



IMAGINATION. INNOVATION. IMPACT.

NEXT

**SOE Student
Ethnicity**

8.6%

African American

12.5%

Asian/Pacific Islander

30.9%

Latino

0.3%

Native American

45.9%

White

1.8%

Other

Who We Are

2008-09

1,144

Students

38

*Full-Time
Faculty*

15.83

Average Class Size

33.89%

*M.A./Credential Admit
Rate, Fall 2008*

3.32

*Average GPA
of Admitted Students*

608

*Credentials
Awarded*

” We know the countries that out-teach us today will out-compete us tomorrow.

— President Barack Obama, Feb. 24, 2009

Imagination. Innovation. Impact.

Today in our country, thousands of classroom teachers stand before their students ill-equipped and unprepared to be successful educators. They enter the profession brimming with optimism only to leave a few years later, defeated because they lack the skills to manage their classrooms or create engaging learning environments. The Loyola Marymount University School of Education is reversing that trend. Our faculty members are developing innovative programs and techniques that help transform struggling teachers and failing schools into successful partnerships. Our research, training and projects have achieved measurable results. Educators trained at LMU’s School of Education don’t ask, **“What do I do now?”** **Our graduates know what to do next.**



385

M.A. Degrees Awarded

10

Ed.D. Degrees Awarded

\$15.7m

Total Financial Aid to Students

\$16,600

Financial Aid Per Student

66.7%

Students Receiving Financial Aid

76

School District and Other Partnerships

**The LMU Family
of Schools**

” LMU, the steward of a ‘family’ of our schools, brings its own expertise, resources and skills to this venture. This is yet another demonstration of the university’s deep and long-standing commitment to the children who live near the Westchester campus, and to public schools.

— Ramon C. Cortines, Superintendent, LAUSD

The best way for people to think out of the box is not to create the box in the first place.



Ramon C. Cortines

□ □ □ **Charting the Next
Course for Reform**

It’s a new approach to reform in the nation’s second-largest school district, emphasizing local governance. It’s a new model for a university partnership with its community as both seek to improve public education in the area. The LMU Family of Schools – a collaborative effort among the LMU School of Education, the Los Angeles Unified School District (LAUSD) and LMU’s surrounding Westchester community – is charting a new course for educational reform efforts in Los Angeles, with national implications.

By placing the university in the heart of the community and engaging with a myriad of stakeholders – teachers, students, parents, community leaders and policy makers – the LMU Family of Schools (FOS) builds on the capacity of communities to create, support and sustain K-12 pipelines of success for all students. At the initiative’s core are the seven LAUSD schools in the Westchester area, five of which have begun transitioning to a governance and decision-making structure grounded in local responsibility and authority for budget and instructional choices, with support from LMU FOS and the new iDesign division of LAUSD.



5,216

*K-12 Students in
LMU Family
of Schools Network*

“In any large school district, people tend to become frustrated by decisions being made in a central office, far away from the everyday realities of local school,” says Drew Furedi, executive director of LMU FOS. “This partnership empowers and equips schools to effectively self-govern and make decisions closer to the classroom.”

LMU is playing an integral role in facilitating this transition by:

- guiding the creation of individual school governance councils and providing educational resources, support and training in collaborative decision-making, governance and budget oversight;
- building local capacity through professional development opportunities and resources to help schools address identified needs; and
- helping to forge external partnerships to bring the Westchester schools everything from college access/readiness and job skills training to arts enrichment activities.

Many universities have assisted school districts and communities by

providing services such as teacher training and student tutoring, but LMU FOS breaks from tradition by placing LMU squarely in the middle of the effort to change the way schools are run and decisions are made. The School of Education is applying its experience and expertise with traditional public schools, charter schools and Catholic schools to help LAUSD and the Westchester community identify best practices that can be implemented locally. In its technical assistance and support role, the School of Education brings to bear its research and faculty support as well as its student teachers to help improve the partner schools.

“We see the LMU Family of Schools as a way to strengthen the educational pipeline in a community LMU has long supported,” says Shane P. Martin, dean of the LMU School of Education. “But this is not simply a local story. This collaboration will make a difference for thousands of students, but it’s also something that can be modeled in the future, across the state and country.”

Top photo:
Leaders of the Westchester community, LAUSD and LMU launch the Family of Schools partnership.

Bottom left photo:
Congresswoman Maxine Waters has been a strong supporter of the LMU Family of Schools.

Bottom right photo:
Bruce Mims, Ed.D., principal of Westchester High School, with student Christian Daniels.



” CMAST helps our teachers develop effective instructional strategies to actively engage our students, quickly identify what’s working and what isn’t and adjust instructional strategies to help all students succeed.

— Judy Burton, President and CEO, Alliance for College-Ready Public Schools

Innovation distinguishes between a leader and a follower.



Judy Burton

□ □ □ **Changing the Equation**

U.S. Department of Labor work force projections for 2014 indicate that 15 of the 20 fastest-growing occupations require significant science or mathematics training. But with a shortage of well qualified, inspiring math and science teachers, U.S. high school students are performing well below the international average.

LMU’s Center for Math and Science Teaching (CMAST) is transforming the way students learn these subjects – with dramatic results. A partnership between LMU’s School of Education and the Seaver College of Science and Engineering, CMAST is dedicated to increasing student engagement and achievement in math and science. For the past two years, a generous grant from the Stuart Foundation has supported CMAST’s work with the Alliance for College-Ready Public Schools. Best practices in teaching and learning are identified, developed and shared, and teachers are not only trained and supported but provided opportunities to become “transformational leaders” in the effort.

Those accustomed to the traditional method of teaching math and science – the mundane work sheets, the lectures, the abstract presentations – are unlikely to recognize a classroom led by a CMAST teacher. Students move around in groups, working individually and collaboratively as they become active problem-solvers. They advance at their own pace, learning how to think critically. Math and science are presented in creative new ways that speak to their lives.

In the schools where CMAST has been piloted, increases in test scores have been immediate and profound. Among students in the Alliance, 68 percent achieved a passing score on the math section of the California High School Exit Examination in 2006, just before the CMAST partnership began; after two years with CMAST, the passing rate soared to 89 percent. “We have a laser-like focus on student achievement,” says Katharine Clemmer, CMAST’s director. “But just as important as higher scores is getting students more engaged in what they are learning. In both areas, we are seeing remarkable results.”

Energizing Students

As a first-year math teacher at Richard Merkin Middle School in Downtown Los Angeles, Mike Castiglione felt something was missing. Two years later, Castiglione has adopted an entirely new approach through LMU's Center for Math and Science Teaching. The results can be seen in his students' test scores, and in the excitement they convey as they experience math like they never have.

From the moment they walk in the door until the bell rings to signal their dismissal, Castiglione's students are active learners. "The old way was to have a quiet classroom where students did rote work sheets," says Castiglione, a recent graduate of the CMAST Transformational Leader program whose school is part of the Alliance for College-Ready Public Schools. "Now I'm giving them real-life puzzles. They're working with each other to solve challenging problems, trying to get to the next level. My classroom is rarely quiet – I don't like it to be."

At the nearby College-Ready Academy High School #4, where CMAST faculty member Katie Laskasky teaches pre-calculus, students are having a similar response. "She gives us so many strategies that make it fun and relevant," says Stephanie Ochoa, who just finished her junior year at the school. "Now I see math as not just about numbers but as something that affects my life."



5,635

*Math and Science
K-12 Students Reached
Through CMAST*

CMAST's Megan
Freeman training
teachers in the field.

LMU/Teach For America Partnership Program

Clear Vision

Like many graduates of the LMU/Teach For America partnership program, Paul Powell is using his experience to help redefine public education. As a Teach For America (TFA) corps member and program director, Powell gained an appreciation for the power of principals. “You could always see the difference in schools that had a strong leader with a clear vision,” he says. Just four years removed from the School of Education program, Powell is now the principal of Troy Prep, an urban charter middle school in Troy, N.Y., that opened its doors for the first time this summer. Powell is bringing the same energy and rigor to his new position that he carried through the LMU/TFA program and beyond – already, he is working with his superintendent to use an innovative video database to define and display effective teaching techniques.



LMU's partnership with Teach For America is one of the largest in the country.

We are what we are because we have first imagined it.



90%

*LMU/TFA Graduates
Continuing to
Teach K-12 Beyond
Two-Year Commitment*

” Partnering with LMU has proven integral to Teach For America’s efforts to prepare and support our corps members as they work to change educational outcomes for students in Los Angeles public schools.

— Wendy Kopp, founder and CEO, Teach For America

□ □ □ **Next-Generation Leaders**

Nationally, few initiatives have made as much of an impact in addressing the achievement gap affecting urban schools as Teach For America (TFA), the corps of outstanding recent college graduates who commit to teaching at least two years in under-resourced public schools, then become lifelong leaders in expanding educational opportunity and eliminating inequities. To prepare and support these new teachers, TFA partners with universities across the country.

Among the largest and most successful of these partnerships: the LMU/TFA partnership program.

In 2000, the School of Education joined with TFA in providing graduate training and support for TFA teachers in the Los Angeles area, including coursework toward their credential and master’s degree; today, LMU is TFA’s exclusive university partner in the region. It’s a natural marriage between two partners that share a commitment to closing the achievement gap and making a difference in the community. What kind of a difference are LMU/TFA corps members making? A recent study by The Urban Institute’s CALDER research center found that in urban high schools, the impact of TFA corps members on student achievement was more than twice that of having a non-TFA teacher with three or more years of experience.

The LMU/TFA partnership is unlike any other. Leaders from both sides sit on each other’s advisory boards. TFA prepares entering interns in a five-week summer institute and then works closely with the School of Education throughout the year to gauge candidate experiences and provide feedback. LMU’s TFA interns stay together as a cohort, fostering close bonds. “This is a true partnership,” says Edmundo Litton, the program’s director, “and that has contributed to high rates of satisfaction and retention.”

The retention numbers are particularly impressive. Nationally, fewer than half of TFA interns remain at their school site after the two-year commitment ends, according to a recent Harvard study. But in the LMU/TFA partnership, where more intensive support is given to interns to increase the likelihood of early success and foster a desire among these interns to remain difference-makers in their schools, 90 percent continue teaching in the classroom beyond the two years, according to Litton.

Moreover, a significant number of LMU/TFA graduates ultimately move from teaching into positions of education leadership, either as principals or in other capacities. Many are on the front lines in educational reform efforts, while others are helping to blaze new educational trails through charter schools.

” Through the Partners in Los Angeles Catholic Education program with LMU, we developed a teacher service corps built on the principles of professional development, spirituality and community. As a result, the schools of the L.A. Archdiocese have gained many highly trained and dedicated teachers.

— Cardinal Roger Mahony

□ □ □ **Raising the Bar...
the LMU Way**

Leaders don't resist innovation, they symbolize it.



Cardinal Roger Mahony

The study was groundbreaking – the first time the Department of Catholic Schools and the Catholic Education Foundation opened their records to a university and provided Catholic school data in such detail. The findings were eye-opening, cited in an editorial on Catholic education published in the *Wall Street Journal*.

Part of ongoing research by the LMU School of Education's Center for Leadership in Equity, Advocacy and Diversity (LEAD), the study found that poor and marginalized students attending Catholic schools have remarkably higher retention and graduation rates than their peers in public schools. Of the more than 200 Los Angeles-area Catholic school students tracked in the study who received tuition funding from the CEF through high school, 98 percent graduated with a diploma.

Nationally, enrollment in Catholic schools has declined by more than 12 percent since 2000, with the largest decreases centered in the major urban areas. But in the Archdiocese of Los Angeles, the numbers have remained comparatively favorable. It's no coincidence that the Archdiocese of Los Angeles has an invaluable university partner – one that has established a host of innovative programs designed to raise the bar for Catholic education in the region. In addition to the LEAD Center, which sheds light on critical issues related to Catholic education as well as providing professional development for Catholic educators across the country, these innovative programs include:

Catholic Archdiocesan School Teachers (CAST). A two-year program offered in partnership with the Archdiocese of Los Angeles, CAST responds to a need identified by the Archdiocese for its full-time teachers to receive training toward a credential and/or M.A. degree by providing cohorts with a combination of weekend and online sessions. Since CAST was launched in 2001, approximately 400 teachers have gone through the program.

Partners in Los Angeles Catholic Education (PLACE). A nationally recognized Catholic teacher service corps, PLACE enables its corps members to earn a debt-

free master's degree and credential while serving as full-time teachers in under-resourced Catholic schools of the Los Angeles Archdiocese. During their two-year commitment, program members live with one another as a community and explore their spirituality.

Catholic Inclusion. An M.A. in Catholic Inclusive Education prepares teachers and administrators in Catholic schools to become leaders in supporting students with special needs in parochial schools.

Catholic School Administration. A comprehensive program leading to an M.A. in Catholic School Administration is designed for both current and aspiring Catholic school administrators.

Institute of School Leadership and Administration (ISLA). A Catholic school cohort is part of this innovative degree, credential and certificate program that prepares students to serve as ethical, respectful and transformative educational administrators and leaders.

Ed.D. in Educational Leadership for Social Justice. Catholic educators have been part of each cohort of LMU's unique doctoral program, which focuses on social justice and preparing leaders to have deep conviction, knowledge, and commitment to education reform in diverse communities.

920

*Educators Trained
for Catholic Schools
Since 2001*

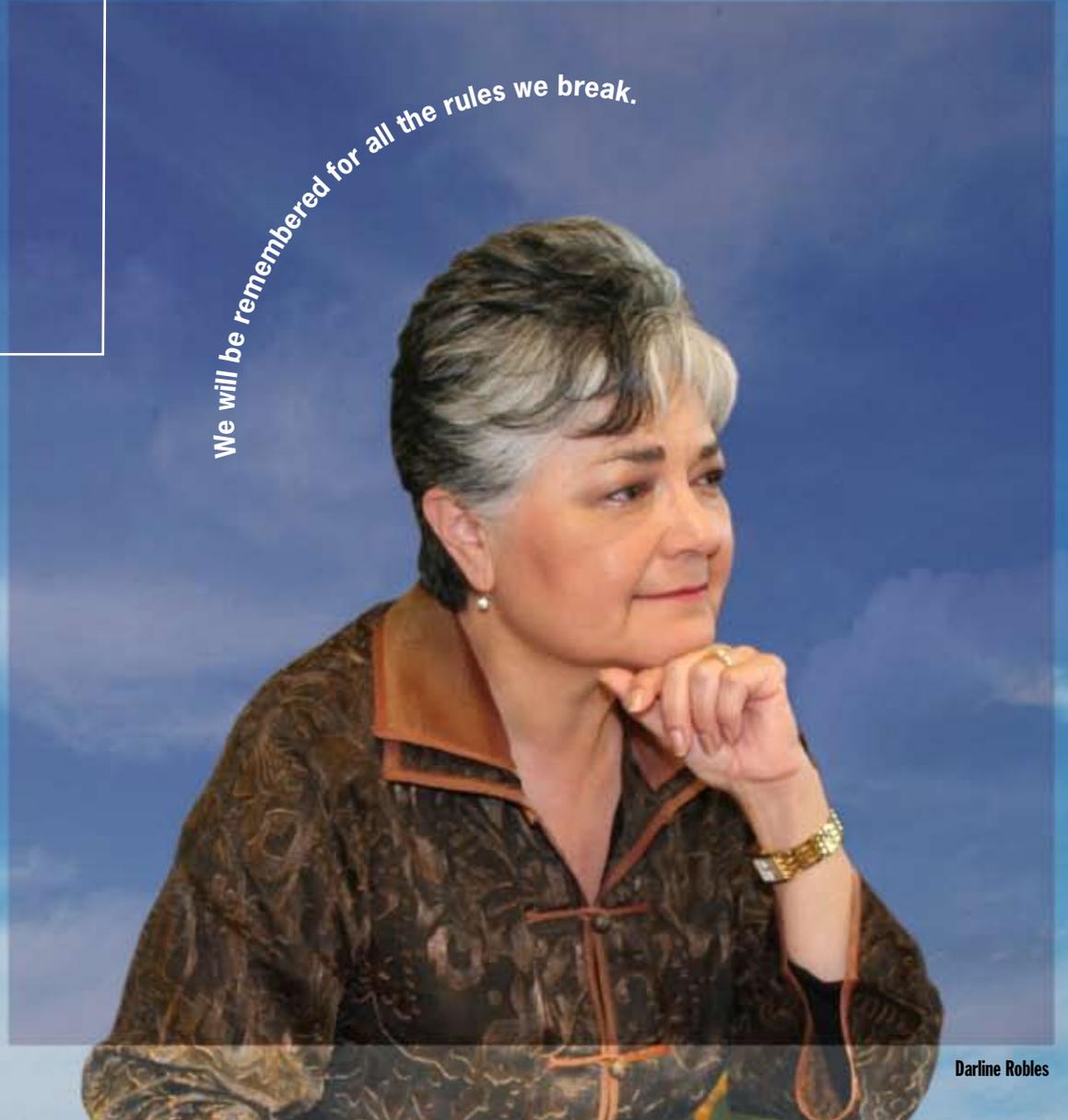
SOE-trained teachers
working with students at
Dolores Mission Elementary,
a Catholic school in
Los Angeles.



” I commend CEEL for providing the critical research on how schools and districts can best build the capacity to provide high-quality education for our English Learners.

— Darline Robles, Superintendent, Los Angeles County Office of Education

We will be remembered for all the rules we break.



Darline Robles

65%

*English Learners in
California Benefiting
from CEEL/PROMISE
Partnership*

□ □ □ **Transcending Language,
Transforming Schools**

Millions of students attending public schools in the United States are being taught in a language they are still learning, and the achievement gap between these students and their English-proficient peers is wider than ever. This isn't only a social justice concern; it is an issue with major implications for our future economic viability. Nowhere is this challenge greater than in LMU's backyard. Approximately 43 percent of students in the Los Angeles Unified School District are English Learners (EL). But Los Angeles is far from alone. Indeed, numerous states and school districts across the country are seeing an influx of EL students.

Educators who utilize students' cultural and linguistic strengths while developing their academic competencies will help to transform schools and educational systems. Such is the vision of LMU's Center for Equity for English Learners (CEEL), which has emerged as a leader in the effort to define best EL teaching practices, train EL educators and provide resources for teachers and districts in the region, the state and the nation. CEEL

offers scholarships for the Master of Arts in Biliteracy, Leadership and Intercultural Education as well as a fellowship program for doctoral students in the school's Ed.D. program and two certificate programs, Leadership in Biliteracy for English Learners and Teaching Spanish as a Second Language.

CEEL also advances its vision of better EL education through strategic partnerships. The PROMISE – Pursuing Regional Opportunities for Mentoring, Innovation, and Success for English Learners – Initiative joins six Southern California county offices of education in an effort to bring about systemic reform that meets the needs of EL students. CEEL is conducting a study that documents current teacher practices and examines the impact of the PROMISE Initiative on teacher knowledge and efficacy. A second study seeks to document and define advocacy-oriented

leadership for EL students. In addition to the collaboration with the PROMISE Initiative, CEEL serves as a hub of information for educators and districts across the country by providing resources on its Web site.

“The failure to properly educate the millions of EL students is among the most serious problems facing our country,” says Magaly Lavadenz, CEEL's director. But, she adds, the LMU School of Education is creating a new path to EL success. It's a path based on research to identify the best EL teaching practices; education and professional development of teachers and administrators; partnerships to assist districts in establishing an environment conducive to success; and the dissemination of resources and strategies to all who need them. It's a path that can help to transform the lives of countless students. It's an opportunity to reshape the future of our society for generations to come.

Photos at right:
Approximately 43 percent
of students in LAUSD are
English Learners.



Administration

- Shane P. Martin, Ph.D.**
Dean
- Elizabeth A. Stoddard, Ph.D.**
Associate Dean
- Mary K. McCullough, Ph.D.**
Associate Dean, Faculty
- Joseph Harbouk, M.B.A.**
Associate Dean,
Business Operations
- Marta Sánchez, Ph.D.**
Assistant Dean, Clinical Education
- Ramiro Euyoque, Jr., M.B.A.**
Assistant Dean,
Business and Administration
- Thomas Batsis, O.Carm., Ph.D.**
Chair, Educational Support
and Services
- Michael Caruso, S.J., Ed.D.**
Chair, Educational Leadership
- Yvette Lapayese, Ed.D.**
Chair, Language and Culture
in Education
- Edmundo F. Litton, Ed.D.**
Chair, Specialized Programs
in Urban Education
- Irene Oliver, Ed.D.**
Chair, Elementary and Secondary
Education
- Celeste Durant**
Director, Communications
and Media

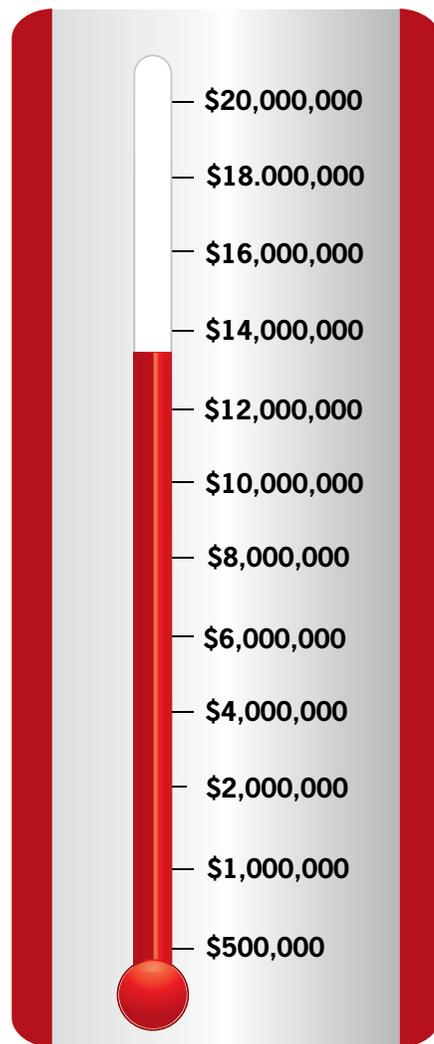
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Glenn Cratty, John Rou

Innovation Quotes
p. 2: Martin Cooper
p. 4: Steve Jobs
p. 6: Donald Curtis
p. 8: David Ogilvy
p. 10: Douglas MacArthur

□ □ □ **Capital Campaign Goal**
\$21.2 million



Total Raised to Date*
\$13,844,601

*5/31/09

” **The great aim of education is not knowledge but action.**
— Herbert Spencer

\$3,292,996

*Sponsored Research
and Contracts
Fiscal Year 2008-09*



LMU School of Education – Part of the Solution

Research increasingly shows that the single most important factor in student success is teacher quality. Yet, there is a serious disconnect between the knowledge, skills and dispositions that teachers, principals and counselors are taught in many programs and what they need to succeed in 21st century urban schools.

At LMU's School of Education, we are replacing that disconnect with innovative programs that modernize the training of education professionals. Our graduates do more than succeed – they excel as leaders and change agents.

Today's educators must respond to the educational needs of English Learners, students with disabilities, and large numbers of young people who are at risk for school failure. As the rates of student achievement fall and dropout/pushout rates increase, there is an increasing demand from community leaders, elected officials and parents for school reform.

At LMU, our faculty and administrators use their research and experience to train education professionals in a variety of techniques that foster positive learning environments in urban school settings. The unique training and research conducted at SOE, in projects like the LMU Family of Schools, are critical components for the reforms so desperately needed in our nation's schools.

What's working? Charter, Catholic and charter-like schools that are providing smaller, theme-oriented programs with

smaller class sizes and slimmed down bureaucracies. These schools also offer more teacher, parent and community engagement and new educational approaches that encourage teachers, traditionally isolated within their disciplines, to cooperate with each other to integrate instruction.

LMU's SOE is the only preparation program in the Los Angeles region that reaches across the full spectrum of urban schools – public, charter and Catholic – to train professionals who are making a measurable difference in the educational outcomes of their students.

Teachers trained at SOE as part of its partnership with Teach For America have had extraordinary success in the classroom. We are TFA's largest university program in California and the second largest in the nation. The retention rate of our graduates who stay beyond their two-year commitment is almost double the national average.

Through the encouragement of lifelong learning and academic excellence, the education of the whole person, and the promotion of service and justice, LMU's School of Education confronts the modern challenges of our schools and graduates dedicated teachers who have a measurable, positive impact on the academic achievement of students.

Shane P. Martin, Ph.D.
Professor and Dean, School of Education



LMU|LA
School of Education

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2009 Annual Report

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