On the cover: Students from the Harding University Partnership School during their visit to the UCSB campus in January 2012. After just one year of partnership with the Gevirtz School, Harding saw a 57-point gain on the Academic Performance Index – the second greatest one-year improvement in Santa Barbara Unified School District history.
LETTER FROM DEAN JANE CLOSE CONOLEY

Dear Friends,

Thanks for reading our 2012-2013 Profiles. We have focused this issue particularly on how a major research university contributes to local welfare while simultaneously creating cutting edge research findings of international importance. The faculty and students in the Gevirtz Graduate School of Education are pursuing with great success the mandate to think globally and act locally.

We hope the stories will provide an inspiring window on just a few of the exceptional individuals who have made decisions to put research to work and use that work to strengthen the Gevirtz School’s research mission. We are not the ivory tower anymore. We are shoulder to shoulder with teachers, law enforcement, community service agencies, national and international universities, and families and children bringing both intervention and research/evaluation expertise.

The past few years have been challenging for the School, given the state of the economy. Our faculty and staff numbers are significantly reduced. Despite these losses, our programs continue to attract state and national recognition, and our faculty and students continue to excel as scholars, teachers, and community members. We are making a difference in the lives of Santa Barbara County citizens while our international reach continues to expand around the Pacific Rim, Europe, Africa, and Central and South America.

As you read these stories, know that we have chosen just a few to highlight. There are dozens more to share.

My hope is that after reading this magazine you will be inspired to contact me. Get to know us, and our work. Become our partner in the most important human endeavor – education for thriving. Learn about the array of talent that has gathered together at UC Santa Barbara to enhance the public good through research, teaching, and public engagement. Explore our accomplishments in autism research, second language learning, models of teaching and learning transformed through technology, helping children move from problem readers to kids who love to read, promoting family welfare in the face of child disabilities, enhancement of resilience after trauma, reduction of school violence, optimization of physical performance, and promotion of positive mental health. And, there’s more!

Our work is hard. Our work is exciting. Now more than ever, we need the support of those who believe that US research universities play a vital role supporting the welfare of the nation. Our nation’s well-being is best protected and promoted through excellent education that is accessible to all who are willing to work hard and commit to lives in service of the common good. Join us.

Jane Close Conoley

Dean Jane Close Conoley (left) with Kathy Boomer at a celebration upon Boomer’s retirement as superintendent of the Goleta Union School District.
“Happiness is not one event – it’s made up of frequent small events,” says Dr. Collie Conoley, Director of the Carol Ackerman Positive Psychology Clinic. “The more you can train yourself to find these little things, the happier you will be.”

Dr. Conoley has been teaching positive psychology since he came to the Gevirtz School in 2006, but the field hasn’t always been recognized. The research for positive psychology started in earnest only about 10 years ago and has recently gained more status as an effective practice, partially thanks to work like his *Positive Psychology and Family Therapy: Creative Techniques and Practical Tools for Guiding Change and Enhancing Growth* (Wiley 2009), which he co-authored with Dr. Jane Close Conoley.

“Our primary focus in the Carol Ackerman Positive Psychology Clinic has been working to help people set goals that help them outgrow concerns,” Conoley says. “We see depression and anxiety as distractors that keep us from getting what we want in life and from setting goals for achieving what we want. Helping people grow toward what they want helps them outgrow a lot of their issues – for me this is the most exciting part.”

The Carol Ackerman Positive Psychology Clinic, which opened in 2012, uses volunteers for studies, accepts clients through the UCSB Hosford Clinic, and also operates at the Harding University Partnership School. Although the clinicians work with all ages, Dr. Conoley says that adults sometimes have a harder time getting rid of habits because they have practiced them longer.

The clinic actively contributes to the national positive psychology field through research. Doctoral students from the clinic and Dr. Conoley presented three intervention studies at the 2012 American Psychological Association Convention; Conoley also presented in a symposium and received the Award for Distinguished Contributions to Positive Psychology.

The Carol Ackerman Positive Psychology Clinic is still seeking supplemental funding to complete financing for their day-to-day operations. Conoley says that they have all of the researchers, interested people, and methods in place to do really great things. “With the clinic, we’re not only making research strides, but also helping people improve their lives and enjoy learning.

“This seems to be the most ethical form of counseling because it asks people to be happier with themselves and to move beyond just getting rid of problems,” Conoley says. “It feels like an affirmation of my professional life that this focus on growth, rather than pathology, has begun to thrive in the psychology world.”
Tania Israel
Assists the LGBT Community and the Police to Find Common Ground

Given the prevalence of anti-LGBT bullying, harassment, and hate crimes, coupled with the conflict-filled history between LGBT people and law enforcement, you might think police typically receive training on LGBT issues. But you would be wrong. That’s what helped drive Tania Israel, Associate Professor in the Department of Counseling, Clinical, and School Psychology, to collaborate with Pacific Pride Foundation and Just Communities to provide such training for the Santa Barbara Police Department in the fall of 2011. This training was unusual in many ways, as Israel explains, “Simply doing it is unusual – most police departments don’t. We developed the training based on local data – a survey of LGBT community members’ experiences with and perceptions of law enforcement. The training session lasted five hours, and it was mandated; we couldn’t have had more support from Police Chief Cam Sanchez. And then we conducted a thorough evaluation.”

The training is an example of how research can have direct impact on the real world. Sadly, a gay-bashing took place in Santa Barbara on New Year’s Eve just a few weeks after the training, but David Selberg, Executive Director of Pacific Pride, asserts, “The investigating officers for the hate crime shared with me how relevant the training was with their ongoing investigation.”

Israel is now looking for ways to expand both the research and application aspects of the project. She and her research team presented the results of the community survey and the training evaluation at the 2012 American Psychological Association Convention. “We’re planning to apply to include the training statewide as part of Police Officers Standards and Training – it’s like continuing education for law enforcement,” Israel informs. “I also have some ideas about expanding the survey nationally.

“We learned locally that without a survey, local agencies may hear only the negative feedback about the police,” she adds. “It was helpful we were able to say, ‘Here are the things you’re doing right,’ and avoided a ‘we’re going to come in here and fix you’ attitude.”

Israel is continuing to collaborate with the partner agencies to help LGBT community members understand perspectives and procedures of law enforcement, to improve understanding on both sides in order to cultivate sensitivity and effective relationships. Israel, authoring a researcher narrative book chapter about the project, admits, “I came into the project knowing very little about law enforcement, and I learned so much. In the process of dealing with potentially dangerous situations, police don’t always have the time to cultivate warm relationships. I hear from a lot of community members that police are all about power, but I got a much better sense of their vulnerability and desire not to offend people.” Her work is helping to break stereotypes in all directions.

Tania Israel (left) and her research team at the 2012 American Psychological Association Convention: (l-r) Jay Ledbetter, Audrey Harkness, Todd Avellar.
Jill Sharkey, School Psychology Program Coordinator, in addition to keeping students in that program on track for their milestones and supervising their second year training fieldwork, is busy with her own research including a project she predicts “will become a national model.” As a member of the City of Santa Barbara’s South Coast Task Force of Youth Gangs Executive Council, Sharkey is overseeing the creation of a centralized database to assist the South County’s highest risk youth for gang activity (that’s about 150 youth in gangs and 900 associates county-wide). “Currently the data is on an agency by agency and not a kid by kid level,” Sharkey explains. “The task force and I saw a need to manage this data and the UC was an ideal partner, as we already have mandates for privacy and protection of human subjects. The goal will be to centralize data from all the agencies that provide services for teens so it’s easier to see what services are working and to discover what a particular youth might need and be missing.”

Youths will even be able to use the data to track their own services while probation officers can pull up data to get information such as grades and school attendance. “We’re starting off with a great advantage as we have so much collaboration in the community already,” she stresses. “But eventually these data will help inform research, allow us to evaluate services, and help us determine how to engage kids in schools.”

Sharkey describes the main thrust of her research interests as “student engagement for youth at risk for eventual behavior problems, especially juvenile delinquency. But recently I’ve moved to a systems focus, in particular, school systems and policies. What are the policies and practices that engage or fail to engage students?”

As the guest editor of a recent issue (Vol. 11, 3) of the Journal of School Violence, Sharkey addressed one aspect of school policies – suspensions. There she and her co-author Pamela Fenning wrote: “There is no evidence that suspension is effective in teaching alternative proactive behaviors, and may have the opposite effect of exacerbating undesirable behaviors. Exclusionary discipline responses, such as suspension, restrict opportunities for positive socialization and reduce feelings of school connectedness.” She points out, “We have research that if schools aren’t meeting youths’ needs, maybe gangs do. We need to get around that.”

No doubt Sharkey’s work on the Task Force and leadership establishing the database will help do just that.

Jill Sharkey (second from left) with her graduate student research team (l-r, Erin Prothro, Eui Kim, Nelly Rivera).
Lilly Garcia
Helps STEM Education Branch Out

Science, technology, engineering and mathematics (STEM) education has been a major focus of the Gevirtz School for several years, and now there is an outreach director to enhance it.

“Early science and math education are of the upmost importance," says new Director of STEM Outreach, Lilly Garcia. “If students learn to appreciate and demystify the world around them in an engaging manner, then STEM education can be carried over into secondary education seamlessly.” As a former chemistry teacher, Garcia knows all about the importance of early science education.

To bolster early science and math education, the Gevirtz School joined with local leaders, educators, and scientists in 2009 to form the Santa Barbara County P-20 STEM Council. This council works to improve science education and teacher preparation with local partnerships. The council has already proven to be a great success in just three years of community collaboration, public and private education funding, and strategy development. After forging these alliances, the Gevirtz School and partners in science and engineering at UCSB further expanded their influence by joining the Central Coast STEM Collaborative (CCSTEM), one of seven regional alliances within the California STEM Learning Network (CSLNet).

Garcia is here to further the STEM charge and get students to wonder. “In our household the question ‘why?’ is never ignored. I strive to give an answer that is both true and simple enough for my children to understand,” says Garcia. “Science and math are such integral parts of everyday life that answering students’ questions to the fullest is an easy way to incorporate these concepts.”

Garcia is onboard in time for the GGSE to host the 2nd annual Central Coast STEM Forum in fall 2012. Expert speakers and panelists from the tri-county area include members of the Santa Barbara County Office of Education, California Polytechnic State University, Partners in Education, and Oracle Corporation. In the spirit of school science fairs, a “STEM Landscape” section will feature displays such as robotics demonstrations, mobile oilfield learning units, aquatic touch tanks, and LEGO leagues.

Garcia’s passion for quality STEM education is a great addition to an important school mission. “Having taught students from various demographics and socioeconomic backgrounds, I saw firsthand the discrepancies in science and math education,” she says. “As we work to enhance the quality of curriculum and learning experiences, all students will have a better chance for success in the fastest-growing job fields.”
FACULTY HONORS, AWARDS, AND BOOK PUBLICATIONS, 2011-2012

Mary Betsy Brenner was named a 2012 Unsung Heroine by the UCSB Professional Women's Association (PWA).


Manny Casas was one of six authors of the Report of the APA Presidential Task Force on Immigration entitled “Crossroads: The Psychology of Immigration in the New Century.”

Collie Conoley received the American Psychological Association (APA) 2012 Annual Award for Distinguished Contributions to Positive Psychology.

Jane Close Conoley was one of 12 authors of a Brief of Amici Curiae to the Supreme Court of the United States in the Matter of Evan Miller v State of Alabama and Kuntrell Jackson v State of Arkansas resulting in a landmark decision about sentencing juvenile offenders.

Melissa Morgan Consoli was one of seven Early Career Professionals nation-wide invited by American Psychological Association President Bennett Johnson to participate in the Division Leadership Conference and discuss the needs of ECPs.

Willis Copeland was named an emeritus faculty member.

Tim Dewar, director of the South Coast Writing Project, was awarded a non-senate faculty Professional Development Grant.

Erin Dowdy was granted a Regents Junior Faculty Fellowship for research titled “Screening for Behavioral and Emotional Risk in Youth.”

Michael Furlong and Shane Jimerson, along with Amanda B. Nickerson of the University at Buffalo, the State University of New York (SUNY) and Matthew J. Mayer of Rutgers, the State University of New Jersey, edited the second edition of *Handbook of School Violence and School Safety: International Research and Practice* (Routledge, 2011).

Michael Gerber was awarded a 2011 Chicano Studies Institute (CSI) Grant for work on the project “Growth Models of School Achievement Risk for English Learners.”

Danielle Harlow was granted a Regents Junior Faculty Fellowship for research titled “Assessing Children’s Engineering Design Thinking.”

Hsiu-Zu Ho received a Fulbright U.S. Scholars Award for 2012-13 for a research project in Taiwan titled: “Father involvement in the lives and education of young students in Taiwan.”

Tania Israel received one of the 8th annual Asian & Pacific Islander Heritage Awards, presented in the Assembly Chambers of the State Capitol in Sacramento. Israel also was named 2011 Woman of the Year by the American Psychological Association’s Section for the Advancement of Women (SAW).

Shane Jimerson received the 2012 Leadership and Advocacy Award and presented the first Ronda C. Talley Lecture at Indiana University. Jimerson also received the 2012 Distinguished Contributions Lecture Award at the University of Nebraska, Omaha.

Maryam Kia-Keating was granted a Faculty Career Development Award for research titled “Daily Stress, Coping, and Clinical Outcomes.”
Lynn and Robert Koegel published The PRT Pocket Guide: Pivotal Response Treatment for Autism Spectrum Disorders (Brookes 2012). Lynn Koegel was also inducted into the Santa Barbara High School alumni Wall of Fame.

Jin Sook Lee, along with Kumi Hashimoto, was awarded the 2011 outstanding article of the year by the editorial team of Bilingual Research Journal for the article “Heritage Language Literacy Practices: A Case Study of Three Japanese-American Families.”

Patricia Marin, Richard Durán, and graduate student Christine Victorino were awarded a UC Center for New Racial Studies (UCCNRS) mini-grant for the project “Becoming an Hispanic-Serving Institution: Including Graduate Students in the Vision.”

Richard E. Mayer was named as a 2011 Outstanding Reviewer by the American Educational Research Association (AERA) for his work with the Review of Educational Research.

Gale Morrison was named an emeritus faculty member and also was awarded UCSB’s Margaret T. Getman Service to Students Award in recognition of extraordinary commitment to students and the continuous improvement and enhancement of the quality of life at this university.

Karen Nylund-Gibson was granted a Regents Junior Faculty Fellowship for research titled “Fit Indices for Growth Mixture Models.”

Jason Raley delivered the keynote lecture “The Fine Print of Passion” at the TEDx-UCSB Conference.


George H.S. Singer, along with Dr. David Biegel at Case Western Reserve University and Patricia Conway at Maryville State University, co-edited Family Support and Family Caregiving across Disabilities (Routledge, 2011).

Tine Sloan, along with co-authors Charles A. Peck and Chrysan Gallucci of the University of Washington, was awarded the 2012 Outstanding Journal of Teacher Education (JTE) Article Award by the American Association of Colleges for Teacher Education (AACTE). Sloan also was appointed to the CTC Teacher Preparation Advisory Panel.

R. Murray Thomas, professor and dean emeritus, along with Dr. Marie Iding, Professor of Education at the University of Hawaii at Manoa and a Gevirtz School alumna, published Explaining Conversations: A Developmental Social Exchange Theory (Jason Aronson Inc., 2011).

Ty Vernon, researcher in the Koegel Autism Center and lecturer in Counseling, Clinical, and School Psychology, was awarded a non-senate faculty Professional Development Grant.
"Research is not just something that's done at the academic level – it's a social process that is taught from the ground up because it can benefit you in so many ways in life," says Edward Williams III of the UC Center for Educational Research on Literacy & Inquiry in Networking Communities (LINC) and UC Educational Evaluation Center (UCEC).

This fall, Williams will begin his third year in the Department of Education Ph.D. program. In addition to working on his master's project and raising a family, he fills the role of graduate student researcher in the UCEC and LINC centers.

The UCEC, under the direction of Dr. John Yun, uses the system-wide expertise of scholars to address educational problems and evaluate potential solutions. With these evaluations, the UCEC contributes to the knowledge base of effective approaches at all levels of education. It also serves as a unique training site for the study of methodological design and substantive outcomes of educational evaluations.

"The opportunity to work with Drs. Yun and [Associate Director Patricia] Marin in the UCEC doesn't just help with tuition. It gives me a chance to learn from two of the most respected researchers on campus," says Williams, who enjoys the job's intellectual and social interactions. "In the research center, there are so many other graduate students at different levels of the doctoral process that it allows me to come in and interact with people who are where I've been, where I am, and where I strive to be."

During the summers, Williams' role with the Center is to serve as the Graduate Student Research Mentor between the UCEC and visiting students from Florida A&M University (FAMU). The UCEC's established partnership with Historically Black Colleges (HBCs) will bring groups of students to the UCSB campus for at least the next three summers, with a goal of creating a pipeline for HBC students to study in Santa Barbara for graduate work – the first such student will start this fall.

"Everything that I learn in the program I then help the FAMU students incorporate into their educational evaluation research here," Williams says. As an alumnus of Tuskegee University, an HBC in Alabama, he knows a thing or two about adjusting to a large research institute for graduate work. "I define myself as a cultural guide – helping the students from social and academic perspectives. Helping them to understand what is expected of them and helping them achieve these goals is a great opportunity."
Suzanne Raphael has been the Gevirtz School’s Credential Analyst since Ronald Reagan’s last term (1987), so she has seen California’s teacher credentialing process change numerous times, including the implementation of the state’s new accreditation system (now a seven year process of data collection and reporting) and the two-tier certification system for teachers to clear their credentials. “Another big change has been technology,” she points out, “from the advising process to the credentials process – everything we do we now do electronically.”

That technological tide of change couldn’t have been clearer in fall 2011 when Raphael oversaw the accreditation site-visit of the state-level team from the California Commission on Teacher Credentialing. “In previous years we would have had rooms full of documents for the team to review,” she says, “but now it’s all on the web, easily hundreds of documents, thousands of pages.” That’s in addition to hundreds of interviews Raphael had to help schedule, setting up the site visit team with everyone from UCSB Chancellor Henry Yang to school superintendents, faculty, students, and alumni from the School Psychology and Teacher Education Programs (TEP).

Raphael admits she’s most proud that “this review was a school-wide effort and people seemed to really enjoy the process when they were here. At times it seemed more like an educational conference than an evaluation process; people at the School are doing great work and this review gave them a chance to tell their stories. These visits evaluate the School as well as the programs, so you have Counseling, Clinical, and School Psychology faculty with Teacher Ed and Department of Ed faculty, district administrators, and cooperating teachers all sharing their experiences—they get the opportunity to listen to different perspectives.”

This cooperation along with the supporting documentation and interviews led to the site-visit team recommending the Teacher Education and School Psychology Programs as ‘exemplary programs’ to receive full re-accreditation with no stipulations or concerns (a rare occurrence). “Usually a year after a site visit follow-ups must be done,” Raphael explains, “but we ended up with a free year. It’s also good as it let’s administrators at all levels have confidence in what we’re doing and gives us the freedom to use resources not to fix problems but to move forward.”

Moving forward could take several forms but Raphael mentions “the School Psychology Program’s upcoming APA departmental evaluation, some more special education initiatives – we might add a mild/moderate credential” along with the moderate/severe credential the School already offers. “And TEP might develop a new authorization for secondary teachers to be English Language Development Specialists.”

The one thing Raphael counts on is change, though, admitting, “We are just on the verge of a new California credentialing law again, so that’s going to make big changes, too.”
The Santa Ynez Valley is currently best known for its wineries, but that could change thanks to the leadership of alum Paul Turnbull (Department of Education, Ph.D., ’11). Turnbull serves as Superintendent of the Santa Ynez Valley Unified High School District (SYVUHSD); the district – ranked in both Newsweek’s and U.S. News & World Report’s Best Schools lists – continually strives to extend itself in both the STEM fields and globally.

Most recently SYVUHSD has become an official Technology Center with CyArk, partnering with them to digitally archive and preserve the California missions by using state-of-the-art 3D scanning technology. SYVUHSD is also, according to Turnbull, “the only school in California to offer an international business baccalaureate through a Danish college.”

CyArk, a digital archive of the world’s heritage sites for preservation and education, had no partnerships with high schools, “but were impressed when they discovered what we do,” Turnbull notes. “We already had an outstanding program called EAST (Environmental and Spatial Technologies) led by teacher Chip Fenenga, and students had done projects like using GIS devices to digitally record the erosion of the Isla Vista bluffs.” With CyArk the school will begin the project of preserving the missions, starting with the Queen of the Missions in Santa Barbara. “We want to be a leader in STEM, but we also want to tie it to community service,” Turnbull says. “The students might have skills with high end computer software, but without service I think they’d be rudderless.”

The partnership with Niels Brock Business College in Copenhagen, Denmark kicks off with a three-month pilot program this fall. This first step, according to Turnbull, will “bring two different cultures from two different hemispheres together so we can think a little more alike.” But he also sees it as a mere first step, asserting, “The crucial piece is discovering how you take online learning, a so-called ‘course in a can,’ and how you create the real spirit of collaboration across networks. We think we’re on the forefront of something here.”

Both the associations with CyArk and with Niels Brock achieve three fundamental goals for Turnbull: “First, any time we can provide students of all abilities more opportunity to work with software and the thinking required to be successful, the better off we are as a school and a society. Second, these collaborations are a crucial part of success in the next generation of global entrepreneurship. Third, it keeps us sharp. Being on the cutting edge helps us improve so we can continually find success.”

Paul Turnbull leads his district into a collaborative future.
TOP EXTERNALLY FUNDED PROJECTS, GEVIRTZ SCHOOL, 2011-12

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<th>PI/Co-PI(s)</th>
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<td>Erika Felix (PI), Michael Furlong (Co-PI), Matt Quirk (Co-PI)</td>
<td>Evaluation of THRIVE Santa Barbara County K-3 Services</td>
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<td>Children Affected by Methamphetamine: Family Treatment Drug Court</td>
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<td>Jill Sharkey (Co-PI)</td>
<td>Project-Implement-EBP’s: Preparing Highly Skilled Teachers of Diverse Students with Low Incidence Disabilities</td>
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<td>Assistant Secretary for Education, Special Education and Rehabilitation Services</td>
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<td>George Singer (PI)</td>
<td>South Coast Writing Project (CSMP 11-12)</td>
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For more information about external funding at the Gevirtz School, see the Contracts & Grants Office’s 2012 annual report at: http://education.ucsb.edu/Faculty-Research/Research-Office/2012report.pdf

**Felix, Furlong, and Quirk Evaluate Early Education Outcomes**

Erika Felix and her co-PIs Michael Furlong and Matt Quirk were awarded funds to perform crucial evaluations of education programs in five Santa Barbara County communities of greatest need that promote a strong educational foundation that provides evidence-based parent education programs and high quality pre-kindergarten learning opportunities to maximize school readiness and success. These programs focus on data driven decision making for continued program improvement, and therefore the efforts of the Gevirtz School researchers is essential for the programs to be able to determine the indicators and goals to track, to assess progress on key indicators, and to use data to make improvements as needed through the use of the Result-Based-Accountability framework. In addition to annual reports, Felix and her team are preparing a longitudinal study of key outcomes for children prenatal through Grade 3 and beyond, to determine what it takes to move the needle in positive outcomes for children.

**Singer Develops Technology-Aided Instruction for Teachers Serving the Disabled**

Prof. George Singer’s grant proposes to prepare at least 60 new teachers of children with severe disabilities with California’s Moderate/Severe Education Specialist Credential and M.Ed. degree. The credential and M.Ed. will be conducted at UCSB with practicum programs in neighboring schools. Project Bootstrap will make maximum use of computer-assisted, multimedia instructional technology, combined with problem-based and experiential learning seminars. The creation of new on-line lectures and video demonstrations of key instructional methods will lay the groundwork for establishing a distance learning credential in the fifth year of the project. Graduates will be prepared to teach diverse students with moderate/severe disabilities ages 6-22 in rural and urban inclusive public schools. In year five, the project will pilot a distance learning credential program with a minimum of 5-8 M.Ed. students. Teacher trainees will participate in 500 hours of competency-based practicum training in low-income schools serving English Language Learners with severe disabilities in inclusive settings.
LETTER FROM THE DIRECTOR OF DEVELOPMENT

Dear GGSE Friends and Family:

Late last spring, UC Santa Barbara launched the next phase of the Campaign for UC Santa Barbara, a multi-year endeavor to secure $1 billion in private support to safeguard its exemplary present and fuel a visionary future. Following the surprise, public announcement of a $50-million commitment from alumnus Jeff Henley and his wife, Judy, Chancellor Henry T. Yang revealed that the campus had already raised over two-thirds of that goal — a phenomenal achievement that speaks to the national and international esteem in which UCSB is held.

The Gevirtz School has played no small part in this success. Last year, our school raised more than $750,000 in philanthropic support from individuals, foundations, and corporations. Single gifts and gift intentions — ranging from $10 to over $350,000 — were pledged to support everything from student financial aid, to research, to the very bricks and mortar that comprise the lovely building that houses GGSE and the great and varied work being done here.

Every gift has a story. Grateful Gevirtz alumni give back to the programs that set them on their lives’ paths. Corporations with an eye toward the future fund the training of tomorrow’s teachers. Wise philanthropists invest in research and practices they believe will offer sound solutions to the challenges facing education and society today. As you read the honor roll of donors on the facing page, I hope you can imagine the history and vision behind each and every gift we received during the previous fiscal year.

This story, however, is far from over. In fact, in many ways, it is only beginning. Amid the uncertainties incurred by radical reductions in state support, it is increasingly important that UC Santa Barbara take a proactive approach to our future. And thanks to you — our supporters — we are ready to meet these challenges, empowering future generations of researchers and educators, and elevating UCSB to its highest potential. Standing with the other schools and divisions of UC Santa Barbara, the Gevirtz School of Education will spend the next year and beyond exploring the very pillars upon which our campaign — and our shared future — are based:

• Educating citizens for California and a global society.
• Inventing the future by fueling new discoveries.
• Developing solutions for a sustainable world.
• Enhancing culture and community.
• Cultivating leaders and champions.

The Gevirtz School is already making good on each and every one of these promises, fostering wonderful stories just waiting to be told. In this issue of Profiles in Education we share just a few, but we look forward to telling more as the year unfolds — and we hope you might be inspired to respond in kind!

With warm regards and thanks,

Leslie Benedict Turnbull
Director of Development
The Gevirtz Graduate School of Education (GGSE) at UC Santa Barbara expresses grateful appreciation to the following donors who provided vital support for our faculty, students, programs, and facilities during the last academic year. These generous contributions from alumni, friends, foundations, and corporations enable us to strengthen our scholarship and research, expand services to children and families, and be a national leader in developing the expertise to solve the most serious and chronic educational problems. Thank you!

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McEnroe Reading Clinic Celebrates First Year

The Tina Hansen McEnroe and Paul V. McEnroe Reading and Language Arts Clinic – the only university and research-based center for literacy and reading assessments and interventions on California’s Central Coast – has now been open for a year, serving first, second, and third grade school students who are experiencing reading and language difficulties. The Clinic offers a positive tutorial environment and continuity of learning experiences that nurture students to become lifelong readers while helping develop their skills to meet increased reading demands in secondary school. Pictured is Tina McEnroe working with one of the clinic’s students.
The National Institute of Education (NIE), Singapore and the Gevirtz School established an exchange program for teacher credential candidates from both schools to study in the other country. The Teacher Education Program at UCSB will be the first U.S. university recipient of NIE students.

“We are very excited to be working so closely with Singapore’s excellent teacher education faculty and students,” says Tine Sloan, director of UCSB’s Teacher Education Program. “For the past two years, the Ministry of Education in Singapore has recruited graduates from our program, and now we will be able to send prospective teachers abroad to learn from them as well. This is an important step in our goal for an international focus that includes our pre-service training, our research agenda around teacher education, and expanded opportunities for our graduates.”

Dr. Tan Oon Seng, Dean of Teacher Education at the NIE, signed the agreement during a visit in April 2012 and presented the lecture “NIE’s Teacher Education Model for the 21st Century: From Conceptualization to Implementation.”