Profiles in Education

FROM THE
GEVIRTZ
GRADUATE
SCHOOL OF
EDUCATION

GETTING OUR HANDS DIRTY IMPROVING EDUCATION

IMAGINATION • INNOVATION • INSPIRATION
Profiles in Education

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LETTER FROM DEAN JANE CLOSE CONOLEY

Dear Friends,

Thanks for reading our 2013-2014 Profiles in Education. As I read through the spotlighted faculty, student, alum and staff profiles I thought...now this is what it means to “lean in” to profoundly important missions. These individuals have been and are willing to “get their hands dirty” and stand shoulder to shoulder with education’s multiple stakeholders – students, parents, teachers, administrators, and community members. Gevirtz School professionals influence the entire ecology of educational and mental health practices. Their work is enabled by knowledge of and ease with high technology applications. Such expertise is vital to prepare the next generation of Californians for success and to provide models of best practices in research, teaching, and public engagement in the 21st Century.

We hope the stories included in this edition of Profiles will provide an inspiring window on just a few of the exceptional individuals who have made the decision to put their hearts and souls into strengthening the Gevirtz Schools mission to create internationally important research while making a significant contribution to the wellbeing of all Californians. We are not the ivory tower anymore. We’re so much better because our work is constantly informed, challenged and used/improved by our partners across the community and the world.

The past few years have been difficult for the School. Our faculty and staff numbers are significantly reduced. Despite these losses, however, our programs continue to attract state and national recognition (ranked 29th among U.S. public graduate schools of education this year!) 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 residents while our international reach continues to expand around the Pacific Rim, Europe, Africa, and Central/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 getting our hands dirty. 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 challenging and exciting. Now more than ever, we need the support of those who believe that research, land grant universities play a vital role accelerating 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 to the common good. Join us.

Jane Close Conoley
jane-conoley@education.ucsb.edu

Dean Jane Close Conoley (in yellow) rooting at a basketball game during her eight-month appointment as acting chancellor at UC Riverside
Richard Durán, Professor in the Department of Education, hands me a small cardboard box with a foil packet inside no bigger than two stacked Pop Tarts. I open the foil and it’s a basic electronic circuit board, but it’s got a USB slot, too. “It’s a Raspberry Pi computer,” Durán says. “I’ve been interested in understanding technology connected to STEM, or more generally STEAM (the A is for Arts), and how young people can build electronic artifacts to do computing and learning. Young people are learning how to build things – this doesn’t have to happen inside a classroom at all.”

His interests are wide-ranging extending beyond technology and learning – including work with UCSB’s Office of Education Partnerships establishing parent-school engagement programs to help students achieve the academic requirements they need to meet for college. He also investigates classroom interaction and methods of assessment supporting English Learning (EL) students’ acquisition of advanced literary skills required by college work.

Durán describes one common thread for all his research: “It’s about making learning and education work. But that word ‘making’ has special significance – it’s doing that creates learning and change that is visible, and not just studying it.”

He explains that Maker Culture is “a new spin on how technology can enable learning. It’s all part of the ‘Internet of Things’ – the increasing emergence of devices talking to devices talking to people, through mobile technologies specifically. It helps motivate students to learn more about science, engineering, computing.”

Durán has also been one of the leaders on the UCSB campus exploring its status as an emerging Hispanic Serving Institution, as defined by the U.S. Department of Education’s Title V. “UCSB is very close to meeting the criteria,” he says. “We would be one of the first, if not the very first AAU school to reach that status. When you think of how the university serves the state of California – from jobs to education to research – the UC as a system is being transformed by demographic changes – not just Latinos – but the value of making the UC useful to all its diverse populations is crucial. This status could help promote education’s resources for developing diverse populations, and especially those populations most underrepresented in higher education. California is changing.”

He’s also trying to help California prepare for the change to the Common Core standards. “For EL students this is a very important issue,” he points out. “They’re not just learning English but learning how to connect their background and interests to the thinking and analytic skills schools are looking for. This is about identity development of young people to become civically engaged, learn deep content knowledge and know-how, and about helping them move on to careers.”
Danielle Harlow
Programing Computers with 4th-6th Graders

Assistant Professor Danielle Harlow, Education Department, and Professor Diana Franklin, Department of Computer Science, were recently awarded a $600,000 National Science Foundation research and curricula development grant. Focusing on the new Next Generation Science Standards and STEM (Science, Technology, Engineering and Mathematics) updates to the Common Core Standards, Dr. Harlow and her team will be developing 4th-6th grade computational thinking curricula and researching how children develop ideas related to computational thinking.

Computational thinking is more than just programming; it is method of solving problems. Students – even at this seemingly young age – already engage in this type of problem solving in their everyday experiences. The curriculum developed will introduce computational thinking and algorithmic problem solving through activities related to other subjects (e.g., science, social studies) that they study in elementary school and through activities and decisions they make in their daily experiences in and out of school.

Using the MIT-developed computer programming language Scratch, students will also learn programming. Scratch teaches students to think creatively and use systematic reasoning by creating interactive stories, animations, or games. As Harlow describes it, Scratch is a graphical interface that allows one to program simply. It’s similar to Legos – commands are in blocks that stick together on the screen – anyone can use it to learn the basics of computer programming. Students who are learning through the curriculum will complete tasks where they create their own animations and games. She states, “There’s an importance in having kids learn by doing and creating things. They take ownership of their ideas and it engages the student.”

To ensure that the curriculum would be relevant to the lives of the children who will use it, it is important to understand the ideas that students develop prior to instruction and the types of problems and decisions they make. Harlow and her team interviewed local students from a variety of socioeconomic demographics to elicit “kid friendly and culturally relevant” problems such as, “where to sit at lunch, which instrument to play, how to walk to school or which book to read….Relating the curriculum to activities they already do, problems they already have to solve, will help them be successful.”

In the fall, fourth grade teachers in Santa Barbara and Ventura schools will pilot the new curriculum. The new curriculum will include some activities that are done without a computer to teach skills related to computational thinking. Students will then put these skills to use working on programming activities related to other content areas like science and social studies.

“Technology is becoming more and more important,” and Harlow’s team will help students use technology to increase their computational thinking abilities. Harlow reminds us, “Children that start kindergarten this fall will graduate from college in 2031. We need to seriously consider how to design instruction that will help these students develop knowledge and engage with technology in meaningful ways.”

Danielle Harlow stands in front of an activity in which students use Scratch programming to create an animation to show how the Hawaiian islands formed.
In 2014-15 California will adopt the Common Core Standards – federal educational benchmarks in language arts and mathematics – despite many teachers’ concerns they are unprepared for the change (a Gates Foundation poll last year found that 27 percent of teachers nationwide felt unready). That’s where Chris Ograin, faculty member in the Departments of Education and Mathematics, a part of our CalTeach program, and director of the UCSB Mathematics Project, steps in. “Overall our goal is to create professional development programs for teachers to aid their practice, content knowledge, and leadership and equity,” Ograin explains. “It’s really about building a community of people who want to be the best math teachers they can be in a collaborative environment. It’s not that I know everything but that we know all this stuff together and can share it – everyone works together to figure it out.”

That figuring it out takes many forms, from annual summer institutes that cover broader topics to a recent specific seminar for 30 K-12 teachers on statistics – one of the new areas to be covered in the Common Core. “Here at UCSB we have this unique position to be able to provide an improved content level, even if it goes beyond what they’re teaching,” Ograin says. “We really pushed them as to what makes up elementary statistics.”

Ograin is also part of a cross-disciplinary group, working with the South Coast Writing Project and South Coast Science Project, to help stress the commonalities in the Common Core. Together with UC Santa Barbara’s Office of Education Partnerships they co-presented a day-long workshop “Common Threads in the Common Core: Teaching Tools, Assessments, and Subject Matter Integration,” in June attended by 76 teachers and administrators. Ograin hails the event’s success, stressing, “The kinds of practices that are expected, the kinds of critical thinking and reasoning, are very similar across disciplines.”

In particular one feature of the new Common Core, as Ograin puts it, is “English language arts as literacy across the curriculum. I never had to write about mathematics until I wrote my dissertation. I had good calculation skills, but I had to really work on my argumentation. I think it’s good for students to have to do that coming up through K-12, that they will have to be able to make their case.” Those better students can then become teachers themselves – some of whom might study with Ograin as part of CalTeach, where he helps train and recruit the next generation of mathematics and science teachers.
Ann Lippincott has been a member of the GGSE community since 1984, and despite everything she’s done for the Teacher Education Program (TEP), including being its associate director from 2003-11, at least from the students’ perspective she might be most cherished for spearheading the TEP student fellowships. Economic life is particularly hard on credential candidates, for as Lippincott points out, “It’s a fulltime program so they can’t work, yet they still have to pay for rent, groceries, transportation. Today many graduate $85,000 in debt and will make only about half that their first year teaching.”

It was in 1991, after long-time TEP director Dick (Dr. J) Jamgochian passed away that Lippincott realized something needed to be done. “In winter quarter candidates would be living on a diet of top ramen because they couldn’t afford groceries,” she recalls. “Dr. J would typically write a check to loan them money.” Hence Lippincott decided to create the Dr. J Fellowships for TEP students in his memory. For Lippincott it was a nine-year process of database building, lead-chasing, and thank-you writing to build the $100,000 corpus of an endowment from which an annual percentage could be awarded to students. A final $25,000 gift from Yardi Systems in 2006, led by Gordon Morrell (who had been a doctoral student of Dr. J.’s), finally pushed the endowment over $100,000. Other fellowship opportunities followed. TEP students can now apply for the Dr. J Awards and ten other different sources of funds, most of which Lippincott helped inaugurate. “Donors like to fund issues they are passionate about,” she explains, “so the challenge has been to find those foci of passion.”

For instance, this past year the Marika Ann Critelli Memorial Fellowship for Community Service, in honor of Ann’s daughter, was inaugurated. “Leslie Turnbull [the previous Development Director] and Suzanne Raphael [the previous Credential Analyst], invited me to lunch and made the proposal to initiate fund raising efforts,” Lippincott says. “They knew how much community service is near and dear to my heart.” Marika, when she was in 6th grade, started a recycling service. It just seemed the right way to honor that legacy of community involvement. While Lippincott still teaches some classes in TEP, she is officially “retired” so that she has more time to engage in community service. She serves as Chair of the Board of Directors of the Mental Wellness Center in Santa Barbara and heads up their Education Committee. She and her team of volunteers teach a 5-lesson mental health curriculum for 6th grade students.

Ann Lippincott (left) working with Paula Sevilla, a 2013 credential and M.Ed. graduate who was awarded both a Dean’s Ambassador’s Circle and a Sabrina Tuyay Memorial Fellowship. Sevilla will be starting as a fifth grade teacher at Santa Barbara’s Adelante Charter School.
FACULTY HONORS, AWARDS, AND BOOK PUBLICATIONS, 2012-2013


Michael Furlong along with his graduate student Jennica Rebelez, won the California Association of School Psychologists (CASP) 2012 Michael Goodman Research Award. Furlong, along with Shane Jimerson, was one of nine co-authors/members of an Interdisciplinary Group on Preventing School and Community Violence in response to the Connecticut school shooting.


Jane Close Conoley was appointed acting chancellor of UC Riverside and was also a co-convener of a new World Education Research Association International Research Network on teacher education.

Merith Cosden received a Legacy Award from the Santa Barbara County Psychological Association (SBCPA) for her contributions to training psychologists and working with community-based agencies such as Child Abuse Listening Mediation (CALM) over the past 30 years.

Carol Dixon was named an emeritus faculty member.

Judith Green was elected into the Reading Hall of Fame, an organization that recognizes life-time achievements in the field of reading. Green was also recognized by the American Educational Research Association as an Outstanding Reviewer for 2012 for her contributions and service to the *American Education Research Journal*.

Danielle Harlow, along with Diana Franklin in the Department of Computer Science, received a $600,000 NSF grant to develop computer science curricula for elementary school students. Harlow was awarded a 2012 Hellman Family Faculty Fellowship for her research project entitled “Children’s Engineering Design Thinking.”


Tania Israel was recognized as an Emerging Leader for Women in Psychology at the 2012 American Psychological Association (APA) Convention. The award was presented by the Committee on Women in Psychology of the APA. Israel also was presented with the 2013 Giraffe Award – for “sticking her neck out for the Santa Barbara GLBT community” – by the Prime Timers Central Coast. She also was presented the 2012 Award for Significant Contribution to Social Justice and Advocacy by the Section for the LGBT Issues of the Society of Counseling Psychology.
Shane Jimerson delivered the invited keynote address at the 2012 California Association for School Psychologists (CASP) Convention. Jimerson also delivered the invited keynote address to the UC Berkeley’s School Psychology 46th Annual Conference.

Gale Morrison was named Acting Dean of the Gevirtz School.

Chris Ograin won the Mochizuki Memorial Fund Award for Teaching presented by the UCSB Department of Mathematics.

Laura Romo, along with co-PIs Yukari Okamoto, Julie Bianchini, and Jin Sook Lee, received a $1.2M NIH grant to design and implement a preschool health and biology curriculum.

Russell Rumberger was named a Fellow of the American Educational Research Association. Rumberger was also named the 2013 recipient of the Elizabeth G. Cohen Distinguished Career in Applied Sociology of Education Award from the Sociology of Education SIG, American Educational Research Association (AERA).

Steven Smith was awarded Proficiency Status by the Society for Personality Assessment and the American Psychological Association.

Andrés J. Consoli was hired as an associate professor. He earned his Ph.D. in counseling psychology at UC Santa Barbara (1994), and received postdoctoral training in behavioral medicine in the Department of Psychiatry and Behavioral Sciences at Stanford University School of Medicine. Prior to joining UCSB, Consoli was professor and associate chair of the Department of Counseling, College of Health and Social Sciences, at San Francisco State University. He is president elect of the National Latina/o Psychological Association and member-at-large of APA’s Division 52: International Psychology. Consoli’s professional and research interests involve transnational collaborations, multicultural supervision, psychotherapy integration and training, systematic treatment selection, ethics and values in psychotherapy, access and utilization of mental health services within a social justice framework, and the development of a bilingual (English/Spanish) mental health workforce.

Ty Vernon was hired as an assistant professor. He earned his Ph.D. in Counseling, Clinical, and School Psychology (clinical emphasis) from UC Santa Barbara in 2010. He completed his pre-doctoral internship and post-doctoral fellowship at the Yale Child Study Center. During his graduate and post-doctoral training, Dr. Vernon acquired training in state-of-the-art autism intervention, assessment, and research methods from two world-renowned programs: UCSB’s Koegel Autism Center and the YCSC’s Autism Program. His primary research interests lie in novel methods for measuring, understanding, and altering the social developmental trajectories of individuals with autism spectrum disorders. He concurrently serves as the Director of the Koegel Autism Center Assessment Clinic, which is a clinical and research hub for the detection and measurement of autism-related symptomatology.
“We never ask kids if they are happy,” Michael Furlong, Professor in the Department of Counseling, Clinical and School Psychology, points out, “but it's what we all want for them.” Furlong, however, is setting out to ask just that, working with colleagues to create a Social Emotional Health Survey for high school students. He relates, “We're developing a way to assess if students are having thriving mental health as opposed to looking only for students who are having mental health problems or distress.”

His group has developed a 36-item survey that measures covitality (the term his research group uses to describe the co-occurrence among positive constructs) in areas like emotional competence, engaged life, belief-in-self, and belief-in others. According to Furlong, coming up with these answers allows for “school-wide, system-wide programs that lead to all those good social outcomes we think will lead to better citizens, to students who are realizing their potential.” The survey has been used in several schools and districts already and has shown predictive value for student grades. Now Furlong is looking for funding to “do a longitudinal study,” he says. “If you're high in covitality in ninth grade, are you less likely to drop out? More likely to qualify for CSUs and UCs? We anticipate it will, but we need to prove it. Then we need to know how malleable it is – if you're low in covitality, can we boost you up? Or if we can't, then we need to step back and start fostering these things earlier in a student's life.”

This current research parallels Furlong's other interests – he's the editor of the Journal of School Violence and co-editor of the Handbook of Positive Psychology in the Schools, whose second edition will be out January 2014 – and he asserts, “We've always had a positive psychology model. To get a safe school is to nurture those positive characteristics in students. Then students are less likely to bully, and less likely to be victimized by others.”

The ultimate hope is to expand what can be done for students. “If we only ask questions like we've traditionally done – ‘do you take drugs?’ ‘have you been bullied?’ – then the only response is to have another anti-drug program or an anti-bullying program,” Furlong explains. “The goal is to move the dialog so we can ask more questions that are pertinent to everyone. Programs can build empathy skills, optimism, there are strategies teachers can use.” All of the materials are in the public domain, for Furlong's desire is to “get the whole system in place in California, then we hope to get it in place for the whole country.”
“Technology is such a powerful tool! Finding ways to use technology to transform the way people learn, connect, and communicate with one another has always been a passion of mine,” says Torrey Trust, a third year Ph.D. student in the Department of Education. One of her current passions projects is the online K-12 Tech-Tools Database: edutechdatabase.wikispaces.com.

The site is a collection of open educational resources including technology and internet-based tools, categorized by subject, grade level, and state educational standard. The site has a broad spectrum of subjects including art, health, math, science, and special education. Every resource listed has been screened and users can recommend tools they find particularly useful or interesting. Trust stresses, “Technology may not be the solution to the problems in education, but understanding how to use technology to improve learning is critical to teachers’ and students’ success.” To help educators find ways to use the tools in the database, Torrey developed how-to videos and professional development and support resources.

Since 2010, the site has had more than 150,000 views and has a following of more than 1000 members. One current user said, “New teachers don’t have time to research and verify sites featuring the latest technology. I can focus my time on developing better curriculum and not navigating the ocean of blogs and biased software products. It’s all in one place, it’s free and I can trust it.” Trust is excited because what she began as a resource for teachers is now also used globally by parents and students. Trust even had the opportunity to present the site to the UCSB Board of Trustees after she was a Top 10 Finalist in the spring 2013 Grad Slam – a campus-wide competition for the best three-minute research talk.

In 2008, she published her first book, *Graduating With Confidence: A Guide to Making the Most of Your College Experience*. When she is not working on her second book, designing new learning tools, or improving the K-12 Tech Tools Database, she is working on her Ph.D. or playing one of 11 sports. Recently, she created a massive open online course (MOOC) for new graduate students to help them successfully navigate graduate school from orientation to graduation. “I just like projects that help other people learn,” she says. “I like to be an information aggregator and an educator.”

Follow her and her many projects on her website [torreytrust.com](http://torreytrust.com).
Since Jennifer Greif Green finished her Ph.D. in 2007 in Counseling, Clinical, and School Psychology – and delivered the student graduation speech at the Graduate Division ceremony – she has begun quite a career, first, as a post-doc at the Department of Health Care Policy at Harvard Medical School, now as an assistant professor in the School of Education at Boston University. But she says, “I’m still closely connected to the people I met at UCSB. I contact them regularly for their thoughts and feedback – I have a tremendous amount of respect for them and their work.”

In fact she’s still directly working with GGSE professors for some of her research, particularly in the area of bullying. While at UCSB she worked with Michael Furlong, Erika Felix, and Jill Sharkey to develop the California Bullying Victimization Survey; currently she’s using that survey to explore the effects of bullying on students as they enter college in a collaborative project with UCSB, BU, and two other universities. Green states the area has been little studied so far and says “we hope our findings will be useful both for high schools preparing students for college and also for colleges designing outreach and intervention efforts that will be helpful for students who may be vulnerable because of previous experiences of bullying.”

Her other major area of research has been a project she hopes “will contribute to reducing the gap between students who might benefit from mental health services and those who receive such services.” Green has been studying how teachers can be gatekeepers – how they identify students and how they decide whether to make mental health referrals. She says, “We recently completed interviews with teachers and are now expanding the study to look in more depth at how teachers contribute to facilitating mental health service access for their students.” In separate, yet related work she’s also been examining how teachers in the Boston area responded to the Boston Marathon attack. “We are studying how teachers responded to the overwhelming events of the Boston Marathon attack and subsequent lockdown in their classrooms, as well as what resources they accessed to support their students,” she explains about the study. “We hope that our results will add meaningfully to what we know about how schools and teachers can respond to student needs in the face of crises.”

Recently Green gave a donation to the GGSE, and says, “I received a lot of support as a student through grants and fellowships” about the GGSE five-year fellowship, dissertation fellowship, and Hosford Research Grant she received while here. “I am very thankful for the support that I received and wanted to contribute to the education of other students coming through.”
### TOP EXTERNALLY FUNDED PROJECTS, GEVIRTZ SCHOOL, 2012-13

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<thead>
<tr>
<th>PI/Co-PI(s)</th>
<th>Projects &amp; Sponsors</th>
<th>Total $ Amt</th>
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<tr>
<td>Julie Bianchini (PI), Sandra Seale (Co-PI),</td>
<td>CalTeach: Physical Sciences and Engineering</td>
<td>$1,199,920</td>
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<tr>
<td>Susannah Scott (Co-PI), Deborah Fygenson (Co-PI)</td>
<td>National Science Foundation (NSF)</td>
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<td>Michael Gordon (Co-PI)</td>
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<tr>
<td>Robert Koegel (PI)</td>
<td>State Vocational Rehabilitation Services Program</td>
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<td>Lynn Koegel (Co-PI)</td>
<td>California Department of Health &amp; Welfare Rehabilitation</td>
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<tr>
<td>Avery Voos (Co-PI)</td>
<td>Using fMRI to understand the Neural Mechanisms of Pivotal Response Treatment</td>
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<tr>
<td>George Singer (PI)</td>
<td>Project Implement EBPs: Preparing highly skilled teachers of diverse students with low incidence disabilities</td>
<td>$250,000</td>
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<tr>
<td>Merith Cosden (PI)</td>
<td>Fresh Start Program Good Samaritan Shelter</td>
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<td>Jill Sharkey (Co-PI)</td>
<td>Bridges to Recovery (B2R) County of Santa Barbara</td>
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<td></td>
<td>Children Affected by Methamphetamine: Drug Court County of Santa Barbara</td>
<td></td>
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<tr>
<td>Russell Rumberger (PI)</td>
<td>California Dropout Research Project: Phase IV Follow Up Activities The Relationship between Student Suspensions and Dropout Rates</td>
<td>$200,000</td>
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<td></td>
<td>Evaluation of Santa Barbara County Alcohol and Drug Programs County of Santa Barbara</td>
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<td>Clean and Sober Drug Court County of Santa Barbara</td>
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<td>James Irvine Foundation UC Los Angeles</td>
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For more information about external funding at the Gevirtz School, see the Contracts & Grants Office's 2013 annual report at: [http://education.ucsb.edu/Faculty-Research/Research-Office/2013report.pdf](http://education.ucsb.edu/Faculty-Research/Research-Office/2013report.pdf)
LETTER FROM THE DIRECTOR OF DEVELOPMENT

Dear GGSE Community,

Greetings from the fourth floor of UCSB’s Education building. My name is John Hammond and I am the new Director of Development in the Gevirtz School. Although I am new in my capacity as Director of Development here, my relationship with the Gevirtz School dates back over a dozen years and my entire professional life has been at the intersection of fund raising and education.

Starting in 2001, I spent five years managing the Gevirtz School’s Research Office and working with our stellar faculty to bring in millions of dollars in research grants. It was quite an experience. Intrigued by my exposure to the questions of educational research, I decided to pursue a graduate education in the field. Since then, I have earned my M.A. (2007) and Ph.D. (2010) in Education here at the Gevirtz School. In a very real sense, I am a product of this fine institution. Returning to GGSE was an intellectual and professional homecoming.

As a Development professional, I have worked in a wide range of contexts including community based non-profits, independent schools, and public institutions of higher education. Raising money for education is meaningful work. The foundation laid by the Gevirtz School’s generous and visionary community of alumni, faculty, staff, and friends is rock solid. Our school rankings are on a steady upward trajectory, and since 2000, we have raised an average of $1.8-million per year. I am excited to build on this foundation and intend to help GGSE continually raise the bar.

Many people are intimidated by the endeavor of Development, but I want to encourage all of you not to be shy. Be bold. Reflect on the ways you have benefited from others’ generosity and dream of the impact you would like to make on education. I have worked with many people who are repaying a debt of gratitude or leaving a legacy for the future – it is a dazzling process to witness. Making a philanthropic investment can and does transform lives. I am looking forward to working with you.

Best,
John W. Hammond, Ph.D.

An investment in knowledge pays the best interest.
– Benjamin Franklin
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!

$100,000+
- The James Irvine Foundation
- Santa Barbara Foundation

$50,000 - $99,000
- The Douglas Foundation
- Lisa & Peter Douglas Autism Speaks
- Barbara Spooner #’55

$20,000 - $49,999
- Anonymous
- Rancho La Purisima
- *Tina Hansen McEnroe & Paul V. McEnroe ’89
- New York Collaborates for Autism
- Alice Tweed Tuohy Foundation

$10,000 - $19,999
- Anonymous
- *Marshall Ackerman Allergan Foundation
- Charles Alva
- Austin & Virginia Beutner
- Bialis Family Foundation
- *Ellen & Gary Bialis
- David & Linda Forman ’66/’67
- The Peter J. Frenkel Foundation
- *Terri & Steve Frenkel
- Carole & John Garand
- Koegel Autism Consultants, LLC
- Lynn & Robert Koegel
- National Council of Teachers
- Sage Learning Systems
- The Spencer Foundation
- Vanguard Charitable Endowment Program

$1,000 - $4,999
- Tina & Dennis Berg ’66
- Sheridan Blau
- California Retired Teachers Association
- CRTA Laura E. Settle Scholarship Foundation
- Amy & Steve Caron
- Dr. Steven Gaines & Peggy Lubchenco
- *Marilyn Gevirtz, hon.’96
- Dr. Judith L. Green
- Lois & Richard Gunther
- Norman & Jane Habermann
- Jennifer Hughes ’11
- Susan C. Jamgochian ’63,’81
- Jewish Community Foundation
- Ms. Sandy M. Kaneoka & Mr. C. Thomas Hopkins ’91
- Hebrew & Richard Gunther
- Eleanor & Richard Migues ’64/’66
- Orfalea Foundation
- Natalie Fleet Orfalea
- Paul J. Orfalea
- Anita & Edward Richards
- Vicki & Scott Ruby
- Holly & Lanny Sherwin
- Mark Singer
- The SJL Foundation
- Jane Tschannel
- The Wharton Foundation, Inc.
- *Jean Pettit
- *Jules Zimmer

$100 - $999
- Anonymous
- Patricia & Willard Altman ’57
- Dr. William Below & Dr. Hsiu-Zu Ho ’73,’75
- Hattie & Michael Beresford ’71/’64
- Donn R. Bernstein, hon. ’79
- Jeanne Blackwell ’82
- David & Louise Borgatello
- Willard Bronson ’65
- Ron & Melissa Brooks
- Christina B. Cabeen ’05
- M.J. Carlisle ’59
- Helen Carlson ’50
- Kathleen & Nicholas Christie-Blick ’78/’80
- Dr. Ruth H. Chung ’88,’94
- Betty Conboy ’61
- Mary Ann Cryer ’78,’79
- Rodger Dawson ’62,’69
- Mr. and Mrs. Michael Delbuck
- Carol & James Dixon
- Richard Dowgin ’63,’73
- Gary E. Erickson ’63
- Ernst & Young Foundation
- Robert & Shelley Everhart ’68
- Carley Flam Decker ’95,’98
- Dr. Jennifer G. Green ’04,’07
- Thomas Harriman ’66
- Mr. & Mrs. Charles Hopkins
- Michael Horst ’67
- Mr. & Mrs. Kenneth Jamgochian
- Nick Javaras ’66
- Geoffrey & Michele Jones ’92
- Jack B. Jones ’57,’65
- Louise & Stephen Komp ’63,’68
- Nancy Kurzner-Bashgah ’76,’78
- Dennis Kuttler ’67
- Dr. Paul Lee & Dr. Susan J.

* Gevirtz School Dean’s Ambassadors Circle Members
# deceased

Dr. Carol Dixon recently retired after 40 years of service to the Gevirtz School. Her accomplishments are many and well-known by the generations of students and faculty she has supported. Dr. Dixon and her husband Jim have taken the Dixon legacy at GGSE one step further by naming the school in their trust. A portion of their estate will be used for fellowship assistance for graduate students. “The biggest benefit of giving to the Gevirtz School is having the opportunity to pay back,” Dr. Dixon says. “We hope that the gift from our estate will help those who cannot afford graduate school, as well as make it easier for those in the program to concentrate on their research. Going forward, we can’t assume state funds alone will work the school in the future, we hope more friends will step up for the Gevirtz School.”
Two Teacher Education Students Named Prestigious Knowles Fellows

In April, Michelle Leber and Justine Ophanon, then teacher credential candidates, were named Knowles Science Teaching Foundation Fellows. The KSTF Teaching Fellowships, a five-year program, supports, sustains, and inspires exceptional young men and women committed to making a difference as science and mathematics teachers in U.S. high schools. The program provides financial support for tuition assistance, grants, and professional development; professional support in the form of meetings, mentoring, and resources; and a strong, like-minded community of outstanding professional teachers. Only 222 Knowles Fellowships have been awarded since 2002.

Both Leber and Ophanon were also Noyce Scholars in the Teacher Education Program. Leber is prepared to be a high school physics teacher, while Ophanon is prepared to teach biology.

The Knowles Science Teaching Foundation was established in 1999 by Janet H. and C. Harry Knowles to cultivate and support exemplary science and mathematics high school teachers and develop the next generation of leaders in education.

Ophanon summed up how it felt to be named, saying, “I am honored to be receiving the Knowles and I feel blessed by the support I have received from the education department, my advisers, and especially my science cohort.”