Profiles in Education

From the Gevirtz Graduate School of Education

A New Era of Public Education in Santa Barbara
The Harding University Partnership School

Innovation • Imagination • Inspiration
Profiles in Education

Letter from
Dean Jane Close Conoley

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Pacific Rim Research Consortium on Special Education

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Helps Put Bhutan Exchange on the Map

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 Profiles in Education 2010-2011
LETTER FROM DEAN JANE CLOSE CONOLEY

Dear Friends,

Our 2010-2011 Profiles captures just a bit of the excitement and productivity evident among Gevirtz faculty, students, staff, and alumni. Notice our efforts to reach across boundaries. These range from our mathematics and science teacher initiative that has brought us into close collaboration with UC Santa Barbara science, math, and engineering departments to international efforts around the Pacific Rim and beyond. You will also read about how we are striving to provide immediate help to schools in our region, from our historic partnership with the Harding School in westside Santa Barbara to our work assisting students with autism spectrum disorders as they make the difficult transition to Santa Barbara City College. Our future depends on our skills in creating partnerships and developing resources to improve research and practice opportunities.

The items included in Profiles give a look back at last year’s accomplishments in publishing, grant writing, and national awards and, very importantly, a window to anticipate what’s to come at the Gevirtz School. Readers will surely see that our research, teaching, and service missions to develop world-class research programs that make a difference in the lives of Californians and to teach the next generation of educational leaders are in good hands. Despite economic challenges, our future is hopeful because of the talented individuals who create and support the Gevirtz Graduate School of Education.

Jane Close Conoley
“We won’t just affect the lives of people with disabilities here in the United States,” asserts Associate Professor Mian Wang, “but also around the world.” He’s discussing the crucial importance of his work, along with Professor Michael Gerber, as they help establish the Pacific Rim Research Consortium on Special Education and Disability. “The world recognizes the horizon is in the Asian Pacific. With China’s rapid economic growth, they want to reform their educational system, especially special education. China for the first time has written in their national education policy (e.g., the 2011-2020 National Education Strategic Plan) a special section about inclusion and special education. These changes set up an environment where we feel the collaborative work can grow and be beneficial in a mutual way. They are in some ways desperate to look for help from the outside. So it’s an absolutely wonderful opportunity that our research can make a bigger and better impact.”

At a May 2010 inaugural meeting in Beijing, China, Wang was nominated to be acting chairperson of the consortium that currently involves researchers from a dozen universities – five in China, two each in the United States, Canada, Taiwan, Hong Kong, and Australia, and one from South Korea, Thailand, Vietnam, and New Zealand. At this point the consortium has three major goals, according to Wang: “First, collaborative research is our primary focus. Many of us have already been doing so, but this becomes the network to take us to the next level. Second, we will strive for knowledge dissemination, eventually establishing a consortium website in multiple languages. Third, we want to provide for scholarly exchange and training. Many partners expressed the need not just to do research together but to help train, both doctoral training and teacher training.”

Already in fall 2010 a partner from China will send a visiting scholar to the Gevirtz School. “The 2012 meeting of the entire consortium will be in Santa Barbara, so a lot needs to be done,” Wang admits. “It’s very important and necessary for the Gevirtz School to have some formal structure. We need to have a physical existence here and gradually build up a hub.” All the partners are working on funding, and Wang says the UN is one possible source, as they are “especially interested in promoting the implementation of inclusion in developing countries.

“Down the road, if you do the good work, you’ll be recognized as the beacon,” Wang suggests. “Not only because you were first, but because of your good work.”
Peggy Lamb Helps Put Bhutan Exchange on the Map

Peggy Lamb, chair of the Dean’s Council, refers to it as her Greg Mortenson moment. It was on her second visit to Bhutan “a sacred summit trek” to Chomalhari that her Bhutanese friend and guide Karma Lotey asked her three times, as is customary in Bhutan to make sure the other person is willing, if she knew of any teachers to send to his village. On her return she presented the idea to Dean Conoley and other professors who all eagerly agreed that it would be mutually beneficial to start a partnership in education with Bhutan. Five teachers from UCSB have now taught in Bhutan in the past few years with more planning to teach there next year.

“Our first step is to send teachers there,” Lamb explains, “but our next step is to have an ongoing established program set up with the Ministry of Education. It takes a long time for governments to interact with institutions, but it is necessary in order for the program to be ongoing – otherwise you just have individual exchanges and it stops.” The plans for a Gevirtz School and Bhutan exchange don’t end there, for Lamb also envisions “students in the Masters program going to Bhutan to do their research and teacher training. Eventually we’d like to send professors there to teach and do research, too.”

Lamb has done much to help further this partnership. In 2008 the Royal Education Council sent four representatives to the Gevirtz School to visit the teacher program as well as the Santa Barbara schools. The outcome was a Memorandum of Agreement allowing the teacher exchange. Lamb returned to Bhutan in March 2010 to meet with Lyonpo Thakur S. Pawdyel, Bhutan’s Minister of Education, to formalize the program. “The minister’s philosophy is to educate the whole child,” Lamb says. “He’s concerned that Western education puts too much emphasis on the academics and testing of a student and does not consider the mindful and spiritual parts of the child. The Bhutanese do not want to lose their tradition and Buddhist roots.”

The memorandum of understanding that’s being drafted to codify this partnership puts it this way: “The agreement supports UCSB’s focus on internationalizing the learning outcomes enjoyed by its students. The agreement supports the mission of the Royal Education Council to assist in the transformation of Bhutan’s educational system to meet their nation’s high standards for the 21st century.” But Lamb, an alumna of the Teacher Education Program herself, visited with some of the UCSB teachers this spring in Bhutan and claims, “Culturally the teachers have all adapted very well. We benefit as much from sending our teachers there as the Bhutanese get from us being there. Our teachers are dealing with a very basic system with unheated classrooms and a minimum amount of books and resources. There’s a lot of volunteerism in these kids, putting themselves in a position not as comfortable as at home but they’re all so happy with it. The children are respectful and eager to learn, and they even bring the teachers fruit, just like it’s the 1950s.”
Given one of her major areas of interest is mathematics education, it’s fitting that when one talks to Professor of Education Yukari Okamoto, all her research projects seem to multiply. One such project is a cross-cultural study with a colleague in Japan, examining preschoolers’ understanding of numbers. “Part of the motivation is to explain why we see large international differences in mathematics achievement,” Okamoto says. “People really hadn’t looked into what happens in preschools.” Okamoto and her colleague videotaped three-, four-, and five-year-old children at free play to examine when children use numeric expressions in their play. “Japanese children use a lot more numerical words in play,” Okamoto summarizes. “American children don’t quantify things; they say, ‘I need some paper,’ not ‘I need three pieces of paper.’” Examining why these differences exist is the next step of that project.

Okamoto is busy with numerous other projects. This past year she served on a committee that developed a fractions practice guide, thanks to funding from the Institute of Educational Sciences, given to the What Works Clearinghouse, which subcontracted to Mathematica. “That web-based documentation is in final review,” she relates. “It’s an evidence-based guide about how to best teach children to learn fractions. What came out of that process, though, was that not enough research – especially quality research – has been done in the rational number domain. I’m in a good position to carry out a controlled, classroom experiment based on the recommendations to see if they really work.”

Okamoto is also working with Gevirtz School colleagues Laura Romo and Jin Sook Lee designing a preschool science curriculum, especially focusing on Head Start Programs and English Learners. “The goal is to help students improve their English as well as learn science,” Okamoto says. “Language learning has to be embedded in context – especially in something they find interesting.” Okamoto suggests that health education, Professor Romo’s area, might be one subject for this curriculum. She explains, “Having students wash their hands – they can learn the notion that germs are living things. So the students learn about germs, develop good hygiene, learn academic language, and how to observe and predict things, the elements of science.”

It’s easy to predict that Okamoto’s work will do much to help young students grasp math and science concepts more easily.

Yukari Okamoto poses in her office with a toy to help encourage mathematics play and a balance scale.
Julie Bianchini  
Leads CalTeach’s Interdisciplinary Charge

“At a Research I university like UCSB, it's important to try to get science, technology, engineering, and math (STEM) students to consider teaching as a career early in their undergraduate education,” Associate Professor Julie Bianchini asserts. “You have these well trained students in mathematics and science – why not try to attract them into teaching?” Bianchini is a key part of that effort at the Gevirtz School, as she’s the Faculty Director of CalTeach Santa Barbara. CalTeach – a partnership between the State of California and the UC System – aims to improve the teaching of science and mathematics to all students in California's secondary schools. Over the past three years, CalTeach Santa Barbara has placed hundreds of UCSB undergraduates in 30 area schools, providing over ten thousand hours of classroom support under the supervision of master teachers.

What's more, CalTeach has strengthened and established new relationships across the departments of education, the sciences, mathematics, and engineering. Indeed, the majority of courses in the newly established Minor in Science and Mathematics Education are designed and taught by STEM faculty. As one part of that, Bianchini, along with Susan Johnson of the Gevirtz School, Jennifer Thorsch from the Department of Ecology, Evolution, and Marine Biology, Catherine Gautier from the Department of Geography, and Meredith Murr from the California NanoSystems Institute, were awarded a National Science Foundation (NSF) Course, Curriculum, and Laboratory Improvement (CCLI) grant of $176,000 to revise, implement, and research three environmentally-focused, pedagogically innovative undergraduate courses.

“All three groups of instructors were interested in refining their courses and to make them more relevant to the minor,” Bianchini says. “We are working to transform these courses to highlight four core themes: sustainability and the environment; connections across science, technology, society, and education; evidence-based argumentation in science; and innovative pedagogical strategies effective in K-12 schooling. The courses’ collective purpose is to shape the scientific ideas and pedagogical practices of prospective science teachers – to help create a cadre of undergraduate science students who will bring both holistic and critical thinking to their teacher education programs.”

This interdisciplinary approach is just one part of CalTeach's growth. “In 2006-7 twenty-two students took CalTeach courses, in 2010 two hundred did,” Bianchini states. “What's more, there's an organized curriculum for science and mathematics students who want to become teachers – we started with two CalTeach courses, then added the minor last spring, and then the Noyce [a NSF grant provides $10,000 fellowships for 75 math-science teacher candidates pursuing their Masters degrees]. So now there is a clear pathway for students to move from their undergraduate degree into our Teacher Education Program.”

It's been a time of rewarding growth for a program that is certain to help provide better mathematics and science teachers for the state and nation.
FACULTY HONORS, AWARDS, AND BOOK PUBLICATIONS, 2009-2010


Erin Dowdy was awarded a 2009-10 Hellman Family Faculty Fellowship for her research project entitled “Methods for Early Identification of Emotional and Behavioral Problems in Schools.”

Richard Durán was named a Fellow of the American Educational Research Association.

Michael Gerber was named president of the Division for Learning Disabilities, Council for Exceptional Children.

Naftaly (“Tuli”) Glasman was named an emeritus faculty member.

Judith Green was named a Fellow of the American Educational Research Association. Green also won the 2009 Outstanding Reviewer Award from Education Researcher and was appointed Chair of the Early Career Award in Qualitative Research Committee for Division D, Measurement and Research Methods for AERA.

Jenny Cook-Gumperz edited the fall 2009 special double issue of MULTILINGUA: Journal of Cross-Cultural and Interlanguage Communication entitled “Bernstein in the 21st century: re-examining class, codes and language.”

Cynthia Hudley was named interim executive director of the Mayme A. Clayton Library and Museum in Los Angeles.

Shane Jimerson published The Handbook of Bullying in Schools: An International Perspective (Routledge, 2010) with co-editors Susan Swearer of the University of Nebraska and Dorothy Espelage of the University of Illinois. Jimerson was also the Chair of the 2010 School Psychology Research Summit.

Sheridan Blau was named an emeritus faculty member.

Michael T. Brown was named UC Santa Barbara Acting Dean of Extended Learning Services.

Rosemary Cabe and Sheridan Blau, along with Anne Whitney, Alison Bright, Tim Dewar, Jason Levin, Roseanne Macias, and Paul Rogers – graduate students/alumni from the Gevirtz School – won the 2009 Conference on English Education Janet Emig Award.

Manny Casas was named an emeritus faculty member. Casas also edited the Handbook of Multicultural Counseling: Third Edition (Sage 2009), with J.G. Ponterotto, L.S. Suzuki, and C.M. Alexander.

Jane Close Conoley was elected Chair of the Interdivisional Coalition for Psychology in Schools and Education, American Psychological Association.

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Carol Dixon was named an emeritus faculty member.
Robert Koegel and Lynn Koegel received an award for their work in the science/research field from Autism Speaks at the seventh annual star-studded Acts of Love. The Santa Barbara Chamber of Commerce also named Drs. Robert and Lynn Koegel the winners of their Innovator Business Star Award for the second quarter of 2010.


Matt Quirk was awarded a 2009-10 Hellman Family Faculty Fellowship for his research project entitled “Early Identification and Intervention of Students At-Risk for Academic Problems.”

Jason Raley was named as a recipient of a 2010 Academic Senate Distinguished Teaching Award.

Russell Rumberger was a member of the Committee on Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, Board on Children, Youth, and Families that published the report Student Mobility: Exploring the Impact of Frequent Moves on Achievement: Summary of a Workshop (National Academic Press, 2010).

George Singer was presented the Robert Gaylord-Ross Award at the 2010 Cal-TASH Conference.

Julian Weissglass was named an emeritus faculty member.

John Yun, leading a team of UC faculty from seven campuses, was awarded a grant totaling $2.2 million dollars over 4.5 years in the 2009 University of California Multi-Campus Research Programs and Initiatives (MRPI) competition. The award funds the establishment of the University of California Educational Evaluation Center (UCEC).

The Teacher Education Program chosen as one of 29 programs to nominate Woodrow Wilson National Fellowships

The Teacher Education Program at UC Santa Barbara’s Gevirtz School has been chosen to receive Woodrow Wilson-Rockefeller Brothers Fund Fellowships for Aspiring Teachers of Color (WW-RBF) beginning in the 2011-12 academic year. This designation allows the program to nominate two undergraduate students of color from UCSB for $30,000 fellowships and allow WW-RBF fellows from UCSB and other areas of the country to come to UCSB. The Teacher Education Program was chosen as one of only 29 campuses for this honor from a pool of 159 applicants. Dean Jane Close Conoley of the Gevirtz School says, “The choice is a testament to the faculty’s hard work in creating a teacher education program that is a national model.”

The goal of the Woodrow Wilson-Rockefeller Brothers Fund Fellowships for Aspiring Teachers of Color is to help recruit, support, and retain individuals of color as K-12 public school teachers in the United States. Current trends indicate that by the year 2020, the percentage of teachers of color will fall to an all-time low of five percent of the total teacher force, while the percentage of students of color in the K-12 system will likely near 50%. This Fellowship offers an important opportunity to ensure that greater numbers of highly qualified teachers of color enter public school classrooms around the country.
Conoley, Dowdy, and Jimerson
Bring Positive Behavior Support to the Harding School

Gevirtz faculty members Collie Conoley, Erin Dowdy, and Shane Jimerson are on a mission to make UCSB’s partnership with the Harding School go beyond academics. “In this era of student-based outcomes, too often schools don’t address social and emotional well-being directly,” Jimerson says. “We will be at Harding.” The trio likes to quote educator Tom Herner, who wrote, “If a child doesn’t know how to read, we teach. If a child doesn’t know how to swim, we teach. If a child doesn’t know how to multiply, we teach. If a child doesn’t know how to drive, we teach. If a child doesn’t know how to behave, we…teach? …punish?” Collie Conoley puts it this way: “The whole school, and eventually the whole community will move to a positive psychology model. We will be having goals of thriving and not focusing on deficits.”

Erin Dowdy describes the process as “one stop shopping or wrap-around services.” The three Department of Counseling, Clinical, and School Psychology faculty members, along with four school psychology graduate students and one counseling psychology graduate student, will provide a range of services at a range of levels, from age 0 to sixth grade. The overall procedure will be to apply a behavioral three-tiered model in which 80-90% of students receive preventive, proactive universal interventions, 5-10% of the at-risk students will receive targeted group interventions, and the final 1-5% will receive intensive individual interventions. “The sooner we intervene, the more effective it is,” Conoley explains, “and the kinder it is to the child, as he or she doesn’t have to deal with the emotional pain any longer.”

In addition to the work at the school site itself, Conoley’s “part is to work with families, even looking at folks who are pregnant and how to support them. We really are starting at age zero. The unique thing about the community is they’re really eager to be involved in this kind of community development, so it’s really exciting.” It’s little surprise such a wide-ranging project has garnered financial support from the Bower Foundation and the Santa Barbara Foundation and community support from the Santa Barbara School Districts and the recently created West Side Children’s Zone.

Overall, Dowdy hails the program as “unique in Santa Barbara.” For not only is the program expansive and integrated, “it’s important to emphasize it’s multi-year, and not a one-year quick fix,” Jimerson says. “It’s minimally a three-year endeavor we hope will become a longer collaborative relationship.” Of course, providing for an entire school’s and community’s social and emotional well-being should lead to goals such as alternatives to suspension, less drug and alcohol abuse, and eventually more students graduating from high school and succeeding in college. Conoley admits, “We might not get to do these kinds of follow-ups…we would need much more funding to do anything that longitudinal. Sustained investment now, however, saves four to eight times the amount spent early over a child’s lifetime in penal, social, and health service costs.”

In the meantime, Jimerson stresses, “We will be doing extensive data collection regarding progress monitoring. It’s science to practice and also action research.”

The students of Harding recite the Pledge of Allegiance during their visit to the UCSB campus in January 2010.
Announcing the Harding University Partnership School

The historic Harding School – whose students are nearly 95% Hispanic, more than 90% economically disadvantaged, and more than 60% of its pupils are English Language Learners – has been involved in major changes over the past four years. These efforts were punctuated by the January 2010 announcement of an unprecedented partnership with UC Santa Barbara. Harding School, officially to be known by fall 2010 as the University School, is a place of joy, excellence, and international focus. Of particular distinction for the neighborhood is the University School’s new status as a candidate for the International Baccalaureate Program, making it the only Santa Barbara elementary school currently pursuing this highly acclaimed approach that emphasizes 21st century skills and international mindedness.

The stellar teaching staff is assisted by graduate level teacher candidates from UCSB providing greater support for students at every grade level with the latest research-based practices. Faculty researchers and UCSB undergraduate tutors partner with teachers to deliver the latest evidence-based instruction.

STEM faculty member Darby Feldwinn helps Harding students with a chemistry lab.

Harding students learn more about science during their UCSB campus visit.
Whitney J. Smith
Tackles ASD at the CCs

It’s long been a concern for post-secondary students with disabilities, as the National Council on Disability wrote in 1993, that “Resources are often inadequate and disconnected. The type, range, availability of, and terms related to services are often widely discrepant and poorly integrated while access to mentors or technological training is either limited or non-existent.”

Doctoral candidate Whitney J. Smith (Department of Education, Special Education, Disability, and Risk Studies emphasis) is hoping to help with this problem. In June 2010 Smith was named the recipient of the Office of the President Community College Research Assistantship for her research, and what’s more research into practice, for as she says, “I found a tremendous need there, as an increasing number of students are coming to college with Autism Spectrum Disorders (ASD) and being met with the traditional services given to all students. Since those services aren’t individualized to the needs of students with ASD, they are often not sufficient for them to succeed, especially with socialization issues.”

Smith’s research focus is both clear and challenging: “Identifying a range of supports (self-advocacy, academic, social, and behavioral skills) for individuals with Autism Spectrum Disorders to attend community college as well as measures that community college faculty can input into their curriculum across different disciplines to promote success of students with disabilities.”

It’s little surprise that Smith is so driven to help those with autism, as she first grew interested in the topic as an undergraduate at UCSB taking Bob Koegel’s Intro to Autism class. Smith earned her B.S. in Psychology with an Applied Psychology minor in 2007, and then worked as the clinic coordinator for the Koegel Autism Center. She applied for graduate work at the Center and the Gevirtz School because she claims, “I think PRT (pivotal response treatment) is the best method out there for helping children with autism, so I wanted to research and apply the naturalistic behavioral intervention with adults with ASD.”

While she plans a range of areas to explore, including establishing peer support models and writing a manual to help college students with ASD, she also will continue her master’s research on improving social conversation in young adults with Asperger’s Syndrome using video feedback. She says, “This intervention is aimed at increasing initiations in the form of question-asking, which provides for important collateral effects such as friendship development and the ability to self-advocate for services they need.”

Luckily, these students also have Smith on their side. She admits, “Especially with the budget cuts and the focus on assisting younger children with autism, there’s a lack of resources for college-aged people with ASD. What’s more there’s a paucity of research in this area, so researchers need to investigate what the most effective types of accommodations are.” Smith is certainly at the forefront of that effort.
### TOP EXTERNALLY FUNDED PROJECTS, GEVIRTZ SCHOOL, 2009-10

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<th>Project</th>
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<td>Robert Koegel</td>
<td>Child-initiated Communicative Interactions and Autism Intervention</td>
<td>National Institutes of Health</td>
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<td>Gale Morrison</td>
<td>UC AGEP Phase II</td>
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<td>Merith Cosden</td>
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<td>Ian Kaminsky</td>
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<td>George Singer</td>
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<td>National Science Foundation</td>
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<td>Erika Felix</td>
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<td>Julian Weissglass</td>
<td>CMP Supporting Teachers to Increase Retention</td>
<td>UC Los Angeles</td>
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<td>Nancy Terman</td>
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<td>Russell Rumberger</td>
<td>California Dropout Research Project: Phase Three</td>
<td>William and Flora Hewlett Foundation</td>
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<td>Michael Gerber</td>
<td>Growth in Literacy, Language, and Cognition in Children with Reading Disabilities Who Are English Language Learners</td>
<td>UC Riverside</td>
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<td>Jin Sook Lee</td>
<td>Building Language Capacity: Dual Language Development in Korean and Mexican Immigrant Children</td>
<td>Foundation for Child Development</td>
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For more information about external funding at the Gevirtz School, see the Contracts & Grants Office's 2010 annual report at:  

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**John T. Yun awarded $2.2 million for Multi-Campus Evaluation Center**

With funding from UCOP, John T. Yun and a team of faculty from 7 UC campuses have established the UC Educational Evaluation Center (UCEC) to harness the content and methodological expertise of the UC system to improve the evaluation of educational policies and practices at the local, state, and national levels.

**South Coast Writing Project (SCWriP) Funding Continues**

Despite a transition in leadership over the past couple of years, SCWriP continues to bring in funding for their professional development programs. In 2009-10, a total of $133,000 in extramural funding was awarded.
Busy community leaders in Santa Barbara County don’t need another meeting – their schedules are already full. But 50 leaders from all facets of the community have committed to regular meetings to accomplish one thing – improve pre-kindergarten to graduate education in mathematics and science. All are motivated by the brutal fact that many Santa Barbara County youngsters are leaving high school without even basic proficiency in mathematics and science. They also know that 21st century jobs demand increasing skills in these areas.

Last fall, with leadership from the Gevirtz School and support from the Wharton, Bower, and Santa Barbara Foundations, representatives from all levels of education, private philanthropy, business and industry, informal science centers, and public policy gathered to form the Santa Barbara County Pre-K – Grade 20 Science, Technology, Engineering, and Mathematics (STEM) Council. They set an agenda that would result in all Santa Barbara schoolchildren being ready to access post secondary education because their math and science skills made them college ready or ready to pursue career and technical education in high paying jobs. In subsequent meetings the Council has adopted a laser focus on creating conditions that enable every student to master 9th grade algebra. This stepping-stone skill is critical as students who fail to reach algebra proficiency are highly likely to drop out of high school (with accompanying economic costs to them and the county) and very unlikely to be eligible for university work.

The Council’s first task was to identify county assets and challenges. The results of a county-wide assessment illustrated a compelling need for teacher support in mathematics teaching and summer programs that focused students on mathematics success and college aspirations. Members of the Council spent the better part of the spring developing close collaborations needed to apply for federal, state, or private funding to meet identified needs. Although our first effort to capture federal funding through the i3 program has not been successful, the new partnerships and our newly discovered and shared clarity of focus predict success in other endeavors.

The Council will commence its second year of operation with a challenge to articulate clearly a STEM workforce agenda for the region. How many math and science teachers will be needed in the next decade? What kinds of positions in the STEM areas are currently in the county and how many are likely to be developed? Are there career education approaches that can be linked specifically to current and future opportunities in Santa Barbara County?

Although it remains true, that few of our members “need” another meeting, the mission adopted – to ensure the success of the county’s youth – motivates energy and commitment.
GEVIRTZ SCHOOL HONOR ROLL OF DONORS 2009-2010

The Gevirtz Graduate School of Education at UC Santa Barbara gratefully expresses appreciation to the following individuals, foundations, businesses, and organizations for their generous support of our faculty, students, programs, and facilities. In the last fiscal year we received 147 gifts totaling $1,767,355. We especially want to highlight those gifts which enabled the Gevirtz School to receive a $500,000 “challenge grant” from the Kresge Foundation to help complete construction of our new Education Building. As Dean Jane Conoley said at the building dedication in May, “Our new classroom, clinical, and community spaces invigorate the Gevirtz School’s mission to become a hub of scholarship, research, and service, and a national leader in developing the expertise to solve the most serious educational problems.” Thank you again!

Anonymous (5)
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Ellen* & Gary Bialis
Jeanne Blackwell ’62
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The Eli & Edythe Broad Foundation
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Koegel Autism Consultants, LLC
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Kresge Foundation
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Claire Scovel Lazebnik & Robert Lazebnik
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table Foundation
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Philip and Aida Siff Educational Foundation
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Society for Personality Assessment Foundation
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Wharton Foundation Inc.
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Faculty and friends of the Gevirtz School enjoy the Zimmer Garden at a Dedication Ceremony in May 2010.
NEW RESEARCH INSTITUTE; NEW E-NEWSLETTER
The Gevirtz School at UC Santa Barbara announces the formation of the Gevirtz Research Institute

In December 2009, the Gevirtz School announced the formation of the Gevirtz Research Institute (GRI). The GRI’s mission is to support and enhance faculty, researcher, and student research development, proposal preparation, award administration, and dissemination efforts; to promote awareness and observance of high standards for scientific, professional, and ethical practice in research; and to advance the visibility of research programs in the Gevirtz School. The GRI administers over $4 million dollars in grants each year from many different agencies.

“At least two major issues have led us to develop the Institute,” says Dean Jane Close Conoley, the Acting Director of the new GRI. “One is the recognition that the big research questions related to education and mental health require coordinated efforts among faculty and community stakeholders to investigate. The other is that as California withdraws support from its universities, we must be even better equipped to attract funding from other sources to support our research, students, and programs. Further, the Institute will serve as a hub for growing collaborations across the UCSB campus and throughout the UC system and other national and international research universities.”

One new function of the GRI will be to publish a quarterly e-newsletter highlighting the latest research from the faculty of the Gevirtz School. The initial issue of this newsletter will be emailed in November; if you would like to receive it, please send us a request with your name, title, and email to enews@education.ucsb.edu