LIGHTING THE WAY WITH 10 YEARS OF THE GEVIRTZ SCHOOL AND HARDING UNIVERSITY PARTNERSHIP SCHOOL COLLABORATION
LAUNCH
The Magazine of the Gevirtz Graduate School of Education

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On the cover: During their 2016 visit to UCSB, Harding University Partnership School 4th and 6th graders created light and
shadow sculpture that built knowledge of circuits, light, and story structure. Professors Diana Arya, Danielle Harlow, and
Sue Johnson led this project called “Light Show.” (See story on p. 14.)
Dear Members of the GGSE Community,

It’s now been three years that I have served as Dean of the Gevirtz School, and still a day doesn’t go by that I’m reminded about the important work our community does and the tremendous impact that it has in helping to inform and improve research, policy, and practice in education and applied psychology.

Heading into the 2019-2020 school year I have a new team to help me lead the School: while Dr. Jill Sharkey will continue to serve as Associate Dean for Research and Outreach, we will now be joined by Dr. Danielle Harlow as Associate Dean for Faculty Development and Academic Programs and Dr. Richard Durán as Associate Dean and Faculty Equity Advisor. I am eager to get to work with this talented team as we roll out our new strategic plan for 2020-2024.

While not a thematic issue, per se, our 2019-20 Launch/Re:Launch predominantly focuses on work we are doing for, with, and in local schools. You will read about an exciting new program—the PEAC Community Fellowships—which this year provide four born and bred Santa Barbarans with full funding to attend our acclaimed Teacher Education Program. Upon earning their teaching credentials, each will receive an opportunity to teach at Santa Barbara Unified School District. You will also learn about the first ten years of our fruitful connection with the Harding University Partnership School, a Santa Barbara elementary school. Then in Re:Launch—which highlights a sampling of the latest research going on in GGSE—you will hear about the implementation and evaluation work Dr. Matt Quirk is doing in nearby Carpinteria, developing an effective dual language immersion program.

Launch will also inform you about the success of our School Psychology 20 Ph.D.s by 2020 success; our program has placed 26 doctoral graduates in university positions in the past 14 years. And then Launch will spotlight alumni and donor Gordon Morrell, who explains how helpful education knowledge can be in business, and why businesses should take part in philanthropy.

And as usual, we highlight the honors, awards, and publications of our stellar GGSE faculty and alumni.

Beyond the dual language immersion story, Re:Launch explores two different ways GGSE researchers are leading efforts to improve teacher education. One article looks at the early results from the California Teacher Education Research and Improvement Network (CTERIN) led by Dr. Tine Sloan; the other article focuses on New Approaches to Support the Clinical Experience of Novice Teachers (NASCENT) led by Dr. Karin Lohwasser. You will even understand all the acronyms by the time you’re done reading.

In closing, I trust that this magazine helps you learn more about what we’re up to at GGSE and leaves you with a desire to become more involved with us. Indeed, be sure to visit our website (education.ucsb.edu) to find several video stories that explore topics in Launch/Re:Launch.

Best wishes,

Jeff Milem
LOCAL STUDENTS BECOME LOCAL TEACHERS:
THE FIRST PEAC COMMUNITY FELLOWS

The program is an unprecedented collaboration between UC Santa Barbara and Santa Barbara Unified School District, with the support of the James S. Bower Foundation, Hazen Family Foundation, and the Helen and Will Webster Foundation. As Superintendent Cary Matsuoka puts it, “This program supports first-generation college graduates in their aspirations to serve as role models in the Santa Barbara community, as well as increase diversity in the Santa Barbara Unified teacher workforce.”

This article will spotlight these four educators.

Evely Jimenez, MST, M.Ed. candidate

Evely Jimenez has a particularly pertinent back story to end up at the Gevirtz School as a PEAC Community Fellow; she attended Harding before it became the Harding University Partnership School and La Cumbre Junior High before it created PEAC (Program for Effective Access to College). Evely’s perseverance helped her be the first in her family to graduate college, and to participate in AVID (Advancement Via Individual Attainment), when she attended Santa Barbara High.

“AVID is a smaller community within the entire school of people who share similar stories and similar values about education and overcoming adversity so they can persevere into higher education,” Evely explains. The key, she says, is a teacher who helped “students learn new things in regards to college, given many of these students’ parents or guardians didn’t have experience in higher education or education in general.”

Evely attended Santa Barbara City College for two years, and during that time participated as a member of the tutoring team for the PEAC program, and had the opportunity to experience personal growth during an internship with the Wilderness Youth Project. Transferring to UC Davis, she earned a BA in Spanish with a minor in Education. Already hoping to be a teacher, her time at Davis cemented

Here are three points that add up to one big problem:

- 76% of kids in California schools are children of color, while 63% of the teacher workforce is Anglo.
- 58 percent of California’s school districts have plans to expand bilingual education and 86 percent expect a teacher shortage.
- A California resident pays approximately $17,320 in tuition and campus-based fees alone to complete her year in our Teacher Education Program (TEP), a year when there is no time to make money at any other job.

Fortunately, the new PEAC Community Fellowship for Education is working to address this vexing problem. Santa Barbarans Evely Jimenez, Monica Rojas, and Alejandrina and Maria Lorenzano are the first PEAC Community Fellows, currently part of the Teacher Education cohort of 2019-20. The program provides each with full funding to attend TEP. But what’s more, upon earning their teaching credentials, each will receive an opportunity to teach in the Santa Barbara Unified School District.
that desire when she worked as a teaching assistant in a 2nd grade classroom. “I realized how fundamental it was for the students to have support at that age,” she says. “Many of the students were identified as English Language Learners and I realized I could be a bridge to help them be successful. In a classroom of twenty-eight you can get lost—it was great to support them.”

Evely wants to be sure to honor the legacy of La Cumbre principal Jo Anne Caines, who had the vision to create PEAC. “PEAC starts in junior high school, but it doesn’t just help get students prepared for college, it helps them work together, tutoring younger students, so everything you’ve done has a larger impact in our community and society. It helps show you the differences you can make as an educator.”

Evely attended Harding Elementary where her kindergarten teacher, Mrs. Presser, became her inspiration to become a teacher. Evely remembers, “She interacted with my parents and believed in us as a family. From that class on, she hoped to be a teacher.

Thanks to the PEAC Fellowship, she now knows she will get to teach in a Santa Barbara classroom in fall 2020. “I can be a literal role model for my students,” she says. “I will be given an opportunity to break cycles and be a model for students who share the same background as I do.”

**Monica Rojas, ESC Moderate/Severe credential and M.Ed. candidate**

Monica Rojas was already admitted into the Teacher Education Program before she learned she would receive a PEAC Community Fellowship. “I was super stressed about how to pay, as I had to support myself and a little one,” she says, referring to her seven-year-old son. “I had accepted the fact that I would be in debt, but was worried.”

Fortunately, she got a phone call from TEP director Andrew Fedders to come in and he told her she would get a full ride and a job waiting for her at the end of the year. “It’s a humbling feeling,” the San Marcos High graduate says. “I want to be able to do the same thing someday, to be able to help someone who is in a similar situation.”

Helping others is crucial for Monica, who earned a BA in Psychology at Cal State Channel Islands, where she was first exposed to the community of those with autism spectrum disorders. Getting a job as a paraeducator in the Goleta Unified School District Office after college led her, she says, “To work with psychologists and speech therapists, and I realized I wanted to be more hands on.” She also learned how valuable it was to be bilingual at the District Office, claiming, “I had to translate all the time.”

At her job she befriended students then in UCSB’s special education credential track, and soon she was introduced to Fedders (who is also a special education instructor) and Amber Moran, another long-time special education instructor. “They were super helpful,” Monica says. “They really walked me through the application process.”

Monica’s experience as a peer educator will certainly serve her, and her future students, well. “I’ve been in classrooms where I worked with teachers that were my teachers,” says the Adams and La Cumbre Junior High alumna. “Since I’m a local I know a lot of families.”

And that family connection is important when helping special education students. “A great teacher is someone who is aware of the diversity in our community,” Monica asserts, “and can form strong relationships with students’ families. That creates much better outcomes, evidence shows.” For while Monica has just begun her credential and M.Ed. work, she has long term goals too. “I eventually want to get a Ph.D.,” she says, “I would love to teach students to be great teachers—that’s my ultimate goal.”
Alejandrina and Maria Lorenzano, both SST-English and M.Ed. candidates

While Alejandrina and Maria Lorenzano are twins, and both are working on single subject English credentials, how they decided on their chosen field is quite different, despite both earning BAs in English at UCLA in 2016. For when they entered college, they had very different midsets.

“Helping people sounded exciting, but I thought the only way to create a name for myself was to become a doctor,” Alejandrina explains of her initial decision to declare a pre-med major. At UCLA, however, she quickly learned she didn’t like math or chemistry. “People said you should love what you do but it wasn’t happening,” she continues. “Once I changed to English I was happy—I decided I could be one of those inspirational teachers like the ones I had.”

Maria started undeclared, but realized her old high school favorite subject English was calling. “I just like analyzing books,” she admits. “I like bringing your perspective to a book.”

After earning their degrees at UCLA the Lorenzanos returned to Santa Barbara to work and save so they could eventually attend graduate school. They volunteered, too: Alejandrina as a mentor and PEAC Site Coordinator for Santa Barbara High School; Maria as an A-OK (After School Opportunities for Kids) leader for K-6 grade students at Adelante Charter School. Both share a strong sense of commitment to giving back, pointing out how crucial AVID was for them (in the pre-PEAC days) at San Marcos High. “One day our AVID teacher came to class with the forms to apply to the UC system,” Alejandrina remembers, “and told us, ‘You’re all applying to college right now, it’s paid for.’ If he hadn’t encouraged us it wouldn’t have happened.”

Receiving PEAC Community Fellowships sped up their timetable to be able to attend TEP. Trying to get their testing and applications done, the twins had to head to Los Angeles frequently, and they kept what was happening a secret from their single mother until they knew everything was set. “We surprised her with a UCSB Mom sweater,” Alejandrina relates, “but at first she just thought it was a UCLA one since she had lost hers. Then when we explained she was so happy she started crying, especially learning we would be able to stay in town.”

So the Lorenzanos get to be part of several communities—they are particularly enjoying working with their TEP cohort. “Everyone is willing to lend a helping hand,” Maria says. “There’s so much mutual respect and mutual collaboration.”

“We get to stay and help our community, and because of the community we are here,” Alejandrina sums up. “We both want to be that teacher who encourages students to go to college. Our AVID teacher said ‘pay it forward’ and it’s finally going to happen.”

The 2019-20 PEAC Fellows: (l-r) Evely Jimenez, Maria Lorenzano, Alejandrina Lorenzano, Monica Rojas
Endowed in Perpetuity

Martha Aldridge Promise Award
Martha Aldridge was a UCSB staff member from 1961 until her death in 1986. The Promise Award is given to a top credential candidate in the Teacher Education Program to assist with the transition to his/her first teaching position in elementary education.

Donald R. Atkinson Diversity Enhancement Award
This award is in honor of Professor Emeritus Donald R. Atkinson for his 30 years of service to the profession of counseling psychology. During his tenure, Professor Emeritus Atkinson was dedicated to making the Gevirtz Graduate School of Education one that is affirming to all. The award is given to support student research or a dissertation in the area of multicultural counseling psychology.

Cynthia and Frederick Brinkmann Fellowship
Generously supports students pursuing teaching credentials in the Teacher Education Program.

Dorothy M. Chun and Joseph Polchinski Fellowship
Supports qualified graduate student(s) enrolled in the interdisciplinary Emphasis in Applied Linguistics who are studying second language acquisition and closely-related topics.

Dormon Commons Fellowship
Established in memory of Dormon Commons, past president of the California Board of Education, this fellowship supports financial aid for graduate students in the School of Education who are classroom teachers or professional educators returning to work on advanced degrees.

Marika Ann Critelli Memorial Fellowship for Community Service
Established in memory of Marika Ann Critelli, this fellowship highlights one of the core values of the Teacher Education Program— that of community service. It supports credential candidates who have shown a commitment to providing community service, either through their own efforts and/or by providing opportunities for K-12 students to engage in activities that benefit local or global communities.

The James D. and Carol N. Dixon Graduate Fellowship
Supports MA or Ph.D. students with a focus on reading studies and/or the broader field of literacy studies. There is a selection preference for Education Department students who are involved in Reading Clinic activities.

The Priscilla and Susan Drum Memorial Endowed Fellowship
Established in memory of Priscilla Drum, a Professor in the School of Education from 1976-1994, and her sister Susan. The fellowship supports qualified graduate student(s) pursuing an MA or Ph.D. with a focus on Literacy in the Education Department. Prior academic merits are not an eligibility requirement; however, recipients do demonstrate prospective promise as scholars. Selection preference is given to students who have persevered through hardships and demonstrated grit in the pursuit of their vision of becoming scholars.

Delaine A. Eastin Fellowship
Supports students to pursue an MA or Ph.D. in Education. Qualified recipients have academic promise and are the first in their family to attend graduate school (“first generation”). When there are multiple eligible candidates, preference is given to female students.

Peggy Fredericksen Memorial Fellowship
Peggy Fredericksen received her B.A. in Elementary Education from UC Santa Barbara in 1951. She then pursued a career teaching elementary school in Santa Barbara and Long Beach. This fellowship fund has been created to honor and sustain her memory and passion for K-12 education by supporting Teacher Education Program candidates.

Gevirtz Fellowship
Gevirtz Fellowships are awarded from an endowed fund dedicated to supporting GGSE programs, activities, and students who show promise for having a positive impact on public education. Students from all areas of the Gevirtz School are eligible.
**Phillip & Helen Green Travel Fellowship**
Established in memory of Phillip and Helen Green. The fellowship supports academic conference related travel for graduate students, with a preference for graduate students doing classroom research that supports democratic practices and equity of access for immigrant and second language students from working class backgrounds. An overarching goal of this fellowship is to make visible scholarly work that uncovers effective practices that support students in gaining access to American society.

**Vivian Guerrier “Hope” Fellowship**
This fellowship honors longtime Gevirtz School staff member Vivian Guerrier, who died in August 2007, after more than a decade of service to the GGSE and the Teacher Education Program. The Vivian Guerrier “Hope” Fellowships recognize and encourage credential candidates who persevere in spite of hardships to accomplish their vision to become educators and who, like Vivian, inspire others with their courage and integrity.

**Thomas G. Haring Memorial Fellowship**
Established in memory of Thomas G. Haring, a member of the Graduate School of Education faculty and renowned researcher and teacher. His research and teaching focused on individuals with severe disabilities. Dr. Haring was committed to improving the lot of individuals with special needs in education and the community. The fellowship supports students with a focus on the education of individuals with special needs, with attention to social and applied cognitive behavior analysis in integrated educational and community settings.

**James Hong Memorial Research Fund Fellowship**
Established in memory of UCSB student, James Hong. This fund supports graduate students in GGSE's Department of Counseling, Clinical, and School Psychology who are pursuing research on at-risk youth and school violence, with the goal of helping to prevent violence and promote safety.

**Patty Hopkins-Acos Memorial Fellowship**
This fellowship supports Teacher Education Program students working toward the Educational Specialist Credential, who demonstrate the professional and personal dedication exemplified by Patty Hopkins-Acos throughout her career with special needs children. This fellowship recognizes and encourages future special education teachers who, like Patty, inspire others with their excitement about teaching, compassion, irrepressible energy, courage, integrity, and sense of humor.

**Ray E. Hosford Memorial Fund Fellowship**
Established in memory of Ray E. Hosford, Professor of Education, this fund supports merit-based graduate fellowships for doctoral students in Counseling Psychology, preferably going to those pursuing research in Social Learning Theory.

**Dr. J Student Teacher Fellowship**
The Dr. J Student Teacher Fellowships honor the legacy of Dr. Richard Jamgochian, former Director of the Teacher Education Program. From 1968-1991, “Dr. J” was an enthusiastic and tireless advocate for teacher education. Recipients of the fellowship show promise as future teachers and exemplify the ideals that Dr. J promoted. According to Dr. J, learning to teach should be a collegial endeavor. He judged teaching to be both a science and an art, and he encouraged teachers to engage in on-going self-examination and professional development to maintain skills in both endeavors.

**Gale and Richard Morrison Fellowship**
Established by Gevirtz School Professor and Dean Emeritus, Gale Morrison, and her husband Richard Morrison ’69, this fellowship is awarded to top applicants to the Gevirtz School to pursue a Ph.D., or deserving students who have advanced to Ph.D. candidacy and are working on their dissertations.

**Special Education Fellowship, AKA The Lamb Family Fellowship**
Supports aspiring special education teachers who are dedicated to a long-term professional commitment of working in school settings with students who qualify for special education services, as well as with their families.

**Dr. Sabrina Tuyay Memorial Fellowship**
For twelve years, until her untimely death in June 2005, Dr. Sabrina Tuyay taught Literacy/Language Arts Methods and Procedures courses in the Teacher Education Program. This memorial fellowship acknowledges teacher candidates who have shown a commitment to providing thoughtful literacy and English language instruction to elementary-age and/or special education students. What distinguished Sabrina was her passionate dedication to ensuring that teachers become critical thinkers and risk takers, leaders willing to push boundaries so that all students can optimally learn to read and write and think.

**Annually Funded Fellowships**

**Luchenco-Gaines Fellowship**
Supports a candidate in the Teacher Education Program including a single subject credential candidate with a focus on biology and has demonstrated financial need, and a multiple subject credential candidate who is a first-generation college graduate and has demonstrated financial need.

**Glikbarg Family Foundation Fellowship**
Supports Teacher Education Program students who have made a commitment to teach in a low-income, ethnically diverse community where students historically may not complete high school and where dedicated teaching can positively affect the future for otherwise disadvantaged students.

**Alumni Fellowship Funds for Education, CCSP, and TEP Graduate Students**
Gevirtz School alumni established three funds to support future generations of students who will soon join them as graduates. These funds are intended to help offset the rising costs of tuition.
GORDON MORRELL: FROM AN EDUCATION PH.D. TO PHILANTHROPY

It’s no surprise, then, that Morrell and Yardi currently support programs that teach reading and writing in Yardi’s clients’ multi-family communities. A few years ago Yardi began looking at ways to work with clients that have education programs in their locations. “We narrowed our focus to trying to help children in these communities read at grade level by third grade. This milestone has been shown to be an important indicator of success in the child’s future,” Morrell points out, sounding like the former academic he is.

So he turned to his alma mater for help. First, he called his old friend and mentor, Jules Zimmer, for advice. Dr. Zimmer, former Dean of GGSE, spent much of his career working with young children. The advice was to speak to some of the faculty at GGSE, perhaps to develop a unique program that could be instituted at various centers across the country. Yardi looked at a number of options before finding an excellent learning program already in existence at Peoples’ Self-Help Housing (PSHH), a Yardi client based in the Santa Barbara/Ventura/San Luis Obispo tri-counties area. PSHH offers The Youth Literacy Program, which serves 250 resident K-12 students at nine different properties. Four days a week for 45 minutes students work independently, and with an educator, to improve grade level reading. Students use a web-based program, Reading Plus, and are also offered one-on-one tutoring.

“We liked the program and the attitude of its executives who were very open to having the Gevirtz School—led by Dr. Matt Quirk—analyze the level of success and offer suggestions for improvement,” Morrell says. The program is based in affordable housing centers that serve families who qualify to live in these communities. “This is an ongoing project that we hope, someday, will grow far beyond the borders of the tri-counties.”

Learning how to make good systems scalable is certainly one of Morrell’s skills. When he joined Yardi Systems in March 1990, he was one of their 25 employees. Nearly three decades later Yardi has 6,650-employee company with 42 offices in 14 countries. “Yardi’s corporate motto is ‘Take care of our clients, take care of our employees, take care of our communities, stay focused, and grow,” Morrell explains. “We take all five of these tasks very seriously and have been working with nonprofit organization in our communities for many years.” And the Gevirtz School is heartened to be able to take part in helping make that care happen.

When Gordon Morrell (Ph.D., Education, Counseling Psychology emphasis, ’76) titled his fall 2018 Fast & Curious lecture “The Long and Winding Road,” it wasn’t just so he could begin by serenading the crowd with some Beatles. (Although he did show off his musical chops, part of the skill set that helped him pay his way through UCSB.) Instead, the song illustrated how he went from studying counseling psychology at UCSB to an Assistant Professorship in Maine, only to return to Santa Barbara, helping create first-gen educational software and then joining Yardi Systems, where, years later, he is now Executive Vice President.

Morrell was more than willing to explain how a doctorate in education prepared him to help manage a company that supports industry-leading investment and property management software for all types and sizes of real estate companies. “GGSE prepared us to listen, to be empathetic, to analyze, and to act,” he began. “One of the most important skills for a manager is the ability to understand what is going on in the moment. Being able to listen carefully and empathize is critical to success. For example, many times a client will call with one agenda (‘I NEED THIS CHANGE TOMORROW!’), when in fact the subtext may be different (‘I told my boss I’d have this change tomorrow. Sorry I didn’t mention that to you, but if you don’t help me out I’ll look bad.’)

There were even more crucial lessons learned at the Gevirtz School years before it had that name, such as “the ability to dig in and analyze a situation.” Morrell has exhibited that skill repeatedly, not the least when in 1979 he became Director of Child Development Programs at the Santa Barbara Office of the County Superintendent of Schools and knew it was time to computerize. “While some bristle at change, I believe we should understand it, embrace what we like, and work to change what we don’t like,” Morrell insists. “And maybe that’s a metaphor for life in general.”

Of course the digital world has changed radically from those days of Apple II computers to today’s smart phones. Which is why Morrell points out, “I can’t underscore enough the emphasis on clear communication. Probably the biggest change in the business world was the growth of the Internet, and subsequent onset, or should I say onslaught, of email. GGSE helped us get our thoughts in order and present them, whether verbally or in writing, clearly and concisely.”
SURPASSING 20+ IN 2020: AN INITIATIVE MAKING REMARKABLE CONTRIBUTIONS TO THE FIELD OF SCHOOL PSYCHOLOGY

With their role to support healthy student learning and healthy teacher teaching on K-12 campuses, school psychologists are vital to the nourishment of a functioning student body. At the same time that mental health concerns, expectations for success, and the stress of social media are rising across school districts and universities, there is a shortage of school psychologists across the nation, largely due to an entire generation’s retirement out of the profession. A new group of school psychology scholars—equipped with high-standards for quality research, a vision of where to lead the field, and the practical tools to support children across systems—are making remarkable contributions at the doctorate level to address the field’s needs. The best part? They’re UCSB Alumni, driven to the highest level of academic success by way of the 2020 Doctoral Scholars Initiative.

In 2006, Dr. Shane Jimerson, Professor in the Department of Counseling, Clinical, and School Psychology (CCSP), envisioned and implemented the 2020 Doctoral Scholars Initiative—an effort to prepare at least twenty school psychology Ph.D. students, of whom 50% would be from historically underrepresented and/or marginalized groups, for faculty positions in the field of school psychology by the year 2020. “There was an incredible need and opportunity for UC Santa Barbara to further contribute to science, scholarship, and the preparation of the next generation of school psychologists,” Jimerson says. “School psychology faculty at UCSB have been tremendously successful in preparing doctoral students for success in academia, while alumni are making important contributions to advancing science, understanding, and practice.”

Fourteen years later, the goal has already been surpassed. Twenty-six Ph.D. students have earned academic faculty positions at institutions across the nation, such as Cal State Los Angeles, Sacramento State, Chapman University, University of Colorado-Denver, Loyola Marymount University, North Carolina State University, Utah State University, and University of Wisconsin-Madison. Moreover, 75% of these graduates are from groups outside the stereotypical white male demographic of faculty members, which is important for the nation’s increasingly diverse student populations to be represented among campus leaders. “Due to the opportunities afforded to me as a graduate of the CCSP department,” says alumna Dr. Jennica Paz, “I am now uniquely positioned to be able to advocate for youth and families who are unable to advocate for the quality educational and mental health services they so deserve. I also now have the privilege to train future school psychology change agents to continue to push for high quality school psychological service delivery for students with adverse life experiences through teaching, mentoring, research, and community partnerships.”

The initiative has grown successfully over the years because of the commitment by faculty members Drs. Shane Jimerson, Jill Sharkey, Erin Dowdy, and Matt Quirk, as well as Erika Felix and Michael Furlong. Together, they leveraged their professional networks, personal strengths, and scholarly excellence to advise and mentor Ph.D. students to pursue careers as leaders in the field of school psychology. By preparing the scholars who go on to prepare more school psychologists, and nurturing those connections to this day, their work has already irreversibly altered the field. “The faculty told us that we were not just their students,” reflects CCSP graduate Dr. Eui Kim, “but also their future colleagues. They truly treated us that way, which I believe further improved my competence to pursue my career in academia.”

Now, as we approach the goal year of 2020, we acknowledge the initiative’s twenty-six graduates and where they are serving as change agents in university settings. Since the initiative’s start, UC Santa Barbara has been a premier program: in 2007 it was ranked #2 for Faculty Productivity Among School Psychology Faculty by The School Psychologist.
the official newsletter of APA Division 16, and in 2019 it was ranked a Top 20 Education Psychology Program by StudentSuccess.org. As a new decade dawns, we look ahead towards another audacious goal: Graduate and find employment for a second cohort of faculty colleagues, 30 this time, by 2030.

GGSE School Psychology
Doctoral Alumni, 2006-2020

Dr. Jacqueline Brown (Associate Professor, University of Montana)
Dr. James Earhart (Adjunct Professor, University of Southern California)
Kelly Edyburn (Postdoctoral Research Scholar, Children’s Equity Project, Arizona State University)
Dr. Katie Eklund (Assistant Professor, University of Wisconsin-Madison)
Dr. Emily Fisher (Professor, Loyola Marymount University)
Dr. Skye Fraser Stifel (Adjunct Professor, Loyola Marymount University and Cal Lutheran University)
Dr. Victoria Gonzalez-Hardy (Adjunct Professor, UC Santa Barbara)
Dr. Kezia Gopaul-Knights (Adjunct Professor, California State University-Los Angeles)
Dr. Kelly Graydon Kennedy (Associate Professor and Associate Dean for Graduate Programs, Chapman University)
Dr. Amy Griffiths (Assistant Professor, Chapman University)
Dr. Lindsey Grimm O’Brennan (Research Fellow, University of South Florida)
Dr. Aaron Haddock (Adjunct Professor at Antioch University)
Dr. Shelley Hart (Associate Professor, Chico State University and Research Associate, Johns Hopkins University)
Dr. Camille Jones (Adjunct Professor, Loyola Marymount University)
Dr. Eui Kim (Assistant Professor, North Carolina State University)
Dr. Won-Fong Lau Johnson (Clinical Assistant Professor and Director of Training, University of Washington)
Dr. Elena Lilles Diamond (Assistant Professor, Lewis and Clark University)
Dr. Ashley Mayworm (Assistant Professor, Loyola University Chicago)
Dr. Meagan O’Malley (Assistant Professor, California State University, Sacramento)
Dr. Jennica Paz (Assistant Professor, San Diego State University)
Dr. Tyler Renshaw (Associate Professor, Utah State University)
Dr. Elina Saeki (Assistant Professor, Cal State University, Los Angeles)
Dr. Reza Shahroozi (Visiting Professor, San Diego State University and Adjunct Professor, California State University, Long Beach)
Dr. Anna Shenouda Abdou (Assistant Professor, Chapman University)
Dr. Rachel Stein (Assistant Professor, University of Colorado, Denver)
Dr. Jennifer Twyford (Associate Professor, California Lutheran University)
Dr. Rondy Yu (Assistant Professor, University of California, Riverside)
Douglas Baker (Education, Ph.D., ’01) gave the inaugural Gevirtz School Alumni Lecture as part of UCSB’s All Gauchos Weekend.

Liz Barnitz (Education, Ph.D., ’16) was honored by Isla Vista Youth Projects with the first annual LEAP Award.

Liz Castner (TEP, ESC, M.Ed., ’16) was named Special Education Teacher of the Year from the San Andreas Regional Center.

Sally DeLyser (TEP, ESC, M.Ed., ’07) was awarded the 2018 Cal-TASH June Downing Memorial Outstanding Educator Award.

Mandi de Witte (TEP, SST, M.Ed., ’10) was named 2019 Santa Barbara County Teacher of the Year.

Mari Estrada (Education, Ph.D., ’16) and Carola [Matera] Oliva-Olson (Education, Ph.D., ’08), faculty at California State University Channel Islands, were awarded a $1.1 million grant from the State of California for their early childhood training project, Dual Language Learning Professional Development for the California Early Childhood Workforce.

Jan Ferrer (TEP, SST, M.Ed., ’15) was awarded Teacher of the Year by Goleta Valley Junior High School at SBUSD’s sixth annual Night of the Stars event.

Jennifer Foster (TEP, SST, M.Ed., ’96) was named Principal of La Colina Junior High School, Santa Barbara.

Michael Furlong (Education, Ph.D., ’80) was named Distinguished Professor Emeritus at the Gevirtz School.

Kim Johnson (TEP, SST-Sciences, M.Ed., ’99) established the UCSB Edible Garden Program with her husband, Jack Johnson.


Isabella Marill (TEP, SST, ’18) was named a 2019 Knowles Science Teaching Fellow.
Rebeca Mireles-Rios (Education, Ph.D., ’12) was nominated for a 2019 Margaret T. Getman Service to Student Award, which recognizes university faculty that have demonstrated an extraordinary commitment to the general growth and development of students and the quality of student life. Rebeca Mireles-Rios and Victor Rios also presented their documentary *The Pushouts* as part of the GGSE’s Dean’s Lecture on Education, Diversity, and Democracy.  

Andy Osiadacz (TEP, SST, M.Ed., ’16) was named one of the 2019 Santa Barbara County Distinguished New Educators.  


Nicolasa Sandoval (Education, Ph.D., ’07) was the keynote speaker at the UCSB 2019 Graduate Division Commencement Ceremony.  

Lianette Santana (TEP, SST, ‘11) was recognized by the Rotary Club of Santa Barbara with an Outstanding Teacher Award.  

Torrey Trust (Education, Ph.D., ’14) won an International Society for Technology in Education (ISTE) Making IT Happen Award.  

Paul Turnbull (Education, Ph.D., ’11) was named a Top 100 EdTech influencer in education by *EdTech Digest*.  

Ty Vernon (CCSP, Ph.D., ’10) was chosen for a UC Santa Barbara 2018 Faculty Career Development Award.  

Bruce Wampold (Psychology, Ph.D., ’81) received the American Psychological Foundation (APF) Gold Medal Award for Life Achievement in the Application of Psychology.
**FACULTY HONORS, AWARDS, AND BOOK PUBLICATIONS, 2018-2019**

**Diana Arya** was nominated for the 2018-19 Faculty Diversity Award by UCSB’s Academic Senate Committee on Diversity & Equity.

**Charles Bazerman** won the 2018 James R. Squire Award from the National Council of Teachers of English (NCTE). He also edited the Writing Development Across the Lifespan special issue of *Writing and Pedagogy* (Vol. 10, No. 3, 2018).

**Betsy Brenner and Richard Durán** were recognized by the St. George Youth Center with a tree planted in their honor in recognition of their continuous 20-years of service to youth in the Isla Vista community coinciding with the 20th anniversary of the Teen Center.


**Alison Cerezo** was honored with the 2018 Distinguished Professional Early Career Award from the National Latinx Psychological Association. She also won the “Distinguished Contributions to Ethnic Minority Issues Award” (2019) from Division 44 of APA, a Chicano Studies Initiative Faculty Grant, a Regents Junior Faculty Fellowship, and a fellowship with the Research in Implementation Science for Equity (RISE) at UCSF.

**Andrés Consoli** was granted fellow status by the American Psychological Association (APA), Division 29: Society for the Advancement of Psychotherapy.

**Tim Dewar** was appointed the Executive Director of the California Writing Project (the state-wide network of 15 WP sites that are part of the California Subject Matter Projects).

**Richard Durán** was named Associate Dean and Faculty Equity Advisor at the Gevirtz School. He was also appointed to serve on the UCOP President’s Chicano/Latino Advisory Council for the University of California.

**Michael Furlong** was named Distinguished Professor Emeritus.

**Michael Gottfried,** along with Ethan Hutt, published *Absent from School: Understanding and Addressing Student Absenteeism* (Harvard Education Press, 2019). He also co-hosted a Thinkers Meeting themed “Chronic Absenteeism,” sponsored by Education Commission of the States in Denver, Colorado.


**Danielle Harlow** was named Associate Dean for Academics and Faculty Development at the Gevirtz School. She also gave the invited talk “Physics, Fieldtrips, and Facilitation: Using Research Practice Partnerships to Transform Learning” to the American Association of Physics Teachers.
Tania Israel was chosen by U.S. Congressman Salud Carbajal, who represents California’s 24th District, as one of the 2019 Congressional Women of the Year.

Shane Jimerson, along with Matthew J. Mayer, co-edited School Safety and Violence Prevention: Science, Practice, Policy (2018 American Psychological Association). He also was appointed a member of the Institutional Review Board of the California Commission on Teacher Credentialing (CTC) for Pupil Personnel Services and received an award for Outstanding Contributions to School Climate and School Safety from the Santa Barbara Unified School District.

Maryam Kia-Keating gave the talk “Exiled: Loss and Resilience Among Refugee and Forcibly Displaced Youth and Communities” in conjunction with UCSB Reads 2019.

Robert Koegel was named Professor Emeritus.

George Marcoulides, along with Tenko Raykov, wrote A Course in Item Response Theory and Modeling with Stata (Stata Press, 2018).

Jeffrey Milem was invited as a consultant by Princeton University to help improve the school’s climate for diversity. He also joined the Board of Directors for the Santa Barbara County Education Office Partners in Education.

Rebeca Mireles-Rios was nominated for the 2019 Margaret T. Getman Service to Student Award, which recognizes university faculty that have demonstrated an extraordinary commitment to the general growth and development of students and the quality of student life. Rebeca Mireles-Rios and Victor Rios also presented their documentary The Pushouts as part of the GGSE’s Dean’s Lecture on Education, Diversity, and Democracy.

Karen Nylund-Gibson received a 2018-19 Outstanding Graduate Mentor Award from the UC Santa Barbara Academic Senate. She also organized the second Methods U—a series of three-day workshops that attracted over 80 researchers to GGSE to learn statistical methods.

Yukari Okamoto won a 2018-19 UCSB Graduate Student Association Dixon-Levy Award for service to graduate students.

Tine Sloan was appointed chair of the California Commission on Teacher Credentialing (CTC) by Governor Gavin Newsom. She also was appointed to the Blue Ribbon Panel on Developing Criteria for Systems of Performance Assessment created by the Learning Policy Institute.


Ty Vernon was chosen for a UC Santa Barbara 2018 Faculty Career Development Award.

Heidi Zetzer was appointed to serve as the Director of the Carol Ackerman Positive Psychology Clinic Director starting January 2019. She was also invited to serve as member of a specialized training team, comprised of national experts, to train licensed mental health professionals from 10 Southern California Departments of Behavioral Health, in multicultural supervision principles and practices.
On January 22, 2010, all 600+ students and faculty of Santa Barbara’s Harding School sat in UC Santa Barbara’s Corwin Pavilion and mimed writing their names in the air as if they all were signing the MOU that created the Harding University Partnership School. On the dais UCSB Chancellor Henry Yang, then Santa Barbara Unified Superintendent Brian Sarvis, then Harding Principal Sally Kingston, and then Gevirtz School Dean Jane Close Conley signed the actual MOU, ushering in a new era of education in Santa Barbara. This story is a look back at only a few of the highlights of ten years of partnership between UCSB and the west side elementary school.

“One of my most engaging efforts at the Gevirtz School was our collaboration with Santa Barbara Unified School District in establishing the Harding University Partnership School,” Conoley, who is now President of Cal State Long Beach, recalls. “Pairing the substantial resources from the educators at Harding with our student teachers, researchers, and special education and psychological service teams represented a model to me about how graduate schools of education and local schools should share and direct resources for student success.”

**Annual UCSB Campus Visit**

For ten years at least the 4th through 6th grades of Harding have visited UCSB for a day to learn that coming to college is a possible goal. On campus they have done a bit of everything: hold skinks and write poetry with Santa Barbara’s Poet Laureate, lift sea urchins gingerly out of touch tanks and dress up in endless layers like Antarctic explorers, build and test rubber-band powered rockets and restore native wetland by planting new seedlings.

“Working with the Harding students was always great fun, but the most important goal was to help them feel welcome and comfortable with the UCSB students, faculty and campus, so they would set a goal of coming back when they were likely much taller and ready to take advantage of a more lengthy learning experience as undergraduates,” recalls Sue Johnson, now retired, but a long-time beloved teacher of science teachers at GGSE. “Those of us who spend more time with the taller versions were pleased but also tired by the time the students boarded the buses to go back to Harding, but the students themselves were still full of energy and now, great memories.”

Many of those memories took place at UCSB’s Marine Science Institute (MSI). Scott Simon, Director at the REEF (Research Experience and Education
Facility), and MSI’s Education Outreach Program Manager, takes particular pride in taking part, saying, “Having grown up in Santa Barbara, it has been very rewarding working with the teachers to link UCSB research, fishing, and ocean cultures to ocean science curriculum that is truly about this place. Seeing the HUPS students light up about the connections between science and their maritime community has been inspirational.”

Simon particularly recalls that seven years into the partnership, the 6th graders were the first HUPS graduating class. “That cohort began HUPS as kindergarteners and had been to UCSB every year,” he points out. “I had the honor of participating in their promotion ceremony at Harding, where the students were given UCSB certificates and pins to commemorate the milestone!”

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Family Strengths Center

Keenly aware that time at school is only one component of a student’s growth, the GGSE founded The Family Strengths Center at Harding to support the healthy development of children of all ages in the context of their school community and families. Students, teachers, and parents trusted the graduate student counselors, many of whom were bicultural and bilingual. The counselors’ involvement with families helped parents use their personal and cultural strengths to promote healthy development in their children.

“We helped parents increase their children’s success in school through increasing the parents’ knowledge of what was expected in the classroom and how the parents could support their children’s success,” says Professor Collie Conoley, who led the initiative. “We taught the parents games to play with their children to make following directions and learning fun.” At times the children and their families needed more intensive help. Having a center in the school increased the ability of the families to attend and decreased the negative stigma of seeking out mental health services. Conoley concludes, “Working with the families helped the entire family.”

The Multi-Tiered System of Supports (MTSS) Behavioral Health Program

Years after the Family Strengths Center grant ran out, The Gevirtz School joined with numerous community partners to create the Westside Health Collaborative. Creating what has been called a pilot system for the entire school district, a group of more than ten undergraduates led by a Counseling, Clinical & School Psychology doctoral student introduced MTSS to Harding, thereby exposing the entire HUPS student population to the various forms of behavioral health support. The year-long project helped contribute to schoolwide awareness of behavioral health needs and reduced stigma around receiving behavioral health services. The work ranged from teacher consultation and classroom-wide supports to help target test anxiety to direct counseling with students the most in need. For example one fifth grader lost a sister to cancer, so the MTSS team not only taught him calming techniques, but also how to feel comfortable discussing his obvious feelings of loss and grief. Harding Principal Victoria Binkley says, “This was, without a doubt, the most poignant learning this student had all year.”

Harding students work on restoring coastal wetlands by planting native seedlings during one of their annual visits to campus.
Holiday Card

For years now, the Gevitz School holiday card has featured art from Harding students. Harding teachers would solicit art featuring natural/seasonal images and themes of peace and love. Then the Gevitz School—often professors here who also paint—would pick the best image for reproduction and mailing about the country.

The 2018 card was even a collaborative project, as all the art students created a leaf that was then woven into a wreath. “I told the students we were doing a project for the holiday card and they were excited to know that all of the college kids would see their work,” says HUPS teacher and TEP alumna Katherine Serdio (’18 MST, M.Ed.). “I decided to do a collaborative project to showcase the work of all Harding students. Leaves were the easiest communal project for ages 4-12. It was fun to see the different leaves that were produced from each grade. It was some unbe-LEAF-able work!”

TEP Connection

As of the writing of this story, seven alumni from UCSB’s Teacher Education Program work as teachers at Harding. Then each year, four or five elementary teacher candidates are placed at Harding for their student training, switching between upper grade and lower grade classrooms for a fuller experience as they work towards their multiple subject teaching credentials.

“I was honored to work at Harding,” says Katherine Serdio, art teacher in the holiday card section of this story and a Santa Barbara local. “It is one of the oldest elementary schools in Santa Barbara and is absolutely gorgeous. Prior to attending UCSB TEP, I was subbing for Santa Barbara Unified School District. My first job was a 5th grade class at Harding. It was almost a glimpse into my future and what was meant to be.”

Serdio tells just one story of the transformative power of teaching, and the synergy between UCSB and HUPS. “TEP best prepared me to teach at Harding by helping me find out who I am as an educator. There were obstacles, both emotionally and mentally, and TEP provided me with the support I needed to push forward,” she asserts. “It was the most challenging and rewarding experience all at the same time.”

Community Based Literacies

Harding fourth graders and UCSB undergraduates huddle together, discussing reading from different disciplines that can often trip up young students—texts offering data in tables, figures, and charts. Led by their “college buddies,” the fourth graders grew in skills and confidence and by year’s end could evaluate and question ideas and assertions presented in the texts. The Gevitz School’s McEnroe Reading and Language Arts Clinic offered course work and workshops to the UCSB facilitators to ensure they were sufficiently trained. Training content focused on theoretical and empirical work related to reading comprehension and critical analysis of evidence-based argumentation.

The program, called Community Based Literacies (CBL) for the 21st Century, established a new model for ways UCSB could improve Harding student outcomes.

“CBL has been a game changer at Harding,” states principal Veronica Binkley. “Students for the past two years that have been part of the program have blossomed in their desire to read and to read widely.” The stats back up her claims, as Harding’s current fourth grade class scored higher than any former cohort with 56.2% reading at or above grade level. What’s more, Binkley sees more general improvements tied to these gains, saying, “Their attention to detail through instruction in close reading has transferred into other subjects and into work habits. They are engaged students, with a high level of concern for success. As a group, they are articulate, polite, and anxious to share their learning.”
DONOR HONOR ROLL

During the 2018-2019 academic year, the combined generosity of almost 200 donors—including 104 alumni, 25 parents and friends, 11 faculty and staff members, current and past UC Santa Barbara Foundation trustees, and 20 foundations and organizations—supported student fellowships, impactful research, and clinical/programmatic activities in the Gevirtz School.

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