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Gevirtz Graduate School of Education, UCSB

ON THE COVER 2005 UCSB Photographic Services
Letter from the Dean

JANE CLOSE CONOLEY

Dear Friends of the Gevirtz School,

I am so delighted to welcome you to our new publication Profiles in Education. After 10 months at UC Santa Barbara I remain awed by the expertise and accomplishments of our faculty, students, and staff. We are a vibrant community of scholars who are committed to assisting every child and family in California and the nation to access an excellent education.

This work is supported by our outstanding teacher preparation program, our teaching and research programs, and our energetic public engagement. California and the Santa Barbara area, like many areas of our country, are studies in paradox. There is both immense wealth and crushing poverty side-by-side in many of our communities. There is the vibrancy of cultural pluralism and the chronic failure to offer equal educational benefits to members of economically disadvantaged groups. There are hundreds of committed educators and a cost of living that forces many, unwillingly, from the profession of education.

The Gevirtz Graduate School of Education works at these intersections of strengths and vulnerabilities primarily through authentic partnerships with our students, alumni, school and agency collaborators, and with the many friends and donors who support an environment of innovation, imagination, and inspiration.

We’re excited by our leadership of the campus Science and Mathematics Initiative that will support the development of highly qualified teachers for our high schools. We are delighted to be in partnership with the Harding School Community to develop early childhood and family outreach efforts. In fact, our faculty and students are engaged with over 50 schools in our region, offering professional development for teachers, special programs for students, summer enrichment activities, and much more.

In addition to our hands-on support for the children and families of California, our faculty are nationally recognized for their accomplishments in establishing important knowledge bases to move best practices forward in the prevention of mental health difficulties, interventions for behavioral and learning challenges, English language learning, writing, mathematics and science education, research models, and much more!

Learn about us! Join us in the most important work of our century – making learning happen.

Jane Close Conoley
Dean and Professor
The Gevirtz Research Center Reaches a Milestone

A Decade of Generosity and Vision

The year 2006 marks the 10th anniversary of the Gevirtz Research Center and the sixth year since UCSB's school of education proudly became the Gevirtz Graduate School of Education. Today, as a result of generous gifts by the late Ambassador Don Gevirtz and Marilyn Gevirtz, the Gevirtz School is recognized nationally for the quality of its programs and research. Don and Marilyn's dream of leaving a legacy to education is thriving.

In its first decade, the Gevirtz Research Center has made significant contributions to improving teaching and learning by linking research-based outcomes to educational programs. Among many notable programs developed by the Gevirtz Research Center are the Gevirtz Homework Project, the Youth Enrichment Adventure, the Family Literacy Project, and Verizon Project SUCCESS. In each case, the goal has been to implement well-researched programs that lead to higher levels of academic achievement for all students. These longitudinal research projects have been evaluated for their impact and effectiveness. Since its inception, the Center has bettered the lives of more than 10,000 children, 1,800 parents, and 280 teachers. Once proven to be successful, these model programs are disseminated and their results can shape policy and practice. According to Vishna Herity, Executive Director of the Gevirtz Research Center, "Don and Marilyn's vision to improve public education, coupled with their generosity, has transformed the lives of children and families. It has helped them to develop the competencies required to achieve educational success, prepared them to be contributing members of society, and promoted the fulfillment of their hopes and dreams."

True to Don and Marilyn Gevirtz's vision of public-private collaboration, support for the Gevirtz Research Center comes from corporations like Edison, Kinko's, Verizon, Venoco, and Wells Fargo; private individuals and foundations such as Godzie, Hutton, Ann Jackson, and Rockefeller; and local, state, and federal agencies. Most recently, the Gevirtz Research Center was the recipient of a grant from the National Oceanic and Atmospheric Administration to provide environmental and watershed education through professional development for middle school teachers.

Marilyn Gevirtz has continued her deep involvement and commitment to the Gevirtz Graduate School of Education. She serves on the Dean's Council and the Executive Committee of the Gevirtz Research Center. In explaining her passion for improving the lives of children, Marilyn often quotes Ralph Waldo Emerson, "To know even one life has breathed easier because you have lived, is to have succeeded."

Thank you Don and Marilyn Gevirtz for more than a decade of unparalleled support and commitment that is helping the Gevirtz Research Center and the Gevirtz School work on a critical goal – educating all our children.

“"To know even one life has breathed easier because you have lived, is to have succeeded.”
— RALPH WALDO EMERSON

Ambassador Don Gevirtz and Marilyn Gevirtz at the naming ceremony of the school in 2000.
At the Cusp of Research and Practice

Amanda VanDerHeyden and Response to Intervention

Ask Assistant Professor Amanda VanDerHeyden what she would say to someone who claims teaching is an art and not a science and she’d reply, “I’d tell them to pick a different profession.” Of course she immediately adds, “Is it humanistic? Yes. We don’t want students to behave like automats. But when I hear people say that teaching is an art that’s a red flag to me that might signal a desire to avoid accountability. I’ve seen masterful teachers over the years and we can pretty much quantify what they do that makes them masterful teachers.”

VanDerHeyden is one of the national leaders in discovering ways to quantify exactly what teachers can do, and thereby determine precisely how to help children learn. She and others champion Response to Intervention (RTI) – a cutting edge method to determine whether students have learning disabilities. She has introduced and implemented strategies in several districts in three states working with school leadership to produce and promote sustainable system change by developing local capacity for data-based decision-making.

In a district in Vail, Arizona, this work resulted in a dramatic reduction in the number of students diagnosed with learning disabilities from 6% of the population to 3.5%. Further, use of RTI was associated with substantial learning improvements as measured by year-end state accountability assessments. Her work in this field has recently been recognized with the American Psychology Association’s Lightner Witmer Award for exceptional early career scholarship in School Psychology; she is only the third woman to receive the award since its inception in 1973.

VanDerHeyden’s interest in RTI came from working in New Orleans and southeast Louisiana where, she reports, “I’d see some schools and some kids who could never get ahead. They didn’t have a shot from the age of four. We [her graduate advisor Joe Witt and colleagues at LSU] decided let’s just start with the classroom and teach them to read. People told us it couldn’t be done, but we’d say we didn’t care, anyone can beat his/her score from yesterday. “There is a legacy in education and school psychology that has focused incredible attention and resources to ‘problem admiration’ or diagnosis of learning and behavior problems at a major cost to problem solving activities,” VanDerHeyden further explained.

A unique bridge between research and practice, RTI directly answers the question: How can we help the system work smarter? “Teachers have great questions, so we say, ‘Let’s check,’” VanDerHeyden explains. For instance, schools once performed three trials when testing their students and figured a median score; VanDerHeyden and her team checked to see if a single trial was just as accurate and discovered it was, saving schools much time and money.

Although up to this time most RTI research has been conducted in reading, VanDerHeyden sees changes in math ahead, particularly with the U.S. Department of Education forming a National Mathematics Advisory Panel in April 2006. She asserts, “We took

MORE GGSE RESEARCH

MARY BRENNER and RICHARD DURÁN are principal investigators for The Parents Children and Computers Project that serves immigrant Latino families in the Santa Barbara region. Participants learn how to use computers and the Internet, conducting research on education policies and practices, their cultural and linguistic heritage and new community, and on community opportunities to learn English and other skills. They develop and disseminate desktop and electronic publications on their findings.

CYNTHIA HUDLEY is investigating the experiences, attitudes, social support systems, and instrumental knowledge of first generation college students. The study examines three interrelated research questions: How do students’ attitudes and experiences in college relate to their academic outcomes? What is the nature of students’ support network, both currently and in the past, and how does that support influence their attitudes, experiences, and intent to successfully complete college? What are these students’ goals for their post-college lives and careers? Hudley and her colleagues also wonder if, and why, race, ethnicity, and gender shape these experiences and outcomes.

JULIAN WEISSGLASS and NANCY TERNAN continue work on the Leadership for Excellence and Renewal in Mathematics Education Project, funded by a $1.9 million grant from the National Science Foundation. The primary goal of this project is to keep competent beginning and experienced K-12 teachers in the profession while increasing their ability to teach mathematics effectively. At least 60 experienced teachers and 240 beginning teachers in Ventura and Santa Barbara Counties are directly supported by this project.
Dr. Bob Koegel Wants to Cure Autism... Now

When Dr. Bob Koegel, Director of the Koegel Autism Center, was in college, he had two major goals about what he hoped to do with his life. “I didn’t want to work with the severely disabled,” he says, “And I didn’t want to work with children.” The irony isn’t lost on him that he’s now one of the premier researchers in the world in the field of autism, spending every day doing both of those things. He didn’t think he was headed into the field of psychology as an undergrad at the University of Wisconsin-Madison. “I was a math and physics major to begin with but it didn’t look like the work that math and physics professors did matched with my goals of working with people,” he recalls. “It turned out that I actually completed an entire psychology major with electives, so I switched.”

His interest in autism developed slowly, too, although Dr. Ivar Lovaas, his advisor when he earned his Ph.D. at UCLA, was a huge factor. “He was making big breakthroughs and I got caught up in that,” he explains, “and as I got attached to families and children I got drawn into it.” The advances continued when Koegel took his first job after finishing his doctorate in 1971. He remembers, “Here at UCSB we made some significant advances and I could really see hope. It led me on my lifelong pursuit.”

After 35 years at UCSB, Koegel can look back and enumerate four major steps since the start of his work that revolutionized the way people think about autism. First, his team (which currently numbers 60, and for the past 25 years has included his wife, Director of Clinical Services Dr. Lynn Koegel) developed an educational model so that children with autism could finally attend schools. Second, the team developed a home living model that helped bring an end to hospitalizing autism patients. “We set up a big lab at Camarillo State Hospital in the early days,” he says, “and our goal was to get rid of it.” It took many years, but the notorious hospital was finally shut down in 1997. He exults, “Instead of being locked down in wards - children were tied down and given electroshock - they now live with their families and go to school.”

The last two breakthroughs are the major ways people work with autism patients today. Pivotal Response Therapy (PRT) - recognized by the National Academy of Science as one of the primary treatments for autism - is a family-centered approach that may be implemented throughout the day and across natural environments such as in the home, at school, or in the community. Positive Behavior Support (PBS) is the primary treatment delivery that’s non-aversive. Considering these accomplishments Koegel surmises, “Good old science did the trick. These four breakthroughs changed the world in a way I was hoping I could.”

Not that Koegel feels his job is over. “I think the disorder is potentially curable in the relatively near future,” he asserts, “but that’s something the entire professional world disagrees with me about.” He remains undeterred. “While autism is an organic disorder, the cure is likely to come...”
Living to Teach, Teaching to Live

Gervitz Alumna Tina McEnroe Embodies Education

Gervitz School alumna Tina McEnroe wears so many hats she could stock a mid-sized millinery. She’s a member of the Dean’s Council for the GGSE. She’s been on the board of the Santa Ynez Valley Therapeutic Riding Academy for years. She’s a special education teacher, reading specialist, and seventh grade language arts teacher at Vista de Las Cruces School, 30 miles north of Santa Barbara. She spearheaded the school’s community garden club. She directed and taught in Vista’s summer school for years. She directed and taught in an educational outreach program for second language families. She’s won numerous local, state, and national awards, especially for developing innovative curricula such as “Home on the Range” and “Ancient Civilizations Farmers’ Market” that integrate math, science, language arts, and agriculture. The latter curriculum even led to the publication of the locally best-selling Ancient Civilizations Farmers’ Market Cookbook. She’s made sure that her ranches – one in Monterey County and Rancho La Purisima in the Santa Ynez Valley – have been awarded conservation easements so the land is protected in perpetuity.

But despite all these accomplishments, McEnroe is gearing up for her biggest challenge yet. She says, “My dream is not only to teach in but also to own an authentic one-room schoolhouse. It symbolizes the American tradition and spirit; our educational roots are grounded in the one-room schoolhouse.” McEnroe also sees the schoolhouse as an opportunity to “bring back the basics – the 3 Rs – grounded in agriculture.” Just recently McEnroe purchased, and moved to her ranch, a decrepit structure that turns out to be not just a schoolhouse, but also “what is believed to be the oldest standing wooden one-room school structure in Santa Barbara County dating back to 1869. We hope to have it restored in a year’s time.” Indeed, one of her student’s parents is a vital member of the
Making Students Feel at Home

The GGSE Student Affairs Office

The Gevitz School’s Student Affairs Office (SAO) has one of the toughest jobs at the school for it’s the beacon that helps students navigate their academic careers through what can appear to be difficult to understand rules, regulations, and deadlines. “I repeatedly get comments from students, applicants and faculty about how helpful the staff have been and how they have gone out of their way to help solve problems, provide information that can be trusted, and provide a sympathetic ear,” says Associate Dean of Student Affairs Carol Dixon, who heads the office. “We try to make the process as clear and smooth as possible to help students (and faculty) work their way through the institutional maze.”

Dixon praises the level of teamwork and care exhibited by Database Manager Kristina Brown, Student Affairs Officer Katie Tucconari, and Administrative Assistant Jenny de la Cruz. Brown speaks for the entire office when she claims she enjoys, “Being able to help someone in a broad capacity, from inquiry about the school to degree completion. We’ve really become a safe haven for students along the way, both emotionally and with their paper-work. It’s a peaceful environment where a student can come in, sit down, and...” she sighs to finish the thought. De la Cruz also has some handy advice for students: “If they have any questions, they are always welcome to come in. It’s better than a phone call or e-mail; it’s more personal.”

New Team Leads the Gevitz School’s Fundraising Efforts

A new century, a new dean, a new building...everything adds up to an unprecedented period of advancement for the GGSE. To help fund that growth, the school has hired a new development team to command a capital campaign to enhance the Gevitz School’s position as a center for excellence in education. Wes Gibson has been named Development Director and Suzanne Oliver will lend her expertise in K-12 Initiatives. Dean Conoley asserts, “Our development team provides a tremendous capacity for our journey toward accomplishing our mission to serve the children and families of California and the world through research, teaching, and public engagement.”

Wes Gibson has worked as a secondary school teacher, administrator, and consultant in public, private, and international schools for 35 years. For 12 years he was the Assistant Headmaster for Development and External Affairs at the Georgetown Day School in Washington DC. He has an Ed.D. from Catholic University and a B.S. in Foreign Service from Georgetown University.

“I am impressed by the breadth and depth of the initiatives being developed by Dean Conoley and the outstanding faculty at GGSE,” Gibson says. “It will be exciting to have the opportunity to secure private resources in support of research based projects to improve teaching and learning in our schools and the quality of life for children and their families.”

During 2005-2006 Suzanne Oliver successfully developed a marketing strategy and identified and cultivated individual donors and private foundations to augment the work of UCSB’s Office of Academic Preparation and Equal Opportunity. Prior to coming to UCSB, Oliver was the director of development and community relations for a social services non-profit in New York City. She has a M.S.W. in Administration from Fordham University, a M.S. in Counseling Psychology from Mount St. Mary’s and a B.A. in English from UC Los Angeles.

Suzanne Oliver says, “I am delighted to be joining the Gevitz School and to support Dean Conoley’s leadership of the Mathematics-Science Initiative and other K-12 efforts to broaden access to higher education.”

THE STUDENT AFFAIRS OFFICE: Jenny de la Cruz, Katie Tucconari, Kristina Brown, and Carol Dixon

THE DEVELOPMENT OFFICE: Suzanne Oliver and Wes Gibson

PROFILES IN EDUCATION • FALL 2006
TEP Student John Gonzalez Makes His Pitch

John Gonzalez, a current student in the Teacher Education Program (TEP), relates that while he was an undergraduate at Gonzaga University bending the rules helped prove to him he should be a teacher. “Three of us would go to study in a room in a science building and not necessarily leave when the building closed,” he says. “To be there when it’s midnight and you’re filling chemistry equations on a whiteboard and you finally get it and can explain it… it’s pretty satisfying.”

Gonzalez came to the Gevirtz School because “he was interested in a program that has the master’s program concurrent with the credentials program. As you’re learning how to teach, you’re learning how to do research and those two dovetail.” The Camarillo, CA, native is working on a Single Subject Teaching (SST) credential in Science – a relatively fitting pursuit given his father is a doctor and his mother a teacher. To further keep things in the family, Gonzalez is at UCSB with his wife Lorna, who is working on her SST credential in English. “I think she’s a natural teacher more so than almost anybody,” he praises. “So she helps me a lot with off the cuff ways about classroom management.”

The two certainly have their work cut out for them. Gonzalez admits that “structured is the operative word” when it comes to their schedules, as they are at their school placements until 3 and then have UCSB classes from 4-7 pm Monday through Wednesday, while having full days of classes Thursday and Friday. He says, “We do our homework on Saturday and Sunday, and when we have to on weekdays, but we’re usually pretty drained and ready to crash after dinner.”

Fortunately he has had time to consider how to be an effective science teacher. “First and foremost you have to have a grasp of the content,” he stresses, and quickly admits how his science colleagues “really know their stuff.” As for in the classroom, he suggests, “You have to take something abstract and make it tangible, relate it to a student’s life. Science can seem pretty out there to a lot of people.”

When Gonzalez talks about being “out there” he certainly knows of what he speaks, for between his undergraduate years and enrolling at the Gevirtz School he spent two years playing minor league baseball in the independent Frontier and Northern Leagues in the Midwest. He enthuses, “When will you go to Sioux City, Iowa or take the drive from Winnipeg to Fargo? It definitely was a formative experience, giving yourself to something totally. I’m looking forward to throwing that same level of effort into teaching. Maybe it’s a little hokey, but being part of team like that, part of a larger community, was something special. The team was bigger than any one person and that’s what working as a teacher is like.”

It’s probably a good thing Gonzalez is considered a bit too small to make it as a professional pitcher. The students of California need him more than its baseball fans do.
SHERIDAN BLAU received a 2005-2006 Academic Senate Distinguished Teaching Award.

MICHAEL BROWN was elected as Vice Chair of the System-Wide Academic Senate.

SHARON CONLEY received the W.G. Walker outstanding paper award in 2005 from the Emerald LiteratiNetwork for her paper “Routines in school organizations: Creating stability and change,” Journal of Educational Administration, 43(1).

MERITH COSDEN won the 2005-2006 Academic Senate Outstanding Graduate Mentor Award.

MIKE FURLONG was chosen acting chair of the new Department of Counseling, Clinical, and School Psychology.

MICHAEL GERBER was chosen new chair of the Department of Education.

JUDITH GREEN was named the inaugural winner of AERA Division G (Social Context of Education)’s Award for Preparation of the Next Generation of Scholars.

JUDITH GREEN and BETSY BRENNER were elected as the Education Department’s representatives to the UCSB Faculty Legislature for 2006-2007.

CYNTHIA HUDLEY was elected as Vice President of AERA’s Division E – Counseling and Human Development. She also gave a presentation to the U.S. Conference of Mayors in Los Angeles on the intersection of poverty and education.

VISHNA HERRITY and other members of the Gevirtz Research Center successfully applied for $50,000 of funding for Teacher Enrichment Adventure in Watershed Education and Training. Funding will come from the NOAA Bay Watershed Education and Training (B-WET) Program.

THE GEVIRTZ SCHOOL HOSTS THE FIRST PERFORMANCE ASSESSMENT FOR CALIFORNIA TEACHERS (PACT) IMPLEMENTATION CONFERENCE

As part of its continuing efforts to provide California and the nation with teachers fully prepared for the educational challenges of the 21st century, the Gevirtz School hosted the first Performance Assessment for California Teachers (PACT) Implementation Conference in May. This conference, which brought together representatives from all UC campuses, Stanford University, the University of Southern California, and several California State Universities, discussed the development of PACT assessments that are intended to improve teacher education program quality, measure and promote equitable instructional practices, and strengthen teaching and student performance.

PACT was developed by a consortium of educators in response to state law that called for new credential requirements for California teachers. Currently in pilot testing and review, if PACT is implemented it will be a required benchmark for teacher credentialing.
Awards, 2005-2006

LYNN KOEGEL had a starring role in an episode of *The Supernanny* on ABC. The initial airing was one of the most watched episodes of that television series.

SHANE JIMERSON was awarded the 2006 President’s Award of Excellence from the National Association of School Psychologists and the 2006 President’s Award for Exemplary Contributions from the California Association of School Psychologists. Each of these was for outstanding leadership in bringing science to practice.

BRYAN KIM received the Fritz and Linn Kuder Early Career Scientist/Practitioner Award from Division 17 (Society of Counseling Psychology) of the American Psychological Association.

LYNN and ROBERT KOEGEL received the Autism Perspective’s “Hearts ’n Arts” award for excellence in collaboration and service in autism.

TOM OSTWALD was named a board member of the New Beginnings Counseling Center.

LAURA ROMO was named a William T. Grant Scholar to work on the project “Designing Contextually Relevant Workshops to Enhance Latina Mother-Daughter Communication about Sexual Topics.”

STEVE SMITH has been awarded a Faculty Career Development Award to support his project: *Exploring Collaborative Neuropsychological Assessment in Adult and Child Patients*.

AMANDA VANDERHEYDEN was named the 2006 recipient of the Lightner Witmer early career research award from the Division of School Psychology of the American Psychological Association.

**JOINT DOC PROGRAM GRADUATES ITS FIRST ED.D.s**

This June five Ed.D.s from the first cohort of the Joint Degree Program (JDP) of the College of Education, California Polytechnic State University, San Luis Obispo, and the Gevirtz School got their diplomas. James Block, the UCSB Program Leader, says about this historic occasion: “California faces a growing shortage of capacity to lead on matters of P-16 education and especially instruction. The mission of our JDP is to address this shortage, harnessing the collective resources of our major Central Coast public school organizations, community colleges, and universities. Our resultant distinctive, regional, and accelerated program helps working educational professionals better address the achievement gap in our public schools and to lead more local students to learn better, faster, and more self-confidently.”

**SCWrp PRESENTS A HISTORIC PANEL FEATURING THREE PILLARS OF MODERN COMPOSITION THEORY**

This July the South Coast Writing Project (SCWrp) presented a panel about the state of teaching writing featuring three professors who have shaped the contemporary field of composition. The panelists were Charles Bazerman, Professor in UCSB’s Department of Education, Peter Elbow, Professor of English (emeritus) at the U of Massachusetts at Amherst, and George Hillocks, Professor of English (emeritus) at the U of Chicago. Their wide-ranging talk explored the most important findings of 50 years of composition research and its value to classroom teachers.

SCWrp Director Sheridan Blau says, “Because they work in different precincts of the field of writing they have had almost no previous conversations with one another about their work, so the panel discussion at UCSB represents the only time these scholars have come together in dialogue. It’s something like being able to claim that one had been in a seminar in psychology with Sigmund Freud, Carl Jung, and Lev Vygotsky, all together at one time.”
"The ability of GGSE scholars to focus on their research fields, rather than the intricacies of a multitude of modern grant application and management mechanisms is particularly valuable. The Research Office is a tremendous asset, which contributes to the tradition of scholarly excellence in the GGSE." – DR. SHANE JIMERSON

A Look at 2006 from the Research Office

In carrying out its research mission, the Gevirtz Graduate School of Education supports diverse methods of inquiry on a wide range of issues as they relate to multiple domains of development (academic, social, affective), teaching, schooling, and institutional leadership. While our primary mission is to apply this inquiry to the improvement of precolligate public education, we note that the educational process starts at infancy and continues across the lifespan and issues of education are influenced by families and the community at large.

The Research Office of the Gevirtz Graduate School of Education (GGSE-RO) is an integral resource, assisting the faculty and researchers of the Gevirtz School in the successful preparation, submission, and administration of grants in support of their scholarly pursuits. Dr. Shane Jimerson, Associate Dean for Research, identifies six key strategic functions of the GGSE-RO:

- Procurement activity to learn of and disseminate funding opportunities;
- Proposal Preparation assistance with budgets and submission;
- Professional development opportunities for faculty in grantsmanship;
- Publicity/Promotion of research accomplishments, publications, and dissemination;
- Performance tracking & administration for funded research proposals and awards;
- Planning and Policy development related to the Research Office mission.

These strategic functions are used in the pursuit of the GSE-RO's responsibility to promote:

- Research Development
- Research Grant Preparation
- Research Grant Administration

The Research Office is responsible for the administrative functions of over 100 grants annually. The breadth and depth of Gevirtz School research is clearly demonstrated by the projects funded at this time, including 32 awards in 2006 for over $2.3 million. GGSE Faculty and Researchers are extraordinarily active in arenas ranging from local to state to national and international (see sidebar). “The ability of GGSE scholars to focus on their research fields, rather than the intricacies of a multitude of modern grant application and management mechanisms is particularly valuable,” says Dr. Jimerson. “The Research Office is a tremendous asset, which contributes to the tradition of scholarly excellence in the GGSE.”

Associate Professor Tania Israel (far left) works with her research team – (left to right) Raya Gorcheva, Drew Walther, and Joselyne Sulzner.

GGSE RESEARCH OFFICE IS ACTIVE AT MANY LEVELS

- LOCAL – UCSB Faculty and Researchers provide vital evaluation and leadership capacity for city and county programs, locally initiated to federally mandated.
- STATE – The University of California Office of the President accounted for a significant amount, almost $400,000.
- NATIONAL AND INTERNATIONAL – The National Science Foundation, the U.S. Department of Education, the Public Health Service and others provided nearly $1.4 million.

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PROFILES IN EDUCATION • FALL 2006
### MAJOR GRANT AWARDS ANNOUNCED IN FY06

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**VanDerHeyden Looks at Quantifying Teaching Methods**

FROM PAGE 5

math scores in a district from a 40% pass rate on high stakes tests to over 90%, so if the national math problem can get the same attention to resources it can be solved.” At press time she and the non-profit research, development, and service agency WestEd were awaiting word on a $5 million grant from the Institution of Education Sciences to perform a randomized controlled trial of RTI in math at 70 schools in Texas. “We’ll really be able to predict effectiveness then,” she says.

In the meantime, she admits that when she works with a district, “I want to make myself obsolete in a year – that’s the goal.” Working to change the teachers, and provide them with rigorously researched tools, is VanDerHeyden’s way to reach students nationwide.

**Koegel Still on Quest for Cure for Autism**

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about through an educational intervention that retrain the nervous system – like what happens with stroke victims – rather than a pill.” He admits, “We pretty much know what studies need to be done and with more funding they could be done more rapidly as more people could be working on them.”

The expanded clinic space in the new GGSE building will also help. “More functional space designed specifically with our needs in mind will make this among the best clinics in the country,” he boasts, but is equally pleased about “the additional excitement of seeing campus putting resources into education – that helps to attract other people who want to help.” It’s hard to imagine people aren’t lining up to help Koegel and his clinic as they do all they can to end autism.
School’s New Home is Just around the Corner

The new four-story facility – located in the center of campus – will physically represent the university’s commitment to excellence in education. The building, designed in concert with the revised campus plan, is sited to enhance axial views of the ocean and mountains and will form the edges of a new campus quadrangle. This impressive facility will be located at the intersection of El Colegio and Ocean Roads, occupying what is now Parking Lot 21, at the west entrance to campus.

Within the new space, Gevitz faculty will create an environment that advances education through exploration, reflection, dialogue, and action. Our faculty and students will form an even stronger intellectual community, collaborating to solve critical issues in education with new research.

**TECHNOLOGICAL HIGHLIGHTS OF THE NEW BUILDING**

- Wireless-enabled, high-bandwidth network, accessible from inside and outside the building
- Twenty-four hour open access student computing center providing meeting space and resources for student research and educational needs
- All perimeter and special use doors provided with electronic access control for security and future authentication
- Clinic audio and video intake systems using multiple cameras and microphones that allow for easy analysis, recording, and use in classrooms and labs
- Centralized audio, video, and data control room infrastructure to implement cutting-edge educational technology, from supporting collaborative research projects to international multi-point video conferences

**WHY BRICKS AND MORTAR ARE IMPORTANT**

“The groundbreaking date for a new home for the Gevitz Graduate School of Education is rapidly approaching. Although dogged by escalating building costs, the campus commitment to creating an improved venue for our work remains unshaken. Bricks and mortar will never be the heart and soul of our work, but just as the heart and soul need a skeleton and skin for support and protection, our need for a new building is critical. We must buttress our high technology pedagogy, campus and community partnerships, research centers, instructional innovations, and ambitious dreams to make a high quality education accessible to every child.”

DEAN JANE CLOSE CONOLEY

**Motivation and self-esteem are keys to educating children,** McEnroe says

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restoration team.

This Pleasant Valley School Project is the ultimate dream of a woman who has known she wanted to be a teacher since she was eleven years old. She holds up as her teaching ethos the W.B. Yeats quote, “Education should not be the filling of a pail, but the lighting of a fire.” She elaborates, “Motivating students to learn, that and self-esteem, are the two ingredients that are absolutely essential in the successful recipe to educate a child.”

McEnroe isn’t afraid for students to have fun along the way. “Fun is a double-edged sword in today’s standards-based educational environment,” she says. “But I work hard to do this and I don’t think fun should be a’ – she makes a theatrical shocked face – “kind of word. It’s why my students like to come in here.” That “here” is a classroom at Vista de Las Cruces School that is in many ways already a one-room schoolhouse, filled with books and a video monitor, a teepee, an American flag, a globe, and numerous posters presenting student work, including chronicles of a visit to the Solvang Lutheran Retirement Home titled “Bridging the Generation Gap” and a trip to Sacramento with former state Senator John Vasconcellos.

Her art of teaching was honed when she earned a Master’s of Education at the Gevitz School in the 1980s. She received a reading specialist credential under the supervision of Dr. Carol Dixon and worked in the reading clinic that unfortunately was a victim of statewide budget cuts in the early ’90s. “My hope as a Dean’s Council member is to help bring back that reading clinic that influenced me so much,” she says. “It’s one of my dreams – my roots run deep there.”

After our interview McEnroe works with four second-graders and their Open Court Reading book. As pleasant, thoughtful, and focused as she was during our chat, all those qualities are quadrupled now. Among schoolchildren, her drive to teach is practically palpable, as is the students’ respect for her. It’s no wonder Tina McEnroe is one of the area’s most lauded teachers.
Donors to the Gevirtz School, 2005-2006

The Gevirtz Graduate School of Education relies on the philanthropic support of individuals and foundations to fund research, scholarship, and its outstanding programs that help so many children in the Santa Barbara area, and beyond. In the 2005-2006 fiscal year, gifts to the Gevirtz School totaled $2,513,000. Our donors are truly our partners in solving the most important educational issues of our time. We deeply appreciate your generosity.

WHY IS FELLOWSHIP MONEY SO IMPORTANT?

“I have put myself through graduate school the past four years while working three to four full-time jobs at a time and studying full-time. Fellowship support in my last year of doctoral studies has allowed me to work less and focus completely on my research and writing.”

— JESSICA SINGER, PH.D. CANDIDATE, TEACHING AND LEARNING EMPHASIS

IF YOU WOULD LIKE TO MAKE A GIFT TO THE GEVIRTZ SCHOOL OR ONE OF ITS PROGRAMS, PLEASE CONTACT DR. WES GIBSON, DIRECTOR OF DEVELOPMENT, AT 805-693-7569 OR WES@EDUCATION.UCSB.EDU

ANNOUNCING THE DEAN’S COUNCIL SCHOLARS PROGRAM

This year the GGSE Dean’s Council — whose members provide leadership, counsel, and financial support — has risen to a new challenge. This group of dedicated community members from many different fields and professions care deeply about education. The Council is fully aware that many potential students, confronted with the rising cost of graduate education, are finding it impossible to follow their dreams of becoming teachers, psychologists, special educators, or educational researchers. To meet this need, Dean’s Council members have pledged $5,000 a year to provide fellowships. Their gifts will enable students to dedicate themselves to full-time study and help the Gevirtz School continue to attract the best graduate students.
The Gevirtz School Leads a Campus-wide Effort to Meet California Crisis

According to a National Science Board report, in 1975 the United States ranked 3rd among nations surveyed in the number of 18- to 24-year-olds who earned natural science and engineering degrees. In 2004 the U.S. ranked 17th. This precipitous drop is just one example of the crisis in math, science, and engineering education facing this country.

To help address this problem, the GGSE, the College of Engineering, and the Division of Mathematical, Life, and Physical Sciences have created a bold new partnership. With leadership from Dean Conoley and Martin Moskovits, Dean of Science, UC Santa Barbara has launched an ambitious program to increase the development of mathematics and science teachers for California secondary schools. The five year goal is to increase the quantity and quality of science and math teachers graduating from the Teacher Education Program from the current 20 to 100 per year.

Part of a UC-wide initiative, the UCSB effort is unique in its focus on recruitment of undergraduate science, mathematics, and engineering students into the teaching profession with specially designed introductory courses and a completely revised education minor. Participants in the program will be able to finish requirements for their majors and be prepared to enter a teaching internship program within four years.

Dean Conoley says, “The campus community has been remarkably willing and able to conceptualize an entirely new process to attract, support, and develop a new generation of science and mathematics teachers. This is a vital step to meeting the overwhelming needs of California schools for highly quality teachers in math and science.”

California and the nation are lagging behind international peers in the production of engineers, scientists, and mathematicians. U.S. students compare poorly in international testing comparisons in mathematics and science. A key problem is the scarcity of well prepared teachers. The UC Santa Barbara effort supports the UC System commitment to produce 1,000 science and math teachers annually for California schools.

Dr. Julie Bianchini, a science educator and associate professor in the Gevirtz School, serves as the faculty director of the program. An advisory faculty panel representing mathematics and all the sciences oversees the initiative.

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