

UNIVERSITY OF CALIFORNIA, SANTA BARBARA • 2009-2010



Profiles in Education

FROM THE
GEVIRTZ
GRADUATE
SCHOOL OF
EDUCATION



SCENES FROM OUR CENTENNIAL CELEBRATION
Fulfilling a Mission of Scholarship, Research, and Service for a Century

INNOVATION • IMAGINATION • INSPIRATION

Gevirtz Graduate School
of Education

Profiles in Education

Dean

Jane Close Conoley

Communications Coordinator

George Yatchisin

Development Director

Wes Gibson

Director of Community Relations

Suzanne Oliver

Brochure Design

Frank Goad



*Profiles in Education is published
annually for the alumni, friends,
and donors of UC Santa Barbara's
Gevirtz School.*

Gevirtz School

University of California
Santa Barbara, CA 93106-9490

(805) 893-5789

profiles@education.ucsb.edu

www.education.ucsb.edu

©Gevirtz Graduate School
of Education, UCSB

On the cover: Scenes from our centennial celebration (from top to bottom): Marian Wright Edelman signs a book for a student after delivering the Gevirtz Centennial Lecture in February; Christopher Edley, Jr. speaks on higher education accountability as panelists Michael Brown and David Shulenburg look on at our May Policy Day; an April celebration honoring our former deans featured R. Murray Thomas, Norman Boyan, Naftaly Glasman, Jules Zimmer, and current Dean Jane Close Conoley. (Credits: top and bottom: Nell Campbell, middle: Rod Rolle)

IN THIS ISSUE

Letter from

Dean Jane Close Conoley

3

Russell Lang

Discusses Asperger Research at the Broad Center

4

Heidi Zetzer

and the Hosford Clinic Think Positive

5

Susan Johnson

Thinks Out of the Box about Math and Science Teaching

6

Jin Sook Lee

Examines Language Learning, at School and Home

7

Faculty Honors, Distinctions, and Awards, 2008-09

8

Bill Doering

Technically Speaking

10

Alumnus Mitchell Karno

Explores Alcoholics' Desires for Change

11

Amber Gonzalez

Is Ever on the Go

12

Major Grant Awards Funded in Financial Year 2008-09

13

STEM Council Aims to Get Schools Back to Their Roots

14

Donor Honor Roll

15

LETTER FROM THE DEAN

Dear Friends,

The Journey Is the Thing!

Welcome to our 2009-10 publication of *Profiles in Education*. This is an annual labor of love that seeks to give you a glimpse of what's happening at the Gevirtz Graduate School of Education and how we are attempting to transform the world around us.

This year the stories revolve around several journeys. One is the journey to our new building and how we see the building enhancing our teaching, research, and public service missions. The increased space is made even more wonderful by the terrific technology that is built in throughout. Every aspect of our work is affected by this – distance learning, wireless networks, and high-end visual representations of data are just a few of the improvements that will support learning in and outside our building.

The other journeys are those of faculty, students, researchers, alums, and staff reaching new heights of accomplishment. Our Hosford Clinic is remaking itself to be more relevant to community needs. Our spectacularly successful *CalTeach* program is reaching hundreds of UCSB and regional community college mathematics and science majors and introducing them to the joy of teaching. Faculty are investigating today's most recalcitrant educational problems – the effects of second language learning on achievement – by traveling to homes and schools. Our successful autism efforts have branched out to include

research and treatment on a related developmental disability, Asperger's Syndrome, with generous support from the Eli and Edythe L. Broad Foundation. Not satisfied with current success, faculty and post docs push on. Students also reveal their energy for stretching the boundaries by assuming local and national leadership posts while simultaneously earning doctoral degrees. Alums build on the knowledge and skills from their graduate school days and search for the cure for searing social issues such as alcoholism. Finally, the staff support and lead the way as faculty and graduate students are challenged to master 21st century technology in order to be better at doing what they love.

We are on a journey aimed at eliminating all the gaps that plague the children and families of our nation – gaps in achievement, equity, access, and educational attainment. It's a long road but one to be savored at each step because it's important work that makes us part of the constant remaking of our democracy and because so many of you, friends of the School, are on the journey with us. Thanks for the company!

JANE CLOSE CONOLEY



Dean Conoley with just a few of the boxes involved in the school's big move.

RUSSELL LANG

Discusses Asperger Research at the Broad Center

There's hitting the ground running and then there's what Russell Lang, a post doc with the Eli and Edythe L. Broad Asperger Center, has managed to do. He says, "In the seven weeks I've been here, we've submitted five papers and had three accepted." Don't worry about the other two – they're still in review. Lang, who graduated from the University of Texas at Austin with a Ph.D. in Special Education and an emphasis in autism and developmental disabilities, couldn't be more pleased with his new position. "I spend ninety-nine to one hundred percent of my time focused on research, which is really liberating," he says. "It's absolutely the reason I came here. I couldn't find another position like that."

The Broad Asperger Center, part of the renowned Koegel Autism Center, according to Lang, is "looking at ways to improve real life outcomes. The Center has a real emphasis on developing treatments so a client's symptoms are so well controlled that they are indistinguishable." One part of that work is responding to fad cures for Asperger's. "There's an idea that diet can affect autism, so we've reviewed that research and found it lacking," claims Lang. "We want to address these fads in some systematic way and to rein those peripheral ideas into a more central focus."

Lang is a Board Certified Behavior Analyst with a decade of clinical work as a behavior specialist within the school systems and community service agencies who has also has published over 20 peer reviewed research papers and several book chapters. He is particularly looking forward to the move to the new building. "I've been in a lot of clinics around the country, and this will be by far the best I've seen," he says. "From the initial impression one gets in the lobby to the treatment rooms, everything is top-notch. Particularly having the clinicians and researchers in the same setting as clients is conducive to collaboration. It's a two-way street, as practice informs research and research informs practice."

Lang was selected for the position after a year of searching. His productive history, enthusiasm, and dedication make him a perfect collaborator to further the mission of the Koegel Center and the Eli and Edythe L. Broad Center for Asperger's Research – to improve the lives of individuals with Asperger's and autism through scientific research. 



Russell Lang is ready for work in the lobby of the still under construction new Autism and Asperger research centers.

HEIDI ZETZER and the Hosford Clinic Think Positive

Director of the Hosford Counseling and Psychological Services Clinic Dr. Heidi Zetzer, who just recently earned the position of lecturer with potential security of employment, isn't just excited about the new building's state of the art clinic space. She is also thrilled by the change in location. "Our new clinic is closer to Isla Vista, UCSB Student Health, and the Counseling Center," she explains. "It will help us reach our goal, of being more accessible to UCSB and the Santa Barbara communities."

The Hosford Clinic, which provides affordable mental health services to people of all ages, has of late seen an even greater need for its services. "With home foreclosures, layoffs, and loss of insurance, we are seeing a definite increase in clients," Zetzer says, "and we are trying the best we can to respond."

The Clinic has also worked to help the area respond to the series of devastating forest fires the past two years. Several students volunteered to help the Red Cross coordinate its services and Zetzer, in her non-university post as president of the Santa Barbara County Psychological Association, is helping organize a training to help the mental health practitioners in the community learn more about empirically based treatments for acute stress and post-traumatic stress disorder.

As part of the Department of Counseling, Clinical, and School Psychology, the Hosford Clinic is almost by definition empirically supported – all treatment is rooted in the latest research. But Zetzer is quick to stress the Clinic's "culturally responsive approach. We look at the whole person or family and not just the presenting symptoms. What does the person or family bring to the therapeutic process? Then we tailor treatments according to that." That process is made easier by "an incredible breadth of knowledge because we have student clinicians developing expertise in three areas: counseling, clinical, and school psychology. That's a lot of capacity."

That capacity continues to grow as the clinic, and its affiliated Psychology Assessment Center, moves into its new offices and psychotherapy rooms. "The new space will allow us to create environments that are facilitative of the promotion of mental health and well being," Zetzer insists. Indeed, one of the growing areas of interest for Zetzer and the Clinic is the field of positive psychology. "We'd like to balance this focus on the treatment of mental disorders with the promotion of positive affect and outlook," Zetzer says. "It's all part of our plan to do more outreach on campus and in the community to promote psychological well being."



Director of the Hosford Clinic Heidi Zetzer.

SUSAN JOHNSON

Thinks Out of the Box about Math and Science Teaching

One side of Susan Johnson's office looks more like a carpenter shop than a typical academic office, as it contains six unfinished plywood boxes. It's not surprising that Johnson, who is the Cal Teach Coordinator for the Gevirtz School, is pleased that might confuse people a bit, for she says, "I'm passionate about doing science to learn science."

One way her students "do" science is struggle with the black boxes. "The atom, the cell, the brain – so many of these things are black boxes," Johnson explains. "We can collect external evidence but cannot directly see what goes on inside." The work of the students is to figure out what goes on inside the boxes, at least the wooden ones to start. The process involves pouring water into the box – which students soon realize they have to measure – and then observing results and developing ideas for how the box works. "For most students that's incredibly engaging. For a few it's harder, if they're used to learning by memorization," she says. "But the majority continue to think about this when they go home, too – what more could you want?"



Susan Johnson with Cal Teach alumni and current credential candidates (from l to r) Viktor Genjoyan, Steven Kandel, Mandi Gascoigne, Kate Dickinson, Kristen Gaines, and Clara Ngo.

Cal Teach is a University of California system-wide program to recruit, support, and prepare exceptional secondary science and mathematics teachers. The initiative began in response to both state and national concerns about the critical shortage of qualified science and mathematics teachers. Cal Teach combines quality undergraduate courses and classroom experience to prepare students to enter a teacher credential program, such as the Gevirtz School's Teacher Education Program. That means working as Cal Teach Coordinator is all about collaboration in numerous ways with a variety of groups. "It should be equal participation of science, math, and education," Johnson says. "Our research is about how students learn, that's what we supply. But it's really a three-legged stool."

The stool will also be supported by a \$900,000 Noyce Grant from The National Science Foundation (NSF). The funding, being made available as part of the American Recovery and Reinvestment Act, will provide \$10,000 fellowships for 75 teacher candidates pursuing their Masters Degree. Those students will be sure to take advantage of what the new building's special science and mathematics classroom will offer. "The room and the fixtures are beautifully set up to let students think," Johnson says. "It's a room where we can think richly about information and I'm hoping it's never quiet, never just people sitting and listening to one person talk." 

JIN SOOK LEE

Examines Language Learning, at School and Home

“Currently when we have research meetings there is barely enough room to fit everyone,” says Department of Education Associate Professor Jin Sook Lee. “We have wires going everywhere [in the lab]. We have extra computers to use but there isn’t space for them. Everybody is just counting the days....”

The move to the new building and its spacious research rooms will mean much to Lee and her team of 5 graduate student researchers and 12 undergraduates. They are working on the second year of her Young Scholars Program Award from The Foundation for Child Development, a study that examines how variations in social interactions, resources, and structures within different school and home settings promote or inhibit Mexican and Korean students’ dual language development and academic learning opportunities during their early primary grade years. “You can’t just look at one context – schools or homes. How do these different settings come together to provide or maybe constrain opportunities for language development and use?” Lee asks. “What is the connection between home and school for young immigrant children and how do they make sense of these settings and tensions within and across them?”

The study follows 12 Mexican and 12 Korean immigrant families with children ages 6 to 8 and involves observation, interviews, and a voluminous amount of video data. “In terms of findings it’s been so incredibly eye-opening,” Lee says. “You take the same thing and it’s a resource in one community and not one in the next.” For an example, she discusses space, as many of these families live in one-bedroom apartments with other people that necessitate multiple uses of different areas. “Our initial reaction was – what a challenging space for this girl to live,” she recalls. “But she was one of the most expressive and creative children. For her, the small space led to frequent and diverse interactions with many different speakers throughout the day, which provided her with exposure to rich linguistic and cultural resources.”

In both ethnic groups the study follows six students in dual immersion schools and six in English-only schools. “There are very stark differences,” Lee says. “We see the power that schools have in shaping students’ ideologies about language and culture. We also see, if done well, what amazing learning opportunities bilingual programs offer children.”

As excited as she is about the study, Lee grows even more optimistic when she considers working in the new building with the ease of wireless networking, the space to have “five work stations, which will help us get this work done faster.” No doubt even more eye-opening results await. 



Jin Sook Lee takes a break outside her former Phelps Hall office.

FACULTY HONORS, AWARDS, AND BOOK PUBLICATIONS, 2008-2009

Charles Bazerman, with **Karen Lunsford**, Susan McLeod, Robert Krut, Suzie Null, Paul Rogers and Amanda Stansell, edited *Traditions of Writing Research* (Routledge 2009). Bazerman also edited, with Débora Figueiredo and Adair Bonini, *Genre in a Changing World* (Parlor Press and WAC Clearinghouse 2009). Bazerman won a 2009 College Conference on Composition and Communication Outstanding Book Award for the *Handbook of Research on Writing: History, Society, School, Individual, Text* (Routledge).

Joe Bruzese wrote *A Parents' Guide to the Middle School Years* (Celestial Arts, 2009).

Collie Conoley and **Jane Close Conoley** wrote *Positive Psychology and Family Therapy: Creative Techniques and Practical Tools for Guiding Change and Enhancing Growth* (Wiley 2009).

Jane Close Conoley was appointed chair of the UC-wide CalTeach/Science Mathematics Initiative Committee.

Carol Dixon's recent book using the *Language Experience Approach with English Language Learners* was featured by the Summer Institute of the National Urban Alliance for Effective Education.

Richard Durán was elected to serve as a member of the UCSB Academic Senate Committee on Committees and as a member of the AERA Nominations Committee.



Lisa R. Figueroa wrote *Dual Language Education: A Pathway to Learning in Two Languages* (VDM Verlag 2008).

Michael Furlong, with Rich Gilman and E. Scott Huebner, edited the *Handbook of Positive Psychology in Schools* (Routledge 2009).

Michael Gerber was named president-elect of the Division for Learning Disabilities in the Council for Exceptional Children.

Judith Green was invited to become Chair Designate (and then Chair) of the American Educational Research Association's Technology Committee. She was appointed Chair of the Mentoring Committee for AERA's Division D, Measurement and Research Methodology and as Section Chair, for the AERA Program for Division G, Social Context of Education.

Hsiu-Zu Ho was appointed Faculty Vice-Chair of the UC-systemwide Advisory Committee on Status of Women.

Cynthia Hudley

wrote *You Did That on Purpose: Understanding and Changing Children's Aggression* (Yale Univ. Press 2008). Hudley also received the 2009 Distinguished Scholar Award from the Committee on Scholars of Color at the American Educational Research Association national conference.



Tania Israel received the Section for Lesbian, Gay, Bisexual Awareness Early Career Award for Contribution to LGBT Psychology. Israel was also the Lead Coordinator for the 2009 National Multicultural Conference and Summit (NMCS) and was named President Elect of the American Psychological Association (APA) Division 17 – Society for Counseling Psychology.

Shane R. Jimerson, with Tammy L. Hughes and Laura M. Crothers, wrote *Identifying, Assessing, and Treating Conduct Disorder at School* (Springer Science 2008). Jimerson, with Amanda B. Nickerson, Melissa A. Reeves, and Stephen E. Brock, also wrote *Identifying, Assessing, and Treating Post Traumatic Stress Disorder at School* (Springer Science 2008). Jimerson, with Stephen E. Brock, Amanda B. Nickerson, Melissa A. Reeves, Richard A. Lieberman, and Theodore Feinberg, also wrote *School Crisis Prevention and Intervention: The PREPaRE Model* (National Association of School Psychologists 2009).

Maryam Kia-Keating was appointed to the American Psychological Association Task Force on the Psychosocial Effects of War on Children and Families Who Are Refugees Exposed to Armed Conflict Residing in the United States.

Lynn Kern Koegel, with Claire LaZebnik, wrote *Growing Up on the Spectrum: A Guide to Life, Love, and Learning for Teens and Young Adults with Autism and Asperger's* (Viking 2009).

Robert Koegel was selected to be vice-chair of the Planning and Budget Committee of the UCSB Academic Senate.

Carl Lager received a 2009 Faculty Career Development Award for the project "English Proficient Reading Comprehension for Algebra Problem Solving." He also was named to the Editorial Panel for *Mathematics Teacher*.

Ann Lippincott received a Distinguished Career Award as part of the 2009 Thomas Haring Memorial Awards.

Patricia Marin, with Catherine L. Horn, edited *Realizing Bakke's Legacy: Affirmative Action, Equal Opportunity, and Access to Higher Education* (Stylus Publishing 2008).

Richard E. Mayer was presented with two awards from the American Psychological Association: the 2008 Award for Distinguished Contributions of Applications of Psychology to Education and Training and a 2008 Presidential Citation.

Vanessa Nyborg wrote *Exploring Racism in the Lives of African American Boys: Implications for Mental Health* (VDM Verlag 2009).

Russ Rumberger was selected for a Bouchard Foundation award in support of an international research colloquium on high school drop outs and graduation.

Melvyn Semmel was awarded the UC-wide Edward A. Dickson Emeriti Professorship for 2008-09.

Steven R. Smith, with Tad T. Gorske, wrote *Collaborative Therapeutic Neuropsychological Assessment* (Springer 2008). Smith also was named a Fellow of the Society for Personality Assessment and was elected a Member-at-Large on the Board of Trustees of the Society for Personality Assessment.

R. Murray Thomas, former dean, wrote *Sex and the American Teenager: Seeing through the Myths and Confronting Issues* (Rowman & Littlefield 2009).

Mian Wang was awarded the 2009 Early Career Award by the American Association on Intellectual and Developmental Disabilities.

Elizabeth Yeager was named to the editorial board for Language Arts (National Council of Teachers of English). The CAHSEE Stepping into Your Future project received the Networking 2008 Award for Educational Applications (from Corporation for Education Network Initiatives in California) and the 2008 Technology Focus Award (from California Community Colleges Chancellor's Office and the Foundation for California Community Colleges).

John T. Yun received a 2008-2009 Hellman Family Faculty Fellowship to support his research "Narrowing Opportunities: High Stakes Testing and Noncognitive Outcomes in Education."

Heidi Zetzer was elected President of the Santa Barbara County Psychological Association.

Rebecca Zwick joined the National Research Council's Board on Testing and Assessment.

BILL DOERING

Technically Speaking

Bill Doering, Information Technology Director for the Gevirtz School whose computer familiarity goes back to the Atari 800, has had more experience than most on large building projects – he had already lead a renovation of Phelps Hall from 1997-99 and a 12-month long green renovation of his own home. “I have a good sense of the long term-ness of projects and the relationships you have to have with the trades people,” he says. “But even with that the starts and stops and ups and downs of this project have been interesting, to say the least.”

Doering couldn't be more excited, claiming, “We realized we had the opportunity to do something substantial here. Technology was the thing we could integrate into the building and change things in a significant way. The building is the technology. It's not so much that the teaching is defined by the technology but that the technology is an opportunity for someone who has the drive and creativity to see what it can do.”

That technology manifests itself on many fronts, from short-throw projectors to the electronic white boards with handwriting recognition, from the enterprise class wireless network to HIPAA-compliant yet video-ready clinic rooms. “We realized,” he points out, “that any effort we made would have to be quickly followed up by training for faculty, staff, students. It's a very important part of this multi-headed beast of classrooms, clinics, networks, and security.”

The training also took many forms, from a three-day Apple Digital Academy to the hiring of an Academic Technology Specialist and eventually led to the construction of not one but two pilot smart classrooms. “We spent a year challenging vendors to come up with the best control systems at the best price,” Doering asserts. “The goal was to make it really easy and intuitive to control the outputs to these more complex classrooms.”

Doering also imagines the new building offering the Gevirtz School several new possibilities. “The fourth floor suite of spaces is almost like a pavilion set-up, a wing of capabilities,” he enthuses. “You can host a conference with a plenary session in the board room and breakout sessions in the classrooms and use the terrace for coffee breaks – all connected by wireless. We'd also like to get Santa Barbara area teachers to come and learn about the new technology. Then they can lobby for things we've used and know they will work in an educational environment.”



Information Technology Director Bill Doering often seems to be in many places at once.

Alumnus MITCHELL KARNO Explores Alcoholics' Desires for Change

Although Mitchell Karno (Ph.D., Clinical Psychology, '97) earned his doctorate 12 years ago, UC Santa Barbara is still an important part of his life. For his private psychology practice, he shares office space with two other Gevirtz School graduates – Janet Iversen (Ph.D., Counseling Psychology, '94) and Ann Leslie Albanese (Ph.D., Clinical Psychology, '98) – but what's more, that suite is in one of the buildings that is part of UCSB's precursor school campus in Santa Barbara's Riviera neighborhood. "I had a really positive experience at UCSB, so I feel lucky to have been there," Karno says. "I got a lot of really good training and experience in key fundamentals such as research design, statistics, measurement, and doing psychotherapy."

Still, Karno admits even the best preparation is just a start: "What you don't realize is that completing graduate school is like getting a black belt – you have accomplished a lot, but that's when the real learning begins. In the field of psychology there's so much to learn and so many challenges. Grad school can only provide a sound base, as there's only so much time and so many classes."

Currently Karno works as an Associate Research Psychologist in UC Los Angeles' Department of Psychiatry and is also the Director of Alcohol Studies at UCLA's Integrated Substance Abuse Programs (ISAP). He says, "My research explores which behavioral treatments work and what about them makes them effective." His research has its roots in his dissertation work with advisor Larry Beutler.

Of late Karno is particularly interested in "the science of behavior change and studying how people change behavior," an area that the National Institute on Alcohol Abuse and Alcoholism at the NIH wants to explore. He elaborates, "About only ten percent of the people with alcohol problems will seek help during their lifetime. Yet, most will change their drinking habits over their lifetime. What's behind the initiation of that change in their behavior?" Answering such questions would surely change therapy, for Karno says, "You can have the best treatment in the world but if the person doesn't want to change, it won't work for them."

In addition to his research and private practice, Karno also serves as the president of the board of directors of Santa Barbara non-profit New Beginnings Counseling Center. He says, "It offers counseling and community outreach programs geared toward people who can't otherwise afford mental health services." 



Mitchell Karno in his private practice office on what was the precursor to UC Santa Barbara's original campus.

AMBER GONZALEZ

Is Ever on the Go

“When the Chancellor calls you up and says you have to be in his office at 8 a.m. you don’t say no,” Amber Gonzalez insists. Gonzalez should know, for in addition to being a doctoral candidate in the Department of Education, she has been UC Santa Barbara’s Graduate Student Association Internal President, the Graduate Students’ Association in Education President, and a member of the Campus Planning Committee, the Coordinating Committee on Budget Strategy, the Devereux Planning Committee, and the Board of Trustees of the UCSB Foundation, in addition to others. Although she at first jokes she managed to pull all that service off by not sleeping, she seriously says, “I just worked really closely with my advisor and I have supportive faculty surrounding me. When I was starting to become pre-occupied in an area that wasn’t my academics, Cynthia [Hudley, her advisor] was very honest and told me to regain focus on my academics, and to remember why I’m at UCSB.”

Hudley also suggested Gonzalez take part in one of her most fulfilling extra-curricular activities, as Gonzalez was a graduate student representative to AERA Division E (Counseling and Human Development). The goal was to increase the student population in AERA Division E, so Gonzalez helped organize and conduct “Fireside Chats” at the annual conference and set up a Facebook page. “We tried to provide more information about everyday graduate life,” she says. “We tend to get a lot of academic support but not always enough on the personal side.”

As for her academic side, Gonzalez has been awarded a Graduate Research Grant from the Chicano Studies Institute at UCSB for work on her dissertation entitled “Undergraduate Latinos’ Intent to Persist at the University Level.” She describes her work this way: “I’m looking at the assets under-represented undergraduate students bring to the university – what does the university do with those assets and how does it empower them to persist?” She knows about persistence. She claims, “My GRE scores were not good but I had a lot of research experience as an undergraduate and I just needed one professor to believe in me.”

Gonzalez is also thrilled she will be able to spend her last year at the Gevirtz School in the new building. “We’re going to be able to say that not only did we get a great graduate education, but we also have the ability to use state of the art technology,” she says. “The school is making students more competitive after they graduate and I’m very grateful.”



Amber Gonzalez taking a brief break on the UCSB campus.

TOP EXTERNALLY FUNDED PROJECTS, GEVIRTZ SCHOOL, 2008-09

PI/Co-PI(s)	Project	Funder(s)	Total \$ Amt
Conoley, Jane & Pierre Wiltzius, Julie Bianchini, William Jacob & Petra Van Koppen	CalTeach Santa Barbara	National Science Foundation	\$900,000
Morrison, Gale	UC AGEP Phase II	UC Office of the President	\$213,750
Singer, George	Preparing Teachers of Students with Severe Disabilities at UCSB, a Minority Institution	US Department of Education	\$198,160
Rumberger, Russ	California Dropout Research Program Follow Up Activities	William & Flora Hewlett Foundation, James Irvine Foundation and The Walter S. Johnson Foundation	\$175,000
Blau, Sheridan	South Coast Writing Project	UC California Writing Project & the National Writing Project Corporation	\$156,500
Furlong, Michael & Erika Felix	Evaluation of Proposition 10	County of Santa Barbara	\$150,320
Yeager, Elizabeth	Digital Teaching and Learning Communities: CAHSEE Prep Initiative	Butte Glenn Community College District	\$130,000
Weissglass, Julian & Nancy Terman	CMP Supporting Teachers to Increase Retention	UC Los Angeles	\$125,220
Rumberger, Russ	Examining the Effectiveness of Scaling Up the First Things First Reform	University of Rochester	\$122,641
Dowdy, Erin	Development and Validation of a Screener for Behavioral and Emotional Problems in Elementary and Middle Schools	Georgia State University	\$89,129

For more information about external funding at the Gevirtz School, see the Research Office's 2009 annual report at: <http://education.ucsb.edu/Faculty-Research/Research-Office/RO%202009%20YEAR%20END%20REPORT.pdf>

Merith Cosden Awarded over \$200K from Santa Barbara County

Merith Cosden received four separate grants to conduct evaluations of Santa Barbara County mental health services. They are: Santa Barbara County Alcohol & Drug Program 08-09 (\$53,491), First Steps System of Care (\$50,000), Sober Women and Healthy Families (\$50,000), and Methamphetamine Recovery Services (\$50,000).

Danielle Harlow Receives NSF Grant to Develop Science Curriculum

Danielle Harlow was awarded a \$46,418 to develop special activities involving video analysis that are designed to help students learn about how science knowledge develops and about how people learn science. The goal is to develop a curriculum for introductory undergraduate physical science courses that is both inquiry-based and suitable for large enrollment course formats.

STEM COUNCIL AIMS TO GET SCHOOLS BACK TO THEIR ROOTS

The Gevirtz School is taking seriously the call to improve Science, Technology, Engineering, and Mathematics (STEM) education for all students by creating a county-wide partnership of leaders in the business, policy, and education communities to form a PreK-grade 20 STEM Council to provide systemic change in a strategic fashion.

P-20 Council members, headed by Dean Jane Close Conoley, will assist schools to offer STEM programs and initiatives that meet the highest and most rigorous standards, provide a seamless educational experience for all students, and especially support existing programs to ensure that minority students are encouraged in the STEM disciplines.

“Educators at every level, community leaders in business and agencies, and policy makers are all concerned about the slippage of the United States in science, technology, engineering, and mathematics,” Dean Conoley says. “As a nation we are falling behind at a moment when STEM expertise is the engine of innovation for the 21st century. Our county-wide efforts seek to establish a model by which all the

stakeholders, including students themselves and their parents, get a chance to support and guide a transformation in the way we teach and learn science and mathematics. Every U.S. citizen must be STEM-literate if we hope to grow and improve our society.”

P-20 Councils are not unique to California, and we draw upon and learn from many success stories. However, this council is unique to Santa Barbara County as it will unify the efforts and resources of both the north and south counties. The Santa Barbara P-20 STEM Council counts among its Council members educators from Cal Poly San Luis Obispo, Santa Barbara and Allan Hancock Community Colleges, the County Board of Education, and business, corporate and community leaders.

The P-20 STEM Council is supported by the Wharton Foundation, the Rord Foundation, the Santa Barbara Foundation, and the Bower Foundation.

For more information please contact Suzanne Oliver, Director of Community Relations, (805) 893-2460 or soliver@education.ucsb.edu



In other Community Relations news...on February 23, 2009 Marian Wright Edelman, founder of the Children's Defense Fund, delivered the Gevirtz Centennial Lecture, a free event, as part of our 100 Year Anniversary. Here she is pictured with (from l. to r.) Alice O'Connor, Professor of History; Jane Close Conoley, Dean of the Gevirtz School; Marilyn Gevirtz; Gina Carbajal; Salud Carbajal, Santa Barbara County First District Supervisor; and Naomi Schwartz, former Santa Barbara County First District Supervisor.

GEVIRTZ SCHOOL HONOR ROLL OF DONORS 2008-2009

The Gevirtz Graduate School of Education gratefully expresses appreciation to the following donors who made gifts the School in our Centennial year of serving the educational needs of California's children and families. These generous contributions from alumni, friends, foundations, and corporations provide vital support for Gevirtz School students, faculty, programs, and for the construction of our new Education building which will open in September 2009. Thank You!

Anonymous (3)	Eliana & Michael Delbuck	Mary & Gerald Klein	Catherine Saunders ('07)
Carol* & Marshall Ackerman ('50)	Judy Harden-Dobson & Rick Dobson	Koegel Autism Consultants, LLC	Linda ('65) & Jeffrey Schlageter ('67)
Nikos Andronikos	Delaine Eastin* ('71)	Peggy* ('72) & Richard Lamb	Tracey Gabe-Schulz & Robert Schulz
Carol Atkinson ('84)	Julie Elvin ('03)	Denise Legge ('61)	Sally & Alan Shampine
Stephanie Austin ('01)	Patricia & Thomas Ence	Martha Levy	Sheppard Mullin Richter & Hampton, LLP
Ellen* & Gary Bialis	Shelley ('68) & Robert Everhart	Denise & George Lilly*	Holly & Lanny Sherwin
Annamarie Boddy ('56)	Gilbert Fabela ('71)	Kristen & William Loomis	Kathy & Alan Shirek
Albert & Elaine Borchard Foundation, Inc.	Arvia & Jason Few	Lumens Integration, Inc.	Alan Sieroty
Louise & David Borgatello	Laura Forsyth ('96)	Audrey Lund ('47)	Philip and Aida Siff Educational Foundation
Jeffrey Broad	Terri* & Steve Frenkel	Patricia Marin & John Yun	Gail & Paul Spindler
The Eli & Edythe L. Broad Foundation	Alicia & David Freysinger	Christina ('93) & Paul McEnroe	Tamara & Brad Stark ('92)
Lori ('03) & Robert Brodie ('03)	Susan Gevirtz & David Delp	Diane & Fred McGuire	Kelly Swall ('03)
Amy & Hardy Brumfield	Marilyn Gevirtz* ('96)	Rachel & Jon Mello	Warren Takaya ('00)
California Retired Teachers Association	Steven Glikbarg*	Eva Menkin	Roberta Ventura
Laura E. Settle Fund	Judith Green	James Moser	Michael Vorhaus
California Retired Teachers Association Santa Barbara Division	Jennifer Green ('07)	Sommer ('02) & Richard Moss ('01)	The Kind World Foundation
Helen Carlson ('50)	Barry Groves ('78)	Deborah Myman	The Walter S. Johnson Foundation
Tracy Carmen-Jones	Kennen Guerrier	Helen Neville ('93)	Paula & Robert Weiss
Amy & Steve Caron	Lois & Richard Gunther	Robert Nunez ('67)	West Coast Asset Management, Inc.
Sandra & David Castle	Jane & Norman Habermann ('67)	Georgia & Thomas Ormsby	The Wharton Foundation, Inc.
Diane Caufield ('63)	Dorothy & Norris Haring	P.E.O. Sisterhood	Gretchen Wheelwright ('77)
Chun-Tan Chang ('86)	Janice Hastie ('86)	Vivan & Michael Pahos	John Wilczak
Janet Chrispeels	Rogers Herndon	Susanne ('86) & Louis Panizzon ('74)	Carol & Michael Winegred
Christina Clayton ('99)	William & Flora Hewlett Foundation	Charles Peck ('83)	Sally ('72) & Stanley Witnov ('83)
Combined Jewish Philanthropies	Mary Higgins ('43)	Lois Phillips ('86) & Dennis Thompson	Brian Wright
The Community Foundation	Ping Ho ('78)	Karen Poythress ('84)	Dorothy Young ('39)
Marni ('73) & Michael Cooney ('66)	John Hook ('83)	Joanne & Brian Rapp*	Jules Zimmer*
Shelley Crawford	John Hook ('83)	Raytheon Company	
Mary Ann Cryer ('79)	Susan & Charles Jackson*	Nancy Reid	
Anne Cushing & John Cotton	Janet & Mark Jacob	Reliant Energy	* Gevirtz School Dean's Council Members
Joyce Davis ('52)	The James Irvine Foundation	Andrea & Fred Rifkin*	
	Susan Jamgochian ('81)	Patricia & Robert Robbins	
	Kadima Heschel West Middle School	Alison & Geoffrey Rusack	
	Sally Kingston ('04)	Patricia ('60) & Thomas Sanders	
		Santa Barbara Foundation	

FUNDRAISING TO MEET KRESGE FOUNDATION CHALLENGE CONTINUES IN FALL 2009

The Gevirtz School is actively seeking contributions to help complete and fully furnish our new building. All new gifts received between September 1, 2009 and December 1, 2009 will help us match a \$500,000 "challenge grant" from the Samuel Kresge Foundation. We offer a range of important naming opportunities in our Koegel Autism Center and Hosford Clinic, our new classroom, lab, and research facilities, and our interior and outside spaces for students, faculty, and the community. For information about naming opportunities and how to make a gift, please call Wes Gibson at 805-893-7695.

SAVE THE DATE

NEW EDUCATION BUILDING OPEN HOUSE CELEBRATION

Thursday, November 5, 2-4 pm



The public is invited to join the Gevirtz School as we celebrate the opening of the new Education Building this fall. Please come and explore our home for the 21st century – a state-of-the-art building with more clinic space and smarter classrooms. Come learn how our faculty and students will use this facility to nurture the American Dream of an excellent education made available for all. We envision a place for teachers, students, researchers, children, families, and community members who believe in our future as a democratic society and are all engaged in programs to support cutting-edge research and educational excellence.

Naming opportunities in the new building still remain: gift levels range from \$10,000 to more than \$1,000,000. Please contact Wes Gibson at (805) 893-7695 for more information.

Keep an eye on our website for updates about the Open House: www.education.ucsb.edu

The Gevirtz School
University of California at Santa Barbara
Santa Barbara CA
93106-9490

Non-profit
Organization
U.S. Postage
PAID
Santa Barbara CA
Permit No. 104