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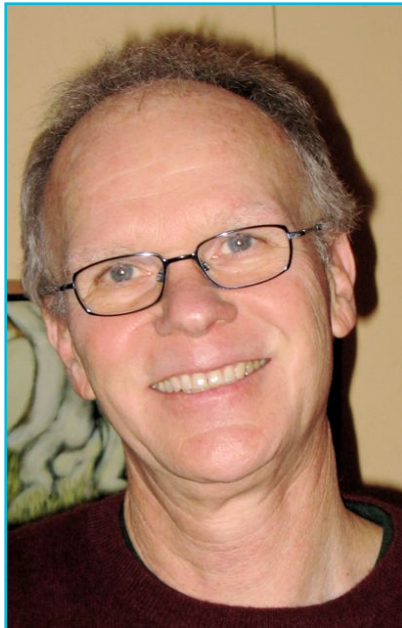
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Jenkins Honored Twice for Excellence



Joe Jenkins (EDSPE) has been selected to receive two prestigious awards from the Council for Exceptional Children (CEC), the premier professional organization for special educators. The **CEC Special Education Research**

Award is considered a lifetime achievement award and the most prestigious award bestowed in the field of special education research. It recognizes an individual or research team whose work has demonstrated both exceptional importance and significant impact in the education of exceptional children and youth.

The Jeannette E. Fleischner Award For Outstanding Contribution to the Field of Learning Disabilities is awarded to those who advance the field of learning disabilities through direct services, policy development, community service, research and/or organizational leadership.

Either of these awards is considered a capstone achievement of a professional career. To be selected for both awards, and in the same year, is highly unusual and indicative of Joe's phenomenal career in special education.

Quoting from two of the nomi-

nation letters:

"Perhaps what best defines the character of Joe's research over the years is that he has always been, and continues to be, alert to the important issues confronting the field, and has responded by developing and executing creative research designs that generate evidence directly bearing on the hearts of those issues."

"While Joe has made many significant contributions to special education, I think that over the span of his career he has most consistently contributed to the evidence base on teaching reading to students with disabilities. Indeed, I doubt that another special education researcher could be identified who has contributed the wealth of empirical data on the reading problems of students with high incidence disabilities over the past 40 years. Important to special education is that he has always grounded his research

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Bell Offers Expert Testimony

Editors note: The following is reprinted from a February 26, 2009 press release.

College of Education faculty member **Philip Bell** (Learning Sciences) recently testified before the US House of Representatives' Committee on Science and Technology's Subcommittee on Research and Science Education. The hearing was held to examine the role of informal environments in promoting science, technology engineering, and mathematics

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(from L to R): Dr. Joan Ferrini-Mundy, Dr. Phillip Bell, Ms. Andrea Ingram, Mr. Robert Lippincott, and Dr. Alejandro Grajal

Jenkins Honored for Outstanding Work

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in the theoretical research literature on reading.”

As testament to the consistent quality of Joe’s research, he has over 100 publications to date. As another colleague observes, “Many researchers would be more than satisfied with this legacy, expecting to influence practice as their research findings become more visible. Not Joe. He has also positioned himself to influence practice much more directly.” As a College of Education faculty member, Joe has headed the learning disabilities preparation program (certification and master’s degree) for teachers of students with high incidence disabilities since 1988. He has applied the same rigorous inquiry that has enabled him to be an outstanding researcher to his teaching. His courses are demanding yet practical, informed by his deep knowledge of the crucial issues concerning instruction. He is a model of transferring research to prac-

Student Profile:

King Joins COE from Teachers College

Joe King, a first-year Ph.D. student in the Special Education department, comes with a strong background in clinical psychology and a razor sharp sense of humor. After obtaining an undergraduate Bachelor of Arts in psychology, King pursued a clinical psychology Masters degree from Teachers College at Columbia University.

“Teachers College gave me research experience,” states King. “I dabbled in a lot of things such as psychological issues in persons with physical disabilities. I co-wrote a chapter on health care disparities among persons with physical disabilities. I also did an internship at

tice and hundreds of his students are teaching across the nation.

Joe also has worked directly with mentor teachers and school districts for many years to improve special education practice in the Pacific Northwest. He spends countless hours each week in classrooms across the region, supervising his students and providing technical assistance to teachers in the field. Thus his research and teaching are informed by his work in the real-life settings of multiple schools. Joe is an exemplar of the public scholar, working in the community to improve the education of countless students, using this work to inform his research, and using his research to inform his teaching.

But making a contribution even beyond our region, Joe has long served as faculty advisor to doctoral candidates, the next generation of special education researchers. He instills in each of them his passion for and commitment to building a credible knowledge base for improving special education practice as well as the overall quality of teaching and learning in schools throughout the nation. His students are currently teaching in multiple universities throughout the country, modeling the public scholarship learned from Joe.

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Joe King (SPED, advisor Peck) comes to the COE from Teachers College at Columbia University in New York.

and, after corresponding with Peck, King felt he could pursue his research interests and thrive at the College of Education.

King posits that his primary research interests stem from the analysis of social relationships between young adults with disabilities and their non-disabled peers, especially late adolescent to college-aged persons.

“I want to look at their social networks, their social support, at how persons with disabilities differ from persons without disabilities,” King asserts. “Also, how to improve integration programs and the policy implications. How can we make socialization and community or civic interaction better? Better transportation? Employment opportunities? Recreation activities? Things that would inspire more engagement and socialization with the physically challenged community.”

Already, King has found that he is learning the similarities and differences between the methodologies of his psychology background and his current work in the field of education. And he

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Bell and others address informal STEM education and learning

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(STEM) learning. Subcommittee Members heard testimony on the National Academies report, [Learning Science in Informal Environments: People, Places, and Pursuits](#).

"The Science and Technology Committee, and our Subcommittee in particular, has made STEM education a top priority," said Subcommittee Chairman Daniel Lipinski (D-IL). "While we often examine and discuss ways to improve STEM education in the classroom, we rarely look at the many opportunities for learning elsewhere. A great deal of learning happens throughout our lives in everyday activities – from having a conversation at the family dinner table to attending a summer camp at a zoo."

As previously reported, the Learning Science in Informal Environments report provided recommendations for future research and practice of STEM education. The report found ample evidence to suggest that science learning takes place throughout people's lives and in many avenues besides the classroom. The report examined four areas where informal learning most often takes place: everyday experiences; designed spaces, such as museums, zoos, etc.; after school educational programs; and science media, such as television programs and Web sites.

In addition, the report found that informal environments can have a significant impact on STEM learning outcomes in historically underrepresented groups and may be uniquely positioned to make STEM education accessible to all.

In 2005, the National Academies recommended, in the Rising Above the Gathering Storm report, that the nation improve K-12 science and mathematics education. So, the Committee created legislation, [the America COMPETES Act](#), that was signed into law in 2007 to foster innovation in America and support STEM education. COMPETES ensures not only that our nation will produce the world's leading scientists and engineers but also that all students will have a strong grounding in math and science and are prepared for technical jobs in every sector of the economy. ■

COE Faculty and Students Remain Involved and Relevant

Margery Ginsberg (EDLPS & Leadership for Learning), along with Catherine Brown and Jocelyn Co (Leadership for Learning, Cohort 4) co-presented a session at the January OSPI Conference, entitled "Data In A Day: How A Snapshot Of Instruction Can Engage Community and Facilitate Professional Learning." Additional presentation collaborators included students, parents, and an administrative leader from Cleveland High School.

Margery Ginsberg (EDLPS & Leadership for Learning) and doctoral students from Leadership for Learning (L4L) cohorts 2, 3, & 4 presented a session at the 2009 January OSPI Conference entitled "Taking Action Against the Motiva-

tion Gap: Inquiry Projects with Students, Families, and Educational Leaders." Doctoral students who presented were **Amy Baeder and Catherine Brown** (L4L4), Laurie Morrison, Paul Robb, and Cathy Thompson (L4L3), & Terrance Mims and Tara Dowd (L4L 2). As part of the presentation, doctoral students hosted roundtables entitled: "Home Visits for Building Relationships and Relevance," "Student Voice: Traversing the Tracks with High School Students in Special Education Classes" "Involving Community, Families, and Students in Structured Classroom Visits throughout a School," "Motivationally and Culturally Responsive Professional Learning Cycles with New Primary Teachers;" "Instructional Collaboration among Mid-

dle School Teachers: Insights from a Lesson Study." "Supporting Motivation and Cultural Identity among Latino Middle School Youth."

Margery Ginsberg (EDLPS, L4L) and doctoral student Catherine Brown (L4L4) had an article published in the Dec/Jan., 2009 edition of *Educational Leadership*. Their article is entitled "A Day's Worth of Data: Data Gathered in a Day Might Lead to Instructional Change Tomorrow."

On December 1, 2008, **Marge Plecki** (EDLPS) was a featured speaker at a forum for state policymakers entitled "What policymakers and shapers need to know about education research" held at the Cedarbrook Conference Center, SeaTac.

On December 15, 2008, **Caleb Perkins** (EDLPS, Plecki) successfully defended his dissertation entitled "Reform without multiple choice? Making sense of low-

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Prestigious Huckabay Award Goes to Gray

College of Education doctoral candidate **Audra Gray** (EDCI, advisor Gay) has been named one of ten University of Washington Huckabay Fellows. A doctoral candidate in the Curriculum and Instruction: Multicultural Education program, the Huckabay award is intended to prepare future faculty for their role, specifically to broaden their graduate education in the area of teaching and



learning at the university level.

Gray was awarded an opportunity to design her own course titled "Teaching For Change: Equitable Strategies for Teaching in the 21st Century", intended for the College of Education's new undergraduate Minor in Education, Learning, and Society. When speaking of her project, Gray's voice shimmers with pride and hope as she discusses the fantastic timing for her own call for change in education just at the time that President Obama has made a national call for change. As she writes, "The 2008 United States presidential

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ACTIVE FACULTY, STUDENT UPDATE

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stakes mandates designed to promote civics and authentic intellectual work." **Mike Knapp, Walter Parker, Marguerite Roza and John Gastill** served as members of Caleb's committee. Caleb is the Program Supervisor for Social Studies/International Education at OSPI.

On January 29, 2009, **Marge Plecki** (EDLPS) testified at a joint meeting of the state's Education and Education Appropriations Committees regarding "Washington's state education data: Using our improved capacity, recognizing the limitations."

In November **Ginger Berninger** (EDPSY) gave an invited keynote presentation, co-authored with Todd Richards and Bob Abbott, "Understanding Spelling in Normal Writing Development and Writing Disabilities: Why Words of French Origin Matter to English Spelling", at the French CNRS (National Center for Scientific Research) Group for Research on

Writing and the Graduate School for Teachers University of Poitiers, France, and participated in the European Network of Writing Researchers (COST). The paper, re-titled *The Role of the Hand in Written Idea Expression*, which celebrates the French language and role of hand in idea expression, will be published in a forthcoming book, *Writing in All Its States*. Some of the work presented, which was just accepted for publication in the *Journal of Clinical and Experimental Psychology*, shows that serial finger movements activate the "thinking" regions of the brain and degree of activation in five common regions is predicted longitudinally by individual differences in handwriting, spelling, and composing.

Kareen Borders, L4L student and team lead of the NASA Explorer program at Key Peninsula Middle School (KPMS), led a project that brought students together with astronauts aboard NASA's International Space Station. Last month, hundreds gathered at a Gig Harbor theater where live video was streamed onto a three-story cinema screen, allowing students to ask ques-

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Two fantastic COE graduate students, **Kari Johnstone** and **Meg Zabielski**, have brought **The College Access Project** (www.collegeaccessproject.org) to the Seattle Housing Authority facility at Jackson Park in North Seattle. Along with their Faculty Adviser **Tom Halverson** (EDLPS), they are working with 25 low-income 3rd through 8th graders and their parents to help them work toward a future that includes college.

College Community Continue Record of Accomplishment

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tions and interact with the astronauts in real-time. Through this cutting-edge technology, students and adults alike were able to experience the possibilities of science through a different lens. Key Peninsula is one of only five schools in the world to be given such an opportunity.

The Danforth 21 cohort, along with **Kathy Kimball** (EDLPS) and **Margery Ginsberg** (EDLPS), participated in the process of "Data-in-a-Day" at Cleveland High School in Seattle. To collect data, Danforth visited every classroom in the school in four-person teams, with each team led by a Cleveland student. Afterwards, Danforth 21 provided aggregate feedback to department heads and administrative leaders about classroom practices they observed throughout the school, using the school's commitment to intrinsic motivation and learning as a lens. This work set the stage for follow-up classroom visits with teams of Cleveland High parents, students, and community partners, scheduled for March 3rd. The observations contribute to the school's instructional goals while provid-



ing UW students with an opportunity to participate in challenging school improvement conversations.

Leah Bricker (Learning Sciences, advisor Bell) completed her doctorate and has started an elementary science education faculty position at Loyola University Chicago.

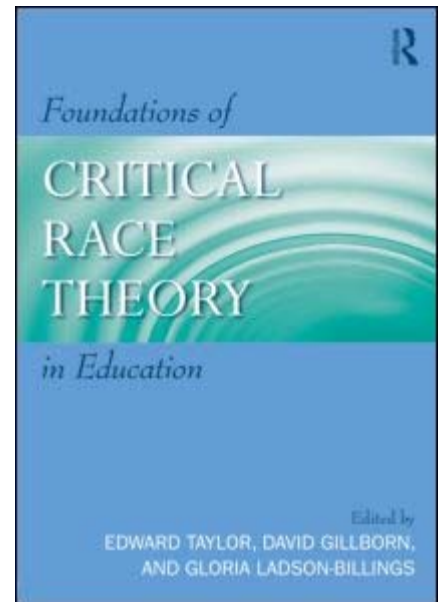
Heather Toomey Zimmerman (Learning Sciences, advisor Bell) completed her doctorate and has started a Learning Sciences and Educational Design faculty position at Penn State University.

Both women continue to collaborate with Bell and his team around the team ethnography of science learning they have conducted over the past four years.

Tom Halverson (EDLPS) took his Policymaking in a Political Context, class down to Olympia in late January to hear the House Education Committee take public testimony on three controversial bills being considered (all pertaining to changes to the High School graduation requirements and/or the WASL). Following the hearing the class debriefed with a former policy analyst for the OSPI's office and a current lobbyist for the Washington Business Roundtable. It was a fascinating opportunity to see the political dimensions of education policymaking in action!

Ana Elfers (EDLPS) and **Marge Plecki** (EDLPS) with research assistants, **Elise St John** (EDLPS, Plecki) and **Rebecca Wedel** (EDPSY, Jegatheesan) recently completed a research report entitled, "Undergraduates' View of K-12 Teaching as a Career Choice." The study was sponsored by the Professional Educator Standards Board (PESB) and is available on the Center for the Study of Teaching and Policy (CTP) website: <http://depts.washington.edu/ctpmail/>.

Ed Taylor (EDLPS) and Vice Provost and Dean for Undergraduate Academic Affairs has co-edited *Foundations of*



Critical Race Theory in Education, published by Routledge Press.

Dr. Shirley Hune is leading a study on behalf of the Governor's Commission on Asian Pacific American Affairs for Washington State. The study is unique in highlighting distinctions between Asian American and Pacific Islander communities in K-12 public education and higher education participation. The Asian American report examines the complexity of Asian American communities and educational disparities across ethnic subgroups, while the Pacific Islander study will bring visibility to this understudied and underserved community in U.S. education.

During Fall quarter, Shirley Hune (with David Takeuchi, School of Social Work) conducted two separate studies on the educational status of Asian American and Pacific Islander American students in Washington's public schools. The final reports were submitted to the State Legislature at the end of December 2008 for the 2009-11 biennial budget discussions. These studies are part of the State funded "Closing the Achievement Gap" study of minority student achievement in Washington.

Both reports can be accessed on the Washington State Commission on Asian and Pacific American Affairs (CAPAA)

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Audra Gray

race has re-energized a national discourse about the need for social change. In education, one "call for change" is to close the persistent gaps in academic achievement for the increasingly diverse student population."

Her own call for change? Equity pedagogy. Specifically around finding successful models of culturally responsive and transformative pedagogy that work for racially, ethnically, and linguistically diverse students.

She defines equity pedagogy as: "teaching strategies and classroom environments that help students from diverse racial, ethnic, and cultural groups attain the knowledge, skills, and attitudes needed to function effectively within, and help create and perpetuate, a just, humane, and democratic society" (Banks & Banks, 1995, p. 152).

Gray's background in practice and in research truly prepared her for this unique course. After finishing up an undergraduate thesis at Brown University, where she examined the impact of African-American students' use of Ebonics and their potential to be over-classified as learning delayed, she received her master's in Educational Psychology from the UW with an emphasis on the foundations of reading development. Then, Gray decided to answer her own call to teach and spent a few years in her own classroom in California before returning to continue her academic work at the University of Washington.

As a current student in Curriculum and Instruction, where she works with **Drs. Geneva Gay and Leslie Herrenkohl** on the foci of multicultural education and socio-cultural approaches to learning, Gray works on the role of African American students' cultural communication in learning broadly, and literacy development specifically. She hopes to legitimately add a focus on K-8 African American student communication and math literacy to her research as her career progresses. Her dissertation is

rooted in a culturally responsive pedagogical framework where she is examining the dimension of communication in the classroom. In this work, Gray is following three "successful" middle school teachers of African American students.

Gray's primary mentor for the project is **Dr. Doris McEwen**, who has nothing but praise for Gray's accomplishments.

"The Huckabay award is a wonderful opportunity for Audra to work on her goal of "teaching for change," McEwen posits. "As we look at serving every child in school districts throughout our country, we can begin with university teaching practices and continue throughout pre-service and assignment of teachers to classrooms. Audra's project will help us do this in a thoughtful manner."

Gray is most grateful to the Huckabay family for this incredible professional growth opportunity and excited about working with her mentors in a different capacity on this project.

Outside of her academic work, Gray is very involved with an international public service sorority, Delta Sigma Theta Sorority, Incorporated. Through this organization, Gray volunteers for self-empowerment and enrichment programs for African-American middle and high school girls. As she summarizes, "Over the past several years living in Seattle, I've co-chaired the sorority's local chapter educational programs involving Seattle Public School students, led workshops for youth, coordinated a tutoring center in Yesler Terrace for a year, and have tried to stay active and busy even though I wasn't in the classroom full-time. I am also a member of my church choir—the alto section—when I'm not on hiatus due to the demands of writing my dissertation." ■

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FACULTY

website, www.capaa.wa.gov/, or directly via, <http://www.capaa.wa.gov/education/documents/AsianAmFinalReport.pdf> for Asian Americans in Washington State: Closing Their *Hidden Achievement Gaps* and <http://www.capaa.wa.gov/education/documents/PacificIslanderFinalReport.pdf> for Growing Presence, Emerging Voices: Pacific Islanders and Academic Achievement in Washington. Current Ph.D. student, Jeom Ja Yeo analyzed OSPI data for both studies. Another current Ph.D. student Third Andresen and recent graduate Dr. Julie Kang also served on the research team.

Dr. Hune presented the findings and recommendations of the Asian American and Pacific Islander achievement gap studies to the State School Board of Education (Tumwater, January 15), the State Senate Committee on Early Learning & K-12 Education (Olympia, January 19), the State House Committee on Education (Olympia, January 19), and the Governor's Interagency Council on Health Disparities (February 5) as well as to a number of community group venues.

Dr. Hune's article (with former UCLA doctoral student, Dr. Gigi G. Gomez), "Examining the College Opportunities and Experiences of Talented, Low-Income Asian American and Pacific Islander Gates Millennium Scholars and Non-Recipients: A Complex Picture of Diversity" was published in *Readings on Equal Education V. 23* (2008):73-105.

Dr. Maresi Nerad and Dr. Bill Zumeta are collaborating with colleagues on a project titled, *Conceptions of Doctoral Program Quality Among Recent Social Science Ph.D Graduates*. This project involves empirical research on attributes and correlates of assessments of their Ph.D. program's quality from a University of Washington

survey of more than 3,000 U.S. social science doctoral candidates between 1995-99.

Dr. Zumeta is also a leader on Concep-

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Stritikus to Serve on NWREL Board

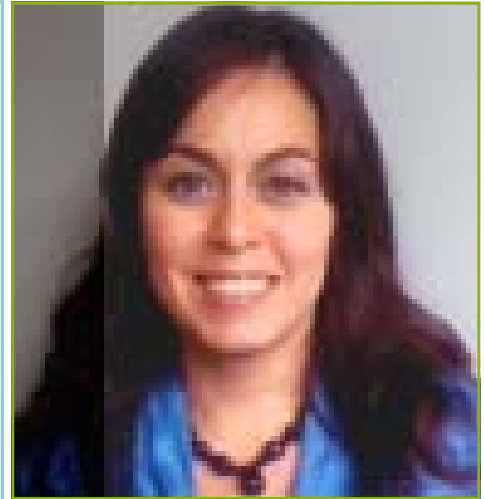
Tom Stritikus, associate dean of academic programs at the University of Washington College of Education, has been named to the Board of Directors of the Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon. Stritikus is one of 29 directors governing NWREL, a private, nonprofit corporation that works to improve learning by building capacity in schools, families, and communities through applied research and development. (Other Washington board members include business representative Jeff Estes of the Pacific Northwest National Laboratory, Seattle teacher Jeri Harris, Seattle University program coordinator Richard McCullough, and Renton superintendent Mary Alice Heuschel.)

Stritikus brings to the board a long list of credentials, including eight years on the faculty of U.W.'s College of Education. He also taught elementary and middle school in Baltimore and San Francisco, in addition to teaching English to adults in Morelia, Mexico. Much of his research has centered on teaching English language learner students and on the Latino achievement gap. Stritikus holds a Ph.D. from the University of California, Berkeley, in Education in Lan-

guage, Literacy, and Culture.

The Seattle resident joins other educators, district superintendents, and chief state school officers in helping guide the work of the Laboratory—most of which is centered on the five Northwest states of Alaska, Montana, Idaho, Oregon, and Washington. “One of the primary reasons for the success and national recognition enjoyed by NWREL has been the willingness of regional educators, and others working to improve education, to devote their time serving on the board,” according to NWREL Chief Executive Officer Carol Thomas. “Over the years, our board members have provided solid leadership, advocacy, and support to ensure direction that results in high quality and useful products and services for the region and beyond.”

NWREL counts among its members 932 Northwest agencies and organizations, including 323 in Washington. They are the primary clients for NWREL services and partners in the Laboratory's educational research and development. More information about NWREL is available at www.nwrel.org/. ■



Student Profile:

Irene Sanchez

Irene Monica Sanchez, an incoming student in the Masters Program in Educational Leadership & Policy Studies-Higher Education, is currently working with Dr. Frances Contreras, who asserts that the College is lucky to have a student of Sanchez' caliber. The feeling is mutual.

“I chose the UW College of Education because I believe in the work of Professor Contreras and felt I would be supported in the work I want to continue to do on the transfer portion of the pipeline,” Sanchez posits. “I also chose the UW after the welcome I received when I visited the campus during GOMAP's perspective student days.”

Hailing from Riverside, California, Sanchez began her higher education at Riverside Community College. As she states, “I think that's important because I spent five years there and it informed what I wanted to do and was where I first got the idea to pursue a PhD.”

She obtained her undergraduate degree at University of California Santa Cruz (UCSC), where she stayed busy working full-time for the UCSC Educational Partnership Center for the GEAR UP and Early Academic Outreach Program as a college facilitator at Pajaro Valley High School in Watsonville, specifically community and cultural organiza-

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Policymakers Exchange

findings are forthcoming in the spring issues of the American Educational Research Journal and the Peabody Journal of Education and will be posted on her faculty website: <http://education.washington.edu/areas/edlps/profiles/faculty/honig.html>.

Here on the College of Education faculty, Dr. Honig's work focuses on policy, leadership, and organizational change in urban educational systems. Her study of new small autonomous schools is one in a series examining how urban school district central offices can help support district-wide teaching and learning improvement. Studies in this series include an examination of how central offices enable the implementation of school-community partnerships that expand students' opportunities to learn in and out of school. ■

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Sanchez continued

tions in Watsonville.

“At UCSC I was involved with a group dedicated to educational rights for undocumented and immigrant students,” Sanchez states. “Students Informing Now (SIN) as well as community based organizations in Watsonville such as The Watsonville Brown Berets and Girlzpace. In fact, I co-founded a girls empowerment group, worked for migrant education in Monterey County, and danced with White Hawk Indian Council for the Children.”

As a Sociology and Latin American/Latino Studies at UCSC, Sanchez wrote an outstanding thesis based on ten interviews or testimonies of Latina/o community college transfer students at UCSC and their educational journeys and experiences. Prior to UCSC she was one of thirty Latino students nationwide selected for the Congressional Hispanic Caucus summer internship program.

In 2006, she was selected for the UCLA Summer Program for Undergraduate Research where, under the mentorship of Professor Daniel Solorzano, she did research at the Graduate School of Education and Information Studies exploring issues relating to Chicano community college students. Much of this informs her future work.

“I would like to continue to do work related to Chicana/o and Latina/o students access and educational opportunities, specifically focusing on the transitions between high school to community college and community college to four year universities for students of color. I would also like to continue to be involved in the community here in Seattle.” ■

Policymakers Exchange Forum:

Honig Addresses New Initiatives



The University of Washington College of Education Policymakers Exchange Forum is a series of meetings focused on current challenges in urban education policy. Co-sponsored by the College of Education and the Daniel J. Evans School of Public Affairs, participants include, among others, local district superintendents and school board members, foundation officers, business leaders, and state and local policymakers. At meetings of the Exchange, attendees learn about the latest in educational research and practice and discuss what the implications are for schools in this state and the nation.

At the January 2009 Policymaker's Exchange Forum, **Meredith Honig**, (EDLPS) assistant professor in the Educational Leadership & Policy Studies area of the College of Education, gave a presentation titled, *No Small Thing: Urban School District Central Office Leadership for New Small Autonomous School Initiatives*. As Dr. Honig explained, new small autonomous schools initiatives have proliferated in urban districts across the country. These initiatives build on research and practice that shows schools that are new, small and have meaningful

discretion over their work can create conditions important for strengthening teaching and learning. However, schools tend to struggle with implementing these promising reforms absent support from their central offices. Honig found that, “central office administrators who aim to provide such supports are essentially building the plane while flying it. Plenty of research shows how central offices curb these reforms but not what they do when they enable them.” Across the country, central office administrators are inventing new, promising ways of supporting school improvement. But traditionally, funders and researchers have focused mainly on supporting and understanding school change. “Our field generally has not shined a meaningful light on the day-to-day work of central office administrators and how it matters to what schools do. If we are serious about improving teaching and learning for all students it's clear that we need to focus not just on what individual schools need to do but on how whole educational systems—schools, central offices, and communities—matter to realizing those outcomes.”

Honig's presentation summarized an in-depth, three-year study of how central office administrators participated in the implementation of new small autonomous schools initiatives in Chicago Public Schools and Oakland Unified School District (CA). She described how district leaders enabled implementation by setting up specialized staff in Small Schools Offices to work between schools and the central office and forge new supportive relationships between them. The presentation concluded with issues and questions for policymakers, district leaders, funders, and others to consider, helping the group to realize the promise of new small autonomous schools initiatives and the importance of investing not only in schools but in school district central offices as important levers for district-wide improvement goals. Summaries of her

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CENTER FOR MULTICULTURAL EDUCATION UPDATE

Autumn Quarter 2008

On October 28, 2008, the Center hosted its 25th Symposium in its Symposium Lecture Series at the HUB. Marcelo M. Suarez-Orozco, Professor at New York University, gave a lecture based on his latest book, *Learning a New Land: Immigrant Students in American Society*, co-authored by Professor Carola Suarez-Orozco. The book is based on an extraordinary interdisciplinary study that followed 400 newly arrived children from the Caribbean, China, Central America, and Mexico for five years. The authors discussed a compelling account of the lives, dreams, and frustrations of these youngest immigrants. The lecture was very well received by the audience, numbering around two hundred.

Winter Quarter 2009

On February 20, 2009, the Center hosted its 11th Book Talk in its Book Talk Series at the UW Club Conference Room. The Talk, in which authors discuss their work, features two books and goes from 10:30am to 12:30pm. The first book, *The Latino Education Crisis: The Consequences of Failed Social Policies*, is written Professor Patricia Gandara, a leading scholar in Latino education, from the University of California-Los Angeles, and Professor **Frances Contreras** from the University of Washington. The second book, *The Color of Success: Race and High-Achieving Urban Youth*, is written by Professor Gilberto Conchas from the University of California-Irvine.

Spring Quarter 2009

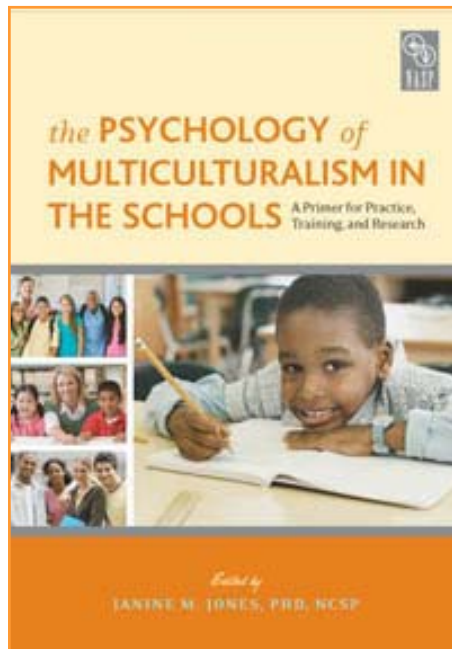
On May 8 from 11:00am to 12:30pm the Center will host its 12th Book Talk at the UW Club Conference Room. Professor Diana Hess from University of Wisconsin-Madison will discuss her book, *Controversy in the Classroom: The Democratic Power of Discussion*. ■

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Activities Update

tualizing Systemic P-20 Data Systems for Washington State. A project of the Evans School's Human Services Policy Center, sponsored by the Bill and Melinda Gates Foundation, the objective is to develop a model for a policy relevant data system for the state spanning the entire range of the education system from pre-school through graduate school.

Bill Zumeta (EDLPS) gave testimony on January 16, before the House Higher Education Committee at the request of its chair on, "Why Does Higher Education Cost So Much?" They have asked Bill to help them develop and consider ideas on how to keep higher education affordable in the face of deep budget cuts while preserving the quality of what we provide. He is working with others on ideas for this now.



Janine Jones (EDPSY) received one of the Royalty Research Fund awards for a clinical study that she will conduct with adolescents entitled, "Multicultural counseling of children and adolescents: A universal model for successful counsel-

ing in schools."

Janine's new book *The Psychology of Multiculturalism in the Schools* debuted at the annual convention of the National Association of School Psychologists on February 24, 2009.

Charged by the Commission of Hispanic Affairs to lead Proyecto Acceso, **Dr. Frances Contreras** is the Principal Investigator on this study on the state of equity with respect to educational service delivery for Latino students and the role that various factors play in educational achievement. This research project addresses the achievement levels, concerns, needs, aspirations, and attitudes of Latino students in high schools and junior high/middle schools in an urban and rural context in Washington. There are presently no studies in Washington that address the opportunity to learn among Latino students and differences in achievement. This study seeks to understand how Latino students navigate their school context by hearing from the key stakeholders, including, students, parents, and teachers.

Frances Contreras (EDLPS) has had a busy and productive past few months beyond the accomplishment noted above. Frances' book, co-authored with Patricia Gandara, *The Latino Education Crisis* (Harvard University Press) was published in January. Frances was also selected as one of 10 emerging scholars in the U.S. from *Diverse Magazine*. She also gave the Keynote Speech for the LEAP conference in Tacoma on February 4, 2009.

Meredith Honig (EDLPS) has been conducting a major study on how urban school district central office leadership matters to the implementation of new small autonomous schools initiatives. Findings from this research are forthcoming in the spring issue of the *American Educational Research Journal* and a special issue of the *Peabody Journal of Education/Politics of Education Yearbook*. She recently presented this work at the January meeting of The Policymakers Exchange (related story on page 8), co-sponsored by the COE and the Evans School.

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CEC Honors Jenkins

He is well deserving of these awards and easily could be singled out for teaching and public service awards as well. We are fortunate to have such a role model in our community. The award will be officially presented Jenkins during the General Session at CEC's 2009 Convention & Expo in Seattle (5:00 p.m. on Wednesday, April 1, 2009).

Additionally, Jenkins will be featured in CEC Today, profiled in Exceptional Children, CEC's peer review journal, and be featured on CEC's Web site. Furthermore, Jenkins will act as a CEC spokesperson for the media and on CEC's Web site regarding his or her research findings and area of expertise. ■

Murakami Joins OSS Staff

In late November 2008, **Lisa Murakami** joined the COE as our new Student Services Specialist for Outreach & Advising. Lisa came to us with a background in academic advising, career advising, and outreach/networking. She worked most recently at the College of Lake County in Grayslake, Illinois, where she coordinated ESL support services for students in career certificate programs. Lisa also worked as a Career Adviser at Ohio State University and as both an Academic Adviser and an Enrollment Adviser at Columbus State Community College in Columbus, Ohio.

In her role with the College of Education, Lisa is responsible for conducting outreach and recruitment activities to prospective and incoming students, providing academic advising for the College's undergraduate students in the Early Childhood and Family Studies (ECFS) program, and serving as an information resource for Master of Education students. Lisa has been spending a

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CENTER FOR EDUCATIONAL LEADERSHIP

Presentations:

On January 4-7, in Vancouver, B.C., CEL Staff and UW Faculty co-presented at the **International Congress for School Effectiveness and Improvement (ICSEI)**. The conference, *New Departures for a Learning World of Quality and Equality*, featured speakers from around the globe with a unified mission to create stronger schools and systems.

The presentation, **Leading the learning work of schools and districts: Supporting and sustaining professional learning**, highlighted current research and addressed how, specifically, to improve a leader's ability to analyze and improve the quality of instruction through using the Five Dimensions of Teaching and Learning (5D). **Stephen Fink**, CEL Executive Director, **Michael Copland**, (EDLPS) and **Bradley Portin**, (EDLPS) and Director of International Partnerships co-presented. In addition, **Dina Blum**, CEL Project Director, shared a poster presentation illustrating the process for the 5D Instructional Analysis Assessment Service.

Publications:

Districts and schools are increasingly looking to create partnerships with outside organizations to increase the effectiveness of their professional development efforts. To highlight these external efforts to improve schooling, **Beth Boatright**, CEL Research Associate, and **Chrysan Gallucci**, UW College of Education Research Assistant Professor, published an article in the **January 2009** edition of *The School Administrator*. The article titled, "**When Looking Within is Not Enough: How School Districts Act on a Recognized Need for External Expertise**," examines how these types of professional development efforts can support system-wide reform. CEL's partnership work with school districts is highlighted in the article.

Professional Development:

Summer Coaching Institute (July 7-10, 2009): Address key issues central to the work of content-focused coaching.

Summer Writing Institute (August 3-7, 2009): Transform students' writing by learning the essential content knowledge, skills and strategies.

The Five Dimensions of Teaching and Learning (5D):

CEL has been offering customized 5D professional development to assist schools and districts in their efforts to improve student learning. Some of these offerings include guided school walkthroughs, one day overview sessions, and an assessment process to define what leaders notice and think about when they observe teaching and learning. To learn more about 5D, visit CEL's website at www.k-12leadership.org

District Seminar Series:

District leaders can continue to expand their learning from nationally prominent education leaders and practitioners as well as connect with colleagues through CEL's **District Leaders Seminar Series (DSS)**.

"What would school finance based on student learning look like?" On December 4, **Dr. Paul Hill**, UW Director of the Center on Reinventing Public Education, began a conversation with district leaders by asking this provocative question. Dr. Hill shared current national research regarding the allocation and spending of school funding and the corresponding affects on student learning. To view the video of Dr.

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CEL Update of Current Activities

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Hill's presentation, visit CEL's website.

"Better data means better collaboration and increased student achievement." **Dr. Pascal D. Forgione, Jr.**, Superintendent, Austin Independent School District, TX, spoke with participants on January 15 about how to empower leaders with specific and readable data. In his presentation, "*Tools for Teaching Excellence*," Dr. Forgione shared how a focus on multiple types of assessment data can influence school and district-based decisions.

Upcoming DSS sessions:

Feb. 12 - Linda Skrla, Professor and Associate Dean, College of Education and Human Development, Texas A&M University

March 12- Ginger Shattuck, Superintendent, Norwalk-La Mirada Unified School District (A Norwalk principal leadership team will also be in attendance to share systems-level expertise and assistance)

April 9- Linda Darling-Hammond, Charles E. Ducommun Professor of Education, Stanford University ■

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Joe King, continued

has enjoyed working with Peck, who has shown him the ropes.

"I'm enjoying the people and I'm really appreciative of Cap," declares King, "who has been a great advisor helping me acclimate to the school. I'm also enjoying Seattle, although I'm waiting for the rains to come."

One can learn more about King's time at Teachers College through his Teachers College Columbia University Alumni Blog. ■

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Murakami Continued

good deal of time learning about her new roles and responsibilities, as well as

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Activities Update

Meredith Honig & Mike Copland (EDLPS) have been leading a study as part of CTP's Leadership for Learning grant from the Wallace Foundation. The sub-study looks at what urban central offices do when they support district-wide teaching and learning improvements. These ideas were recently featured in an issue brief published by the National Center for Comprehensive School Reform and Improvement and they will be a focus of a national live webcast on March 25th from 2-3pm ET. More information about the webcast, including log-in information, will be forthcoming at www.learningpt.org.

Joe Jenkins (EDSPE) with **Jason Graff** (EDSPE graduate) and **Diana Miglioretti**



Associate Professor Michael Copland

published an article entitled "Estimating Reading Growth with Intermittent CBM Progress Monitoring" in the most recent issue of *Exceptional Children*, Volume 7 (2), 151-164. ■

College Community Contributes

Every holiday season the UW College of Education Experimental Education Unit (EEU) raises funds to support students who are enrolled in the Early Childhood Education and Assistance Program (ECEAP). ECEAP serves children who are 4 years old and will be going into kindergarten the following year. (The best way to think about ECEAP is that it is the Washington State version of Head Start - it is funded by the State and the City of Seattle.) Children that are served by the Program are from families of low-income and include both children that are typically developing and those with developmental delays or disabilities. The 2 ECEAP classrooms are inclusion classrooms as is the rest of the EEU.

Forty families, thirty-six of which were in the ECEAP program had a "wish list" for this holiday season, lists of basic items for needy parents and children.

meeting advisers and staff in other UW departments. She reports that this has been a very positive experience as both UW staff in the College of Education and across campus have been warm, inviting

Staples, like shampoo and soap, along with grocery store gift cards, toiletries, and clothing basics were the most requested items. However, families also asked for games, toys, and children's clothing. Many of these families could not afford fundamental household items and would not be able to give their children holiday toys without this wish list!

The community truly banded together to fill this need. Contributions poured in from the EEU community, like the Parent Council, as well as College of Education faculty and staff. The Don James Foundation, the UW Bookstore, both current and past EEU families and staff, and many friends pitched in to make these wishes come true.

Through the generosity of these donors, over 40 families received holiday sponsorship—a record in giving! ■

and very willing to share information with her. When you have an opportunity, please extend a warm welcome to Lisa! ■