

Fall 2018

advancing

UCI SCHOOL OF EDUCATION



advancing

IMPROVING LIVES THROUGH ADVANCING THE SCIENCE OF EDUCATION

» FEATURES

In Associate Professor Susanne Jaeggi's lab, researchers use methods from cognitive psychology, neuroscience, and education in her Working Memory and Plasticity Lab to study how executive functions can be enhanced from childhood through old age.

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Professor Elizabeth Peña develops interventions and assessment tools to help bilingual children organize and access two languages. Her team's just-released Bilingual English Spanish Assessment program (BESA) offers the first normed testing materials in both English and Spanish.

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Research Practice Partnerships

Collaborative initiative among university researchers, district administrators, and school practitioners provide important resources for data-driven school improvement efforts.



On the Cover: UCI education undergraduate Lani Matsumura tutors a first grader at Heninger Elementary School. Special thank you to Lakeshore Learning Materials for donating instructional supplies to our research-based tutoring initiative between UCI and Santa Ana Unified School District.

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Richard Arum | Dean; Professor of Sociology and Education

The School of Education has taken great strides over the past year: Advancing our work to establish a model for a transformational shift in education that will ensure that all students are adequately prepared to lead successful and productive lives in a democratic society. Our accomplishments are gaining national attention. Last year *U.S. News and World Report* ranked us the 14th best public school of education in the country. In the following pages, we are pleased to share with you some of the exciting achievements at the School that account for our continued and growing success.

Our faculty's efforts at advancing educational science continues to ground our efforts to produce transformational change. In this issue, we feature the efforts of four of our outstanding faculty. Elizabeth Peña, a national expert on bilingual education, is at the forefront of developing measures and models to diagnose and address language development issues for English Language Learners. Susanne Jaeggi is conducting cutting-edge research on learning and cognitive functions; her work has implications and applications across the lifespan. George Farkas has launched Reading One-to-One, a research based approach to improving childhood literacy, in Heninger Elementary School in Santa Ana. Elizabeth van Es,

when she is not providing academic leadership for the School as Associate Dean, is advancing innovative techniques that make use of video recording of instruction to help teachers engage in productive collaborative efforts to recognize instructional challenges, strengths and weaknesses to improve performance.

This past year, our community engagement work was also dramatically enhanced when the Chancellor and Provost moved the Center for Educational Partnerships, led by Stephanie Reyes-Tuccio, into the School of Education. Since its founding in 1996, the Center has been working with partners within the community to expand educational opportunities and access for low income youth in our community. The Center's presence in the School of Education will facilitate faculty and student involvement in their work to accelerate and amplify their successes.

With community support, we funded and launched a new set of six Research Practice Partnership school sites, which will each have a dedicated doctoral student and faculty member deployed to support site-based school improvement efforts. These sites will be linked into a Networked Improvement Community that will highlight and disseminate research-based solutions for schools in Orange County and nationally. Support from the SchoolsFirst Federal Credit Union has allowed us to launch a Teacher Academy that will provide professional development opportunities and work with teachers locally to improve student learning.

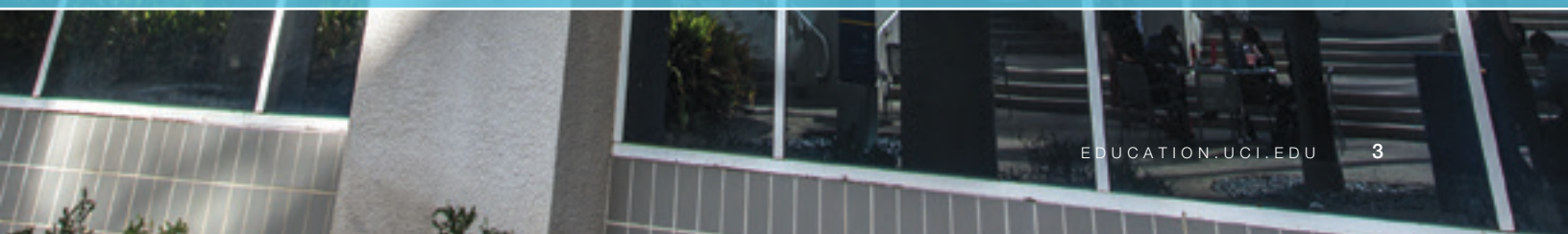
Our School has much else to be proud of achieving. We hired five new outstanding faculty, launched a global partnership with Beijing Normal University (China's top ranked education school) and increased our external fundraising. Our alumni continued to demonstrate significant professional accomplishments (some of which are highlighted in the class notes section of this magazine).

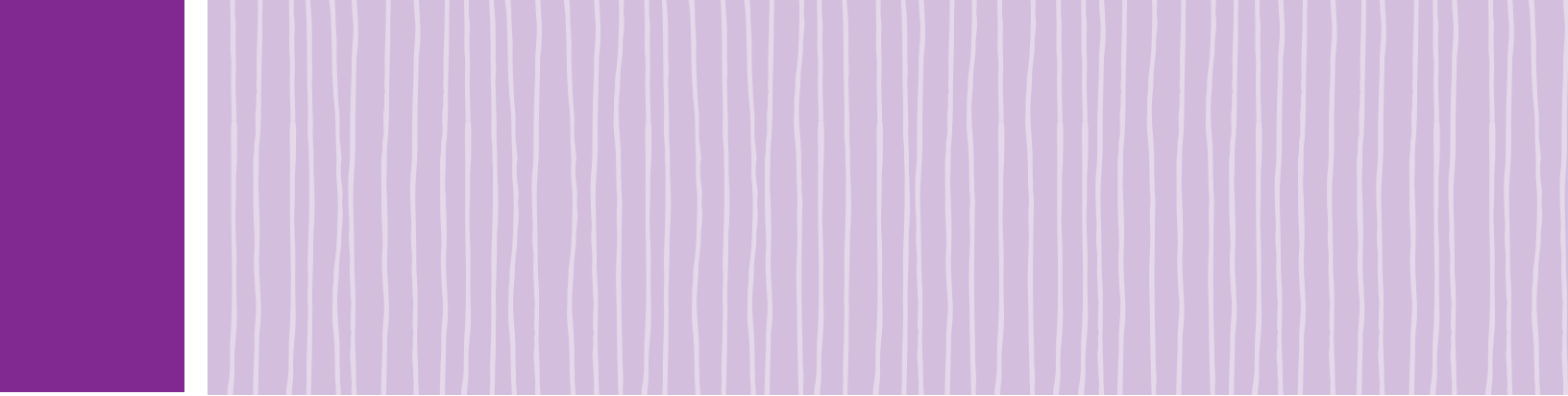
Our future looks bright. Working together, we can accomplish much and produce a model for transforming education to improve educational outcomes for all.

Richard Arum, Dean
UCI School of Education



MISSION: The UCI School of Education is dedicated to improving the design of educational opportunities for all individuals in our university, community, and beyond. We are dedicated to innovating to produce cutting-edge research, program design, and a next generation of educators that will be cultivated to contribute to a transformational shift in education that will ensure that all students are adequately prepared to lead successful and productive lives in a democratic society.





► ELIZABETH PEÑA

Addressing a Critical Need: English Language Development for Bilingual Learners

Professor Elizabeth Peña describes herself as a heritage language speaker, one whose mother learned English along with her when she entered kindergarten. Today, she is a nationally prominent scholar studying how children organize and access two languages, and how exposure to one language influences performance in the other.

Peña began her professional career as a speech-language pathologist. After five years of clinical work, she recognized a need for assessment tools that would take children's first language development into consideration when evaluating their needs:

"I observed there were challenges in determining whether the child, in relating, organizing, and connecting words, was experiencing issues of language difference or exhibiting a language development disorder. So I returned to school to pursue my PhD in Speech-Language-Hearing

at Temple University."

Following her PhD, Peña spent over two decades on the faculty of the University of Texas at Austin before coming to UC Irvine in the fall of 2017. The linguistic diversity of Southern California, combined with its active speech-language pathology community, makes UCI an ideal setting for this next chapter in her career. As she explains:

"California has a large population of bilingual children —40 percent of children in California are bilingual versus 20 percent nationally. Southern California also has a large concentration of people who have knowledge and dedication in this field, so we can partner to implement change. Additionally, UCI and the School of Education are interdisciplinary, which means there is an added opportunity here to accelerate research and effect change."

Today, Peña continues to advocate for better instrumentation, better methods, and better measures to quantify what bilingual children are doing in each of their languages:

In the U.S., one out of five children who walk into school is going to speak a language other than English. In California, it's two out of five. We need to do better by them if we are going to educate a broad public citizenry in our schools. We need to do it well for 100 percent of the population.

(left) Twenty years in the making and funded by the National Institutes of Health, the newly-released Bilingual English-Spanish Assessment (BESA) offers the first set of normed testing materials developed in both English and Spanish for U.S. bilingual children ages 4 to 6.

“We researchers believe that 10 percent of the general population, including English Language Learners, is experiencing underlying difficulties that impede their ability to learn a language. Unfortunately, we are continuing to either over- or under-identify developmental language disorders in children. Proper identification is critically important, especially when children are young, since language development impacts subject-matter learning and social skills.”

One of the frustrations in Peña’s work is how long it can take to implement improved practices in clinical work. Indeed, research in her field has found that it

takes an average of seventeen years to move clinical findings into clinical practice. Additionally, she is concerned about the critical shortage of PhD-level scholars in her area: “About one-third of the available positions go unfilled each year,” she reports.

To move the field forward, Peña is focusing her efforts on three related areas. First, she is expanding the scope of her work to include children who speak languages other than Spanish, beginning with Vietnamese and Chinese speakers, the next two largest language groups in California.



For formal assessment, using a standard set of skills to measure a child's language usage allows comparison with the performance of same age children.

Second, she is developing interventions to identify language difficulties, maximize transfer from one language to the other, and offer more efficient services that can be integrated into the school day across different academic domains.

Third, she is considering ways to help professionals in the field adopt best practices. “There are people with considerable knowledge, but they do not necessarily know how to implement the knowledge they have into clinical practice. We need to implement what we now know at a large scale,” Peña explains.

Peña currently is Co-PI on a NIDCH Grant (2016-2021) “Profiles and Progress in Spanish English Bilinguals with Language Impairment: Development of a Criterion Referenced Measure.” The research team is studying developmental trajectories of Spanish-English bilingual children with and without language impairment in the areas of grammar and semantics for the purpose of designing guidelines and benchmarks for intervention. These guidelines will help speech language pathologists to individualize instruction and to systematically monitor children’s progress.

Watch Elizabeth Peña discuss her work with Dean Richard Arum:
<https://www.youtube.com/watch?v=MDJiuGt-WI>



In informal assessment, observing children in less structured environments reveals how children interact and how they use language in everyday situations.

Research shows that bilingualism is not a problem. Furthermore, monolingualism is not the cure for developmental language disorders. We need diagnostic tools that reliably and accurately identify developmental language disorders in bilinguals. Accurate diagnosis reduces waiting time so that children receive the help they need.



► SUSANNE JAEGLI

Enriching the Brain Across the Lifespan

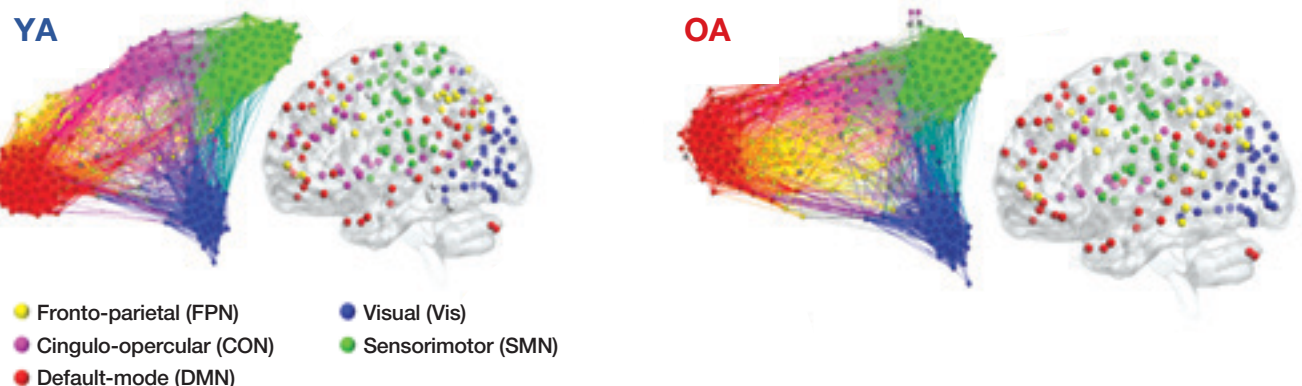
Associate Professor Susanne Jaeggi's work on cognition and neuroplasticity spans academic disciplines, life stages, and the globe. Born in rural Switzerland, she has a master's degree in clinical psychology, a PhD in psychology, and a second PhD in neuroscience, all from the University of Bern. "One of the main reasons I decided to come to UCI's School of Education is because my work is so interdisciplinary—at the intersection of cognitive psychology, neuroscience, and education—and the School of Education, as well as UCI in general, is highly interdisciplinary," Jaeggi explains.

As director of UCI's Working Memory and Plasticity Lab, Jaeggi studies working memory and executive functions across the lifespan, from childhood through old age. These basic cognitive mechanisms support purposeful behavior and are critically important for learning new skills and engaging in complex cognition. Given that these mechanisms predict educational attainment and other important life outcomes, the primary focus of Jaeggi's work has been to understand how they might be developed and improved through experience and training.

Jaeggi has received over \$8 million in research funding over the past five years. Her Working Memory and Plasticity Lab, one of the largest labs in the School of Education, is generating important contributions to the scientific literature, as well as serving as a significant training ground for scholars in the making. As Jaeggi explains:

"The type of research I do requires a team effort, and I am privileged to be able to work with my fantastic team of graduate students, post-docs, as well as a large number of undergraduate students. The work we do in my lab provides students with meaningful learning and research opportunities that can actually make a difference in people's lives, from children with ADHD to older adults."

Most recently, Jaeggi and her team have been developing interventions to mitigate age-related cognitive decline. "The vast majority of our nation's aging population will experience some decline in cognitive function with age. Therefore, the development of effective interventions to mitigate age-related cognitive decline is of critical importance," she explains.



Functional 'resting-state' brain networks for young adults (YA, left) and older adults (OA, right). The networks are color-coded by main modules. Our work has shown that brain-wide network properties are related to learning rates as assessed with several sessions of computerized working memory training. From *Frontiers in Aging Neuroscience*, January 2018, Volume 9, Article 419.

In one recent project, Working Memory Training in Older Adults, participants have been training their working memory skills using games and innovative tablet technology developed in collaboration with students from the Donald Bren School of Information and Computer Sciences. As Jaeggi reports,

“We have accumulated evidence that our cognitive interventions targeting working memory are beneficial and that they have generalizing effects, known as transfer effects, that go beyond what has been specifically trained. Such findings have relevant implications for both education and public health in that they might benefit a broad range of populations.”

In addition to collaborating with colleagues from across the UC Irvine community, Jaeggi’s multi-disciplinary research brings her into contact with scholars from across the U.S. and around the world. Currently, she is engaged in collaborative research grants with colleagues at the University of Michigan, University of Maryland, and UC Riverside. She also

maintains active collaborations with researchers and graduate students in Brazil, China, Cuba, the Czech Republic, Finland, Italy, Spain, and Switzerland.

Looking to the future, Jaeggi plans to delve deeper into the connection between education, lifelong learning, and aging:

“We are only beginning to recognize the true importance of lifelong learning. We know that educational experiences play a considerable role in how well we age. Specifically, education is one of the key factors associated with a lower risk of developing dementia. Nonetheless, there is a critical need to get a better understanding of how education and learning might counteract the effects of age-related cognitive decline. This is one of the questions I am addressing in my research program.”

Watch Susanne Jaeggi discuss her research with Dean Richard Arum on YouTube: <https://www.youtube.com/watch?v=2k63k8pXlro&feature=youtu.be>

On page 8: Susanne Jaeggi guides Lonnie Horn through working memory skills training using games and tablet technology.

I investigate the general processes of working memory, executive control, and related higher cognitive functions. Using behavioral and neuroscientific approaches, I seek to determine what training regimens and training conditions might promote learning, and I investigate for what populations and individuals cognitive training is most effective and why. The overall mission of my research program is to better understand the plasticity of cognitive functions across the lifespan, as well as to uncover factors that might mitigate age-related cognitive decline and promote successful aging.



Current Projects Underway at the Working Memory and Plasticity Lab

- ▶ **Cognitive Training and Brain Plasticity: Towards an Understanding of Mediators and Moderators** (National Institute of Health/National Institute on Aging). The goal of this Independent Scientist Award is to understand the cognitive and neural mechanisms underlying brain plasticity in old age by investigating individual differences as moderating factors for training and transfer success.
- ▶ **Working Memory Training in Older Adults** (National Institute of Health/National Institute on Aging). This project investigates the efficacy of working memory training in older adults. The goal is to understand individual differences and neural correlates of learning and plasticity.
- ▶ **Understanding Mediating and Moderating Factors that Determine Transfer of Working Memory Training** (National Institute of Mental Health). This study uses working memory training to understand factors that determine learning transfer in young adults. It is taking a systematic approach to clarify which procedures lead to learning, when and how this learning manifests itself in real world activities, how learning differs across individuals, and how to best personalize approaches.
- ▶ **Domain-general and Domain-specific Training to Improve Children's Mathematics** (National Science Foundation). This project examines individual and additive contributions of domain-general (working memory) and domain-specific (numeracy) abilities to math learning in kindergarten children using targeted tablet-based interventions.
- ▶ **Combined Cognitive and Motivational Interventions for ADHD Individuals: Achievement and Classroom Behavior Outcomes** (Institute of Education Sciences). The goal of this project is to investigate the efficacy of combined cognitive and motivational interventions in children with ADHD.



▶ G E O R G E F A R K A S

Research-based Tutoring Program Improves Reading Outcomes for Local Youth

UCI Distinguished Professor George Farkas brings Reading One-to-One, a tutoring program that pairs college students with elementary school students, to Orange County.

For the past five decades, Distinguished Professor George Farkas has dedicated himself to the development and evaluation of programs and interventions aimed at improving the lives of low-income and minority youth.

A quantitative sociologist by training, he began his career on the faculty of Yale University in the early 1970s. He then worked for four years at Abt Associates, a social science research firm in Cambridge, Massachusetts. There, he collaborated with economists and other social scientists on cutting-edge experimental and quasi-experimental research on a variety of poverty-reduction programs and interventions. In the early 1980s, he returned to academia to join the social science faculty at the University of Texas at Dallas.

Soon after arriving at UT-Dallas, Farkas was approached by a group of local business leaders. They were concerned about the fact that many

local students were testing well below grade level in reading, and they asked Farkas to help. Eager to apply his skills and experience to a new context, he jumped at the opportunity to get involved:

“My research in Dallas encouraged me to found a program, Reading One-to-One, which utilizes college students and others to provide one-on-one tutoring to students in grades one through five who have fallen behind in reading. This para-professional tutoring program provides tutors either course credit toward their degree or a work-study scholarship, trains them to follow a detailed curriculum, manages their work in each of the elementary schools, and monitors the results.”

By the mid-1990s, Reading One-to-One was serving 2,400 students in 32 Dallas elementary schools, with 400 tutors working with students during the school day. In addition, the program had expanded to more than 20 districts nationwide.

If we wish to reduce the inheritance of inequality, we must intervene forcefully near the beginning of schooling. One-to-one instruction is the most powerful instructional intervention, and college student tutors, employing a research-based curriculum and effectively managed, are the most cost-effective tutors.



The One-to-One Tutoring program at Heninger Elementary School has benefited from Lakeshore Learning's donation of resource materials and tutoring supplies.

In 1996, research demonstrating the success of Reading One-to-One reached the offices of President Bill Clinton, helping pave the way for the America Reads Challenge. This national initiative, which continues to this day, makes Federal Work-Study funds available to pay college students to work as reading tutors in preschools and elementary schools. As Farkas notes,

“One enduring legacy of the Reading One-to-One program is the America Reads Challenge, which uses college work-study students as paid tutors in approximately 800 colleges and universities nationwide.”

It was around this time that Farkas, through his own research and that of others, began to see a consistent pattern in the literature: educational achievement gaps between students from different socioeconomic backgrounds tended to emerge in early childhood and persist over time. “How well a student reads in first grade is enormously predictive of how much education they will get in their lifetime,” he explains. These findings underscored to him the importance of working to eliminate achievement gaps early in students’ lives.

Another major takeaway from Farkas’ research is that intensive tutoring during the school day, especially

one-on-one tutoring, can be particularly effective at closing educational achievement gaps. His research on Reading One-to-One in Dallas showed that low-performing students who participated in the program for one year experienced substantial gains on three different measures of reading comprehension. Furthermore, he found that students who participated in more tutoring sessions experienced greater gains than those who had participated in fewer sessions.¹ Farkas’ research also revealed that using college students as tutors can produce positive outcomes at a lower cost than other tutoring models, such as paying teachers to work as afterschool tutors.

In 2008, Farkas, by then a nationally renowned expert on school achievement gaps, came to UC Irvine to work with a newly assembled group of scholars on the expansion of UCI’s Department of Education into a cross-disciplinary, community-serving school of education. Almost immediately, he felt at home:

“Upon arriving at Irvine, I observed that I shared with other faculty—Greg Duncan and Deborah Vandell, in particular—an interest in interventions to improve early childhood education, and we began working as a team to investigate how the effects of these programs vary across different child populations.”

One of his most recent projects has been to bring the Reading One-to-One program to UC Irvine and the local community. He began with a small pilot during the 2016-17 school year, which provided 50 tutoring sessions to a dozen first graders who had fallen behind their peers in reading and were identified as the lowest performers by their teachers. Encouraged by positive initial results—the tutored students outperformed a control group of similar students by 10 percentile points on a year-end assessment—he increased the scale of the program for the 2017-18 school year. Now, instead of 50 sessions per year, students receive an average of 84 sessions per year, with each session lasting 50 minutes.

Farkas' involvement with UCI's Reading One-to-One program has been hands-on from the start. In addition to working with a team of program managers to recruit and train work-study students to work as paid tutors, he teaches an undergraduate course that gives students the opportunity to earn course credit for their tutoring work. During the 2017-18 school year, the program provided 70 tutors for first and

second graders at Heninger Elementary in the Santa Ana School District. "The principal and teachers have been very impressed with the work of these tutors, and reported that as a result, they have held fewer first graders back to repeat the grade," Farkas reports.

Farkas says that his dream is to greatly expand the tutoring program to serve many more elementary school students in Orange County:

"With approximately 25,000 undergraduates, 900 of whom are majoring in education, UCI has the potential for wide-ranging program expansion benefiting both the students tutored and the UCI tutors themselves. Just watching them work together has made my career-long efforts worthwhile."

To learn more about Reading One-to-One at UCI, visit <https://readingonetoone.weebly.com>

Watch George Farkas discuss his research with Dean Richard Arum: <https://www.youtube.com/watch?v=xH6qoig3QgQ&feature=youtu.be>

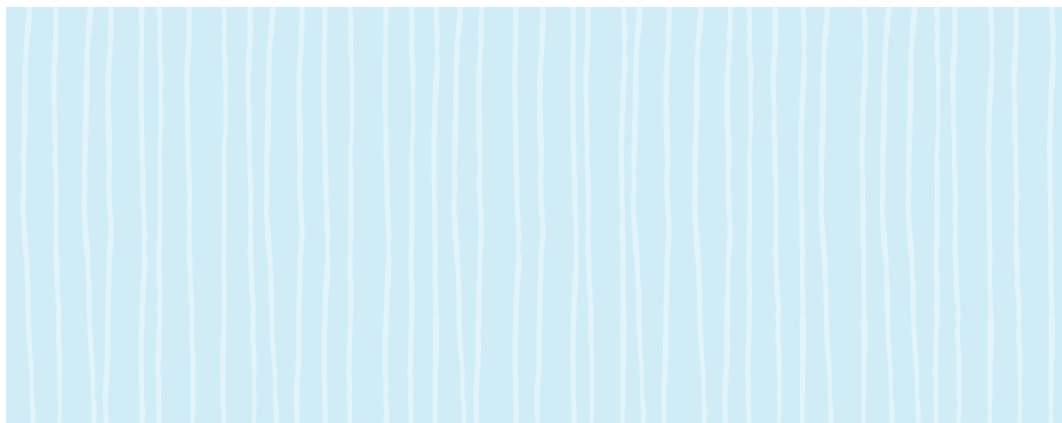
¹The research in Dallas compared tutored students to one another, according to the number of tutoring sessions they received. This comparison was made more unbiased by using regression analysis to control for a number of variables, including the student's attentiveness in each session, averaged over all the sessions they received. See Farkas, G. (1998). "Reading One-to-One: An Intensive Program Serving a Great Many Students While Still Achieving Large Effects." Pp. 75-109 in J. Crane (ed.) *Social Programs That Work*. New York: Russell Sage Foundation Press.



The Crevier Family Foundation provided a generous gift to expand UCI's Reading One-to-One program after its successful pilot program. "Education is key to helping kids at-risk realize their dreams," explains Donnie Crevier, Chairman of Crevier Classic Cars. "Interaction with just one teacher or tutor who becomes a role model for college aspiration can change the trajectory of a young person's life. I know because it is an integral part of my personal journey. That's why I'm such a big believer in Reading One-to-One."



► ELIZABETH VAN ES



Paying Attention to “Teacher Noticing”

“Teachers make hundreds of decisions throughout a classroom lesson. When we think about teacher noticing, we ask, what do teachers pay attention to, and how do they reason about it to make informed teaching decisions?”

Since her first days as a high school English and communication teacher, Associate Professor Elizabeth van Es has been thinking about teacher development and teacher learning. Now, as Associate Dean of UCI’s School of Education, she is guiding the school forward in deepening its partnerships with Orange County educators to advance teacher preparation, teacher professional development, and teaching practice.

As a scholar of teacher preparation and professional development, van Es has learned that one of the keys to being an effective teacher is having the right kind of “teacher noticing” skills. Simply put, teacher noticing refers to what teachers pay attention to in the classroom and how they use it to make decisions. As van Es explains:

“It is common in the U.S. that we take a behaviorist approach in teaching—are the students sitting quietly, are they following the rules? With this lens on teaching and learning, teachers tend to devote less attention to the ideas that students contribute, what those ideas mean, and how those ideas might be used to move learning forward.”

Effective teacher noticing isn’t just about paying attention to students’ ideas, however. Noticing who participates, how students interact with each other and with the content, and whether and how learning

is distributed across all learners also has important implications for students’ opportunities to learn. van Es recognizes that noticing students’ thinking and their patterns of participation can be challenging with so much going on in a typical classroom, especially with students coming to the classroom with so many different experiences. But she believes it is a skill that can be learned and one that is essential for advancing student learning. To promote more effective teacher noticing, van Es encourages teachers to form “video clubs” that analyze classroom interactions:

“A video club is like a book club. By videotaping segments of students during classroom instruction, teachers in a video club can flag segments where they see kids’ thinking emerging and where they see that they are particularly attentive to kids’ ideas. When the club meets, the teachers review the flagged moments and try to figure out the meaning behind what kids are saying and consider how they can use this new understanding to support student learning.”

One valuable outcome of participating in a video club is that it helps teachers shift their attention to aspects of classroom interactions that are more consequential to their learning. van Es’ research has found, for example, that when teachers spend time together in a video club, observing and making sense of students’ thinking, they develop a curiosity about it and begin to focus more on the complexity of students’ thinking when teaching.



Advances in video technology in the past five years are allowing video to be used wide-spread in teacher preparation and in the classroom. UCI teacher candidates, most of whom have smartphones, capture video in their classroom, upload it while they are on site, and return to their UCI classroom to discuss what their students are saying.

What does this look like in practice? According to van Es' research, it means teachers create more opportunities to make student thinking visible, ask students to explain and justify their ideas, and use their classrooms as a context to learn and improve their own practice as educators.

van Es has found the same outcomes for pre-service teachers. When they study videos of instruction focused on students and their ideas, they come to see how teachers can attend to and work with students' ideas in teaching. They then design lessons that focus on eliciting and working with student ideas in a lesson, one of the more challenging instructional practices for beginning teachers to develop.

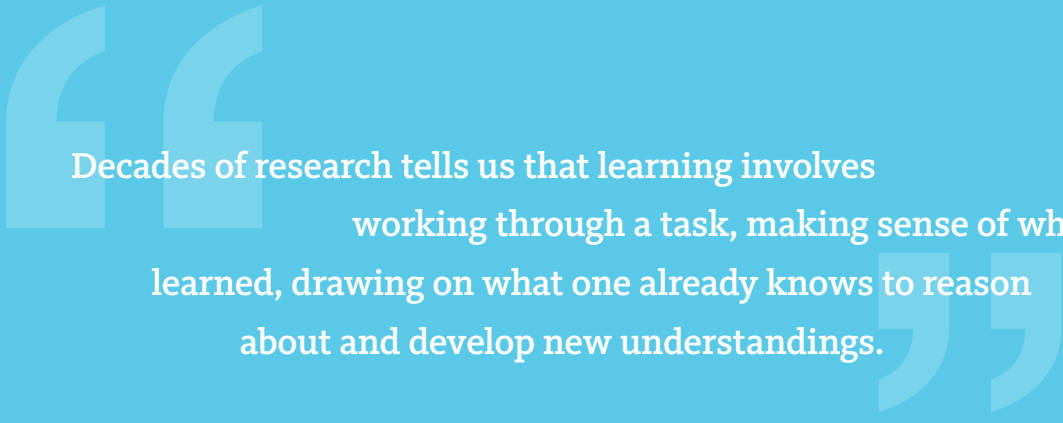
Looking to the future, van Es hopes to increase the scale and impact of her work, and that of her colleagues, by strengthening the School of Education's ties to the Orange County community. She and her colleagues envision a vibrant county-wide system of teacher preparation, the

core of which will consist of research-practice partnerships and networked improvement communities.¹

van Es believes that it is important to start thinking of teachers' preparation not just as the time they are at the university, since teachers do not earn their Clear Credential [Level II Credential] until two to three years after they leave their credential program. As she explains, "We have to be working with local school districts to develop a shared vision of the trajectory of growth for the beginning teacher. We know that teachers gain expertise after at least five years of teaching, so if we can be strategic in working with Orange County schools in a networked improvement community, where we have representatives from different districts and we are collecting data over time, we can collectively be responsible for developing the teaching workforce. This can be a model for the country as a whole."

Watch Elizabeth van Es and Dean Richard Arum discuss teacher preparation, teacher professional development, and teaching practice:
<https://www.youtube.com/watch?v=6tz1pliolg>

¹ Read more about the School of Education's involvement in research-practice partnerships and networked improvement communities on page 25 of this magazine.



Decades of research tells us that learning involves
working through a task, making sense of what is being
learned, drawing on what one already knows to reason
about and develop new understandings.



▶ STEPHANIE REYES-TUCCIO

Working Together to Improve the Higher Education Pipeline

UCI's Center for Educational Partnerships, now part of the School of Education, expands opportunities for first generation, low-income, and underrepresented youth.

Established in 1996, UCI's Center for Educational Partnerships (CFEP) is committed to improving educational opportunities and reducing academic inequities for Southern California's youth. CFEP pursues this mission through innovative programs and partnerships that provide outreach to K-12 and college students, professional development for K-12 educators, and research and evaluation services for educational programs and interventions. This year, the Center entered a new era by becoming part of the School of Education.

The decision to bring CFEP and the School of Education together under one roof coincided with the release of UCI's new five-year strategic plan, which focuses on expanding the university's research capacity, elevating the student experience, forging meaningful regional and global partnerships, and finding creative and sustainable pathways for growth.

"Integrating CFEP into the School of Education will go a long way towards achieving these goals," explains Richard Arum, Dean of the School of Education: "The joining together of these two aligned campus assets is positioning UCI to enhance our academic work and more effectively support schools and districts in improving student outcomes. This reorganization will transform the quality of K-12 education and increase equitable learning opportunities so that all students can fulfill their highest potential."

CFEP brings to the School of Education an unparalleled network of partnerships with local K-12 schools

and districts, postsecondary institutions, businesses, and communities. It also brings with it a reputation for being a pioneer in the realm of university-community partnerships. Indeed, CFEP was the first center in the UC system dedicated to this type of collaboration to improve the quality of public education. Since then, it has been emulated system-wide.

For the past eleven years, the Center has been guided by the experience and commitment of Dr. Stephanie Reyes-Tuccio, Executive Director and Assistant Vice Chancellor for Educational Partnerships. Prior to taking on her current role, Reyes-Tuccio served as Director of CFEP's UCI History Project, a partnership between the UCI History Department and local K-12 districts that provides professional support and curriculum development for teachers throughout Southern California. This experience gave her a solid grounding in academia and community engagement, and has served her well in her current role.

Under Reyes-Tuccio's leadership, CFEP has grown exponentially. Today, CFEP operates a portfolio of 20 programs that serve 13,000+ students, 5,000 teachers, and 2,700 parents at 395 school sites each year. Particularly noteworthy during Reyes-Tuccio's tenure is CFEP's initiation of the Anaheim Pledge and the Santa Ana Promise to support high school students' transition to college. In addition, the Center has helped to establish six new programs and services at UCI, including a food pantry, a food access and security program, a program for undocumented students, the American Indian

Resource Program, the Saturday Academy of Law, and the Global Leadership Academy.

CFEP has also become an important resource for education research and evaluation, having established data sharing agreements with local community colleges and the largest K-12 districts in Orange County. It serves as the data and evaluation hub of several school-university partnerships.

Reyes-Tuccio believes the integration of CFEP and the School of Education is occurring at an opportune time to build an even stronger bridge between local schools and the university:

“My experience has reinforced what a critical role the university has in the community and how we need to work together to achieve our common goal of



access for underserved students. The trajectory of my own family has been completely transformed by higher education in one generation, so I know from experience what a difference it can make. In many ways, it is what separates families living on the margins from those that have a quality of life and security that we enjoy.”

Watch Stephanie Reyes-Tuccio and Dean Richard Arum discuss past accomplishments and the future direction of CFEP:
https://www.youtube.com/watch?v=P8Eca-Z_vvo&t=12s





Center for Educational Partnerships: Yearly Impact

Schools Served

395

Teachers Served

4,919

A-G completion Percentage

87%

Student Participants Served

13,957

Administrators Served

210

College Going Percentage

85%

Parents Served

2,684

Counselors Served

234



The Research-Practice Partnership between UCI and El Sol Science & Math Academy promotes positive attitudes toward science as a profession among members of El Sol's Super Science Squad afterschool program.

Partnering Locally for National Impact in Public School Innovation

Networked improvement communities and research-practice partnerships—collaborative partnerships between university researchers, district administrators, and school practitioners—employ systematic, scientific-based strategies to address complex educational problems.

The UCI School of Education has prioritized partnering with the community to improve and expand educational opportunities for local youth. This commitment is exemplified in its work with the Samueli Academy, a STEM-focused, project-based charter high school in Santa Ana, which offers college preparatory training to foster youth and other students in the community. The Samueli Academy admitted its first freshman class in 2013, and after an extraordinarily successful start—97 percent of its first graduating class went to college—construction is already planned to expand the school to include middle school grades and to provide a residential program for foster youth on campus.

Since the beginning, the School of Education has had a close partnership with Samueli Academy. Before the school even opened its doors, Professor Deborah Vandell, former dean of the School of Education, worked with administrators and practitioners to develop its curricula and policies. Vandell and Dean Richard Arum both have served on the school's Board of Directors.

In recent years, these kinds of collaborative initiatives between researchers and practitioners, often referred

to as *research-practice partnerships*, have taken center stage at the School of Education. According to Dean Arum:

“Well-designed research-practice partnerships can provide formative, on-site research; instructional support for teachers; and longitudinal analysis of student performance. These are all important components of data-driven school improvement efforts.”

PhD student Chris Wegemer has spent the past year working with Samueli Academy staff and administrators on preparations for a series of longitudinal studies. He is confident that tracking key indicators over time, such as engagement, student social networks, and motivation, will not only have implications for improving the school's practices, but will also produce new knowledge that can generalize to other educational contexts.

Samueli Academy is one of several schools involved in a research-practice partnership with UCI's School of Education. At El Sol Science and Arts Academy, also in Santa Ana, Assistant Professor Hosun Kang and PhD student David Liu have partnered for two years with teachers and administrators in an



Associate Professor Stephanie Reich; Breakthrough SJC Director Alex Serna; St. Margaret's Episcopal School Director of Equity and Inclusion Victor Cota; and PhD student Jennifer Renick at the 2018 annual Breakthrough SJC Visitors Day.

afterschool science initiative to advance student engagement in STEM fields. Over the past two years, Kang and Liu have enlisted the help of thirteen undergraduate research assistants to develop science curriculum collaboratively with teachers at the school. Already, this afterschool initiative has served hundreds of middle school students from a low-resourced community by providing them access to high quality science learning experiences.

In San Juan Capistrano, Associate Professor Stephanie Reich and PhD student Jennifer Renick are working with Marco Forster Middle School educators and the innovative Breakthrough SJC program to identify successful practices and improve student success. The Breakthrough SJC program provides low income students with access to high quality enrichment and support services beginning in middle school that have facilitated college going attendance for youth from this community.

As existing relationships between UCI and local schools are deepening, new partnerships—and new models for partnership—are emerging. In addition to working one-on-one with individual schools, the School of Education has started to assemble a county-wide network of schools that will work collaboratively to address common problems (see box at right). The network will launch this year initially

with six schools that serve economically disadvantaged youth. Each of these schools will benefit from a dedicated doctoral student conducting formative research at the site, a faculty lead to supervise the work, and supplementary teacher professional development and data analysis services. The initial pilot sites have been funded by a group of generous local philanthropists.

Efforts to organize and expand this Orange County Networked Improvement Community will be advanced under the leadership of newly-hired associate professor June Ahn. Ahn, who has extensive experience developing partnerships with urban and rural school districts, museums, libraries, and local neighborhoods, will be integrating the resources of the School of Education, the Center for Educational Partnerships, and the Teacher Academy in this expansive effort. Dean Arum notes, “We aim

Current members of the Orange County Networked Improvement Community



El Sol Science and Arts Academy
(Santa Ana Unified School District)



Katella High School
(Anaheim Union High School District)



Marco Forster Middle School
(Capistrano Unified School District)



Samueli Academy
(Orange County Department of Education)



Valley High School
(Santa Ana Unified School District)



Willard Intermediate School
(Santa Ana Unified School District)



Members of the afterschool club, Super Science Squad, at El Sol Science & Arts Academy work in teams to construct prototypes of an invention that addresses environmental needs.

to attract sufficient funding in coming years to expand the network across Orange County and transform the quality of public education in our community.”

Elizabeth van Es, Associate Dean of the School of Education, has been one of the network’s lead organizers since its initial concept. Like many of her colleagues at UCI, she feels energized by the network’s potential to foster widespread innovation and change:

“By cultivating a community of learning professionals—all of whom are committed to sharing knowledge and developing innovative strategies—UCI is poised to be a nexus of educational progress in Southern California. Together, schools in the Orange County Networked Improvement Community will work with UCI researchers to accelerate school improvement efforts and develop innovative educational practices to transform our schools.”



UCI doctoral student Chris Wegemer, Samueli Executive Director Anthony Saba, and Samueli Academy Co-founder Sandi Jackson celebrating the MOU for a new research-practice partnership.

Gone should be the days that schools work in isolation. In order to best serve our students, schools should work together as a means to form best practice. Opening our doors to great research institutions like UC Irvine will help us validate and promote the most effective ways to help our students succeed.

Anthony Saba, Samueli Academy Executive Director



Cultivating **Global Partnerships** for Improving Higher Education

“At UCI, we believe strongly in engaging in research and development with global partners. Our partnership with Beijing Normal University is a perfect example of that collaborative spirit, and I expect that what we learn about great schools and teaching through this partnership will enhance perspectives of students in both nations.”

Richard Arum, Dean of the School of Education

In keeping with its strategic initiative to expand research opportunities and foster cultural engagement through international academic partnerships, UCI's School of Education has formalized yearly exchanges with faculty and doctoral students from Beijing Normal University (BNU), China's premier school of education.

Dean Richard Arum, drawing upon his close association with BNU Professor Zhiyong Zhu, and

utilizing the expertise of UCI Assistant Professor Di Xu, began the partnership by organizing a week-long research seminar at the School of Education for BNU doctoral students and administrators in the fall of 2017.

During this initial exchange, BNU faculty and doctoral students studied the administrative dimensions of U.S. higher education under the mentorship of School of Education faculty. Visits across the UCI campus

expanded the visiting researchers' understanding of California's Master Plan for Higher Education and the organization of U.S. higher education.

At the end of the week-long seminar, the BNU scholars delivered presentations on what they had learned from their visit to an audience of UCI faculty and doctoral students. This provided an engaging forum to discuss similarities and differences between the Chinese and U.S. approaches to higher education.

This research seminar was the first in the School of Education's proposed series of international engagements intended to identify international partners to develop measurement tools for improving higher education, while at the same time enriching

cross-cultural perspectives and research experiences of education scholars from across the globe.

Dean Arum observed: "The benefits of our exchange with BNU complements and is enriched by the presence of 15 international students from China in our PhD in Education program. These students contribute additional insights to cross-cultural studies of educational environments."

"Our foundation is committed to education and supports strengthening research collaborations and academic exchanges designed to enhance human development and understanding in the U.S. and China."

George Zhao, Director, Kay Family Foundation
(pictured to the right of Dean Arum)



Summer Youth Programming Highlights

California State Summer School for Math and Science (COSMOS) for high school students



Working in pairs, high school students design, build, and fly remote controlled airplanes in the COSMOS Engineering cluster.

The California State Summer School for Mathematics and Science (COSMOS) provides intensive learning and discovery in a four-week high school residential program on the UCI campus. Courses ranging from astrophysics to mathematical modeling to marine ecosystems are taught by UCI distinguished instructors. These instructors collaborate with researchers from UCI and the surrounding community to provide students with interactive and hands-on experiences in university laboratories and research facilities.

The COSMOS mission is to motivate and encourage talented students in math and science to explore STEM topics and to support college and career goals

in STEM. The program is designed to motivate the most creative minds of the new generation of prospective scientists, engineers, and mathematicians who will become leaders for California, the nation, and the world.

Read more: <http://www.cosmos.uci.edu/>

UCI Gifted Students Network: Gifted Students Academy for grades 1-8

The mission of the award-winning Gifted Students Academy is to engage gifted students, grades 1-8, in programs designed to meet their unique academic needs. Students who attend the Gifted Students Academy participate in college preparatory classes and seminars in a university setting, while studying with students who have similar interests and abilities.



UCI's Gifted Students Academy Law, Ethics, & Mock Trial class meets in UCI's courtroom with instructor Amy Driessen, practicing Orange County attorney.

The Academy faculty adapts instruction and course content to a child's abilities. Each course aims to engage a student's critical and creative thinking skills infused across the curriculum.

Gifted students in grades 4-8 select among courses in Biomedical Studies, Pre-Med, and Psychology. Special offerings include Law, Ethics, and Mock Trial. Commuter and residential options are available. Participants in grades 1-3 select courses in each of

the major subject areas of math, science, language arts, social studies, and the arts and attend as commuters only.

The UCI Gifted Students Academy is the recipient of the prestigious American Creativity Association Award. The Academy is the third recipient, after The Lego Group and Pixar Animation.

Read more: <http://www.giftedstudents.uci.edu/gsa/index.php>

UCI Writing Project Summer Youth Programs for Grades K-11



Kindergarten teacher Kalika Sanchez helps Callen Villalpando model his 2018 UCIWP t-shirt.

Now in its 36th year, the acclaimed UCIWP Summer Youth Program offers three-week sessions in writing, math, science, the arts, and sports and fitness. Classes emphasize interactive dialogue, hands-on activities, and higher-level thinking skills. Advanced writing courses for the upper grades cover digital storytelling, argument writing and research, and preparation workshops for the PSAT, SAT, and AP Language and Composition exam.

Irvine was the first California Writing Project site to create a summer youth program. Over 35,000 youth



have participated in the summer classes since the program's inception in 1983.

The UCI Writing Project also offers professional development programs for teachers, training over 998 teacher/consultants from 103 local school districts and fourteen colleges and universities during the Summer Institute series, and reaching over 20,000 teachers via conferences and in-service programs.

Read more about the UCI Writing Project:
<http://writingproject.uci.edu>

► In 2018, the School of Education offered 14 summer programs serving 2240 youth.

Meet Our **New Faculty**



June Ahn

Associate Professor June Ahn comes to UCI from his previous position as an associate professor of Learning Sciences and Technology at New York University. His research focuses on designing and understanding sociotechnical systems—how social, cultural, and institutional factors intersect with the affordances of new technologies to create equitable learning opportunities for diverse learners. His experience includes developing research-practice partnerships with diverse communities, including urban and rural school districts, museums, libraries, and local neighborhoods.



Andres Bustamante

Prior to joining UCI's School of Education as an assistant professor, Andres Bustamante was an Institute of Education Sciences postdoctoral research fellow at Temple University. Dr. Bustamante designs and implements classroom- and community-based early childhood science interventions that target domain-general learning skills such as approaches to learning, executive functioning, and social emotional development in children and families living in poverty. His research leverages insights derived from laboratory-based experiments and analysis of longitudinal data sets to generate and test innovative interventions.



Kylie Peppler

Associate Professor Kylie Peppler researches the intersection of arts, media, computational technologies, and interest-driven learning. Throughout her career she has studied the relationship between various tools, technologies, and their socially situated practices. Previously, Dr. Peppler served as the Director of the Creativity Labs at Indiana University, the lead of the MacArthur Foundation's Make-to-Learn initiative, an advisor to the Connected Learning Research Network, and a member of the 2016 and 2017 National Educational Technology Plan Committee, sponsored by the U.S. Department of Education.



Lindsey Richland

Associate Professor Lindsey Richland is returning to UCI after spending seven years as Associate Professor of Human Development at the University of Chicago. Dr. Richland's research focuses on the roles of cognitive maturation, parenting and home contexts, and schools in building children's reasoning *capacity*, as well as their roles in shaping children's *tendencies* to engage in higher order thinking. Dr. Richland uses a range of methodologies including experimental and longitudinal designs, discourse analysis, and cross-cultural comparisons.



Adriana Villavicencio

Adriana Villavicencio is joining UCI in 2019 as an assistant professor of education. Currently, she is Deputy Director at the Research Alliance for New York City Schools and Research Assistant Professor at the Steinhardt School, New York University. Dr. Villavicencio brings experience in research-practice partnerships, mixed-methods research studies, and program evaluation. She has led large-scale studies of efforts to improve schools and outcomes for young men of color, leads a study of NYC's Computer Science for All initiative, and launched a study of schools serving newcomer immigrant youth.

Lauds & Laurels: A Family Tradition



Lauds & Laurels Ceremony 2018 – Crystal Turner receiving the award.

Crystal Turner '00, '02

*BA in English
Master of Arts in Teaching*

Laureen Edwards Smith '74, '03

Master of Arts in Teaching, EdD

For Crystal Turner, Lauds & Laurels 2018 Distinguished Alumni for the School of Education, recognition for outstanding educational contributions is generational. Forty-five years ago, Dr. Turner's mother, Laureen Edwards Smith, was the 1973 Lauds & Laurels recipient for UCI's School of Humanities. (Smith was an Associated Students of UCI senator, campus tour guide, and cheerleader.) Now, Crystal Turner has

been honored as an exceptional educator at UCI's 48th Lauds & Laurels Award Ceremony. Dr. Turner, who received her Master of Arts in Teaching in 2002, was commended for her dedicated service to Orange County youth as a teacher, Apple Distinguished Educator, assistant principal and principal in Saddleback Valley USD; Director of Educational Services in Fullerton USD; Assistant Superintendent of Administrative Services in Tustin USD; and currently Superintendent of Saddleback Valley USD and member of the Dean's Advisory Board. Dr. Turner and her family are committed Anteaters and proud alumni. Her father graduated from UCI in 1972 with an engineering degree. Her sister, Pamela Smith Fikse, earned a sociology degree in 2002, and her husband, Tom, earned his teaching credential at UCI in 1998.



Lauds & Laurels Ceremony 1973 – Laureen Edwards Smith receiving the award.



Tom Turner '98

Teaching Credential

Tom Turner is Director of Orange County Department of Education's STEM/Health Sciences Unit, leading OCDE's STEM team and consulting with Orange County school districts in implementation of STEM and best practices. One of Tom's current foci is collaborating with UCI's esports researchers and arena in order to find connections between student learning and the high interest/high engagement of competitive online gaming. He assisted in developing a high school league and an esports-centric ELA curriculum that leverages play with 21st century skills and integrated content.



Virginia Nguyen '03

Master of Arts in Teaching

As a political science and sociology major, minor in education, Virginia Nguyen stepped beyond the borders of her Vietnamese immigrant community to spend a summer interning at the Department of Education in Washington, DC. Upon receiving her Master of Arts in Teaching, Virginia taught at Orange County High Schools of the Arts, New Trier High School in Chicago, and at Portola High School. At Portola, Virginia facilitates "Debate Throwdown" where students research, present, and defend on current topics of conflict. For Virginia's students, this activity is a step toward informed citizenship on the path to lifelong learning.



Dianna Townsend '07

EdD in Educational Administration

Dianna Townsend is Associate Professor of Literacy Studies at the University of Nevada, Reno. She received her EdD in Educational Administration researching intervention options for the vocabulary development of middle school English learners. Her current research continues to include interventions with adolescents as well as professional development with secondary teachers. Within the College of Education at UNR, Dianna serves as the Graduate Program Director and Assessment Coordinator for the online Master's degree in Literacy Studies and administrator of the innovative Virtual Reading Clinic in the online program to support remote and rural teachers in a graduate-level practicum experience.



Tran Dang Keys '10

PhD in Education

Tran Dang Keys' professional pathway has led from her position as Executive Director of Research and Evaluation for the Santa Ana (CA) Unified School District to Senior Research Manager for the Comprehensive School Assistance Program (CSAP) at WestEd. At SAUSD, Tran led a team responsible for districtwide assessments, data, accountability, and use of program evaluation for continuous improvement. At WestEd, Tran is designing and conducting research and program evaluation to inform educational policies and programs.



Lauren Shea '12

PhD in Education

Lauren Shea is teaching literacy and supervising student teachers at American University, developing content for their online Master's in Teaching, and consulting for a children's animated TV show on PBS. She also is writing, most recently authoring a chapter in *A Head Start on Life Science: Encouraging a Sense of Wonder: "Observing Earthworms; Critter Camouflage; Sprouting Seeds; Adopt a Tree; Scavenger Hunt."* After graduating UCI, Lauren served as the Director of the California Science Project in UCI's Center for Educational Partnerships; Director of Education, Outreach, and Diversity for UCI's Chemistry at the Space-Time Limit; and Master Teacher and Supervisor of Teacher Education for UCI's CalTeach.



Tracy Carmichael '13

PhD in Education

Tracy Carmichael earned her PhD in Education while working at Think Together, first as Manager of Program Evaluation and subsequently as Director of Action Research. As the inaugural Think Together/UCI doctoral fellow, Tracy spent four years researching the impact of academic alignment of the organization's afterschool programs. Her doctoral research has been recognized nationally as a model of collaboration for extended learning providers. Currently she is Think Together's Chief Engagement Officer, connecting people, businesses and organizations to Think Together's mission through networking, fundraising, and board and committee engagement.



Anthony Chan '13

Master of Arts in Teaching

Upon receiving his CalTeach Bachelor of Science degree + Teaching Credential in Mathematics, Anthony was hired at South Pasadena High School and immediately assumed a leadership role in promoting the 4C's of California Common Core State Standards. His personal ethic of service led him to become a football coach, a track coach, and a Junior Class Advisor in charge of Homecoming, Prom, and Powderpuff Football. Serving as a WASC Coordinator who implemented focus groups and utilized G Suite encouraged Anthony's continuing participation as member of the WASC Visiting Committee.



Tara Barnhart '16

PhD in Education

Tara Barnhart has been appointed assistant professor of science education at Chapman University. She will be teaching secondary math and science methods. Previously, Tara was a lecturer in the College of Education at CSU Fullerton and UC Irvine and taught courses in the single subject credential program and Master's in Secondary Education program. Tara is a trained National Board for Professional Teaching Standards support provider and a National Board Certified Teacher in Adolescent/Young Adult Science. Her research interests include pre-service teacher education, science education, and teacher learning in professional development contexts.



Kirstin Greig, '16

Master of Arts in Teaching

Kirstin Greig, fourth grade teacher at Beacon Park School in Irvine USD, was chosen as CUE 2018 Emerging Teacher of the Year. CUE (Computer Using Educators), founded in 1978, advocates for personalized learning, infused technology, and educational opportunities for all. Kirstin integrates technology into her teaching in order to be "a facilitator of learning and empower my students to take ownership for their own thinking." She believes this learning environment gives students considerable freedom and encourages them to have a growth mindset and persevere through challenges. Kirstin also serves as a mentor teacher in UCI MAT+Credential program.

**Wenliang He '16***PhD in Education*

Following completion of his UCI PhD in Education specialized in Language, Literacy, and Technology, Wenliang He accepted a position as Insight Data Science Fellow in Silicon Valley. In 2017, he joined Facebook as a Quantitative Research Scientist. Now Wenliang is an associate professor at Zhejiang Normal University. He is investigating effective teaching strategies and developing tools for STEM higher education. The focus of his research is to apply statistics and machine learning to study how to effectively teach statistics and machine learning in undergraduate education.

**Marissa Mares '16***Teaching Credential, Biology and Earth Science*

Marissa Mares, 7th and 8th grade science teacher at the Orange County School of the Arts, received her BS in Earth System Science along with her single subject teaching credential in biology and earth science. Marissa and colleagues have spent the last year building integrated Next Generation Science Standards (NGSS) curriculum using the California Framework. Marissa's team also is designing the protocol for a shift from a weighted grading policy to a standards based grading policy utilizing the NGSS Performance Expectations. Just to keep busy, Marissa served as the Communications Coordinator for the 2018 CSArts Summer Academy.

**Lisa Moe '16***Master of Arts in Teaching*

When confronted with 30 old, dangerous, and large desks that took up most of the space in her Eagle Canyon Elementary School classroom, Lisa Moe decided to start a DonorsChoose campaign and involve her students as a lesson and project. She used a variety of platforms to promote the project and solicit donations, including linking the page on her personal Facebook and Instagram accounts and encouraging parents to do the same. School administrators mentioned the project in phone blasts and a weekly news broadcast. The result? Thirty new desks, improved mobility, and a class of grateful students with fundraising experience.



Jessica Tunney '16

PhD in Education

PhD Alumna Jessica Tunney is the founding principal and executive director of the newly established TLC Public Charter School in Orange, California. The tuition-free school will serve grades TK-4 and will promote student-centered teaching, constructivist approaches to learning, co-teaching, and culturally relevant curriculum. As principal and executive director, Jessica will draw upon her 20+ years of education experience working as a general education teacher, special education teacher, literacy specialist, professional development leader and coach, university teacher educator, and educational researcher. She is a passionate advocate for inclusive practices and strategies and ongoing reflection and collaboration.

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Ramon Jacinto '17

Master of Arts in Teaching

Ramon Jacinto, social studies teacher at San Fernando Middle School, was selected as Rookie of the Year for the entire Los Angeles Unified School District. In addition to being recognized for his inspirational teaching that encourages students to engage in respectful dialogue about current issues and his promotion of parent engagement in the educational process, Ramon was honored for his compassionate work with students from underserved communities.

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Lianne Linck '17

Master of Arts in Teaching

Lianne Linck was honored as Irvine Unified School District's 2017-2018 Middle School Teacher of Promise during IUSD's 32nd annual Excellence in Teaching Awards dinner in April. She currently teaches social science at Sierra Vista Middle School. The IUSD Teacher of Promise award is given annually to "first- or second-year instructors who go above and beyond, while demonstrating professional curiosity and an unbridled enthusiasm for teaching."



Tyler Watts '17

PhD in Education

Tyler Watts, Assistant Professor of Research at New York University, decided to replicate Stanford University's "marshmallow experiment" (published 1972). In collaboration with UCI colleagues Greg Duncan and Haonan Quan, Tyler's analysis revealed that being able to delay gratification at a young age may not be as predictive of later life outcomes as was previously thought. Using a larger and more diverse sample of children, and controlling for characteristics of the child's family and early environment, Tyler found no indication that delayed gratification predicted later behaviors or measures of personality.



Aaron Barlin '18

BA in Education Sciences

As an undergraduate, Aaron Barlin double majored in English and Education Sciences with the goal of becoming an English teacher. Beginning his freshman year, Aaron was an active member of the Student California Teachers Association. As a senior, Aaron was instrumental in the creation of a new club – Club Lightbulb – to encourage undergraduate engagement in education and a sense of community with other Anteaters. This past year, Aaron was honored with Phi Beta Kappa membership and the 2018 Phi Beta Kappa Graduate Study Award.



Melissa Marchese '18

Master of Arts in Education

Melissa Marchese comes from a long line of teachers – her great grandmother, grandmother, mother, and two cousins all taught in the California public school system. Melissa discovered her love of teaching when she worked with children managing a food pantry and community meal program. Work as an instructional assistant in the Irvine Unified School District led to her enrollment in the MAT program. In 2017, Melissa was awarded the Mary Roosevelt Honor Scholarship in Teaching & Learning. Mrs. Mary Roosevelt '74, Teaching Credential alumna, is pictured here presenting the scholarship created to honor her 30 years of service to the School of Education as academic coordinator for the multiple subject teaching credential program.

► To submit alumni updates for future publications, please email education-dean@uci.edu



Education shapes our future as its benefits extend into every facet of society; from national security to civic engagement and from job creation to reducing poverty. It is the foundation for success in life and without its empowerment, many doors to opportunity remain closed.

At the heart of a great education is a great teacher – one who inspires lifelong learning, fuels creativity and innovation, enhances critical thinking and develops leadership and life skills necessary for the 21st century. Teachers change not only the future of one individual, but can shape the future of society. While the School of Education may seem small in size, its impact is enormous. Close to 50% of public school teachers in Orange County receive either a degree, a credential or some form of UCI related teacher professional development. It's a small school with huge potential to effect change.

There are many opportunities for educators, business and community members to be involved. We must rally behind the UCI effort by supporting research in teaching and learning, by sponsoring UCI/K-12 school site partnerships, by supporting scholarships for promising teachers and by enabling international collaborations. At UCI's School of Education, they don't just talk about research to practice, they are actively building research practice partnerships and networked improvement communities that will benefit all students in Orange County and beyond.

Together, we have the power to redefine education in the 21st century and empower the leaders of tomorrow.

Sandi Jackson, ex-officio Trustee, UCI Foundation
Co-Founder, Samueli Academy

SchoolsFirst Federal Credit Union provides Seed Funding for UCI Teacher Academy



Dana Schuller, chief administrative officer of SchoolsFirst Federal Credit Union, and Kristin Crellin, vice president of school and community relations at SchoolsFirst Federal Credit Union, present Richard Arum, dean of the UCI School of Education, and Enrique Laveria, UCI provost and executive vice chancellor, (from left) with a \$300,000 check to launch the Teacher Academy.

On National Teacher Appreciation Day, May 8, 2018, the School of Education announced a \$300,000 gift from SchoolsFirst Federal Credit Union to launch a new K-12 professional development Teacher Academy that will benefit thousands of Southern California educators and the students they serve.

“The Teacher Academy is envisioned as a national model for state-of-the-art teacher training and professional development, as well as effective dissemination of advances in the science of teaching,” said Richard Arum, Dean of the School of Education. “Building collaborations with our local schools is a priority, and we are grateful to SchoolsFirst Federal Credit Union for its generous support.”


The mission of the Teacher Academy is to improve student achievement and learning through comprehensive, discipline-based teacher professional

development. This work will be led by educational faculty and senior, accomplished teachers on the UCI campus. The university’s current professional development outreach programs—including the UCI Writing Project, UCI History Project, California Reading & Literature Project and Irvine Math Project—will be part of the new Academy.

Based on input from an advisory board of regional superintendents and principals, the Academy will also host a series of workshops and symposiums to provide teachers with new tools and techniques to address current issues affecting local districts, ranging from early interventions for children living in poverty to bilingual education, math proficiency, civics, and technology in the classroom.

“Supporting professional development for educators is directly aligned with our organization’s vision,” said Bill Cheney, president and CEO of SchoolsFirst Federal Credit Union. “Educators build the future, and the work they do is incredibly important in shaping the next generation of leaders. We are honored to support the UCI School of Education in preparing teachers for the future.”

The gift provides operational funding for the first three years of the academy, as well as stipends for local public school teachers to participate in the programs.


UCI School of Education
TEACHER ACADEMY
Sponsored by SchoolsFirst Federal Credit Union

New Endowment to Honor the Life and Legacy of Professor Michael E. Martinez



Stephanie Martinez, with Dean Richard Arum, presented PhD student Priyanka Agarwal with the 2018 Michael E. Martinez Prize for Outstanding Doctoral Research in Education.

With generous support from Martinez family members, education faculty, and alumni, a new endowment has been established that creates an enduring legacy and fellowship named the Michael E. Martinez Memorial Prize for Outstanding Doctoral Research in Education.

Dr. Martinez was a notable scholar in the fields of learning, cognition, and intelligence. He was the author of many works on these issues, including two influential books, *Education as the Cultivation of Intelligence* and *Learning and Cognition: The Design of the Mind*. A former high school science teacher, Professor Martinez received his PhD in educational psychology from Stanford University in 1987. He joined UCI in 1991 and played a critical role in the Department's development and eventual growth into a top 25 School of Education. In the last years of his life, he served as both Director of the Ed.D. program in Educational Administration as well as Vice-Chair

of the Department. As a scholar and teacher, he mentored hundreds of future teachers who went on to lead successful careers in school districts, youth non-profits, and academia.

The 2018 recipient of the Michael E. Martinez Memorial Prize was doctoral student Priyanka Agarwal. Faculty selected Priyanka based on her superior scholarship, intellectual curiosity, and high levels of professionalism, service, and collaboration with fellow students, qualities that Professor Martinez exemplified during his twenty years at UCI.

"We are grateful to the Martinez family and friends for establishing this important prize to support the work of doctoral students who are vital to making new discoveries in teaching and learning."

Dean Richard Arum

"Our family members are ardent supporters of graduate education. Michael's doctoral students were part of our extended family and it is an honor to support the next generation of educational leaders." Stephanie Martinez



Professor Michael E. Martinez
(1956-2012)

Ueberroth Family Foundation: Building Community through SAGE Scholars



Carolyn Villaescusa guides her team in preparing and serving lunch to Kidworks youth prior to their "Friday Rewind" where members share what they experienced and what they learned the previous week.

For the past 15 years, the Ueberroth Family Foundation has generously supported UCI SAGE Scholars, a program designed to promote successful transitions from college to career and graduate school for students from economically disadvantaged backgrounds. Program components include scholarship support, leadership training, career guidance, graduate school planning and work experience.

"Many SAGE Scholars are the first in their family to attend college, so helping them succeed has certainly been a highlight for me," says Vicki Booth, President of the Ueberroth Family Foundation. "Our work is about building community and supporting SAGE Scholars directly aligns with that mission."

This year, the Ueberroth Family Foundation has supported two undergraduate students from the School of Education. Stephanie Palmer is a UCI senior pursuing a double major in Education Sciences and Psychology. In addition to a scholarship, the

Ueberroth's gift funded an internship for Stephanie at Human Options, an Orange County domestic violence shelter. Carolyn Villaescusa is a first-generation UCI senior pursuing a double major in education science and social policy. Devoted to organizations that uphold the value of education and creativity, she has been interning at KidWorks, an academic enrichment program for Orange County's most challenging neighborhoods. Both students are aspiring educators.

Over the years, the Ueberroth Family Foundation has funded over \$350,000 in scholarships and paid internships at many non-profits including Orange-wood, Orange County Community Foundation, Human Options, HABLA, KidWorks and the Tiger Woods Learning Center. "The work experience our SAGE students obtain at Orange County non-profits is instrumental in defining next steps for professional and educational endeavors," said Stephanie Reyes-Tuccio, Assistance Vice Chancellor for Educational Partnerships. "We are deeply grateful to the Ueberroth family for making a difference not only in the lives of our students but also the communities they go on to serve."



Stephanie Palmer conducts intake interviews with women seeking refuge at Human Options to determine which games and activities will be most beneficial for their children while residing at the shelter.



UC Irvine School of Education

At a Glance

Community-Focused Activities

The School of Education partners with local educational institutions, afterschool programs, and community-based organizations to advance educational opportunities for pre-schoolers through adult learners. We recognize that mutually beneficial collaboration provides important services to local communities while strengthening our understanding of community interests and needs.

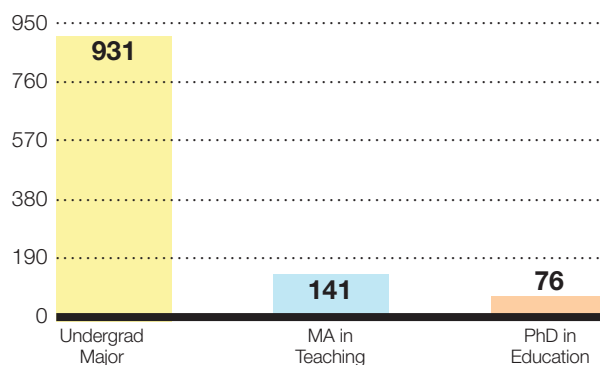
School of Education students and faculty volunteer more than **25,000** hours per year as tutors, mentors, teachers, and board members in schools, afterschool programs, and community organizations.

Teacher credential candidates fulfill their student teaching requirements in **62** schools in **16** districts.

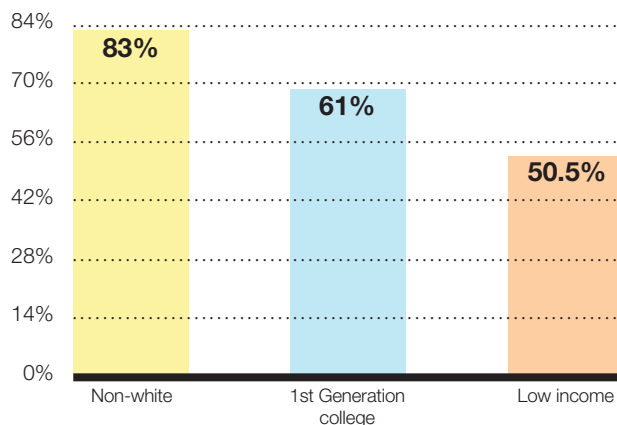
The UCI Writing Project partners with **103** local school districts to improve the teaching of English language skills.

The Center for Educational Partnerships administers programs that serve **4,919** teachers in **395** schools, **13,000+** students, and **2,684** parents each year.

2017-2018 ENROLLMENT



DIVERSITY OF STUDENT POPULATION



SCHOOL OF EDUCATION
ALUMNI **11,543**



K-12 Teachers



K-12 Administrators

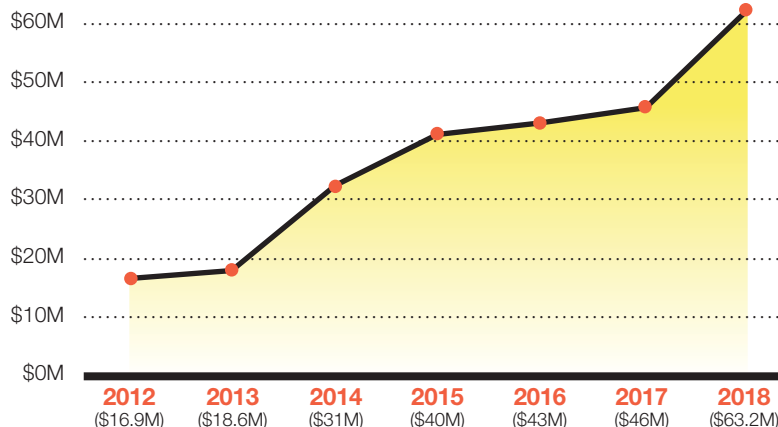


College Faculty /
Administrators



Research /
Public Policy

RISE IN FUNDED RESEARCH BY YEAR



RECENT MAJOR RESEARCH GRANTS

▶ Greg Duncan

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