro-

science of Integer Understanding," with Associate Professor (Research) of Psychiatry and Behavioral Sciences Vinod Menon and Stanford Center for Innovations in Learning post-doctoral student Sashank Varma. In an effort to develop the field of educational neuroscience, Schwartz's team will examine the question, "How do people build upon a mature system of knowledge so they can go beyond that system?" in the context of mathematics learning.

Sam Wineburg delivered the Organization of American Historians Distinguished Lecture in August at the Arizona Historical Society. The lecture, co-sponsored by Arizona State University, was titled, "Forrest Gump and Other Keys to Students' Historical Understanding."



Ann Porteus



Dan Schwartz

## Strober, Phillips Honored at Retirement Events

**This past May**, School of Education alumni, faculty, and friends gathered at two retirement celebrations to honor the distinguished careers of Professors **Myra Strober** and **Denis Phillips**.

On May 9, the School of Education and the Michelle R. Clayman Institute celebrated Strober's 40-year career at a symposium. The symposium, titled *Looking Back/Moving Forward: Forty Years of Women's Education, Work, and Families*, featured Strober's longtime colleagues and former students, who reflected on Strober's influence as a mentor and scholar advocating for gender equity in education, family, and the workforce.

On May 21, Phillips' 33-year career at Stanford was honored at the Center for Educational Research at Stanford.



The celebration included a panel discussion featuring Lee Jacks Professor Emerita **Nel Noddings**, Associate Professor of Political Science **Rob Reich (PhD '98)**, and Michigan State University Professor and Associate Dean for Research **Robert Floden (PhD '79)**, who all discussed the vital yet often overlooked



Myra Strober (above) and Denis Phillips (left) enjoy comments made by colleagues and former students at their retirement celebrations.

contributions philosophers of education have made in examining and challenging trends in education research and policy.

Both professors plan to stay active in their post-retirement years. After her retirement, which officially begins next May, Strober plans to write fiction, travel, spend time with her grandchildren, and continue to advise many of her former students. Phillips plans to teach, publish, serve on several dissertation committees, participate as a member of the National Academy of Education and the International Academy of Education, and travel to his native Australia. **SE**

STEVE CASTILLO

### The Business of Reform

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educational entrepreneurial groups, and other education-related nonprofit and for-profit enterprises.

"The program attracts and encourages people who are not constrained by traditional sectoral boundaries," says **Debra Meyerson**, associate professor of education and (by courtesy) organizational behavior at the Graduate School of Business (GSB), and faculty chair of the joint program. Students in the two-year program gain substantive knowledge in education, as well as in business areas such as strategy, finance, and accounting.

As the longest-standing joint degree program in the country, the MA/MBA program, says Meyerson, is both fueling and fueled by the present move toward accountability across all sectors, as well as by the tremendous entrepreneurial energy now being aimed at the nonprofit and public arenas. "Business and education have come together in various ways for the better part of a century, but recent trends in both fields have broadened the appeal of this collaboration," she observes. This past May, the program graduated 20 students, its largest cohort ever.

#### Multiple Facets for Complex Problems

At the Gates Foundation, Jim Shelton blends his business skills and educational expertise to manage an impressive portfolio of programs and grants aimed at better preparing students for college, work, and life. Under his leadership, the foundation has invested \$1.7 billion in grants to support the creation of hundreds of new high-quality high schools, promote the redesign and conversion of large and low-performing schools into smaller learning communities, and provide college scholarships for minority students (see sidebar on page 11).

"If I had to tick off what my job requires,

I'd say a thorough understanding of the educational arena, plus entrepreneurship, venture capital, management consulting, and community organizing," Shelton says. With his eclectic background, he is the perfect guy for the job.

Shelton originally wanted to be a teacher, but his parents discouraged him. "They said there was no money in it," he says with a wry chuckle. That propelled him into a kind of "double life" in which he majored in computer science as an undergraduate at Morehouse College in Atlanta, and then took a job at Exxon—while simultaneously serving as a volunteer leader for youth enrichment organizations.

"I liked business problem solving, but knew in the long term, I wanted to be in education," he says. The dual degree seemed a natural fit. While at Stanford, Shelton participated in the launch of the GSB's "I Have a Dream" program, as well as S.O.A.R, a student-led program designed to mentor underprivileged East Palo Alto students in preparation for college. After graduating in 1993, he had the serendipitous opportunity to live for six months in South Africa, helping set up voter education programs in the soon-to-be democratized country.

From there, he spent more than four years as a senior management consultant with McKinsey & Company in Atlanta while also working pro-bono for nonprofits that served disadvantaged children. Just before the "golden handcuffs" got too tight with the promise of partnership, Shelton says, he finally left McKinsey to pursue his bigger dream of changing urban education.

Shelton had his first chance with KnowledgeUniverse, where he developed and operated education-related businesses ranging from early learning products to



Jim Shelton leads the Gates Foundation's billion-dollar efforts to improve secondary schools across the country and increase college access for disadvantaged students.

teacher professional development programs. From then on, new education-related opportunities seemed to appear whenever he felt ready for a move. An unexpected meeting of a like-minded colleague at a

conference led to his co-founding LearnNow, a business that helped organizations start charter schools (eventually merging with Edison Schools). Then the chancellor of schools in New York City called him to lead a transition team for what would become the "Children First" school reform initiative. From there, colleagues persuaded him to head the East Coast office of the NewSchools Venture Fund, an organization dedicated to scaling systems of high-performing schools in high-need communities. Conversations with the Gates Foundation in that context led to the creation of his position managing the foundation's education programs.

This past spring, Shelton announced the creation of Gates Foundation-funded D.C. Achievers program, which will provide about 250 scholarships a year for the next 10 years to students in some of the most underperforming schools in Washington, D.C. With this, the young man from the inner city has truly come home. "It's a beautiful thing for me," he says.

#### A Charter for Success in California's Inner Cities

For **Gloria Lee, MA/MBA '98**, the business-education interface is not a one-way street. "There are definitely tools from education that I use in managing the business aspect of my organization, such as the seven-step lesson plan framework for training adults," she says. Lee is vice president, Bay Area, of



Aspire Public Schools, a nonprofit organization in Oakland that builds and runs public charter schools that are focused on preparing urban students for college (see sidebar).

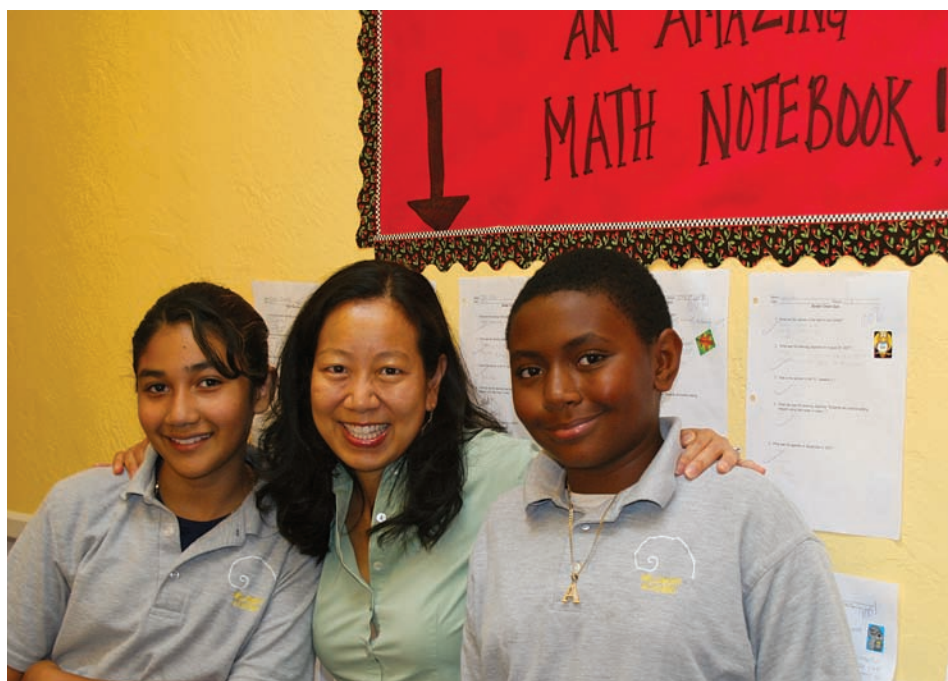
"I'm not one of those people who believes business is a silver bullet for education," she says. At the same time, Lee favors market-driven education reform that offers parents a greater choice of schools in public education. That's one of the reasons she became Aspire's first employee in 1999 after classmate Kim Smith, MBA '98, linked her up with co-founder Don Shalvey.

"It's my dream job," says Lee, "an opportunity to build new schools from scratch with all the pieces aligned, instead of trying to tweak petrified, outdated systems around the edges."

As regional vice president (a position similar to that of area superintendent), Lee is responsible for the "dual bottom line" of academic achievement and financial stability for Aspire's Bay Area schools. "It's a combination of helping to put out fires and trying to be strategic about how to increase student achievement," she says. "The putting out fires part is taking calls from school principals about a situation and talking through solutions, or helping people who are having a misunderstanding reach a win-win resolution.

"The more proactive, strategic part is making sure that I step back and look at the school from 10,000 feet," Lee reflects. "What particular talents does this school team have? How can I work with the school principal to make sure we're achieving our goals?"

After graduating from Cornell with an applied economics major, Lee, like Shelton, fell into business by taking a job with McKinsey. "I had no idea what strategy consulting even was," she laughs. Her interest in analysis and problem solving whetted, she subsequently helped a UCLA-affiliated nonprofit that provided training and support for Los Angeles schools open its Bay Area program. That stirred in her a passion



for making schools work better.

The Stanford MA/MBA program was the next logical step. "The program helped me build bridges between business and education in terms of connections, skills, and culture," she says. "It's allowed me to help educators and people from areas like finance and accounting understand where the other is coming from. Sometimes I feel like an anthropologist!"

Working for public school reform—and a nonprofit, to boot—was not exactly what Lee's parents had in mind for their future children when they emigrated from Taiwan to pursue the American Dream. "But they often talked about doing right for the next generation, so they influenced my career choices without realizing it," Lee says.

"If I can fix public education, I've significantly improved the odds that someone else in the next generation will help fix bigger problems, like hunger, cancer, global warming," Lee reflects. "Ever since the birth of my first son two years ago, my commitment to what I do has magnified exponentially. I feel like all of Aspire's students are my children, and all of our parents are me, and

Gloria Lee, seen here with sixth graders at Aspire's Millsmont Secondary in Oakland, CA, oversees student achievement and ensures the financial stability of Aspire's eight charter schools in the Bay Area.

I have to do everything I can to give these people great schools to help them get where they want to go."

### Grassroots in Asphalt

In contrast to Shelton and Lee, who are working with organizations largely focused on building and replicating schools, recent graduate Jennifer Sigler, MA/MBA '06, is putting her multiple skills to use as chief operating officer of a smaller, community-based effort. Her enterprise, BUILD, helps youth in low-income areas in Oakland and East Palo Alto, CA, start their own businesses while improving their academic performance, thus building their self-esteem to become successful adults and community leaders (see sidebar).

Sigler landed the position as a result of her work with BUILD in the summer of 2005 as a fellow of Education Pioneers while she was a student at Stanford. Through the

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### The Business of Reform

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program, which pairs professionals in business, education, law, and other disciplines with nonprofits seeking their skills, Sigler made strategic recommendations for BUILD to expand its fundraising activities, which the board immediately approved. Now as COO, she manages the organization's \$2.4 million budget, handles human resources issues, makes sure operations run smoothly, and continues efforts to help the organization grow locally and nationally.

"I'm constantly pulling from what I learned in the joint degree program," Sigler says. "For me, the most crucial classes turned out to be those on managing interpersonal dynamics, like Debra Meyerson's Organizing for Diversity class and Carole Robin's course on High Performance Leadership. When it comes to dealing with 'people' issues in education or any other setting, you can't just create a formula and spit out a number."

**"(BUILD is) teaching people how to be resourceful, adaptive and otherwise entrepreneurial in spite of less-than-ideal circumstances."**

—Jennifer Sigler, MA/MBA '06

Sigler's penchant for the interpersonal is what initially drew her to teach conflict resolution courses and pursue a psychology major at James Madison University in Virginia. Her experience volunteering for a sexual assault hotline, however, made her realize she didn't have the stomach for counseling. "I had trouble staying objective when callers were struggling to get through the night," she says.

Reasoning that consulting would enable her to be in an advisory role, minus the acute stress, she signed on with PricewaterhouseCoopers, where she helped the U.S. Postal



Service figure out how to improve its service. "Consulting was great, but I didn't want to be so removed from the implementation part of the process," Sigler says. Her next job as a marketing analyst and programmer for AOL premier products, she says, was similarly exciting, but too "virtual." "I couldn't put my hands on anything physical."

Sigler realized that the most stimulating part of her week was volunteering as an instructor on basic business classes for fifth graders with Junior Achievement. "It was extremely rewarding to see their faces light up when they learned about things like manufacturing or how advertising works," she says.

That's when she decided to come to Stanford. "I wanted to capitalize on the business experiences I'd had, but also pursue my strong interest in education," says Sigler. Working with "I Have a Dream" and drawing on what she learned from BUILD her first summer, she again tutored fifth graders in business, providing creative assignments that allowed her young apprentices to manufacture and sell their own goods, like T-shirts and jewelry.

At BUILD, Sigler has finally linked her two driving interests. "My efforts are going into helping kids from communities that are often overlooked to fulfill their potential by pursu-

Jennifer Sigler leads a discussion with BUILD students about how to develop and manage a business project. As COO, Sigler is helping lead the organization's replication strategy.

ing career and educational options they may not have realized were possible," Sigler says. "We're teaching people how to be resourceful, adaptive and otherwise entrepreneurial in spite of less-than-ideal circumstances. This has huge benefits not only in their own lives, but also for society in general."

#### Crossing Borders

With the growing number of MA/MBA graduates taking on the task of bridging the divide between education and business, Stanford is playing a signal role in cultivating leaders who are prepared to handle the more intractable managerial problems facing education. "Jim Shelton, Gloria Lee, and Jen Sigler are all influential people in education now," says Meyerson. "They're exemplars of the kind of professionals the university is increasingly trying to groom: people who can solve social problems creatively through interdisciplinary engagement. I'm enthusiastic about the continuing value the joint program will bring to the education field in tandem with the other degree programs the School of Education offers." **SE**

# Three Enterprises, Thousands of Successes

## BUILD, Gates, and Aspire Open up Worlds for Disadvantaged Students

By Marguerite Rigoglioso

**Antonio Lopez** had a dilemma. Wash his sweaty baseball cap, and ruin the perfect shape, or live with the filth?

Then he had an idea: What if he created a washable strip to soak up the perspiration? In that moment, a business was born. Thanks to an innovative four-year program at his Oakland high school called **BUILD**, Lopez and a team of freshman classmates were able to turn his idea into a full-fledged business and reap the profits.

Their company, Beat the Heat, is just one of hundreds of entrepreneurial ventures that students in two low-income communities in Oakland and East Palo Alto, CA, have developed since Stanford Law alum **Suzanne McKechnie Klahr, JD '99**, created BUILD in 1999. An in-school elective in ninth grade that becomes an after-school program in tenth through twelfth grades, BUILD gives students the basics of entrepreneurship, helps them develop a business plan and secure venture capital, and guides them in running their enterprise.

Through extensive mentoring, it also raises students' academic skills and future horizons. Although BUILD-ers are typically tracked away from college, sometimes starting with GPAs below 2.0, 100 percent of the program's 41 graduates have been accepted to college, and 95 percent graduate from schools that include the likes of Stanford and Harvard.

Also transforming the outlook for students in underserved California communities from Oakland to Los Angeles are **Aspire Public Schools**. Aspire opens and operates K-12 charter public schools (21 and counting), giving urban students the chance to receive a high-quality education to prepare them for college.

Through Aspire's personalized learning experiences, students master academic and life skills needed for rigorous work in the real world. Almost 6,000 students are currently attending—with huge waiting lists at all of the schools.

And no wonder. Aspire's own report card is straight A. In 2006, schools grew 45 points on average on the Academic Performance Index—10 times the state's targets and 4 times the statewide growth of 11 points. And on testing results, nearly all of Aspire's established schools received rankings of at least 8 out of 10 on the Similar Schools Ranking—which means Aspire students are beating the odds of their underprivileged circumstances by far.

Across the country, the **Bill & Melinda Gates Foundation** is dramatically helping to transform troubled American high schools in urban areas from anonymous, comprehensive institutions to more personalized and rigorous small schools with better teaching and college prep services. To date, it has invested an unprecedented

\$1.7 billion in private funds in school creation and replication nationwide, supporting more than 1,800 schools in 47 states and the District of Columbia.

The foundation, which grants awards contingent on schools' commitments for improvement, is seeing results. In New York City, for example, the recent graduation rate of new small schools it supports has topped 70 percent in areas where the collective graduation rate in 2002 was 35 percent.

The foundation has also provided more than \$1 billion in scholarships, particularly to help level the playing field for low-income and Hispanic, African American, Asian Pacific Islander, and Native American students. The Gates Millennium Scholars program, for example, the largest private scholarship program in the world, has reduced financial barriers for more than 10,000 students to attend college, resulting in a nearly 78 percent college graduation rate.

At least 2,000 students will become D.C. Achievers in the most disadvantaged schools of the nation's capital over the next decade, receiving guidance and scholarships of up to \$10,000 a year. The program aims to raise the academic health of a community where presently 66 percent of high school students fail to graduate and just 1 in 20 graduates earns a college degree. **SE**

## What are the advantages of school leaders having backgrounds in both business and education?



**Barak Ben-Gal, MA/MBA 2004**  
*Former Special Assistant to the State Administrator and Budget Director for the Oakland Unified School District, 2004-2007*  
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### Principals with dual backgrounds can make trade-offs for success

**At Oakland** Unified School District (OUSD), school principals are hired to serve as educational leaders who increase student achievement. They must make instructional walk-throughs, conduct professional development sessions, evaluate teachers' classroom effectiveness, and create a safe learning community in the face of declining enrollments, shrinking budgets, increasing salary and benefits costs, and complex new regulations. A truly daunting job—one requiring the ability to balance educational vision with today's fiscal reality.

In working with over 110 principals, I found that truly successful school leaders are not only top-notch instructional leaders, but can also utilize business skills to leverage and manage the resources at their disposal. They know that numerous programs are instructionally sound, but can make effective trade-offs given the program's instructional merit and the limited resources they have on hand. Does the program serve only 10 students? Will its funding come in place of a new instructional aide, counselor, or school security officer? Should the school pay for this new program or for smaller class size? Ideally, school leaders would have sufficient funds to afford all the programs their students need, but trade-offs are unfortunately the reality of being a school leader today.

School leaders who have backgrounds in both business and education not only can design and lead effective instructional programs, but can make the tough financial trade-offs and effectively manage the resources necessary to make instructional programs a sustainable reality for the students and staff in their school.



STEVE CASTILLO

**Gay Hoagland, BA '59**  
*Advisory Council Member, Stanford School of Education  
 Executive Director, Stanford Educational Leadership Institute*  
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### School leaders need vision, expertise, business acumen

**The really interesting issue** here reverses the Forum Question: How do school leaders lacking a business background acquire the knowledge critical to their work? Complex organizations require skillful operations management; basic functions, including finance, personnel, resource management, governance, and information, demand competence with business tools. Schools require this and much more. Accelerating competition, rising expectations, and scarce resources pose challenges similar to those confronting for-profit sectors: to manage for results, structure for innovation, serve and engage diverse constituencies, and align resources to a clear and focused mission. For school leaders running the big business

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

that schools have become, it's good news that business, with incentives to risk and change often missing in the public sector, has purposefully addressed these challenges. There's much to learn in management arenas critical to survival.

Survival, however, is not success. Schools face multiple business and operational challenges in the interest of a different bottom line: powerful learning and life preparation for each child in their care. For students and their communities, "profits" far transcend the reductive "results" of test scores; "losses" are measured in lives. Meanwhile, the imperatives of continuing inequity, a flat world, and leapfrogging technology demand relentless, skillfully managed change.

This mix of challenges informs all the leadership degree and executive education programs at the School of Education. The Stanford Challenge's K-12 initiative adds new encouragement to focus multidisciplinary approaches and broader resources on the problem. Given the urgent need, we have an opportunity now to bring in a generation of educational leaders with the vision, expertise, and acumen to achieve extraordinary educational goals. Stanford's capacity to prepare such leaders is a strategic mission—critical for us, for them, and for the schools in our future.



**Kim Smith, MBA '98**  
*Advisory Council Member,  
Stanford School of Education  
Co-Founder and Senior Advisor,  
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## Hybrid thinking will spark real reform

**The solution** to our troubled public education system is bigger and harder than many first think. We are asking a publicly regulated system to dramatically increase its productivity—to educate all, not just elites—and to a much higher standard than ever before. There is no way we will create that dramatic change without the best thinking from across the sectors. When it comes down to it, excellent teaching is an art, managing systems of schools is a business, and serving the public good is inherently political. Therefore, effective solutions for public education's problems will require "hybrid thinking" that combines skills and practices from across the fields of education, business, and government.

Raised by two educators, I learned first-hand about the priorities of teachers and school leaders. Later, I worked with business-education partnerships, and learned the results-oriented framework that businesspeople brought to the table. I gained a political lens on schools when I joined entrepreneur Wendy Kopp in creating Teach For America, where we worked to create a new approach to preparing teachers—outside of the existing teacher credentialing bureaucracy.

That was nearly a decade ago, but even today at NewSchools Venture Fund, we believe that the most effective education leaders and teams manage to excel in all these areas. At the risk of oversimplifying—educators tend to prioritize relationships, the public sector emphasizes process and scale, and business leaders stress measurable results. All three components are important, but each requires balance from the others to achieve real success. With the current intense focus on dramatically improving our public schools, we have an important opportunity to support such hybrid leaders who will identify opportunities that others locked into rigid ideologies would miss. A dose of that entrepreneurial spirit may be just the spark our public education system needs to ignite real systemic reform. **SE**

## School of Education Receives Crucial Support for STEP, Faculty, and Student Aid

By Rebecca Tseng Smith

**A**s The Stanford Challenge approaches its second year, the School of Education continues to receive growing support for our efforts to advance education and educate the next generation of leaders. Since our last issue, the following donors have come forward with extraordinarily generous gifts that are laying a strong foundation for our work ahead:

**Sissy and Ted Geballe**, longtime volunteers and supporters of the School of Education and Stanford, made a \$1 million gift to the School in June to support the improvement of K-12 science teaching, including the preparation of prospective teachers in the Stanford Teacher Education Program (STEP). Their gift, which is part of a larger commitment they made to The Stanford Challenge, will be matched with funds from **President John Hennessy** to create a \$2 million endowment for science education in STEP. The couple has a long-standing interest in teaching and science education. Sissy Geballe has served as a classroom assistant in the Woodside School



NICOLE COLEMAN

Sissy and Ted Geballe have made a \$1 million gift to the School of Education to support the improvement of K-12 science teaching.

District for many years, and Ted Geballe, who is the Sydney and Theodore Rosenberg Professor Emeritus, taught applied physics at Stanford.

In July, the School received a commitment of \$4 million from Stanford alumni **Neeru (MA '06)** and **Vinod (MBA '80) Khosla** to establish the Khosla Family Professorship. Their endowment will support a faculty member whose teaching and research are concerned with improving

access to knowledge. This is an area of great interest to **Neeru Khosla**, a graduate of the Curriculum Studies and Teacher Education program. She launched CK12.org, a Bay Area-based non-profit that aims to reduce the cost of textbook materials for the K-12 market both nationally and internationally.

Graduate student aid continues to receive a boost as a result of the establishment of the Olivier Nomellini Challenge Fund, a \$2.5 million gift made last year by **Ken Olivier (BA '74)** and **Angela Nomellini (BA '75)** and matched by **President John Hennessy** to provide funding to match gifts to establish eight new \$1 million endowments for student aid for the School of Education. Since the first commitment, which was made this past spring by **David (MBA '78, MA '79)** and **Susan Douglass**, two new gifts have been received.

In March, the Bei Shan Tang Foundation of Hong Kong made a gift of \$500,000 to establish the Bei Shan Tang Foundation International Scholars Fund, which will support international students (with the preference from Hong Kong) to attend the School's International Comparative

### Congratulations to the Class of 2007!

**For the second year** in a row, graduating students pledged to support the School of Education for the next three years via the "In the Bag" campaign. In exchange for supporting the School, each student received a handsome weekend bag imprinted with the School of Education's logo. While participation once again hovered at an impressive 70%, the amount raised nearly doubled from \$4,000 last year to over \$7,000 this year.

**School of Education Class of 2007:** 70% participation and \$7,488

**Three year pledge total:** \$22,464

**University 1:1 match grand total:** \$44,928

## A Bold Experiment

### Anthony Alvarado Named Olivier Nomellini Chair

By Rebecca Tseng Smith

**Anthony Alvarado**, a nationally recognized leader known for his school reform efforts in New York and San Diego, began a three-year term as the inaugural chair holder of the Olivier Nomellini Professorship this fall. Alvarado, who was appointed chancellor of instruction for San Diego City Schools in 1998, is known for his emphasis on instructional improvement as a central goal of school reform (*for more about Alvarado, see related article on page 1*).

The addition of Alvarado to the School of Education's faculty marks a departure from the School's traditional practice of hiring faculty based largely on their record of academic research. Alvarado, who has over 30 years of experience as a teacher, principal, superintendent, and chancellor of instruction, joins the School of Education based on his pioneering work in district-wide education reform.

The chair was made possible by School of Education Advisory Council member and Stanford New Schools board member **Angela Nomellini (BA '75)** and her husband **Ken Olivier (BA '74)**, who made a \$5 million leadership commitment at the launch of The Stanford Challenge campaign to endow the chair and create graduate fellowships for the School of Education. In their discussions with Dean **Deborah Stipek**, Nomellini and Olivier readily supported the dean's desire to establish this chair to strengthen the School's efforts to improve public schools and develop school leadership. In a manner characteristic of their other gifts to the university, Nomellini encouraged Stipek to "use our gift for something that would be hard to get otherwise."

"Ken and I believe deeply in the importance of improving



Anthony Alvarado, a pioneer leader in district-wide education reform, has joined the School of Education as the inaugural Olivier Nomellini Chair.

education for all students for the success of our country," says Nomellini. "We are thrilled to be part of bringing such a preeminent leader in school reform to SUSE. Tony Alvarado's deep connections and experience in schools and school reform will be an invaluable asset to the faculty and students. It pleases us both to know that Deborah is using our gift to help the School achieve its goal of connecting research and practice."

"I am very grateful to Angela and Ken for their flexibility and broad vision," Stipek says. "I'm also grateful to have a faculty that appreciates the value of an expert and experienced education leader in our midst, and admire this particular rock star practitioner as much as I do." **SE**

Education program. The Foundation was established by the father of **Chien Lee (BS/MS '75, MBA '79)**, a longtime university volunteer. Lee, who was the first internationally-based member of Stanford's Board of Trustees, has a long-standing interest in increasing support for international students at Stanford.

In August, **Claude (BA '50, MBA '52)** and **Louise Rosenberg** made a \$500,000

gift to establish a fund to support a graduate student working in the John W. Gardner Center for Youth and Their Communities in the area of youth development. Widely known as philanthropic leaders in San Francisco and at Stanford, the Rosenbergs admired the work of John W. Gardner and shared his interest in improving the lives of young people. Claude Rosenberg has served the university in many roles, includ-

ing positions on the Stanford Athletics board, the advisory board for the Graduate School of Business, and the major gift committee for San Francisco in the Campaign for Undergraduate Education. His book *Wealthy and Wise: How You and America Can Get the Most Out of Your Giving* (Little, Brown and Company, 1994) made the case for a new and more generous model for philanthropy in the U.S. **SE**

## 15 Minutes with Maurine and Phil Halperin

Interviewed by Dean Deborah Stipek

**M**aurine (BA '84, MA '84 in English, MA '85) and Phil Halperin (BA '85), together with Ruth (BA '47) and Robert Halperin, made a gift of \$1 million to The Stanford Challenge campaign for the School of Education. Their gift will support neighboring East Palo Alto Academy, the Stanford-run public charter K-12 school in East Palo Alto, CA, as well as school leadership programs. Maurine Halperin is a director of publications for an independent K-8 school in San Francisco and is a former high school teacher and columnist. A member of the School of Education Advisory Council since 2003, she currently serves on several boards of education, literary, and civic organizations. Phil Halperin is president of the Silver Giving Foundation, which he and Maurine established in 2001 to improve educational opportunities for Bay Area at-risk youth. Previously, he served as General Partner at Weston Presidio, a private equity investment firm, and worked at Lehman Brothers and Montgomery Securities. He serves on the steering committee representing The Stanford Challenge's International Initiative and serves on the boards for the San Francisco School Alliance, the Freeman Spogli Institute for International Studies, and the national advisory board of the Haas Center for Public Service, among others.

Dean Deborah Stipek spoke with the Halperins about their longtime interest in education and their support of the School of Education's efforts to improve K-12 schools.



STEVE CASTILLO

**Maurine, what kind of changes have you seen in schools since your time as a high school teacher?**

**Maurine:** I remember when I was in the STEP program, one of the big conversations was how much schools were being asked to fill in the holes or gaps for the students that parents weren't able to fill. That seems to be more the case today than it was 20 or 25 years ago. I also think that as more is required of students, the pressure has increased tremendously, and that affects what the teachers are asked to do in the classroom.

**Do you think that's a consequence of accountability or increased competition for colleges, or both?**

Phil (BA '85) and Maurine (BA '84, MA '84/'85) Halperin, pictured here with Dean Deborah Stipek (L to R) at a recent Stanford Leadership Circle reception, have committed \$1 million to support efforts to improve K-12 schools.

**M:** It's a consequence of increased competition. I've seen that since I was a teacher, but I've felt it more as a parent. Even though I taught students who were applying to college and helped them on their essays, I don't remember feeling it was so competitive for them.

**Tell us a little about what excites you at the School of Education.**

**M:** My kids have opportunities by virtue of many things, but for the elementary, middle, and high school students you're working with, you are giving them opportunities



that they would not otherwise have. I think that's really exciting. It also seems exciting that you are trying to make available courses to undergraduates that will get them thinking about their own potential interest in the teaching profession.

**Phil, you have focused a lot of your philanthropy on education. Why?**

**Phil:** I believe you can't do a lot of things well, and if you are going to enter philanthropy, focusing on one thing and getting really good at it probably deepens your impact. By focusing on education, it enables me to do a couple of things. Number one: I fundamentally believe that things start and end with education, no matter what your views are. Without having a well-educated society, nothing becomes real. Two: Maurine has such a wonderful background as a teacher, and I have the opportunity to work in her world. She has taught me so much about what goes on in the classroom and in schools, and how to look at them appropriately. It's been a wonderful partnership.

**Maurine, you already said you thought one important thing that our charter schools are doing is addressing the needs of kids who don't typically have access to good educational programs. Do you see other benefits to the School of Education being involved in the charter school world?**

**P:** You've got to get out of the ivory tower. It's important to go beyond visiting other schools and school districts to develop education policies, programs, and ideas. It's a whole different kettle of fish when you're actually the person running the show. The veracity of what the School of Education produces multiplies as a result of their own direct experience. If you're the one having to work with parents, hire teachers, implement information and data systems, devel-

op curriculum, and deal with English language learner issues, it makes a world of difference in your ability to talk to people about school reform and equity issues.

**M:** It makes me proud to think that Stanford is not just telling other people what to do, but is out there doing it themselves. They have schools that are practicing what they're preaching—or *modifying* what they're preaching and acknowledging it.

**You're familiar with some of the work we've done in school leadership. Do you have any thoughts about the value of that? Why does it interest you?**

**P:** Any great system or institution in the world is only as good as its leaders. If you can't get the leadership piece right, the rest of it isn't going to happen. For too long in the world of education, we haven't focused on leadership. As a result, we have well-intentioned people with policies and programs, but a distinct inability to implement them and make changes in schools. Change requires leadership, which doesn't come naturally. It's an approach that needs to be honed, adjusted, mentored, and, quite frankly, taught.

**"The opportunity to give back and to make a difference in K-12 education in the United States is such a huge double-win for us." – Phil Halperin**

**What's the value of having education policy studied at the School of Education versus public policy schools or sometimes at economics departments, where most of that work is done?**

**P:** It's a two-fold benediction. You get one thing: relevancy. It takes you out of the ivory tower and pushes you into the arena of actually making something happen both at

a political and institutional level. Not having it at some think tank means graduate and undergraduate students have the opportunity to play a meaningful and important role and are trained to become the policymakers of tomorrow. People who will be charged with developing solutions 10 to 20 years down the road will have that experience and exposure. That's irreplaceable.

**What inspired you and your family to make this extraordinary gift to the School of Education?**

**P:** Stanford has historically looked to maximize people's gifts to have the most gain both for the school and society as a whole. When you look at your philanthropic opportunities, you see an opportunity to do two things. One is to give back to the institution that made you what you are. For both of us, no institution has had more of an impact on who we are as people and what we're trying to do than our short years at Stanford. The opportunity to give back and to make a difference in K-12 education in the United States is such a huge double-win for us.

**Maurine, what's your advice to your son R.J. as he starts Stanford?**

**M:** Take advantage of everything you can. There are so many things to take advantage of in college. There are opportunities that are outside the classroom, everything from studying overseas to researching at Jasper Ridge, or volunteering at a school in East Palo Alto. Courses are great, but there are many other opportunities I hope he will consider. **SE**



Virginia Sterry Hislop, MA '41



Donald K. Sharpes, MA '67

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

### 1940s

**Virginia Sterry Hislop, MA '41**, married **George Hislop, BA '41**, and spent five years as an army wife. In 1946, the Hislops moved to Yakima, WA, where their children attended public school. Hislop worked on school issues and served as a local school board member for twenty years, a board member of Yakima Community College for seven years, and a trustee of Heritage University for the last 20 years. She reports that her daughter, **Anne Hislop Jensen, BA, '67, MA '68**, is an Episcopalian minister and her son-in-law, **Doug Jensen, BA '67, MA '68**, is a senior consultant with the Hay Group.

### 1960s

**Janet Mohr, MA '63**, began her teaching career at a high school in Adak, AK, out on the Aleutian Islands. After working for 38 years at Los Altos High School in Los Altos, CA, she has retired from teaching.

**Donald K. Sharpes, MA '67**, professor in the Emeritus College at Arizona State University, was elected president of the International Studies SIG of the American Educational Research Association (AERA). His forthcoming book is *Outcasts and Heretics: Profiles in Independent Thought and Courage* (Lexington Books).

### 1970s

**Thomas Preston Johnson, MA '71**, is a member of 14 audit teams for school accountability in the Commonwealth of Massachusetts. He also serves as a private consultant in human resources and professional development for clients in several states and spoke at a number of professional association meetings in Massachusetts, including the Harvard University Principals' Center.

**Murry Nelson, MA '75, PhD '75**, has been selected to hold the 2007-2008 Laszlo Orszagh Distinguished Chair in American Studies at the University of Debrecen, Hungary, under a Fulbright Award.

**Dennis Bixler-Márquez, PhD '78**, co-edited the third edition of *Chicana/o Studies: Survey and Analysis* (Kendall/ Hunt Publishing, 2007). He has been the director of Chicano Studies at the University of Texas at El Paso for several years, and is the coordinator of the Cuba Research Exchange Program.

### 1980s

**Bruce A. Pollock, MA '84**, finished his first year as head of Sea Crest School in Half Moon Bay, CA. After graduating from the STEP program, he landed his first job in an independent school. Pollock taught history and held a variety of administrative positions before assuming the leadership role at Sea Crest in July 2006.

**John Charles, MA '89**, advises graduate students at the School of International Service at American University. He lives in northern Virginia with his wife and two sons, and enjoys staying staying in touch with his fellow classmates, most recently with **Adam Shames, MA '89** and **Lydia Martinez, MA '89**. He can be reached at [jcharles65@yahoo.com](mailto:jcharles65@yahoo.com).

**Constance Gallagher Loescher, MA '89**, taught biology and life science in a variety of schools for 12 years. She now enjoys staying at home with her children, ages one and four.

### 1990s

**Nicole Taylor, MA '91**, has been named the new president and CEO of the East Bay Community Foundation. Taylor, who most recently served as the managing director of the Haas Center for Public Service at Stanford, was selected for her dedication to community-based philanthropy and for her familiarity with the problems and issues facing California's



Murry Nelson, MA '75, PhD '75



Dennis Bixler-Márquez, PhD '78



Nicole Taylor, MA '91



Silvy Nordquist Brookby, MA '96



Clementina Acedo, MA '84, PhD '99



Julie A. Marsh, PhD '02



Channa Mae Cook, MA '03

Alameda and Contra Costa counties. She is the first African American to lead the foundation in its 79-year history,

**Kathryn (Saito) Chang, MA '92**, teaches AP chemistry and honors chemistry at Saratoga High School in Saratoga, CA. She received the George Olmsted Prize for excellence in secondary school teaching from Williams College this past June.

**Joanne Christina da Luz, MA '95**, is on sabbatical as academic director for Life Learning Academy in San Francisco. She works as a research associate with WestEd's Quality Teaching for English Learners (QTEL) program.

**Silvy Nordquist Brookby, MA '96**, received a Japan Memorial Fulbright Foundation fellowship to spend three weeks in Japan this fall. An algebra teacher in Pembroke, KS, she plans to study how mathematics is taught at the middle school level in Japan.

**Clementina Acedo, MA '84, PhD '99**, accepted a new position with UNESCO as the director of the International Bureau of Education.

## 2000s

**Julie A. Marsh, PhD '02**, a policy researcher at the RAND Corporation, published *Democratic Dilemmas: Joint Work, Education Politics and Community* (SUNY Press, 2007). Drawing on three years of field research and extensive theoretical and empirical literature, *Democratic Dilemmas* chronicles the day-to-day efforts of educators and lay-persons working together to advance student learning in two California school districts.

**Channa Mae Cook, MA '03**, and Kristin Moody have co-founded Sojourner Truth Academy, a high school in New Orleans Parrish dedicated to rebuilding and strengthening the community through social justice activism and college preparation. The school

will open in August 2008 with 60-100 ninth grade students and aims for full enrollment by 2011.

**Damian Ewens, MA '03**, has completed a four-year commitment teaching at the Met School, a public high school in Providence, RI, where students learn from their interests and connect their academic learning at internships in the community. He is now working with the Met School's nonprofit parent organization, The Big Picture Company, to help develop a national reform movement and to support the more than 50 Big Picture schools across the country.

**Connie Chan, MA '05**, recently published her master's project, "Breadth versus Depth: The Treatment of Asian Americans in U.S. History Textbooks" in a research anthology titled *Asian American Education: Acculturation, Literacy Development, and Learning* (Information Age Publishing, 2007). For more information, visit [www.infoagepub.com](http://www.infoagepub.com).

**Theodore Sagun, MA '05**, taught algebra to eighth graders this summer in the Jaime Escalante Math and Science Program at Pioneer High School in Whittier, CA. He began his doctoral studies at the University of Southern California and continues to teach eighth grade algebra at Edwards Middle School in Whittier.

**Chauncey Monte-Sano, MA '01, PhD '06**, received the 2007 Larry Metcalf Exemplary Dissertation Award for her dissertation, "Learning to Use Evidence in Historical Writing." Monte-Sano, whose advisor was **Sam Wineburg**, will receive the award this fall at the National Council for the Social Studies conference, "Crossing Borders, Building Bridges," in San Diego, CA.



Damian Ewens, MA '03



Theodore Sagun, MA '05



Chauncey Monte-Sano, MA '01, PhD '06

*continued on page 21*

ALUMNI SPOTLIGHT

## For Travis Bristol, Change Can Happen Through Education

By Lucy Milligan

*“There are two types of people in this world—one who sees problems, but does not have the ability to change them, and the other who sees problems and has the ability to change them.” – Ms. Puccio, Travis Bristol’s ninth grade Spanish teacher*

Travis Bristol, MA '04, originally wanted to be a lawyer. A product of the New York City public school system, Bristol was accepted to Amherst College and felt that he had “made it.” However, a class he took during the second semester of his freshman year titled “Reading, Writing, and Teaching” changed his mind. He instantly recognized his own experience in public schools in the case studies he read. “No one used the words ‘social justice’ in the class,” Bristol said, “but I felt that it was my responsibility to go back and improve the school system I came from.” Bristol graduated from Amherst with a BA in English in 2003, and enrolled in STEP that summer.

“I was blown away,” Bristol said of his experience in STEP. “I was not only learning to become a teacher, but also learning to think about issues of race and class in education.” Through STEP, he discovered that a great teacher must not only be pedagogically proficient but cognizant of societal ills that affect a classroom. And thanks to the solid foundation in teaching that STEP provides, Bristol found that he could think about and constantly



PHIL SEATON

reflect on his practice in the classroom, utilize a wide variety of methods to communicate with students, and use group work as an integral part of his practice.

After three years as a ninth and tenth grade English teacher at Manhattan/Hunter Science, an early college high school in New York City, Bristol credits STEP with equipping him with the techniques and support structures needed for a young teacher to succeed in an urban public school classroom. His methods have been so successful that the National Center for Restructuring Education, Schools, and Teaching at Teacher’s College, Columbia University documented his unit on Shakespeare’s *Othello* for his tenth grade class. While Bristol had to prepare his students for the English Regents exam at the end of their eleventh grade year, he also wanted to use literature to help his students learn to think critically. To teach his students to analyze texts, he broke the play down scene by scene and

After graduation, STEP alum Travis Bristol returned to New York City to teach high school English. He credits STEP for supporting his love for teaching.

got students to translate passages into their own vernacular and make connections between the play and issues in their own lives. His students improved their essay writing and public speaking skills by working toward a final essay and group performances. While his classroom techniques were inspired by his preparation at Stanford, above all, Bristol says, “STEP supported my love for teaching.”

Bristol’s love for teaching led him to look outside the classroom for opportunities to help his students succeed. As his third year as a teacher began, he noticed that the majority of students who were waiting for their pre-suspension conferences in the main office at his school were Black and Latino males. “I became frustrated with watching guys fail,” he says. Thinking back to the words of Ms. Puccio, his ninth grade Spanish teacher, Bristol decided to create

Eviscerating Emasculation, an after-school program aimed at helping young men struggling at his school strengthen their academic skills and develop strategies for success in life. Through weekly meetings to which each participant was required to wear a collared shirt and tie, visits to local colleges, and meetings with such accomplished men of color as former New York City mayor David Dinkins and New York University Professor Pedro Noguera, Bristol saw real improvement in many of his students. "On numerous occasions, my colleagues commented on how much a certain young man matured, became a regular participant in class discussions, and turned in more homework assignments," he says. "I also witnessed a strong camaraderie form among students who were quite different from each other."

Bristol is now heading into his fourth year of teaching at the School for Law & Justice in New York City, where he is assuming both teaching and administrative responsibilities. He sees himself as a career teacher, but he eventually wants to return to school for a doctoral degree in education policy. He says, "The more I teach, the more I recognize that change has to come from the top and be done by people who understand education." He is motivated by his own experience in the classroom and with the young men of the Eviscerating Emasculation program, his colleagues' frustrations with the public school system, and his personal belief that change is possible.

*To learn more about Travis Bristol's teaching methods, visit [www.tc.edu/ncrest/teachers/bristol](http://www.tc.edu/ncrest/teachers/bristol). SE*

## 2000s

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**Tina Cheuk, MA '07**, is the first dean of students at King Collegiate High School, a new Knowledge is Power Program (KIPP) school dedicated to social justice and community service in San Lorenzo, CA. Cheuk is joined by Policy, Organization and Leadership Studies (POLS) classmates **Patrinia Sandles, MA '07**, director of community service and summer enrichment; **Curt Goehring, MA '07**, math teacher and athletic director; and MA/MBA student and Education Pioneers Fellow **Andrew Davis**.

**Jennifer Delaney, PhD '07**, has accepted a position as an assistant professor in the School of Education in the Department of Educational Leadership and Policy Analysis at the University of Wisconsin at Madison. She is also a scholar at the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE).

**Debbie Heimowitz, MA '07**, created "Adina's Deck: The Exclusive Club that Solves Cyber Bullying Mysteries," an educational fictional detective show about the emerging problem of cyber bullying in K-12 schools. The script of "Adina's Deck," which was filmed this May with over 200 people volunteering on the production, is based on first-hand research about technology and bullying conducted at two Bay Area middle schools. More information can be found at: [www.adinasdeck.com](http://www.adinasdeck.com).



Debbie Heimowitz,  
MA '07

## In Memoriam

**Irene Takei Miura, PhD '84**, died on July 29, 2007 after a seven-year battle with pancreatic cancer. Born on July 18, 1939 in Santa Cruz, CA, Miura and her family were sent to a Japanese internment camp at Poston, AZ during World War II and returned to Santa Cruz after the war. After graduating from UC Berkeley in 1960 with a degree in child development, she taught at St. Matthew's Episcopal Day School for eight years, and later earned a masters degree in teaching from the College of Notre Dame. After receiving her doctorate in Psychological Studies in Education from the School of Education in 1984, she became a child development professor at San Jose State University (SJSU), where she chaired the child development department from 1987 to 2000. In 2000, she became the executive assistant to the president at SJSU, retiring in 2004. Miura published over 45 articles and abstracts and presented over 90 papers at various professional conferences worldwide. She was a member of the UC Board of Regents, the UC Berkeley Foundation Board of Trustees, and the California Alumni Association Board of Directors, serving as its president from 1997 to 1999. Miura is survived by her husband Neal; her son David and his wife Janine; son Greg, his wife Janet, and their children Kristine, Michael, and Kelly; and daughter Jennifer, her husband Ted Yamagishi, and their children Tyler and Jacob. SE



Adam Charles Bad Wound



Marcela Muñiz

**Adam Charles Bad Wound, MA '05**, a doctoral candidate in the Sociology of Education program, works as a research assistant at the Precourt Institute for Energy Efficiency, an affiliate of the Woods Institute for the Environment at Stanford, on the Behavior, Energy and Climate Change project. He has created a website ([piee-behavior.stanford.edu](http://piee-behavior.stanford.edu)) and literature database for a conference in November co-sponsored by the Precourt Institute and the American Council for an Energy Efficient Economy at the California Institute for Energy and Environment in Sacramento, CA. In September, his project was mentioned by expert resource economist John A. "Skip" Laitner in Laitner's congressional testimony before the U.S. House Science Subcommittee on Research and Science Education. This past year, Bad Wound founded the School of Education's first environmental student organization, Teaching and Research on the Environment and Education at Stanford (TREES). Professor **Richard Shavelson** serves as the group's faculty advisor.

**Marcela Muñiz**, a doctoral candidate in the Higher Education program, was named a 2007-2008 teaching fellow at the Center for Comparative Studies in Race and Ethnicity at Stanford. She and advisor **Anthony Antonio** co-authored "The Sociology of Diversity," a book chapter in *The Sociology of Higher*

*Education: Contributions and their Contexts* (Johns Hopkins University Press, 2007), which was edited by Professor **Patricia Gumpert**.

**Django Paris**, a doctoral candidate in the Curriculum and Teacher Education program (English Education and Literacy Studies), received a Spencer Dissertation Fellowship and a Ford Foundation Diversity Dissertation Fellowship for his ethnographic study of language and identity among Latino, African American, and Pacific Islander youth in a multiethnic high school.

**Xuejun Ina Shen**, a doctoral candidate in the Educational Psychology program, was awarded a small grant from the American Educational Research Association (AERA) for her dissertation, "Do Unintended Effects of High-Stakes Testing Hit Disadvantaged Schools Harder?" Shen is researching whether "teaching to the test" is more commonly practiced in low-performing schools by examining the responses of hundreds of thousands of students to individual test items, looking for statistical patterns that may be associated with narrowly-targeted test preparation at the school level. Shen thanks advisor **Edward Haertel** and professors **Richard Shavelson** and **Aki Murata**, as well as other School of Education professors, staff, and students who have helped or will be requested to help with this project.



Django Paris



Xuejun Ina Shen

STAFF SPOTLIGHT



**Nereyda Salinas** has been appointed director of leadership degree programs, overseeing the Policy, Education, and Leadership Studies (POLS) master's program, as well as the joint degree programs with the Graduate School of Business and Stanford Law School. Salinas brings ten years of experience managing youth development and education reform programs and organizations. Previously, Salinas served as COO/CFO and interim CEO of Youth Tech Entrepreneurs, an organization that developed student leadership through technology and business training. She also managed Designs for Change, a Chicago-based school reform organization, served on the Harvard Business School's MBA Admissions Board, and worked as the Boston-area admissions coordinator for Stanford's Undergraduate Admissions Office. Salinas received her BA in international relations with honors in education from Stanford, and an MA in Public Policy at Harvard University. **SE**

## Animating a Deadly Topic Student Piya Sorcar Brings AIDS Awareness Where it's Most Needed

By Marguerite Rigoglioso

**H**ow do you help prevent the spread of HIV/AIDS among young people in countries where openly discussing sexual topics is taboo? Doctoral student Piya Sorcar has an answer: offer a non-threatening, animated educational tool that people can access privately through the Internet or their cell phones.

Sorcar's project, *Interactive Teaching AIDS*, is already being used all over the world in countries like Canada, India, England, and Liberia. The tutorial, "HIV/AIDS: The Silent Killer," presents a storyline with a dialogue between a friendly yet authoritative cartoon "doctor" and an animated "anywoman" bubble figure, on the biological facts about HIV, its spread, and its prevention.

The animated sequence looks straightforward, but it's the result of countless hours of data collection, prototyping, and the careful incorporation of pedagogical theory and methods on the part of Sorcar and a team of experts spanning the fields of education, medicine, biology, human-computer interfaces, and communication, at Stanford and beyond. Sorcar started working on the project nearly two years ago in December 2005, as a part of her master's project with the Learning, Design, and Technology program. She is now pursuing it as her dissertation topic as a doctoral student in Learning Sciences and Technology Design/International Comparative Education.

*"(Piya's) work is a brilliant example of the synthesis of research and design, and how it's possible for research to have impact in the world."*

— Professor Shelley Goldman

Sorcar and her team developed more than 100 storyboards—mockups of the characters and story line—before settling on the current version, which embeds mnemonic devices and stepped learning sequences to bring key messages home to the viewer. The animation was created by Korea's Medical Research Information Center, which utilized world-class animators, many of whom were also physicians. The project was funded in part by the Ministry of Science and Technology in South Korea, through which it is also being distributed. An Indian version is nearly complete, and Sorcar has plans for the wider dissemination of modules to places like China, Africa, and Latin America—all of which will be aided by a



Piya Sorcar discusses an early storyboard of her project with School of Education Chief Technology Officer Paul Kim.

recent grant from Time Warner.

"Piya's AIDS education project is timely and important, and strives to provide an interactive approach to learning about AIDS in ways that are culturally sensitive to cultural norms while providing sound scientific knowledge," says Professor Shelley Goldman, Sorcar's doctoral advisor. "Her work is a brilliant example of the synthesis of research and design, and how it's possible for research to have impact in the world."

For Sorcar, who just returned from India to pilot test the animation and open discussions for distribution with various NGOs and the Indian Ministry of Health and Family Welfare, the Indian component of the project is particularly meaningful. "Although I grew up in the Denver area, my family roots are in West Bengal," she says. "I've always had an interest in improving education and welfare in India. I've been fortunate to have had many opportunities that are not available to the average resident of India, and I feel it's important that I help others."

Taking an entertaining approach to AIDS education was a natural for Sorcar, whose grandfather, P.C. Sorcar, was a world-famous magician, and whose father wrote, animated, and directed numerous international award-winning children's educational programs throughout her childhood. "I grew up writing storyboards, working with children at schools, and acting," she says. Sorcar was herself nominated for a regional Emmy Award as an actress, and later worked at PBS and NBC on educational productions.

After earning three simultaneous bachelor's degrees at the University of Colorado, Boulder (in economics, journalism, and business administration), Sorcar created her own dance troupe. She toured throughout the United States, Canada, and India, raising funds for various social causes throughout the world. She also held down demanding full-time jobs testing her left brain in financial modeling,

*continued on page 24*



**Emily Rummo**, an MA/MBA joint degree student, interned this summer in Johannesburg with The Lapdesk Company, a social enterprise that provides free portable school desks to learners in rural Africa through a corporate sponsorship model. She helped the team expand its current client base to include foundations and small donors, and created a tool to improve operational efficiency and cash flow management. Rummo participated in the launch of Lapdesk in Swaziland, where she helped distribute over 1,000 desks sponsored by Swazi Prince Lindani Dlamini to primary school students (*see above*). SE

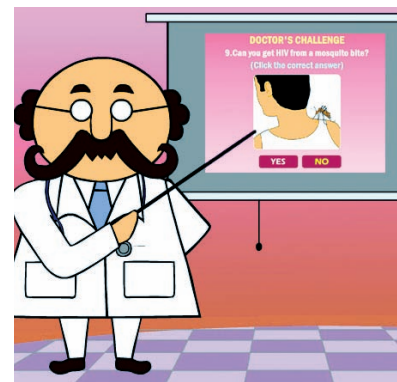
## A Deadly Topic

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market research, and data analysis.

"I love the academic environment," says Sorcar, who in May was honored with the Graduate Community Award at the Eighth Annual Stanford Asian American Awards for her AIDS project, as well as for developing and teaching a course designed to explore creative solutions to problems facing India today. "Through the PhD, I'm able to pursue burning questions on how to change attitudes and behaviors around HIV/AIDS in places where this education is desperately needed. The project allows me to create synergies among all of the areas I've worked in. It's a great learning and design challenge."

More information about Sorcar's project can be found at [www.InteractiveTeachingAIDS.org](http://www.InteractiveTeachingAIDS.org). SE



A still photo from the Indian version of Interactive Teaching AIDS.



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