



# Stanford Educator

Summer 2011

Stanford University  
School of Education  
Alumni  
Newsletter

## Partnering to Improve Practice and Achievement School of Education and SF Unified Get In Step

By Marguerite Rigoglioso

**A**t Balboa High School in San Francisco, students in Raul Cuiriz’s history class are getting away from dull, dry history textbooks and digging into primary texts—newspaper accounts, letters, eyewitness narratives, government documents. They’re analyzing and discussing this living material like historians. For these students, the new approach is making history stick: Last year, their state test scores were significantly improved.

For 10 days during each of the past two summers, the 28-year-old instructor has been immersed in the Stanford Humanities Teaching Studio, learning how to integrate into his classroom pedagogical innovations such as the “Reading Like a Historian” curriculum developed by Professor **Sam Wineburg**. The Teaching Studio, developed by Stanford’s Center to Support Excellence in Teaching (CSET) under the direction of Professor **Pam Grossman** and cosponsored by the Stanford Institute for Creativity and the Arts, offers secondary English and history/social studies teachers the lessons and ongoing support they need to design inspired and effective instruction. The teachers work cohort style, which allows them to build professional communities and bring the information back to their school sites for synergistic sharing.



<http://ed.stanford.edu>

### Forging a Formal Research Alliance

The CSET Teaching Studio is just one of two-dozen collaborations between the School of Education and the San Francisco Unified School

District (SFUSD) in 2010-11. Applied research is nothing new at the School of Education, which has long eschewed the ivory tower in favor of analysis with real-world relevance and direct applicability. What’s new, since 2008, is a formalized partnership between Stanford and the district to allow for better coordination between the numerous professional development and research projects initiated by Stanford faculty and the real needs of San Francisco schools.

*continued on page 14*

## Table of Contents

Inside	Page
Stanford’s Partnership with S.F. Schools	1
Kirst Returns to CA School Board	2
Dean Stipek Looks Back	3
International Visitors Experience STEP	8
New Faculty Join School	10
Faculty News	11
The School of Education & The Stanford Challenge	18
Alumni News	20
Alumni Spotlight: Misty Sato	22
Student News	26

# Professor Emeritus Michael Kirst Returns to California State Board of Education as President

This story is adapted from an article that originally appeared in the *Stanford Daily*.

By Kurt Chirbas

**P**rofessor Emeritus Michael Kirst was elected president of the California State Board of Education on January 12. Appointed by Gov. Jerry Brown, Kirst returns to a post he held once before from 1975 to 1982 (and as president from 1977 to 1981). Before taking the oath of office, he spoke with *The Stanford Daily* by phone to discuss his views on state education policy. An edited excerpt is below.



**Stanford Daily (SD): What made you decide to return to the Board of Education?**

**Michael Kirst (MK):** I just felt, when I reflected on my whole career...that the thing I enjoyed the most was actually having a position in government where you could be part of a group that made decisions that really made a difference for children.

It's one thing to be out there writing about it, doing research and consulting. You are always trying to influence the policymakers. But I found I enjoyed being the policymaker more than just advising them.

**SD: You last served on the State Board of Education from 1975 to 1982. How has the Board of Education changed since then?**

**MK:** The state board won a lawsuit against a separately elected state superintendent

[since the last time I served], so now, it has much greater power to influence how federal funds are spent. It has more authority, and it is quite different in terms of its scope of influence than when I was there before. The board is sort of like a new entity in terms of what it can do.

Moreover, the governor abolished a position in the governor's office that had existed for years called the secretary of education and said he wanted to make education policy primarily through the State Board of Education. The board will have a much closer relationship to the governor than it has had in the past because there's no longer an intermediate group between the governor and us.

**SD: How about state policy on education in general?**

**MK:** The biggest change is that back in those days we didn't have outcome-based assessment of students. Our focus was on ensuring that students got services—for example, assisting students with handicaps or who didn't speak English. But we had no way to assess whether those pupils were actually learning anything from those services. All of a sudden, education is now heavily about pupil outcomes, more so than just providing a service. That has led to a big change.

A second change is that we did not understand as much about how to help teachers in the classroom. We settled for just doing policy that affected school districts rather than individual schools and classrooms. The board now has a much greater ability to influence positively the instruction in the classroom.

A third would be charter schools. California has over a thousand of them. These are schools that are public schools, and that are chartered by a local school district or a county or a state, but are relieved from regulations that most other traditional public schools have. They have been an alternative school model, and the board has quite a bit of authority in terms of setting regulations and closing down ones that aren't very effective in terms of assessments.

Another change is that funding has dropped enormously in terms of per pupil expenditures. When I was on the state board, we were about 20th in the country in spending per pupil, and now, we are roughly about 46th. New York and New Jersey spend nearly twice as much per pupil than we do, for example. It's really a constrained budget period.

*continued on page 6*

**StanfordEducator**  
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# “A Force in Improving Education”

## Deborah Stipek Looks Back at SUSE’s Growth over her 10-Year Tenure as Dean

By Amy Yuen

**This summer**, after serving two terms as head of the Stanford School of Education, Dean Deborah Stipek will conclude her tenure. Recently, the *Stanford Educator* spoke with her about her experiences in the position, her views on the School, and her future plans.

**In your ten years as dean, SUSE launched new initiatives focused on improving teaching and learning, and strengthened its ties to practitioners and policymakers. Why has this been a top priority for the School and for Stanford?**

**Deborah:** When I arrived, there was substantial work going on at Stanford designed to improve education, but this work was not what the School was known for. *Cosby on Campus* was almost like a coming-out party because the

school reform work of the School of Education was one of the best-kept secrets on campus. The task when I arrived was to build on the foundation of this work without compromising the rigor and the quality of the important research the faculty was doing.

The timing was good. The expansion of the practice work—mostly focused on education leadership, teaching, and learning—was assisted by increased concerns about education in the larger political environment and in the public. Another contributing factor was that the administration at Stanford was challenging the entire university to address the real problems of society, including K-12 education. And Stanford has many friends who care about education and were willing to provide support in the form of inspiration, leadership, and funding

for the work. So there were many factors that coalesced to allow our work to flourish and gain visibility.

**What has been Stanford’s role in improving the effectiveness and status of teachers?**

**D:** Expanding STEP to include the elementary level made a statement; preparing teachers at all levels is an important responsibility of elite universities like Stanford. Stanford’s teacher preparation program is unusual in that core faculty members are deeply involved and it enjoys enormous support from the president and provost. Another important factor in its success is the wonderful donors who have helped us provide a very high quality program for students. The Avery loan forgiveness program went a long way to making the program financially accessible. STEP has become a model of effective teacher preparation. We have so many people from all over the world who want our help in improving their teacher preparation that we had to develop a special program just for international educators.

**The launch of East Palo Alto Academy in 2001 was another major undertaking during your tenure. What are you most proud of with the charter school?**

**D:** I believed, along with many other faculty members, that we would gain credibility, knowledge, and understanding by practicing what we were preaching. As with many kinds of endeavors in the real world, it is hard work, and factors outside of



Deborah Stipek shares a laugh at the School of Education’s 2010 Alumni Reunion.

Red Starkey

continued on page 4

## Dean Deborah Stipek

*continued from page 3*

our control influence outcomes. I am proud that we have stuck with it through hard times. We did not abandon the community, our parents, or our kids. One of the problems in the world of education is that people want easy answers and quick turnaround. Going into a community and starting a school requires time to get it right, to make education work for the students who entered our school. I think we've seen the fruits of that labor and persistence. Our high school is getting better and better and we now have many kids from East Palo Alto going to college who never would have considered going without the kind of educational program and encouragement that we offered them.

Steve Castillo



### **In what ways has the experience of running a charter school affected SUSE?**

**D:** There were big lessons, especially about what it is like to work in the political and economic context of California. But there have also been daily lessons, for example, about how to help English Language learners access the curriculum, how to motivate students who enter ninth-grade with fourth- and fifth-grade skills to do the hard work it takes to catch up, and how to create a culture of learning and high educational aspirations among students who have not been expected to achieve. What we have learned has influenced our research and our professional development programs. For example, we are in a much better position to help the 75 principals in our Principal Fellows Program address the enormous challenges they have because we have had to deal with the same challenges. In our work with districts across the country, from Miami-Dade to Milwaukee to San Francisco, we are able to share and use what we've learned from our direct experience in East Palo Alto about how to organize schools to support high-level instruction. STEP has also benefited from the charter school by seeing close up where our graduates are effective and where they struggle when they teach in challenging educational settings.

**You've made 31 faculty appointments to the School of Education as dean. How has the faculty changed since you came on board?**

**D:** We've grown in the last 10 years from 44 to 52 faculty members. The growth was essential for taking on a great deal more responsibility in supporting school reform. Even with the additional faculty, I think our faculty are working harder than ever. They have the same course loads and they are expected to meet the same standards of research quality and productivity that all Stanford faculty have. Professional work—in schools and districts, with legislators and other policy makers—is layered on top of their regular faculty responsibilities. I worry

**"I hope that over the next ten years, people increasingly appreciate the value of our efforts to find meaningful and sustainable solutions—not short-term silver bullets."**

– Dean Deborah Stipek

about the faculty folding under all that they have taken on. They are extremely hardworking and committed to improving equity and quality in education, but they are human.

We have been fortunate in being able to bring new faculty who are well-respected as scholars, but also committed to improving education. I think we have done a good job at maintaining a balance and developing good synergy between research and practice. One of the things that I am very proud of is that our peer institutions continue to rank SUSE as the top school of





Red Seacery

**Championing Teacher Education:** Dean Stipek with Cubberley Lecture panelists Deborah Ball, Pam Grossman, and Steven Farr (L to R) in May.

education in the nation in terms of scholarship. But we are now also ranked one of the top schools of education by superintendents and education practitioners. That's good evidence that elite, academic institutions can maintain their academic standing while engaging deeply with practice; we have not had to sacrifice rigor for relevance.

**New programs have been established, both academic programs like POLS (Policy, Organization, and Leadership Studies) and LSTD (Learning Sciences and Technology Design), and professional development programs like CSET (Center to Support Excellence in Teaching). What led to their establishment?**

**D:** CSET grew out of the K-12 Initiative and the President's challenge to do multidisciplinary work that focuses on real problems in society. It takes advantage of the disciplinary expertise of faculty in the sciences, math, and humanities to help teachers improve their knowledge in the discipline they teach and develop more effective strategies for teaching their students. There are sometimes hundreds of teachers on the wait list for CSET teacher professional development programs, which speaks to both the quality of what Stanford offers and the demand for meaningful opportunities for teachers to develop their skills.

POLS and LSTD are degree programs developed to meet important needs. The POLS program prepares leaders for the expanding roles in the education sector. Education leaders

used to be principals, or superintendents. Now, we need leaders who have a deep understanding of education issues for charter school management organizations, foundations, policy organizations, after school tutoring programs, and education technology companies. POLS is the only masters program in the county that prepares students for a broad array of leadership positions.

Moving to LSTD, technology is extremely useful for research on how people learn, and it has tremendous potential for facilitating teaching and providing more individualized learning opportunities. Stanford needed to be at the forefront of this important work, and the doctoral program has helped us do that.

**This fall when you return to SUSE in the role of professor, what do you hope to do?**

**D:** I hope to continue to support some of the school reform work we have started, albeit in a different role. I'm also looking forward to having more time to do research, work with students, and teach. I have some re-tooling to do because the dean's job didn't leave a lot of time for keeping up with the literature, new statistical techniques, and so on. I would also like to expand SUSE's involvement in pre-K education. This has been a primary interest for me for many years, and I am looking forward to developing some new courses and expanding opportunities for students to develop expertise in early childhood education.

**What memories from your days as dean will you take with you?**

*continued on page 6*

## Michael Kirst continued from page 2

We have to figure out how to make schools better in that setting, and it's a bigger challenge than anything we faced from 1975 to 1982.

**SD: How do you think the State Board of Education will continue its past goals of reducing the achievement gap and increasing the number of high school graduates, especially in light of year after year of budget cuts?**

**MK:** I think education really takes place in classrooms—with teachers. What we are going to be doing, or try to do, I should say, is provide

our teachers with better curriculum, improved instructional materials and better assessments for them to work with.

It's really about improving classroom instruction, and one of the things that has happened recently is that 40 states have adopted common core standards in English, language arts and mathematics.

All of a sudden we are going to be getting a lot of help from national movements—not the federal government necessarily, but national movements where 40 states are going to have similar curriculum standards and assessments. We can use some of these national resources to help us in California.

In other words, education is becoming a much more nationwide movement, and you don't have to do everything on your own and fund it the way we used to. **SE**

## Dean Deborah Stipek

continued from page 5

**D:** I will continue to work with the SUSE faculty and students, so I don't have to worry about missing them. I've loved getting to know volunteers who are major supporters of Stanford and the School of Education. I will miss working with them, but I hope to maintain connections to the people I've formed deep friendships with and respect so much. I will also miss very much the collegiality of my fellow deans and working closely with other university leaders. It is hard for me to imagine a more collaborative and supportive group of leaders. They have taught me a lot!

**We began the interview by reflecting on SUSE during your tenure. What do you hope will be SUSE's legacy in the decades to come?**

**D:** I hope SUSE will continue to be respected for high-quality scholarship, while it becomes an even greater force in national and international efforts to improve schools and communities. I'm confident that both will be

achieved. We have long been viewed as the best School of Education in the country for our scholarship and I don't see that changing. We are already a force in improving education. Our STEP graduates are sought after by principals and a significant proportion have become leaders in education—for example, starting some of the most successful schools serving low-income communities in the country. The 75 principals in our Principal Fellows Program are leading their schools through major transformations and changing the conversation in their districts. The previous superintendent in Austin, Texas claims that Stanford's School Redesign Network helped Austin become the district that people are now looking to as a model for effectiveness. Districts throughout the country are using the analyses that CEPA is doing to help them make well-informed decisions based on information about student learning. The John W. Gardner Center has been credited with major improvements in the way some local communities support positive youth development. Our biggest problem now is that policy makers and educational practitioners recognize

our value and the demand far exceeds our capacity. I think this is a good problem to hand over to the new dean.

Another of my goals for SUSE is that people recognize its value in efforts to improve education, and support it. There is a growing prejudice against schools of education in this country, well deserved by some schools, no doubt. But SUSE is exceptional and a valuable instrument of change. I hope that over the next ten years, people increasingly appreciate the value of our efforts to find meaningful and sustainable solutions—not short-term silver bullets. We are building capacity and although the effects are rarely quick and dramatic, little by little, we are raising the quality of education children receive locally and nationally. Meaningful reform doesn't come in a day, just like a highly successful charter school isn't built in a day. It takes time to get it right. Schools of education are considered by some as part of the problem in American education. I hope that it's clear to everyone ten years from now that Stanford's School of Education has been and will continue to be part of the solution. **SE**



Over the past decade, Dean Deborah Stipek has led the Stanford School of Education through an era of profound growth and increased prominence. As her tenure nears completion, we asked leaders at Stanford to share some thoughts on the dean’s impact at the School of Education and beyond. Below are just a few of their glowing remarks:



Rod Searcy

**Back to School:** Dean Stipek catches up with returning alumni at last October’s Reunion Homecoming.

“One of the incredible things about Deborah’s leadership at the School of Education has been her ability to engage her faculty, as well as the many outsiders who are incredibly interested in the critical work that the School does, particularly around K-12 education. Her ability to mobilize both the faculty and our many supporters has simply made a tremendous difference for the School.”

**President John Hennessy**

“Deborah has had an enormous impact on the lives of students. Under her leadership, our doctoral curriculum improved quite substantially. Our menu of master’s programs was streamlined and we developed the Policy, Organization, and Leadership Studies Program, an important professional program for the future of the School and, indeed, for the future of American education.”

**Eamonn Callan**

*Associate Dean for Student Affairs and Pigott Family School of Education Professor*

“There have been remarkable changes in the School of Education in the ten years that Deborah has been Dean. The School of Education has always been well known, and deservedly so, for outstanding educational theory. Deborah has managed to increase focus on practice while not sacrificing the outstanding theory that the school produces.”

**Provost John Etchemendy**

“Deborah is a builder. She’s an optimist. I think what made her successful in recruiting faculty was this very clear vision, her passion and excitement, and her expressed willingness to support that in people who’ve joined our faculty.”

**Milbrey McLaughlin**

*David Jacks Professor of Higher Education, Emerita*

“East Palo Alto Academy has really helped ground her approach when she’s talking to people about education, what reforms are necessary, and what approaches we should look at. Deborah is not only passionate about education in the abstract, but she really cares about each of the students within the school.”

**Angela Nomellini**

*School of Education Advisory Council Chair*

## Quick Takes

### International Visitors Experience STEP from the Inside-Out

By Amy Yuen

**E**arly this year, teams of teacher educators from Brazil, China, South Korea, and Australia convened on campus for one week to explore the underlying principles of successful teacher education developed at the Stanford Teacher Education Program (STEP). Launched in 2010, the Inquiry into the Stanford Teacher Education Program Institute—or iSTEP—gives teacher educators from universities and K-12 schools worldwide the opportunity to examine STEP from the inside-out. Participants visit STEP partner schools and meet with faculty and teacher candidates, and consider how they could use elements of STEP’s approach to improve teacher education in their home countries. On the final day of this year’s institute, *The Stanford Educator* caught up with some of the participants for their insights and observations.

**Ilona Beckskeházy, Managing Director, and Paula Louzano, Consultant**  
Lemann Foundation (São Paulo, Brazil)



Ilona Beckskehazy

**Name the top highlight of your iSTEP experience.**

**Ilona:** It got us to think a lot about what we want to accomplish. We are here as a project team to design and propose a new curriculum for teacher education in Brazil. STEP’s approach offers not only a nice baseline for the project, but it is also where we want to be years from now.

**What surprised you the most?**

**Ilona:** The level of quality and detail in the classroom every day, every minute, and the structuring of the materials and the guidelines. We don’t have something like this in Brazil.

**Paula:** I think it’s the level of commitment that people from STEP have to public education in this country. They are passionate about what they do, and that is inspirational to us.

**What is the biggest takeaway you’ll bring back to your institution?**

**Ilona:** Concrete examples of what to do, even though it is going



**Sharing the Model:** STEP Director Rachel Lotan with Brazil’s Claudia de Moura Castro

to take a while for us to do it. We have a benchmark, and it is a very high one.

**What do you most wish to happen for the future of iSTEP?**

**Ilona:** To have our benchmark be recognized as a national benchmark. And to have more people become aware of iSTEP and its principles.

**Paula:** I think iSTEP is a great contribution that Stanford is giving to the world in terms of sharing their model and their knowledge in a generous way. I think the university should value this work a lot. Maybe we can have a cohort of iSTEPpies so we can learn from each other in the long-run—like, in five years what have we done? I know it started as a small project, but I think it can be much bigger.



Paula Louzano

**Ko Po Yuk**

**Director of Centre for Learning Study**  
**Assistant Professor of Dept. of Curriculum and Instruction & Assistant Professor of School Partnership and Field Experience Office**  
**The Hong Kong Institute of Education**

**Name the top highlight of your iSTEP experience.**

The emphasis on clinical practice.



Teacher educators from the United States and abroad are invited to apply for the next iSTEP, scheduled to take place in February 2012. To learn more, contact STEP Director Rachel Lotan at rlotan@stanford.edu.

### What surprised you the most?

The close linkage between theory and practice, and the structure—the students have placements in the morning and come back for coursework in the afternoon. Throughout the year, they progressively take on more responsibility in the school context so that they can really apply what they have learned in their courses to their practice. This kind of integration is amazing.



Ko Po Yuk

### What is the biggest takeaway you'll bring back to your institution?

The integration between theory and practice and the close partnership with the schools. These are the things that my institute needs to work on.

### What do you most wish for the future of iSTEP?

This program is very worthwhile and I hope it can carry on year to year. If you could invite countries and have them nominate people to attend the program who have the authority and power to carry out change, I think this would help spread the word about iSTEP to other institutions.

## Myungsuk Woo

Associate Professor of Educational Policy and Administration  
Korea National University of Education

### Name the highlight of your iSTEP experience.

I like the clinical teaching model because our institution has weaknesses in practices and clinical work.

### What surprised you the most?

The daily life of STEP students here looks tough. It's very intensive, with teaching in the morning and then extensive courses for 51 weeks. In my country, we have two semesters a year and students have summer and winter breaks, so even though they study for four years in an undergraduate program, the school hours are not as intense. I think STEP's approach is a very efficient way to study and graduate.



Myungsuk Woo

### What is the biggest takeaway that you'll bring back to your institution?

I am in the Educational Administration department concentrating on finance and policy, so this is a learning process for me. I need to learn about teacher education because I want to suggest policies for our

university, such as the clinical model. I think we can elaborate on our mentor system, and I think we need more improvement in introducing clinical work.

### What do you most wish for the future of iSTEP?

I want to recommend this program to our professors, colleagues, and university administrators. Hopefully, many professors can visit here and exchange concepts, research, and practices in the future.

## Stephen Dinham, Chair of Teacher Education

Director of Learning and Teaching  
Melbourne School of Education  
University of Melbourne

### Name the highlight of your iSTEP experience.

I think the chance to reflect on where we are, where we've been, and where we're going. The program and context here are similar but different. Visiting schools and seeing the way STEP is implemented was very useful. That's the central reason we are here, and it's always good to get away from your own context because you can get too close to it.



Stephen Dinham

### What surprised you the most?

Students in the U.S. don't necessarily need an undergraduate degree in the subject area they want to teach. Some things are new. For example, the disparity in funding from district to district is dependent on things like taxes. Also, the overall quality of the students. We have fairly high quality people too—you can't have quality teaching without having quality people going

into it, with quality education processes at the university. The other thing that's impressive that we are trying to do too is making the links between schools and the university much closer. Not everybody does that well. I think STEP does that well. I think we do it well too, but we have a ways to go.

### What is the biggest takeaway you'll bring back to your institution?

That we are on the right track.

### What do you wish most for the future of iSTEP?

I hope it's successful and continues to improve. Ultimately what we are trying to do is make things happen in schools for kids. We're trying to close achievement gaps. We're trying to make education the means for happier, healthier lives. Education is about changing lives. **SE**

## Supporting East Palo Alto Academy

**A**ndy Kaiser, BA '83, has made a generous gift to support student services at East Palo Alto Academy through the community-focused GS Gives donor-advised fund. His gift helps provide college counseling, mental health services, and English-language learning tools to the school, where nearly 90% of students are eligible for free or reduced-price lunch. Kaiser visited the school in April and had these reflections:

"East Palo Alto, surrounded by some of the most affluent communities in the world, was a place many of us avoided while at Stanford. Supporting EPAA allows us to give back directly to the community, to Stanford's pursuit of more effective teaching programs, and to the prospects of children who could not have otherwise dreamed of a college education." **SE**



Andy Kaiser, with Dean Deborah Stipek and Principal Yetunde Reeves, speaks with students at a recent visit to the school.

## Boaler, Reininger Join the School of Education Faculty

By Amy Yuen

**Stanford University School of Education** welcomed two familiar faces to the faculty this academic year: **Jo Boaler** and **Michelle Reininger (MA '04 in Economics, PhD '07)**. Boaler served on the School of Education faculty for nine years, and Reininger is a 2007 graduate of the Economics in Education doctoral program.

**Jo Boaler** has returned as a professor of mathematics education at the School of Education, where she served on the faculty from 1998 to 2006. Prior to her return to Stanford, she was at The University of Sussex, England for three years as the Marie Curie Professor. Boaler is currently focusing on two new research studies: one that is teaching and evaluating



the impact of a new pedagogical strategy for increasing number sense, and another that is working to make mathematics teaching

more inclusive for students. She is an elected fellow of the Royal Society of Arts in Great Britain, and a former president of the International Organization for Women and Mathematics Education. At Stanford, she received an Early Career Award from the National Science Foundation. Boaler has authored several books and regularly contributes to national television and radio in the U.S. and the U.K. Her latest book, *What's Math Got To Do With It?* (Penguin, 2008), aims to increase public understanding of the importance of mathematics, and the nature of effective teaching approaches. She has worked with members of the British government to bring effective research-based approaches into schools in England. Her work has appeared in newspapers across the world, including *The Wall Street Journal* and *The Times* in the U.K.

Assistant Professor (Research)  
**Michelle Reininger** returns to Stanford where she serves as executive director



of the Center for Education Policy Analysis. She previously was assistant professor of human development and social policy and

learning sciences at Northwestern University, and a faculty fellow at the Institute for Policy Research. Reininger studies the dynamics of teacher and principal labor markets, including preparation, recruitment, and retention. She is currently involved in two longitudinal studies of the career paths of teachers and principals in the Chicago Public School System. Her work has been funded by the Spencer Foundation, the American Education Research Association, and the Joyce Foundation. A former chemistry teacher, Reininger also received an MA in education policy from the University of Virginia. *For more on CEPA, see our feature article on page 1. SE*

**Arnetha Ball** won the Palmer O. Johnson Memorial Award from the American Educational Research Association for her article, "Towards a Theory of Generative Change in Linguistically Complex Classrooms." The award recognizes the highest quality of academic scholarship published in one of the American Educational Research Association journals. Ball also co-edited the book, *Studying Diversity in Teacher Education* (Rowman & Littlefield Publishers, 2011).

The University Council for Educational Administration (UCEA) established the **Edwin M. Bridges** Annual Award for Contributions to the Preparation and Development of School Leaders. Bridges was selected as the first award recipient at the UCEA annual convention in New Orleans last October. His book, *The Prudent Professor: Saving and Planning for a Worry-Free Retirement from Academe*, was published in 2010 by Stylus Press.

**Larry Cuban's** latest book, *As Good as it Gets: What School Reform Brought to Austin* (Harvard University Press, 2009), examines the history of the Austin Independent School District under Superintendent Pat Forgione. Cuban asks, given the effective use of widely welcomed reforms, can school policies and practices put all children at the same academic level? Are class and ethnic differences in academic performance within the power of schools to change?

**Bill Damon** is the principal investigator of a two-year study entitled "The Role of Truth, Humility and Faith in Moral Formation." The project, which involves case studies of seven twentieth century moral leaders, received approximately \$400,000 in support from The John Templeton Foundation. The study's central research question asks how the lived values of inner truthfulness, realistic humility, and several aspects of spiritual, religious, and humanistic faith interact in complex ways to support the formation of moral character. Damon also received a \$495,000 Spencer Foundation grant to study the development of civic purpose among diverse populations of American youth.

**Linda Darling-Hammond** was named to the Department of Education's Equity and Excellence Commission by U.S. Secretary of Education Arne Duncan. The commission will examine the impact of school finance on educa-

tional opportunity and recommend ways school finance can be improved to increase equity and achievement. In May, Darling-Hammond was honored by the United Federation of Teachers with the John Dewey Award for an outstanding career focused on school restructuring, teacher education, and educational policy and practices. Previous awardees include Eleanor Roosevelt, Martin Luther King, Hillary Rodham Clinton, Ted Kennedy, and Marion Wright Edelman. She also received the Medal for Distinguished Service from Teachers College at Columbia University.

**Claude Goldenberg** has written two books, *Promoting Academic Achievement among English Learners: a Guide to the Research* (Corwin, 2010), and *Language and Literacy Development in Bilingual Settings* (Guilford, 2011). Goldenberg received the Learning Forward's Best Research Award in December with co-authors Bradley A. Ermeling, Ronald Gallimore, and William M. Saunders. They were honored for their recent studies, "Increasing Achievement by Focusing Grade-Level Teams on Improving Classroom Learning" and "Moving the Learning of Teaching Closer to Practice." The researchers examined the impact of professional learning communities on student achievement and teacher instruction.

**Leah Gordon** received a National Academy of Education/Spencer Postdoctoral Fellowship for the 2011-12 academic year to complete her book, *The Question of Prejudice: Social Science, Education, and the Struggle to Define 'the Race Problem' in Mid-Century America, 1935-1965*. The book shows how individualistic social theories—intellectual frameworks that made education a central battleground in the fight for social justice—gained traction in mid-century social thought. This study reveals how a particular framework for progress in race relations became dominant through an examination of networks: the social, institutional, and financial ties linking universities, philanthropic foundations, national religious and educational organizations, and local activists. Debates about the causes and significance of prejudice at the Rockefeller Foundation, the University of Chicago, Fisk and Howard Universities, and in national religious organizations provide the source material and organizational structure for this analysis.



Arnetha Ball



Larry Cuban



Bill Damon



Linda Darling-Hammond



Leah Gordon

*continued on page 12*



Edward Haertel

*continued from page 11*

**Edward Haertel** received the National Council on Measurement in Education Award for his career contributions to the field of educational measurement. This award honors widespread positive impact on educational measurement, including theoretical or technical developments, professional service, applications and innovative ideas. Haertel is an expert in the area of educational testing and assessment. He examines ways in which teachers and policymakers use and interpret tests, including uses that go beyond the accurate measurement of ability and achievement.



Kenji Hakuta

**Kenji Hakuta** delivered the seventh annual Brown Lecture in Education Research at the International Trade Center in Washington, D.C. Hosted by the American Educational Research Association, this lecture commemorates the historic *Brown v. Board of Education* decision of the U.S. Supreme Court and features significant scholarship that advances equality and equity in education. Hakuta also chaired an 11-member American Educational Research Association Task Force that released a new *Report and Recommendations for the Reauthorization of the Institute of Education Sciences (IES)*. IES is the major federal agency that funds education research.



James March

**Michael Kirst** was appointed president of the California State Board of Education by Governor Jerry Brown (see related article on page 2 for more on his appointment). Kirst and Associate Professor **Mitchell Stevens** received a \$1.43 million grant from the Bill & Melinda Gates Foundation to investigate how broad-access schools can serve the national commitment to expand college attainment. Their project seeks to: replace appraisals of institutional quality based on selectivity with new ones based on access; identify efficient levers for improving performance of broad-access schools; explain the relationships between broad-access schools and their social contexts; and clearly measure what is learned in college and how learning occurs. Kirst and Stevens seek to assemble scholars and policymakers from a wide range of fields to pursue this research.



David Labaree



Mitchell Stevens

**David Labaree** released the book, *Someone Has to Fail: The Zero-Sum Game of Public Schooling* (Harvard University Press, 2010), which looks at the way that unin-

tended consequences of consumer choices have created an extraordinarily resilient educational system that is perpetually expanding and unequal, constantly being reformed, and never changing much.

**Henry Levin** co-edited *Between Public and Private: Politics, Governance, and the New Portfolio Models for Urban School Reform* (Harvard Education Press, 2010) with **Katrina Bulkeley (PhD '99)** and Jeff Henig. He also serves as a member of the National Research Council's Committee on Defining Deeper Learning and 21st Century Skills and received an Honorary Doctorate from Maastricht University in the Netherlands.

**Ira Lit** co-authored "Principles and Exemplars for Integrating Developmental Sciences Knowledge into Educator Preparation." The report was part of a National Council for Accreditation of Teacher Education Initiative and blue ribbon panel on the developmental sciences in educator preparation.

**James March** wrote *The Ambiguities of Experience* (Cornell University Press, 2010), which asks the question: What is, or should be, the role of experience in creating intelligence, particularly in organizations? His book considers the unexpected problems organizations (and the individuals in them) face when they rely on experience to adapt, improve, and survive.

**Debra Meyerson** received the 2010 Sage Scholarly Contribution Award, a lifetime research award presented by the Gender and Diversity in Organizations division of the Academy of Management and sponsored by Sage Publishers.

**Nel Noddings** received an honorary doctorate from Manhattan College last May, making it her fifth honorary doctoral degree.

**Francisco Ramirez** and **John W. Meyer** wrote *La educación en la sociedad mundial: Teoría institucional y agenda de investigación de los sistemas educativos contemporáneos* (Ediciones Octaedro, 2010). The book contains a selection of the best work that investigates the social and educational realities of contemporary educational systems.



**Richard J. Shavelson** received the 2011 E.F. Lindquist Award, which is co-sponsored by the American Educational Research Association and The American College Testing Program. Shavelson was honored for his outstanding research in the field of testing and measurement. He has helped popularize the theory of generalizability and has done significant research on educational indicator systems and assessments, using concept maps, students' science notebooks, performance assessments, and, more recently, the Collegiate Learning Assessment.

**Christine Min Wotipka** was honored with a Stanford Asian American 2011 Faculty Award in May for her extraordinary service as an educator, advisor, mentor, and role model for both graduate and undergraduate students. She was nominated by faculty colleagues and selected by members of the Asian American Activities Center Advisory Board. This spring, she co-taught "Education, Gender, and Development" (EDUC 197) with Kavita N. Ramdas, the former president and chief executive officer of the Global Fund for Women. **SE**



Christine Min Wotipka

## Wineburg and Pea Receive Professorships

By Janessa Nickell

**Last fall**, School of Education faculty, students, alumni, and friends gathered at two events honoring the contributions of **Sam Wineburg** and **Roy Pea** to the field of education, and their receipt of the Margaret Jacks and David Jacks Professorships of Education, respectively.

On October 7, **Sam Wineburg** received the Margaret Jacks Professorship of Education and (by courtesy) of History. Wineburg directs the Stanford History Education Group and Stanford's PhD program in History Education, and oversees the MA program for future history teachers. His work engages questions of identity and history in modern society and how today's "Instant Messengerized" youth use the past to construct individual and collective identities.

Over the past 15 years, his interests have spanned a wide terrain, from how adolescents and professional historians interpret primary sources to issues of teacher assessment and teacher community in the workplace.

On November 30, **Roy Pea** was honored for his receipt of the David Jacks Professorship of Education. Pea co-directs the Stanford H-STAR (Human Sciences and Technologies Advanced Research) Institute and directs the Learning

Sciences & Technology Design doctoral program. His research for the past 25 years has centered on how innovations in computing and communications technologies and



Sam Wineburg (seated), flanked by Lee Shulman, Deborah Stipek, Pam Grossman, and his former advisee Abby Reisman (PhD '11) (L to R).

affiliated socio-cultural practices can influence learning, thinking, and educational systems.

Dean Deborah Stipek and other School of Education chair holders jointly selected Wineburg and Pea for their respective chairs. The Margaret Jacks Professorship of Education was established in 1962 to honor Margaret Jacks' long and active interest in higher education. The David Jacks Professorship of Education was created in honor of David Jacks, a pioneer in the development of Monterey County. **SE**



Roy Pea enjoys comments made by colleagues at his chair celebration.

Christopher Wesselman

Christopher Wesselman

## Partnering

*continued from page 1*

"In the past, Stanford faculty employed district data to answer broad questions about effective education policy and practice, but the work did not necessarily meet the needs of the district," says **Phil Halperin (BA '85)**, president of the Silver Giving Foundation, which supports P-12 reform efforts in California. Moreover, findings from Stanford research often did not reach the eyes and ears of the district leaders or teachers, and consequently left a shallow footprint.

When, on Halperin's suggestion, Dean **Deborah Stipek** shot out an email to find out how many faculty members were working on projects with SFUSD—and received scores of individual responses back—she and Halperin decided it was time to seek better alignment between the district's strategic goals and research programs at Stanford. The formal partnership was born, and **Laura Wentworth (PhD '10)**, a doctoral student at the time who was working with the district, was hired as the first director.

"This is a unique collaboration between a school of education and a school district because it's bringing two institu-

**Stoking a Vision:** Partnership Director Laura Wentworth builds opportunities for collaboration between Stanford and SFUSD.

the researchers address are the ones that the district needs answers to. The teamwork helps faculty produce research and publications that are accessible and meaningful for district leaders."

"It's particularly powerful now that everyone is looking at the same data analyses," adds Halperin. Indeed, one of Wentworth's jobs is to ensure the visibility of all research output by regularly disseminating it district wide and among Stanford faculty. "As a result, we're no longer receiving duplicate research requests and the information is getting where it needs to go," Wentworth notes.

### Making a Difference in the Classroom

The ultimate goal of the collaboration is to advance student achievement—and improving teacher quality is key to that goal. Indeed, research has shown that the



Steve Castillo

Teaching Studio. Cuiriz's use of primary documents, in particular, has emerged from his exposure to the "Reading like a Historian" curriculum offered as a part of the summer program. This innovative Stanford project designed to increase student achievement is the creation of Professor **Sam Wineburg** of the Stanford History Education Group. Each lesson revolves around a

central historical question and features compelling primary documents modified for students with diverse reading skills and abilities.

"After having analyzed historical documents from the 'Reading Like a Historian' perspective, my students showed an improvement in state tests last year because the approach helps them recall and understand the material better," says Cuiriz. "Even more important, it inspires them to become deeply engaged in class discussion and conversation with their peers about the material. They see more clearly how it's relevant to their lives."

The curriculum was also implemented elsewhere in the San Francisco Unified School District in 2008-09 with the help of **Abby Reisman (PhD '11)**, one of Wineburg's advisees. Like Cuiriz, San Francisco teachers across the board who have been exposed to the new method have found that the innovative pedagogical method improves reading comprehension, historical thinking, transfer of history knowledge, and mastery of factual knowledge.

"Instructors who attend the Teaching Studio and learn about these teaching methods are getting great results with students," affirms Amy Bloodgood, a teacher on special assignment for high school English language arts support with

**"With the Stanford/SFUSD partnership, we're also developing a powerful model for how universities and districts can work together."** – Dean Deborah Stipek

tions together toward one vision," says Wentworth. That vision is to promote innovative, practical research, and engage practitioners, policymakers, and academics in a thoughtful dialogue about research findings and implications for decision-making.

"We want to maintain the entrepreneurial spirit of Stanford faculty while making sure that the research is aligned with district priorities," Wentworth says. "The questions

achievement gap could be significantly narrowed if every child in the United States had a high-quality teacher for three years in a row. Finding ways to accomplish this goal is a top priority for educators and policymakers throughout the state of California.

In Raul Cuiriz's history class at Balboa High School, the Stanford/SFUSD vision is hitting its mark, thanks to the teaching tools and techniques offered by the CSET

SFUSD. "It stimulates their own excitement about their curricula." For Bloodgood, the new partnership between the district and Stanford also brings added value. "It means that, as a liaison, I'm regularly updated on professional development offerings being provided by Stanford. This is helping us in our efforts to develop a common core curriculum for high schools so that teachers can speak the same language," she says.

### A Multi-Pronged Approach

The priorities of SFUSD focus on three major goals: making social justice a reality through greater access to rigorous education for all students; engaging joyful learners through stimulating instruction; and keeping promises to students and families through greater accountability. The 24 Stanford research projects this past year have thus been aligned with those priorities. Among them are efforts to understand interracial classroom interactions, enhance the efficacy of mid-career principals, develop more effective curricula in areas such as math and literacy, and evaluate teacher performance.

"Our projects are aimed at three levels: improving teaching, improving leadership, and improving policy," notes Dean Stipek. "A multilevel approach is important, because improvements made at only one level can be undone at the next level. For example, even the most effective teachers will have a difficult time providing good instruction in a poorly managed school. Similarly, innovative, reform-minded principals can have their work undercut by poorly informed district, state or federal policies. To ensure alignment across the levels, the Stanford/SFUSD partnership is coordinating the ongoing work of our faculty in the district."

### Assessing How Policy Affects Teacher Quality: Prop A

Analyses of the Quality Teacher and Education Act (QTEA), from its inception to its impact, is an example of a collaborative

project that informs district-level policy. The goals are to understand how a new California state measure is impacting teacher effectiveness and to help the district figure out how it may implement that measure effectively. In June 2008, San Francisco voters passed QTEA, also known as Proposition A, authorizing SFUSD to collect \$198 per parcel of taxable property over the next 20 years. Part of that money is being applied to teacher compensation programs, including extra pay for teachers in difficult-to-staff schools and difficult-to-fill subject areas. The funds will help address a long-standing problem: the exceedingly low salaries of San Francisco teachers and the negative effect that has had on teacher quality.

Doctoral student **Heather Hough (BA '02)**, Professor **Susanna Loeb**, and Professor (Research) **David Plank** at Stanford's Center for Education Policy Analysis (CEPA) have been collaborating with the district to document the passage of this policy. Their research has looked at what it took to induce the broader public to open its purse strings, and how the district

and the teachers' union consulted, negotiated, and compromised to determine how those funds were to be used.

In the first phase of the research, Hough identified a number of lessons for other districts interested in seeking additional funds to raise teacher salaries or introduce new systems of teacher compensation or support as a mean of improving teacher quality. "These include things like starting early to allow for bargaining time with all of the competing interests, being willing to compromise to pursue shared goals, and engaging the community early to build political and financial support," she says. Nancy Waymack, SFUSD's executive director of policy and operations observes, "The formal partnership with Stanford allows for much easier sharing of the information with coworkers and other districts that are eager to know how we helped get the measure passed."

Hough is now leading the research team in conducting a three-year evaluation of Prop A's impact, focusing on how QTEA is being used to improve the teacher workforce.

*continued on page 16*

**Teaming Up:** Raul Cuiriz (R) in a brainstorm session with colleagues at the Stanford Humanities Teaching Studio.



Steve Cantillo



## Partnering

*continued from page 15*

Combining analysis of the district's administrative data with original data collection, the team is looking specifically at the recruitment and retention of high-quality teachers, the overall raising of teachers' skill levels, and the strategic removal of less effective teachers.

Reflecting on the data, Hough notes, "In a very challenging policy climate,

QTEA implementation is off to a good start, but there are definitely areas for improvement." As to retention, the study has revealed that salary increases seem to have had a positive effect: In 2010, fewer teachers reported planning to leave within five years than in 2008. Of those who planned to leave, salary was less of a reason than in previous years. However, bonuses have so far not led to an increase in transfers to hard-to-staff schools.

When it comes to supporting and removing underperforming teachers, QTEA includes provisions aimed at changing the district's Peer Assistance and Review program (PAR) by increasing teacher support and accountability. "There's a general sense among stakeholders that changes in this regard may be the most meaningful aspect of Proposition A," says Hough. Revisions to the program will offer easier entry for teachers: Based on analyses of the data, a decision was made to allow teachers with "needs improvement" ratings as well as "unsatisfactory" ratings to be referred, enabling more of them to get support. At the same time, the standard for successful completion after PAR has been raised, meaning that underperforming teachers may be moved to dismissal more easily. Furthermore, teachers who have successfully participated in PAR



**Informing Policy:** Doctoral student Heather Hough is leading a three-year evaluation of Prop A's impact on improving San Francisco's teacher workforce.

before will be moved to dismissal if referred again.

In the area of teacher development, Proposition A includes a program that allows release time for those identified as "master teachers" to support approximately 200 of their colleagues, particularly newer instructors. While the concept has a great deal of potential for improving teacher quality, so far it has been awkward in practice. "Because of problems with program rollout, the selection of master teachers was not ideal," says Hough. "The culture in schools has sometimes not been welcoming of the master teacher role, and master teachers themselves have been struggling with what their new position entails. Many think that the presence of such identified individuals has not been particularly useful."

Overall, then, the CEPA study is pointing to a few areas for course correction if SFUSD wants Prop A to result in the dramatic effects hoped for in raising the level of the teacher workforce. "This project has been a huge undertaking involving taxpayer funds that are connected to goals of increasing student achievement. The collaboration with Stanford has been indispensable in helping us to make sure dollars are put effectively toward advancing that goal," says Nancy Waymack. "Having a respected external voice gives us unbiased expert weigh-in about how we're doing. It allows for frank and important conversations among constituents that help us make sure plans are moving forward or to figure out what we need to revamp."

Stanford is also stepping in with other types of support, as well. On the master teachers front, for example, because individuals identified for such roles typically have no training in guiding other teach-

ers, CSET is planning a program that will help master teachers and their principals develop coaching skills.

"This is really important research that's driving our decisions," Waymack emphasizes, "and we certainly hope Stanford will be around for as many of the twenty years that QTEA will be in effect as possible."

### A Model for the Future

Building the skills and knowledge of high school teachers through summer short courses and ongoing support, and evaluating the impact of state policy on recruiting and retaining quality teachers—these are just two of the many collaborations between Stanford School of Education and the San Francisco Unified School District. And all of this is just the beginning of what promises to be a long and productive alliance to unite research, policy, and practice that will have an influence far beyond the San Francisco Bay Area. Already, lessons learned about effective practices and policies in this partnership are being shared with districts throughout the country. The collaboration is playing a central role in Stanford's efforts to contribute to improvements in U.S. public education.

"With the Stanford/SFUSD partnership, we're also developing a powerful model for how universities and districts can work together," says Stipek. "A university can provide the kind of knowledge and support that P-12 schools need, while university faculty and students can gain a deep understanding of the real-world challenges and opportunities that districts face. I don't think Schools of Education can train teachers, school leaders and researchers effectively if they are not deeply involved in the real world of education. A sustained relationship with a district has many benefits. We have the time to build trust and to understand each other's culture and strengths and limitations. I think that this type of collaboration is really the wave of future." **SE**



# Bridging High School and College Graduation Stanford Data Makes a Difference in Students' Lives

By Marguerite Rigoglioso

**When it comes to** getting high school students to college, the San Francisco Unified School District (SFUSD) is not doing a bad job. Of the students who enrolled in ninth grade in 2000-01, 78 percent attended a post-secondary institution a year after graduating high school. But how many ended up earning a degree by the age of 23? Only 27 percent of them. And worse still, less than 10 percent of African American and Latino students made it all the way through.

This was one of the primary discoveries made possible by the Bridge to Success initiative, a rare collaboration among Stanford's John W. Gardner Center for Youth and Their Communities (JGC), City College of San Francisco (CCSF), San Francisco Unified School District (SFUSD), and the San Francisco Mayor's Office. Funded by the Gates Foundation, Bridge to Success seeks to double the number of low-income African American and Latino students earning a post-secondary school degree in the next ten years.

rate to the second semester, which is very high," she says.

Stanford data has also revealed something surprising: The GPAs of people who go to CCSF are not very different from those who don't go to college. "When we asked what the latter were missing, we realized it was knowledge about how to get to and navigate college," says Carew. To address this gap, Bridge to Success is partnering with another effort, Beyond12, to pilot a Summer Bridge program that helps recent high school graduates learn about the college system—how to choose and enroll in classes, advocate for themselves, and deal with all that newfound freedom. It also offers ongoing student coaching once they get there.

"Our role is to provide data to help decision makers help students," says **Oded Gurantz**, a senior policy analyst with the John W. Gardner Center. "We also offer bigger-picture information on what other school districts are doing around the country. It's not common for agencies in a city

**Bridge to Success seeks to double *the number of low-income African American and Latino students* earning a post-secondary school degree in the next ten years.**

How will it reach that goal? Maureen Carew, SFUSD's lead for Bridge to Success, says that obtaining data has been the first key step in figuring it out. "Never before have we been able to link data from SFUSD with data from CCSF," she says. "Previously, we've been able to get information on who goes to college and their persistence rates, but until we started working with Stanford, we couldn't see the *why*. This partnership has allowed us to look at data with new specificity, and with an eye toward using data to inform policy."

Working with Stanford statistics, for example, project collaborators realized that students were being locked out of core courses when they attended City College because, as newbies, they had the lowest registration priority. "No wonder they couldn't get through—they weren't getting the courses they needed," says Carew. Bridge to Success thus conducted a pilot in which 400 students were given priority placement in classes at City College. "As a result, students were able to take a full load of classes and we had an 89 percent persistence

to work together in this way, but the JGC has the technical infrastructure to enable it, which has to do with linking secure data."

"I cannot tell you how helpful this collaboration with Stanford has been," affirms Carew effusively. "It is definitely allowing us to use information more effectively so that we can better prepare students for college, not just graduate them from high school."

Gurantz, who works on Bridge to Success with **Kara Dukakis**, associate director of the John W. Gardner Center, reports that the project is spawning many other new curricular and extra-curricular improvements. "It's exciting to be a part of it," he says. "Everyone is genuinely interested in learning from each other and from the data. It's an open, collaborative environment, and students will be served well by it." **SE**

## No Easy A's: Lettie Jane Austin, EdD '52

This article originally appeared in the *Stanford Benefactor*.

For the better part of six decades, students at Howard University knew there were no “easy A’s” in **Lettie Jane Austin**’s class. She pushed her students to work hard and to continually raise their own expectations of themselves—and no one could have accused her of failing to practice what she preached. From her childhood in the segregated schools of Joplin, Missouri, to her last days as a distinguished professor, she was unyielding in her pursuit of knowledge and her belief in education’s role in creating a more just society. Her life’s work continues with a generous bequest to Stanford in support of graduate fellowships.

Austin joined the faculty at Howard in 1947, shortly after receiving an MA in English from Kansas State University. After a few years of teaching, she became one of the first African Americans to earn a doctoral degree at Stanford’s School of Education, graduating with an EdD in 1952. Austin next attended the University of Nottingham in England as a Fulbright Scholar, completing a master’s degree in Elizabethan literature. Once back in the United States, she returned to Howard’s English department, where she became a full professor in 1968. She continued her own education at Howard as well, earning an MA in 1964 and a PhD in 1988, both in psychology.

Of course, there was much more to Austin than the letters after her name, something her friends are quick to point out. She was a classical pianist, a consultant to educational

organizations around the world, an avid gardener, a prolific author. She was married to Lewis H. Fenderson, Jr., also an English professor at Howard, who passed away in 1983. Above all, she was a devoted teacher, mentor, and inspiration to her students.



“Few understood as well as she the relationship between education and emancipation,” says **Vaughn Rasberry**, a former student of Austin’s who joined Stanford’s faculty last fall as an assistant professor of English. “She had a flair for storytelling and performance while demanding the most exacting standards of critical inquiry and writing.”

Another former student, Owen Henery, developed a rich friendship with his mentor that spanned more than 40 years. “Lettie graced me with her love of learning and life,” he says.

Through their friendship, Henery discovered that her wisdom extended far beyond her fine teaching skills. “She saw that the ‘big missing’ in our lives is compassion, and that the disinvestment in this scarce resource causes much suffering.”

Austin was still teaching when she suffered a fatal stroke, just a few weeks after her 83rd birthday. Her legacy at Howard persists in the generations of students she mentored. At Stanford, her legacy includes a generous gift to future generations: In 2004, she named Stanford the beneficiary of her retirement account. The gift amounted to more than \$1.5 million, enough to create multiple endowed graduate fellowships, as she’d discussed with Stanford’s Office of Planned Giving when she notified the university of her intended bequest. Honoring her wishes, Stanford has established Lettie Jane Austin Fellowships in the School of Education and in the English department in the School of Humanities and Sciences.

Austin’s gift completes a circle: As a Stanford student, she benefited from the Alice J. Rosenberg Fellowship, established in 1943 through a bequest from a San Francisco philanthropist. Her bequest also continues her life-long effort: The Austin fellowships will be awarded to graduate students pursuing doctoral degrees in English and education, with a preference for African-American students. They will do well to follow her example, always striving for more and never expecting any “easy A’s.” **SE**

## Reddere Foundation Gives Back to Teachers

By Rebecca Tseng Smith

Earlier this year, **Shelley Brown (BA '74)** attended an event featuring the work of the Center to Support Excellence in Teaching (CSET), and came away deeply inspired. Brown, the founder of the Reddere Foundation with her husband Steve, had just heard a presentation by Professor **Pam Grossman** and Associate Professor and CSET Executive Director **Susan O'Hara**, on how CSET was helping teachers develop and enact new instructional practices. It struck her. Their presentation—which took place at a gathering hosted by **Diana Chang ('BA '77, MBA '81)** and her husband Will—was, in Brown's words, “completely in line with the focus of our family's foundation on promoting excellence in education, and so relevant to the national conversation around teacher effectiveness.”

As a member of the School of Education's Advisory Council, Brown had heard about CSET since its inception. In 2009, Grossman had presented to the council her research on assessing teacher effectiveness and shared how these findings could re-energize K-12 teachers and help all children learn at their highest potential. Now, with the benefit of two successful summer pilot programs for teachers and with a strategic plan for its growth, it was clear to Brown that CSET was stronger than ever. She decided CSET's mission was one that she and her husband Steve wanted to support.

As part of The Stanford Challenge's K-12 Initiative, CSET is based on the knowledge that teachers are central to improving student achievement. The Center seeks to understand what makes a teacher great and how to help all teachers become more effective. Through interdisciplinary research, design, and development activities, CSET aims to be a national model for instructional improvement.

The Browns are no strangers to supporting education for underprivileged students and the teachers committed to serving them. They founded the Reddere Foundation—a Latin term mean-



Shelley Brown

ing “to give back or return”—to strengthen the community and enrich lives through education. The couple has provided financial aid for students in the Stanford Teacher Education Program, and through the Stanford University Undergraduate Scholarship Fund. Shelley (and the Reddere Foundation) has been an investor for many years in The New Teacher Center, a national organization that provides professional development and mentoring to teachers and school leaders; the Krause Center for Innovation, a regional center empowering educators to improve learning outcomes through the use of technology; and several other nonprofit organizations working to improve teacher effectiveness. As children of educators and supporters of public education, the Browns say that their philanthropic values were inspired initially by those of Hewlett Packard, where

they both worked for many years.

There is one other reason for the Browns' interest in supporting effective teachers. Their daughter, STEP alum **Alexandra Brown**

**CSET's presentation was “completely in line with *the focus of our family's foundation on promoting excellence in education, and so relevant to the national conversation around teacher effectiveness.*”**

– Shelley Brown (BA '74)

(**MA '06**), is the chair of the science department at a selective enrollment high school in Chicago, where she is having her own positive impact on K-12 education.

For more on how CSET is improving teacher professional development, see our feature article on page 1. **SE**



Gerald (Jerry) Miller,  
MA '50



Becky Cooper,  
MA '77



Dean Anderson,  
MA '78



Christian Faltis,  
MA '81, PhD '83



Jean M. (Prinvale)  
Swenk, PhD '92

**S**hare your latest news by mailing us the attached envelope or submitting your update to Editor Amy Yuen at amy.yuen@stanford.edu.

### 1950s

At age 91, **Gerald (Jerry) Miller, MA '50**, published *Stockpile: The Story Behind 10,000 Strategic Nuclear Weapons* (Naval Institute Press, 2010), an account of the buildup of the nuclear weapons stockpile from 1960 to the mid-1970s, and the efforts taken to keep the stockpile under control. He addresses the role of the military in establishing requirements and the role of the scientists in meeting those requirements, and identifies the strengths and weaknesses of the weapons and their significance for the future.

### 1970s

**Becky Cooper, MA '77**, was appointed to the advisory board of the national Mentoring Children of Prisoners Support Center. A recognized expert in the youth mentoring field, she serves as executive director of Friends for Youth, Inc., which has been cited as a program of excellence by several organizations, including the John W. Gardner Center for Youth and Their Communities and the Department of Education. Other career highlights include presenting the keynote address on mentoring best practices at the Singapore National Youth Council Conference; participating in the Kettering Institute's research on education and learning outside of schools; serving on California Governor's Mentoring Partnership Quality Assurance Standards Committee; and being invited as a guest to the White House's Mentoring Ceremony with First Lady Hillary Clinton. Cooper was inducted into the San Mateo County Women's Hall of Fame for her dedication to promoting mentoring for at-risk children in the community. Cooper co-authored *Running a Safe and Effective Mentoring Program* and *SAFE (Screening Applicants for Effectiveness): Guidelines to Prevent Child Molestation in Mentoring and Youth-Serving Organizations*, both published by Friends for Youth, Inc.

**Dean Anderson, MA '78**, authored two books, *Beyond Change Management: How to Achieve Breakthrough Results through Conscious Change Leadership* (Pfeiffer) and *The Change Leader's Roadmap: How to Navigate Your Organization's Transformation* (Jossey Bass), both now out in second edition.

### 1980s

**Christian Faltis, MA '81, PhD '83**, moved from Arizona State University at Tempe, where he taught for 18 years, to become the Dolly and David Fiddymont Professor of Teacher Education at the University of California at Davis. He is also the Director of Teacher Education at UC Davis. In 2008, he co-authored *Side-by-Side Learning: Exemplary Literacy Practices for English Language Learners and English Speakers in the Mainstream Classroom* (Scholastic), with Carole Edelsky and Karen Smith. Faltis co-edited the volume, *Implementing Educational Language Policy in Arizona: An Examination of Legal, Historical and Current Practices in SEI*, with former Stanford professor and former ASU colleague Beatriz Arias, and serves as editor of *Teacher Education Quarterly*. Most recently, he co-edited with Professor **Guadalupe Valdes** the 2010 yearbook, *Education, Immigrant Students, Refugee Students, and English Learners* (National Society for the Study of Education). The book examines the major issues that teachers in elementary and secondary schools face when they work with students who are English learners, immigrants, and refugees. A proud grandfather of four, Faltis continues to paint and write.

**Mike Knapp (PhD '81), Meredith Honig (PhD '02)**, and **Mike Copland (PhD '99)** released *The Study of Leadership Improvement*, a three-year, multi-strand study funded by the Wallace Foundation that looks at school, district, and state systems nationwide, especially in urban settings, that are working to maximize powerful teaching and equitable learning for all students. The study is reported in 2010's *Research that Matters*, published by the University of Washington. Knapp, Honig, and Copland all hail from the University of Washington's College of Education.

**Michael Matthews, MA '85**, became superintendent for the Manhattan Beach Unified School District in Malibu, CA last July. He most recently served as assistant superintendent for the Santa Monica-Malibu Unified School District. Previously, he worked at Extreme Learning with **David Payne (MA '84)** and **Mary Smathers (MA '84)**, and served as the principal of Malibu High School for 11 years.



## 1990s

**Jean M. (Prinvale) Swenk, PhD '92**, has embarked on a career in K-12 virtual schooling after nearly 15 years working at National University. For two years, she served as principal of the virtual charter school, Capistrano Connections Academy, and then served as its operations officer before starting her current position as compliance coordinator for Connections Academy, an educational management company. She recently received the company's first

Employee of the Year award. As compliance coordinator, she focuses on acquiring title funding for K-12 schools, grant writing, administrative training, and academic audits for quality assurance. She also teaches part-time at the education school at Capella University, including as a dissertation mentor.

*continued on page 22*

### ALUMNI BRIEFS



Dennis Bixler-Márquez (MA '77, PhD '78)

**Dennis Bixler-Márquez (MA '77, PhD '78)** served as grand marshal of the education graduation ceremony at the Winter 2009 Commencement of the University of Texas at El Paso. He is the director of Chicano Studies and has been a professor of Multicultural Education for 31 years at this U.S.-Mexico border institution.

**Simone Spearman, MA '94**, an English teacher at Piner High School in Santa Rosa, CA, was named the 2011 State High School Educator of the year from the California League of High Schools

in February. Spearman teaches ESL classes to teens from Eritrea, Mexico, and Latin American countries, many of whom eventually perform well enough to tackle AP classes alongside students who are native English speakers. "I see this raw hunger for English, for vocabulary," she says. "I try to show my students the art that resides in words." Spearman continues to draw inspiration from those who guided her at STEP, including **John Baugh**, doctoral student **Nicki Ramos-Beban (MA '92)**, Ann Vosovic, and her master teacher Morgan Marchbanks.



Simone Spearman, MA '94

**Jennifer Hartvickson, MA '00**, has written and illustrated *Mister Lemur's Train of Thought* (Ringtail Learning, 2011) with her husband **Hans Hartvickson, BA '99**. This children's book is a collection of 66 illustrated, rhyming stories that help children expand their vocabulary, imagination, and interest in science. The book was inspired by the couple's trip to Madagascar in 2006, where they fell in love with the playful and curious nature of lemurs. The couple has been presenting their book at schools. For more information, visit [www.misterlemur.org](http://www.misterlemur.org). **SE**



Jennifer Hartvickson, MA '00

ALUMNI SPOTLIGHT

## Born to Teach—And Teach about Teaching

By Marguerite Rigoglioso

**She's wanted to be** a teacher since first grade. “Growing up with seven siblings and lots of young nieces and nephews in West Virginia, I was always teaching,” says **Mistilina (Misty) Sato, PhD '02**. “I simply always loved school, and have always had a pedagogical mind.”

That passion for instructing others put Sato on a path to becoming one of the most prominent emerging experts on teacher development in the country. In 2010, she was named the inaugural holder of the Carmen Starkson Campbell Endowed Chair in Education at the University of Minnesota (UMN). One of the few such chairs in the country, the Campbell Chair was granted to Sato while she was still an assistant professor—a testament to her impressive work supporting teacher professional development, and the special attention she gives to issues of cultural diversity in teacher preparation and ongoing professional learning in her local region. That work includes not only preparing graduate students for teaching roles, but also creating partnerships with teachers and school districts through applied research projects and serving as an expert consultant to educational policy makers in the state of Minnesota.

### A Passion for Science Education

Coming from a modest background in the hills of White Sulphur Springs, West Virginia, Sato headed to Princeton University in 1986, where she majored in geology. “I loved drawing out the stories hidden in each rock and grain of sand, and pursuing field research



Courtesy of University of Minnesota

**A Pedagogical Mind:** Misty Sato, PhD '02

in Venezuela, Alaska, and Hawaii,” she says. Securing a New Jersey teacher certification in K-12 science and elementary education through the Princeton Teacher Preparation Program, she took a job at West Windsor-Plainsboro Middle School, where she spent five years teaching seventh grade physical science and eighth grade earth science.

“It was a great beginning for a teaching career,” Sato remembers. “We worked as an interdisciplinary team, which meant we had time to collaborate. We also had a principal who knew how to implement the team model and encouraged us to be creative.” The young instructor found she had a penchant for co-creating interdisciplinary curricula, designing professional development institutes for elementary teachers, and mentoring student teachers.

To pursue her interest in how to

“teach teaching,” Sato opted for a doctorate in curriculum and teacher education at Stanford. Her dissertation focused on the everyday leadership of teachers in the context of elementary school science education reform. “At Stanford,” she says, “I gained an appreciation for best practices in earth science and teacher development that I continue to draw on in my research, teaching, and service: close observation of what is happening in order to understand what came before, respect for the larger cycles and systems that shape local behavior and practice, and open inquisitiveness through a variety of methods.”

Co-teaching a course on the theory and research of teaching with **Larry Cuban**, Sato learned how to engage graduate students in taking a stand on educational issues. Working with advisor **Mike Atkin's** research team in Oakland, she absorbed lessons about the importance of trusting teachers to generate ideas aimed at addressing their own classroom challenges. Observing **Linda Darling-Hammond** work with the California legislature, Sato got a clear sense of what it takes to engage policy makers on education reform. “It was,” she adds, “also exciting and inspiring to be with other students who had big dreams about what schools can look like when students and teachers are learning.”

Sato stayed on at Stanford for three years as a post-doctoral fellow, directing a project to improve teaching and learning. She continued her work in

the National Board Resource Center, supporting teachers in the San Francisco Bay Area while they pursued National Board Certification, and launched a four-year research study. The project compared how teachers pursuing National Board Certification in the San Francisco Bay Area differed in their classroom assessment practices from those not pursuing certification.

“We found that those who pursued certification were much stronger on how they gave students feedback, how they used information from students to guide their instruction, and how they aligned their learning goals with instruction,” Sato says. “The study affirmed that this kind of formative assessment is a key practice in improving student learning, and that the National Board Certification process is an effective model of teacher development.”

After completing her post-doc work, Sato landed a plum faculty position in 2005 at the University of Minnesota’s College of Education and Human Development, where she was hired to develop a new doctoral program in Culture and Teaching. “It seemed the job description was written for me,” she says. Sato helped design the program, which integrates cultural and social dimensions into the study of teaching. “We look at things like race in the classroom, culturally responsive pedagogies, and assessment cultures.”

### Restructuring Teacher Education

Sato, who was promoted to associate professor in 2011, has served as director

*continued on page 25*

## 1990s

*continued from page 21*

**Simone Billings, PhD '94**, reports that her Stanford doctorate has greatly enriched her life. Billings, who has taught full-time at Santa Clara University since 1980 and has held several significant administrative positions there, recently served as a Fulbright Scholar at several sites at The University of West Indies, including the Open Campus of the University of the West Indies, which is headed by classmate **Hazel Simmons-McDonald** (MA '77, PhD '88). Simmons-McDonald is the first woman principal of any campus of The University of the West Indies. Billings facilitated teacher-training workshops in the teaching of writing at several of its campuses, and reports learning a great deal from the workshop participants, many of whom were high school and community college English instructors and staff members from their respective ministries of education.

**Jason Robinson, MA '95**, founded PlanetYou, Inc., a Toronto-based design consultancy working with both private and public sectors. His project, “Terra X: An Interactive Learning Lab,” was selected as a finalist for the MacArthur Digital Media and Learning Competition.

**Carlo Cerruti, MA '96**, received an award from the Stanford School of Humanities and Sciences last April for his influential work as a secondary school teacher. He taught middle school for ten years before pursuing an EdD at Harvard University, where he served for several years as a member of the doctoral student advisory committee and supported increased doctoral funding and promoted lab-based work among faculty and students. Currently a college fellow in the department of psychology at Harvard, Cerruti studies creativity and problem solving, both at the psychological and neural levels.

**Amy Wendel, MA '96**, has directed and co-written the feature film “All She Can,” which will be released in theaters in July. The film, which was screened at the Sundance Film Festival, focuses on a high school senior who pursues powerlifting as a way out of her depressed South Texas town.

**Hilary Austen, PhD '98**, published *Artistry Unleashed: Pursuing Great Performance in Work and Life* (University of Toronto, 2010). The book, which focuses on the work of Emeriti **Elliot Eisner** and **James March**, explores how personal artistry can be harnessed to enhance performance. She shares her insights on how people and organizations can turn enigmatic problems into competitive advantages by developing their qualitative intelligence. Austen is

*continued on page 24*



Carlo Cerruti,  
MA '96



Amy Wendel,  
MA '96



Hilary Austen,  
PhD '98



## 1990s

*continued from page 23*

an adjunct professor and a member of the dean's advisory board of the Rotman School of Management at the University of Toronto.

## 2000s

**Frances Contreras, PhD '03**, is an associate professor in higher education at the University of Washington. She researches issues of equity and access for underrepresented students in the education pipeline. Contreras addresses transitions between K-12 and higher education, community college transfer, faculty diversity, affirmative action in higher education, and the role of the public policy arena in higher education access for underserved students of color. In addition to her research and teaching, she serves on the boards of the *Harvard Journal of Hispanic Policy*, Latino/a Educational Achievement Project, and the ACLU of Washington.

As part of his internship with the World Bank, **Travis Bristol, MA '04**, worked with government officials in Guyana's Ministry of Education to create a strategy to increase the number of male teachers and design an incentive program to reduce student and teacher absenteeism. He also created a course for in-service teachers on strategies to engage male students in their classrooms. Bristol also works with one of New York City's deputy chancellors in providing online resources for teachers to engage boys, and serves as a research assistant with the Research Alliance studying teacher retention issues in New York City public middle schools.

**Lisa Medoff, PhD '06**, is a lecturer in the Stanford Teacher Education Program and the Human Biology department at Stanford. Her new book, *Resilience in the Classroom: Helping Students with Special Needs* (Simon and Schuster, 2010), offers tools teacher need to help special needs students strengthen and grow in order to achieve on their own.

**Chauncey Monte-Sano (MA '01, PhD '06)** has won the Early Career Award from the American Educational Research Association, Division K (Teaching and Teacher Education) for her research on historical thinking,

reading, and writing. The decision to honor Monte-Sano was based on the quality, impact, and potential of her work to make a difference for students and teachers. Monte-Sano examines how adolescents learn to write reasoned historical arguments, develops curriculum that supports students' writing, and studies how history teachers learn to teach historical thinking, reading, and writing.

## 2010s

**Tanya Flores, MA '10**, designs and develops adult learning and culturally aware curriculum for Apple.

**Bradley Fogo, PhD '10**, a post-doctoral fellow in the Stanford Teacher Education Program, has been awarded the 2010-11 Phi Delta Kappa International Outstanding Doctoral Dissertation Award. His dissertation examines the development of history-social science standards, tests, and curriculum frameworks in California over the last two decades. Fogo received a \$5,000 award from the Phi Delta Kappa Educational Foundation and was honored at the American Educational Researchers Association's annual meeting in April. A summary of his study, "What Every Student Should Know and Be Able to Do: The Making of California's Framework, Standards, and Tests for History-Social Science," appeared in the May issue of *Kappan*.

**Brian Lukoff, PhD '10**, received the Brenda H. Loyd Outstanding Dissertation Award from the National Council on Measurement in Education. For his dissertation, "The Design and Validation of an Automatically-Scored Constructed-Response Item Type for Graphical Representation," Lukoff developed a method that uses machine learning to automatically score open-ended "graphical response" test questions in which students are asked to sketch a graph to graphically represent a problem. Prior recipients of the Brenda H. Loyd award include SUSE graduates **Edward H. Wiley (PhD '02)**, **Michalis P. Michaelides (PhD '05)**, and **Andrew Dean Ho (PhD '07)**.

**Joseph Makokha, MA '10**, works at Infosys in Bangalore, India, developing augmented reality tools for use in a variety of settings, including education, business, and health. [SE](#)



Chauncey Monte-Sano, PhD '06



Bradley Fogo, PhD '10



Brian Lukoff, PhD '10



Joseph Makokha, MA '10



## ALUMNI SPOTLIGHT

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### Born to Teach

*continued from page 23*

and co-principal investigator of the university's Teacher Education Redesign Initiative (TERI) for the past two years. Funded by the Bush Foundation, and working in collaboration with 14 affiliates across Minnesota and the Dakotas, TERI is a 10-year enterprise intended to reduce disparities in student achievement.

"With this project, the college is conceptualizing a different way to structure our teacher education cur-

riculum, design new performance-based assessments for teachers, build stronger partnerships with districts, and close the gap between higher education and school systems when it comes to teacher development," Sato explains. "More specifically, this involves bringing things like co-teaching and teacher performance assessment into schools."

In 2008, Sato was awarded the highly selective Knowles Science

Teaching Foundation research fellowship, which has allowed her to continue her research at UMN on science teachers' formative assessments in their own classrooms. As her star rises, she also takes great pleasure in watching many of her Stanford colleagues advance in their careers. "I always enjoy the annual American Educational Research Association conference, where I see colleagues from

*continued on page 27*

## IN MEMORIAM

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**Adrienne Meckel (MA '80, PhD '87)**, passed away last January after an eight-year battle with cancer. A graduate and later administrator for the Stanford Teacher Education Program, Meckel authored two books on student behavior and classroom management, and worked as director of the lower and middle schools at Santa Catalina School in Monterey, CA for ten years. She later served in the California State Office of Education as a designer and developer for the Beginning Teacher Support and Assessment Program, which has nurtured the careers of thousands of new teachers in California.

**Harry Saterfield, PhD '78**, died on December 12, 2009 at age 67. He graduated from the University of California at Berkeley with a degree in psychology, and received an MA in psychology from San Francisco State University, and a PhD in 1978 from Stanford in Psychological Studies in Education. A psychology professor at Foothill College in Los Altos, CA until his retirement in June 2009, Saterfield began his career at Foothill as a part-time instructor/counselor at the college's Mountain View Center in 1974, and then served as a full-time counselor from 1975 to 1988. As dean of the Counseling Division from 1988 to 1995,

he provided leadership in the first years of implementing matriculation programs and services. In 1995, he returned to the faculty as a psychology professor and enjoyed 14 years of assisting students in defining and achieving their educational goals. He was a champion of underrepresented students and women on campus. Saterfield was active in Foothill's Honors Institute, African American Network, and Black History Month planning committees, among other college activities.

**Sherrill O'Toole Walker, MA '63**, passed away last October after a short illness. She graduated from STEP in 1963 and taught at San Carlos High School for a number of years. After taking time away from teaching to marry and raise two sons, she returned to part-time teaching in Los Altos and Mountain View, CA at the private schools attended by her sons. She developed a passion and gift for working with children with learning disabilities, and later opened a program for students with special learning needs at St. Lawrence Academy in Sunnyvale, CA. She is survived by her husband of 38 years, John; her two sons Devan and Quinn; and her grandson Liam. **SE**



**Lisa Barker** co-taught “Creating Theatre with and for Children,” a spring Stanford drama course in which under-

graduate and graduate students teach local second graders creative writing through drama. At the end of the quarter, they perform the young authors’ stories in a sketch show at the students’ elementary school and on the Stanford campus. The Stanford students also become part of Flying Treehouse, a new children’s repertory theater company at Stanford. This course was made possible through the support of the Haas Center for Public Service, the Office of the Vice Provost for Undergraduate Education, the Office of Community Engagement, the Department of Drama, and the Hume Writing Center.



**Ethan Hutt (MA ’10 in History)**, a doctoral student in the History of Education, won the Outstanding Graduate Essay Award from

the American Educational Research Association, Division F (History and Historiography) for his paper, “Compulsion, Courts, and the Rise of Educational Formalism: A History of Compulsory Attendance Laws in America, 1870-1930.” His paper examines how the shift from voluntary to compulsory schooling was attended by an equally dramatic shift in the courts, from a view that education

was synonymous with learning, to a view that associated education with school attendance.

**Matt Kloser (MS ’10, Biology)**, a doctoral candidate in Science Education, received the 2011 Outstanding Paper Award from the National Association for Research in Science Teaching. His paper, “The Implications of a Unique Nature of Biology for Biology



Education,” highlights the ways in which biology and the physical sciences differ, why these differences matter for biology education, and the

implications that the unique nature of biology has for both teaching and learning in biology classrooms and for science education researchers.

**Jolie Matthews** received the best student paper award from the Advanced Technologies for Learning SIG/Learning Sciences SIG at the 2011 American Educational Research Association’s Annual Meeting in New Orleans. Her paper, “Source Engagements: An Online Community’s Pursuit of Historical Knowledge,” focuses on the ways in which history is understood, altered, and disseminated through the digital media. She



examines The Tudors Fan Wiki—an online community for Showtime’s *The Tudors* television series based upon

the 16th century reign of England’s King Henry VIII—and how its members engaged with a range of sources in their discussions about the actual historical period. Matthews is co-advised by Associate **Professor Brigid Barron** and **Professor Sam Wineburg**.

**Jack Schneider** has written *Excellence for All: How a New Breed of Reformers is Transforming America’s Public Schools*, slated for release by Vanderbilt University Press on December 15. The book seeks to understand why the notion of promoting educational excellence for all students took hold by the early twenty-first century. Schneider unpacks the particular beliefs and assumptions embedded in that vision, and details the often



informal coalition building that produced this period of consensus. Examining the nation’s largest urban school districts (Los Angeles,

Chicago, and New York), he details three major reform efforts in chapters titled “The Right Space: The Small Schools Movement,” “The Right Teachers: Teach for America,” and “The Right Curriculum: Expanding Advanced Placement.”

POLS co-term student **Michael Tubbs** has been named a 2011 Truman Scholar by the Harry S. Truman Scholarship Foundation for his demonstrated commitment to public service. Tubbs has worked as a community organizer, co-founding Save Our Stockton, a youth advocacy



group, and the Summer Success and Leadership Academy at the University of the Pacific. He also serves as the founder and

executive director of the Phoenix Project and has worked as a White House intern. After graduating, he plans to attend law school before heading back to Stockton to do government and educational policy work.



**David Yeager** has won a number of awards for his dissertation, “Implicit Theories and Aggression: A Process Model

and an Intervention.” In 2010, he was one of three students nationwide to receive the American Psychological Association Dissertation Research Award and one of 20 to receive the Spencer Foundation Dissertation Writing Fellowship. At the World Conference for the International Society for Research on Aggression, he received the Lagerspetz award for exceptional presentation by an early career investigator. This January, the Society for Research on Child Development presented him an award given to the top five dissertation proposals in all areas of child development. His research with Professor **Carol Dweck** was funded by a grant from the Thrive Foundation. **SE**

## STAFF NEWS



**Amy Gerstein, PhD '96**, is the executive director of the John W. Gardner Center for Youth and Their Communities. Previously, she served as an education research and policy consultant for foundations, educational organizations, and other nonprofits in the areas of leadership development, strategic planning, organizational development, evaluation, and instructional improvement. Gerstein has also served as the executive director of the Noyce Foundation, where she directed the Initiative for

Professional Development Research and Policy and provided grant support and guidance to other nonprofits and programs involved in research and policy work. Prior to that, she served as the executive director of the Coalition of Essential Schools, an international school reform network, and as associate director of the Bay Area School Reform Collaborative. Gerstein has taught high school science, outdoor education, and teacher education. She holds a PhD in education from Stanford, and a BA in geology-biology from Brown University. **SE**

## ALUMNI SPOTLIGHT

### Born to Teach

*continued from page 25*

graduate school receive awards and be recognized as leaders in their field,” she says. “Stanford is really visible at that meeting, and it makes me proud.”

The mother of two young children, Sato juggles her research with teaching, dissertation advising, and consulting to state legislators. Next year, the state of Minnesota will adopt a performance assessment model for teacher preparation candidates, and Sato is co-chairing that effort at the state level. Meanwhile, she is regularly called to the legislature to provide expert testimony and briefs on such areas as improving teacher effectiveness, teacher assessment, and teacher licensing.

Also on the horizon for the coming year is the launch of the Education Development and Research Center at UMN, which Sato will direct. “We’re building a systemic approach to creating a stronger teacher workforce by addressing professional development across the whole continuum—from how we’re attracting people into teaching, to how we’re preparing them, transitioning them to jobs, and cultivating them as professionals and leaders,” she says.

This May, Sato delivered an address about practical leadership—a concept developed in her dissertation at Stanford—to 120 teachers and principals in the Academy for Leadership in Science Instruction with the Merck Institute for Science Education in New Jersey. Her message to this group sums up her vision of her future work: “Leadership is about mobilizing people around you with a vision of how to make schools the best place they can be for student learning and ongoing teacher development.” **SE**



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## Lab Sparks Student Interest in STEM

**What does a laser spirograph**, a home-theater deactivation system, and a water-saving device for showers have in common? They were designed by local high school students in intensive workshops at the Stanford Makers' Lab, a digital fabrication lab aimed at boosting student interest in STEM fields. The group of twelve male and female students—mostly tech novices—learned to use laser cutters, 3-D printers, and robotics, to create everything from complex geometric models to science experiments and product prototypes. “The students focused not just on making things, but on thinking how their inventions would impact society,” says Assistant Professor **Paulo Blikstein**. Blikstein, who directs the lab, is leading an interdisciplinary team of researchers to investigate how digital prototyping tools can generate sustained student engagement in STEM fields, and is now building such labs inside high schools. To learn more, visit [stanfordmakersclub.ning.com](http://stanfordmakersclub.ning.com). **SE**



High school students Michele Ford, Melody Shaff, and Erika Mendoza (L to R) build an amplifier for their project: a music-based timer designed to save energy and encourage shorter showers.