Gevirtz Graduate School of Education

Profiles in Education

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On the cover: Students visiting UC Santa Barbara from the Harding University Partnership School (HUPS) visit the Marine Science Institute Research Experience & Education Facility (REEF). (Photo by Michele Tse)

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Dear GGSE community,

As part of the 2015 GGSE leadership team, we welcome you and hope you enjoy this issue of Profiles. We are honored to be members of this vibrant community, both as contributors to its research and teaching mission and as learners who are enriched by the many wonderful contributions of our colleagues, current students, and graduates. This is a period of growth and renewal, as this past year we welcomed 7 new faculty members (see the back cover for details). With four new faculty searches scheduled in the coming year, the future of the GGSE has never been brighter.

This issue of Profiles highlights just a few of the exciting activities in the Gevirtz School. Our theme this year recognizes and values the complementary contributions being made by senior faculty who have built the GGSE’s reputation and by the talented junior faculty who are taking the GGSE to even greater heights.

Since a core UCSB value is interdisciplinary collaboration, GGSE faculty engage in numerous innovative research projects with colleagues in other campus departments. Karen Nylund-Gibson’s innovative methodological work in latent profile analysis is proving to have broad applications. Her work is a hub of collaboration for faculty and students in Education, CCSP, Communications, Psychology, and the Bren School.

The profiles of Judith Green and Jason Duque bring a focus to another long-standing emphasis of the GGSE community: creative, daring, and even provocative reframing of approaches to educational research and practice. Both Green’s and Duque’s work shine a thoughtful light on the importance of interpersonal connections on the learning process, and the meaning that teachers and students bring to their everyday communications and interactions.

The profiles of Erika Felix and Merith Cosden exemplify another core GGSE theme: the resilience and capacity of children and adults to cope with life challenges. Felix’s research focuses on understanding how individuals cope with trauma in order to learn from survivors how others can recover from similar experiences. Cosden’s work has also long fostered community partnerships that have supported capacity-building alternatives for individuals with substance use challenges.

From a focus on individuals, the profiles of Nicolasa Sandoval and Michael Gottfried bring attention to how social and educational policies affect educational practice and individual development. Sandoval herself embodies the GGSE values of diversity and is setting a path for others and bringing her voice all the way to the California State Board of Education. Gottfried has set an ambitious agenda to inform public policy as it relates to early and sustained educational practices that address root factors that lead to educational success.

And, of course, the profiles of three TEP candidates (Karen Longstaff, Claire Mathews, and Heather Seyb) remind us all of why we entered the field of Education. Their motivation to become teachers inspires us to keep the passion for teaching and learning alive every day.

In closing . . . research related to grit and growth mindsets... STEM education... addressing issues of equity and respect for all students... and far more. These are hallmarks of the vibrant GGSE community. If you have further interest in these or our other research and educational programs please go online to education.ucsb.edu for recent news.

Here’s to another productive year ahead! Best wishes.

Betsy Brenner & Michael Furlong
Karen Nylund-Gibson
Makes Latent Variable Modeling Safe for the Masses

At the Department of Education Graduation Celebration in June, it seemed like every freshly minted Ph.D. thanked Associate Professor Karen Nylund-Gibson for her help with the statistics portion of their research. Nylund-Gibson’s focus is on latent variables, which she explains are “anything not directly measurable. Latent variables are everywhere in education. A lot of the things we are interested in are latent—student learning, well-being, even something like grades—these things are measured using multiple measures but combined statistically to create one variable. That is done with the magic of latent variable modeling.”

She points to a presentation poster in the hallway outside her office door that won the 2012 Multivariate Software Award for original research. Its topic: “Examining women and minority faculty collegiality and job satisfaction: A multi-level analysis.” Latent variable modeling is a way to get at something that seems as unmeasurable as job satisfaction. She says, “It’s an adaptation of traditional statistical methods that is well suited for social science and education research” that leads to Nylund-Gibson “doing statistics work in a wide range of areas, including work with professors in both Education and CCSP and those across campus in Communications, Psychology, and the Bren School.

Within the larger frame of latent variable modeling, she often focuses on the heterogeneity in a population, or mixture modeling. “I use methods to find the subgroups that we often intuitively believe exist in a population,” she points out, stressing it’s not just age, ethnicity, and gender but less obvious differences. For example, using modeling to identify different risk profiles of students or subgroups of kindergarteners on how prepared they are for kindergarten.

As for how the numbers work in this quantitative research, she begins, “I could (and do) geek, out, but…,” and admits that it’s not as interesting for a general audience. Not surprisingly, Nylund-Gibson has academic roots in mathematics and statistics. “When I earned my MA in survey research and statistics, I took a structural equation modeling class and learned about latent variables. When I realized I could use my math and statistics background in an applied social science area I got really excited. I could use statistics to make a difference in people’s lives.” She earned her Ph.D. at UCLA’s School of Education, working with a prominent statistician whose work is in the area of latent variable modeling.

When she claims, “I’m committed to doing work that helps improve the wellbeing of students and children,” those students include the ones at the Gevirtz School—she has been nominated as a UC Santa Barbara Academic Senate Outstanding Mentor. “You don’t have to be a super theoretical student to get statistics,” she encourages. “I try to make the methods available to anyone who is interested.” From the looks of things, that’s pretty much everyone in the Education Building.
“Over five decades there’s nothing I can tell you that everybody agrees to,” says Dr. Judith Green, Professor in the Department of Education. Research provides a ways of exploring the differences in perspective and understanding what difference the differences make for understanding learning in educational settings. She asserts, “Data is what you construct; data isn’t what you collect. Records of how people interactively construct everyday life are what you collect.” In a career in which she’s been honored as a member of the Reading Hall of Fame and with the Lifetime Achievement Award from AERA’s Division G: Social Contexts of Education and the Language & Social Process Special Interest Group (the John J. Gumperz Award), Green’s goal has been to work on “iterative, recursive nonlinear science with people, not on people.”

Green’s modern European history, educational psychology, and literacy and language backgrounds give her a unique perspective to ask, “How do people engage in dialogues that enable them to construct educational opportunities for learning?”

Based on her decades of teaching and research (P-20), she argues that the whole “control everything approach to education is a fallacy.” She discusses how we all have “linguistic, cultural, and social pre-suppositions that we bring to any interaction that influence how we see, read, interpret, and understand what is happening. But sometimes what is happening is not clear and leads to a frame clash, a point where you, as a participant or researcher, do not understand what is happening. When we begin to trace the roots leading to the difference understanding, then we create a rich point or anchor to explore: What is happening? How is it happening? What are the roots that got us there? What are the routes away from the moment?”

Much of her work happens through the Center for Education Research in Language, Literacies, Learning & Inquiry in Networking Communities (L3INC) that Green co-directs. L3INC has developed and delivered an award-winning statewide course that helped more than 4000 students pass the California High School Exit Exam at a higher rate after they had failed multiple times. L3INC also created a Thematic School on Language, Culture & Ethnography with anthropologist Michael Agar. This transdisciplinary colloquium linked faculty and students across universities – UCSB, The Ohio State University, UC San Diego, and Universidade Federal do Minas Gerais in Brazil. It has also linked teachers with scientists across the country to design new STEM projects.

At the center of these initiatives are a series of dynamic and interactive videoconferences. Green says, “Through this approach, we have had to deconstruct the man in the white lab coat notion of science to understand that research is a collective process, where we seek to uncover the complex and over time work of participants in particular projects and educational settings.”

One way she describes her work is to say, “I’m a good person to work with if you want to think in different ways.”
“To be a great, creative teacher, you need a quality of attention the good teacher may not have,” claims Dr. Jason Duque, Senior Lecturer with Security of Employment in the Department of Education and Teacher Education Program. He turns to jazz as a metaphor, mentioning how some great players are said to have “big ears” and “to hear around corners.” He says, “The great ones have great skill, for sure, but they also perceive more of what’s happening, and of what could happen around the notes and sequences they might play.”

Duque suggests a “natural history” approach to teacher education, one where teachers work on “really close, fine-grained attention to the educational encounter.” His tool for such work is video. “The teachers can slow things down, go one frame at a time,” he explains. “We get to see the systematic workings of the whole learning environment. There’s always a surprise, and students in the videos almost always show themselves to be more thoughtful, more ingenious than we know.” He insists it’s crucial to do this work “in the company of others. You can’t see what you can’t see, but when another person points out something new, or asks a novel question…. To see the teachers unpacking video together, I feel electrified.”

Duque’s research also involves the close, slow analysis of video. He sees the work as a counterbalance to a tendency to frame educational problems as problems of individual students or teachers. “We keep trying new solutions to the same problems,” Duque says. “I’m convinced we need to redefine the problem.” Duque worries about how we “treat learning as some kind of private property,” when we know that “learning is voracious and omnivorous and that the involvement of others is often critical.” He asks, “What do kids learn about failing? That they should run away from it. When are we going to remember that failing is essential to learning? We have to create environments for more sharing and more failing.”

He’s in the process of doing just that, working to open an independent middle school in Ventura by 2017. He describes the approach as “workbench-centered,” with roots in design thinking and systems thinking. The workbench provides a metaphor, but also a key to the design of the school space itself, with flexible workspaces that allow for both individual and collaborative work.

He turns to Dewey’s thoughts on democracy as an educational principle, where each person’s needs and wants have a chance to be registered in a way where they count. “It’s not that we’re going to vote on what to do,” he relates, “It’s that we’re going to do hard stuff and, at the same time, figure out how to be with each other in a way that maximizes how we can be with others. We all long for stuff that’s hard. I think we also long for full relations with other humans. To fulfill those needs, I think school, if we can reimagine it, gives us the best shot.”

Jason Duque, recipient of the UCSB Distinguished Teaching Award, busy at the workbench.
Erika Felix
Helps the Bullied and Trauma-Affected

Although just beginning her second year as an Assistant Professor, Dr. Erika Felix has spent a decade as part of the Department of Counseling, Clinical, and School Psychology, first as a post-doctoral scholar and then as a researcher performing evaluations of school and non-profit programs, as well as developing her own research program on supporting youth after trauma. After 10 years of independent research, she wanted her career to head in a different direction through training and "building the next generation of trauma researchers and practitioners," she says. "Now I am more integrated into the department and have opportunities to develop the courses I teach and supervise and mentor graduate and undergraduate students."

Dr. Felix focuses her research on two areas: school bullying and disaster mental health. Her research on bullying has focused on the role of gender in victimization experiences and she has worked with local schools on implementing and evaluating evidence-based bullying prevention programs. This summer she traveled to Norway to meet Dr. Dan Olweus at the University of Bergen. In the 1970s, Olweus reframed school bullying as an issue of human rights, becoming the first to systematically research bullying and use that information to guide prevention efforts. His work influenced the research of Dr. Felix and her colleagues at the Center for School-Based Youth Development, where they have tried to improve the measurement of school bullying to get a more accurate estimate of the problem, and to better evaluate programs to address it.

Dr. Felix also works to better understand how youth and families adapt and recover after collectively-experienced traumas. She has received grants to research risk and protective factors related to long-term outcomes following a hurricane in Puerto Rico, wildfires in Colorado and Santa Barbara, and floods in Texas. The ultimate goal is to inform public mental health efforts to support families affected by disaster.

Her two lines of research intersected following the Isla Vista tragedy. Felix had recently completed a project on prior experience with bullying and adjustment to college when the May 2014 events happened. She followed up with the students from the previous study and "asked them how they are doing now, how the experience changed them, their perceptions of UCSB, and what the school community did that helped in the initial aftermath." She has organized a group of UCSB presenters, including CCSP colleague Maryam Kia-Keating and Counseling and Psychological Services (CAPS), to give a symposium at this fall's International Society for Traumatic Stress Studies conference about the aftermath of the mass killings. "I really wanted to take what happened to help other universities," she says. "It's a way to tie evidence to the practice we do."

“We obviously don't want bullying or trauma to happen,” she says, “but we know it does and we need to learn from survivors how to recover. They have a perspective no one else has and we need to listen to their voices.”

Erika Felix (second from right) at the University of Bergen in Norway with (l-r) Mona Solberg, Kyrre Breivik, Ida Frugård Strøm, Dan Olweus.
**J. Manuel Casas** was awarded a resolution honoring his volunteer community service (advancing the health and well-being of Latino, at-risk, and under-served individuals) by the Santa Barbara County Board of Supervisors as part of Mental Health Awareness Month.


**Merith Cosden** was named an emeritus faculty member.

**Richard Durán** was appointed to the Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research by the National Academies Institute of Medicine and National Research Council.

**Erika Felix** was selected to be on the Membership Committee of the International Society of Traumatic Stress Studies.

**Michael Gottfried**, along with Gilberto Conchas and Briana Hinga, published *Inequality, Power and School Success: Case Studies on Racial Disparity and Opportunity in Education* (Routledge, 2015). He was also appointed to the new Faculty Council of the UC Center Sacramento (UCCS).

**Judith Green** was invited to present a research seminar on Ethnographic Research at the Klaipėda University in Lithuania.

**Jenny Cook-Gumperz** was on the International conference committee of the IPrA – International Pragmatics Association in Antwerp, Belgium.

**Hsiu-Zu Ho** was appointed Associate Dean of the University of California Education Abroad Program (UCEAP).

**Tania Israel** was named as one of the first group of scholars to be hailed as mid-career Shining Stars by the National Multicultural Summit, hosted by four divisions of the American Psychological Association (APA).

**Shane Jimerson** was named the 2014 Outstanding International Psychologist by the International Psychology Division (Division 52) of the American Psychological Association (APA).

**Andrew Maul** received a 2014-2016 National Academy of Education/Spencer Postdoctoral Fellowship.

**Yukari Okamoto** and Gevirtz School Ph.D. candidate David Hallowell are co-authors with lead author Brent Davis of *Spatial Reasoning in the Early Years* (Routledge, 2015).
Russell Rumberger was named an emeritus faculty member.

George Singer was designated chairperson of The Association for Individuals with Severe Disabilities (TASH) Research and Publication Committee.

R. Murray Thomas, along with Dr. Marie Iding, Professor of Educational Psychology at the University of Hawaii at Mānoa and a Gevirtz School alumna, published Becoming a Professor: A Guide to a Career in Higher Education (Rowman & Littlefield, 2015).

Mian Wang received a 2014-2016 US Fulbright Scholar Award.

Heidi Zetzer was elected Chair-Elect for the Supervision and Training Section of the Society of Counseling Psychology, Division 17 (SCP), which is a part of the American Psychological Association (APA).
Merith Cosden
Retires and Keeps Working, Too

Few people working seem as busy as the recently retired Dr. Merith Cosden, who served as the school’s Acting Dean for 2014-15. In addition to the joy and excitement of the arrival of her second grandchild, Cosden has just been named a member of the new UC Criminal Justice & Health Consortium, was a recent speaker at the annual National Association of Drug Court Professionals conference, and, as she says, “My intent is to continue with my grants and translate findings to a broader population.”

One of the biggest themes for her work is research on interventions for individuals who have problems with substance abuse and mental illness associated with a history of trauma. “For years I’ve worked with community agencies focusing on treatment instead of incarceration,” she says. “If we offer psychological help, stabilize family units, and provide education and job training, it can stop the revolving door of drug use and incarceration, improving lives while also saving money.”

Cosden is proud to be part of the Santa Barbara County group of treatment providers and court personnel who have met monthly for 15 years to work on these issues, making policies and procedures for drug treatment courts. “Two different groups came together,” she recalls. “Initially, one group wanted treatment for those with substance abuse problems while the other group was worried about jail and prison crowding. We ended up working together to provide more humane treatment options for nonviolent, drug-using defendants.” The years of collaboration have paid off, for as she points out, “We’re one of the stronger groups nationally and visitors from other states have come to see how we do it.”

Cosden looks fondly back upon her 31 years at UC Santa Barbara. She has been part of the combined Counseling, Clinical, and School Psychology program, which “offers lots of support for students for collaboration and cross-disciplinary knowledge.” That program later became a department – of which Cosden was the chair from 2009 – 2013.

Given she has been awarded a campus-wide Outstanding Graduate Mentorship Award, it’s no surprise she has felt particularly proud seeing her students do well in the field over the years. In fact, she relates, “One of my ex-students supervised my son in his in his psychiatry rotation when he attended medical school at UC Davis.”

In 2015-16 Cosden will be both an Emeritus Professor and Research Professor, working on her continuing grants from the Substance Abuse Mental Health Services Administration (SAMHSA). “I like working on grants which involve not only our students but also community agencies,” she says. “I feel like at this point I have a body of knowledge I want to share and I’m always learning.”
Michael Gottfried  
Driving Policy

It sounds like one of those buzzwords you’d hear floating around a business school, “human capital development,” but it addresses real concern in thinking about educating our nation’s children and is at the very heart of Dr. Michael Gottfried’s work. “By the time students get to high school, you’re addressing symptoms and not the cause,” says the recently-tenured Department of Education Associate Professor. “If we can identify root factors that promote children’s educational successes early on, that’s much better. And doing that is developing human capital from the start of schooling.”

That’s why much of his research focuses on pre-K and kindergarten, including a current partnership with California Attorney General Kamala Harris’s office combating truancy. “Ten to fifteen percent of all U.S. kids are missing school at chronic rates,” he explains, “and, in fact, truancy is highest in kindergarten. According to the AG’s 2014 Truancy Report, this has cost California $3.5 billion over three years.” Gottfried is in the midst of phase 1 (of 2) of this partnership project “identifying what factors seem to be working [to stop truancy] and what don’t,” he says. “Then we need to implement what works in other key districts throughout the state. For instance, we’ve found having a counselor on campus seems to work – we now have to try that in other school districts.” Doing so will enable Gottfried to understand what factors promote good school-going behavior, hence putting children on a trajectory for positive skill development from the get-go.

Gottfried seeks out such research-policy partnerships for he’s “hoping his work appeals to academic scholars, policy makers, and school officials.” Getting to work side-by-side with policy makers in school districts “gives one a sense of the mechanisms going on behind the scenes and what their interests are: what’s feasible, scalable, cost effective.” Knowing this, we can understand why a top outlet to disseminate his research is at the national annual meeting of the Association for Education Finance and Policy as well as having publications in leading education policy journals like Educational Evaluation and Policy Analysis, on which he was nominated to the Editorial Board in the spring of 2015.

Gottfried has certainly become an invaluable resource for the UC since joining the Gevirtz School in 2013, winning the first annual UC Center Sacramento (UCCS) Bacon Public Lectureship and White Paper Competition. Open to faculty and researchers throughout the UC system, the Bacon Lectureship focuses on evidence-based solutions to critical problems facing California. Professor Gottfried delivered the public lecture “Which Pre-kindergarten Options Are Best Preparing English Language Learners to Start School?” That connection led to him being appointed to the newly formed Faculty Council of UCCS, a system-wide teaching and research dissemination center located across from the State Capitol and focused on public policy.

As Gottfried sums things up, “All my work fits into this idea: it’s either policy driven or driving policy.”

Michael Gottfried giving the Bacon Public Lecture at UC Center Sacramento.
Nicolasa Sandoval
Serving the School, Tribe, and State

Only 11 members sit on the California State Board of Education, the policy-making body that sets K-12 education policy in the areas of standards, instructional materials, assessment, and accountability. One of them is a Gevirtz School alumna Nicolasa Sandoval (Ph.D., 2007, Department of Education). “We are living in a time of great promise and rapid change in education. It is a great honor and responsibility to be involved in the work,” Sandoval says. “I have profound respect for each member of the State Board. Each person works to ensure inclusion and transparency throughout the reforms taking place.”

She also provides a unique perspective to the post. “I strive to bring a full range of experience to board service, from my memories as a Native student who was educated in California’s public school system to my current work as an educational administrator for the Santa Ynez Band of Chumash Indians,” she explains.

Among her other accolades, Sandoval is the first descendant of the Chumash to earn a doctorate in Education, and continues to give back to that community. “As Education Director for the Chumash, I work in partnership with elected members of our Education Committee to guide investments in education. The Tribe offers a range of academic and educational services that span the continuum of life from birth through career. 97% of our students graduate high school in four years. The number of college graduates continues to climb. Several of our graduates have returned to assume leadership positions with the Tribe.

“One goal I have is to ensure that our teachers have access to the highest quality curricular resources and professional development opportunities to support inclusion of California Indian and Native American subject matter throughout various academic disciplines. This enhances learning experiences for Native students in significant ways, but also serves all students by offering opportunities to learn more about our complex histories, knowledge traditions, and influences through to the present day.”

She believes her time working on her doctorate at the Gevirtz School was crucial to helping her become who she is today. “My graduate course work at the GGSE set the stage for my work as an educational administrator, board member, leader, and lecturer,” she asserts. “I had the support of extraordinary faculty in Dr. Julian Weissglass and Dr. Betsy Brenner. Both professors served on my committee and invited me to teach.”

In fact, she still works at UCSB as a lecturer, teaching courses such as Culture, Development, and Education. She also serves a Board Member for the UCSB Alumni Association. She sums up, “It is my honor and pleasure to serve our students and nurture the next generation of educational leaders.”
Karen Longstaff, Claire Mathews, and Hannah Seyb
Forgo Labs to Teach Physics

Most physics undergraduate students pursue careers in research labs or follow money into engineering. But for Karen Longstaff, Claire Mathews, and Hannah Seyb, life cooped up in a lab or sitting behind a computer all day just didn’t feel right. These three women are bringing their passion for physics to the classroom through the GGSE Teacher Education Program (TEP).

Although teaching wasn’t the original career choice for these women, inspiration from past teachers and trial-and-error with physics Ph.D. programs have led Longstaff, Mathews, and Seyb to pursue careers in education.

For Seyb, an unforgettable experience helping kids discover physics and astronomy at AstroCamp was the turning point. “I really enjoyed teaching and seeing [the kids] get really excited about science,” Seyb says. “They went home from this experience wanting to learn more.”

Mathews and Longstaff anticipated applying to graduate school after receiving their degrees from Point Loma Nazarene University and UCSB, respectively. However, something was missing from these research and Ph.D. opportunities.

“I liked problem-solving,” Mathews explains. “I want to do something that means something to me and means something to this world. I wasn’t seeing that in engineering or in physics. But I saw that in teaching there was going to be a lot of problem-solving thinking involved.”

Mathews heard about the GGSE TEP’s focus on STEM at Dos Pueblos High School, where she grew up surrounded by GGSE student teachers who served as role models. When it was time for Mathews to choose a teaching credential program, GGSE felt like home.

Longstaff realized teaching was her calling came during an internship in preparation for a physics graduate school program. Despite enjoying the challenge of the research internship, Longstaff was left hoping for a career with more face-to-face interaction and collaboration. “My favorite part was helping people understand the software,” Longstaff says. “I wanted to work with people more. I had trouble imagining what it’s like in an office. I’d think of Dilbert.”

In their undergraduate physics courses, Longstaff, Mathews, and Seyb grew accustomed to being one of only a couple of women in the classroom. As aspiring teachers, they share a common goal to inspire girls to succeed in science. “By becoming physics teachers as women, we will help give girls the option to say, ‘Oh, I could do this,’” Seyb explains.

Longstaff, Mathews, and Seyb already have big plans for how they want their future classrooms to work. Relating physics concepts to real life through hands-on learning is at the heart of their teaching philosophies. But most importantly, they want their students to take on a challenge and grow. Observing other physics teachers, Longstaff noticed that much more than just physics was being taught in the classroom.

“They taught communication and perseverance, and to practice working at something that takes a long while and might be frustrating,” Longstaff observes. “I want everyone to be able to take away something useful.”
TOP EXTERNALLY FUNDED RESEARCHERS, GEVIRTZ SCHOOL, 2014-15

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<td>Julie Bianchini (PI)</td>
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<td>Michael Gottfried (PI)</td>
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For more information about external funding at the Gevirtz School, see the Contracts & Grants Office’s 2015 annual report at: [http://education.ucsb.edu/sites/default/files/contracts_grants/docs/2015report.pdf](http://education.ucsb.edu/sites/default/files/contracts_grants/docs/2015report.pdf)

Erin Dowdy
Evaluates Mental Health and School Programs

Dr. Erin Dowdy works with local schools and community agencies to evaluate the effectiveness of their programs. Dowdy, along with co-PI Merith Cosden, was awarded a grant to evaluate the effectiveness of Santa Barbara County’s crisis services for clients experiencing mental illness and substance abuse. Goals of the grant include improved behavioral health symptoms, fewer Emergency Department visits and arrests, and improved client participation in outpatient mental health services. Dowdy was also awarded two grants, along with co-PI Michael Furlong, to evaluate a counseling program implemented in Santa Barbara Unified School District and to examine a comprehensive social-emotional and behavioral student support services plan implemented at a local high school.

Andrew Maul
Improves the Measurement of Affective Skills

Dr. Andrew Maul was awarded a National Academy of Education/Spencer Postdoctoral Fellowship in 2014 that he is using over two years to rethink the measurement of affective skills. His initial goal was to create new measures of the ability or disposition to persevere over long periods of time (i.e., grit), and of beliefs about the malleability of intelligence or talent (i.e., growth mindsets). However, in the pursuit of this goal, Maul has also needed to confront conceptual and philosophical issues in the study of human character. He hopes that the project may make both theoretical and methodological contributions to the literature on affective skills, as well as the theory and practice of survey methodology in general.
GEVIRTZ SCHOOL HONOR ROLL OF DONORS 2014-15

The Gevirtz Graduate School of Education expresses grateful appreciation to the following donors who provided vital support for our faculty, students, programs, and facilities during the last fiscal 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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A Note from the Director of Development

What a remarkable year for fund raising at GGSE! Compared to last year, the overall number of gifts given to our school has doubled. At $2.6 million raised, we are up 295% from last year. Thanks to our recently launched Alumni Fellowship Funds, we experienced an unbelievable increase in alumni giving – 110 new alumni donors. GGSE’s friends in the community have been extremely generous too. Our school was the recipient of its first endowed professor’s chair. Not only was that a game changing philanthropic investment for our school, it was one of the largest endowed chairs gifts ever received by UC Santa Barbara. On behalf of the entire GGSE, we thank you for your generosity. Your support makes all the difference!
“The Gevirtz School is proud to announce the addition of seven new faculty members this year,” said 2014-15 Acting Dean Merith Cosden. “These individuals represent areas of growth in our school, and we look forward to their contributions as colleagues, mentors, and leaders in their fields.” The new faculty members are:

Diana Arya (Ph.D., University of California, Berkeley), Assistant Professor, Dept. of Education (Language and Literacy)

Erika Felix (Ph.D., DePaul University), Assistant Professor, Dept. of Counseling, Clinical, and School Psychology (Clinical Psychology)

Michael Gottfried (Ph.D., University of Pennsylvania), Associate Professor, Dept. of Education (Policy, Leadership, Research Methods)

George A. Marcoulides (Ph.D., University of California, Los Angeles), Professor, Dept. of Education (Research Methodology)

Andrew Maul (Ph.D., University of California, Berkeley), Assistant Professor, Dept. of Education (Research Methodology)

Rebeca Mireles-Rios (Ph.D., UC Santa Barbara), Assistant Professor, Dept. of Education (Culture and Development)

Sarah Roberts (Ph.D., University of Colorado at Boulder), Assistant Professor, Dept. of Education (Mathematics Education)