



CREATING
GROWING
TRANSFORMING



SOE by the Numbers
2009-2010

Student Ethnicity

8.9%

African American

11.5%

Asian/Pacific Islander

31.7%

Latina/o

0.3%

Native American

43.6%

White

4.0%

Other



1,113

Students

40

Full-Time
Faculty

14.5

Average Class Size

35.8%

Master's Admit Rate

3.3

Average GPA
of Admitted Students

542

Credentials
Awarded



now

CREATING **GROWING** TRANSFORMING

Creating. Growing. Transforming. These words describe what's unfolding at the Loyola Marymount University School of Education.

With our educational systems – public, charter, Catholic – facing enormous challenges, everyone is looking for leadership. At LMU, we don't look — we lead: through innovative new initiatives that address the needs of teachers, schools and districts; by taking successful programs into new areas to expand our reach; and with bold measures driven by our refusal to accept the way things are.

Creating. Growing. Transforming. These are words that apply not just inside LMU, but also at the schools touched by our efforts. The LMU School of Education is creating a new generation of leaders whose growing presence is transforming education – *and the lives of our children.*

425

M.A. Degrees
Awarded

10

Ed.D. Degrees
Awarded

\$15.8m

Total Financial Aid
to Students

\$17,378

Financial Aid
Per Student

64.3%

Students Receiving
Financial Aid

creating

Center *for* Catholic Education

Strengthening a Partnership, Securing a Tradition

For more than a century, Catholic schools have served as pillars of urban centers. Generations of immigrants and inner-city youth, among others, have relied on these schools for their great tradition of intellectual, moral, and spiritual education.

But across the country these schools face significant challenges – in some cases to their very existence. Enrollments are declining and many schools face financial hardships. There is a growing need for teacher training, leadership development, and research to identify the most effective approaches to educating students and running Catholic schools. Against this backdrop, the LMU School of Education has acted boldly.

The new Center for Catholic Education takes the SOE's long-standing commitment to Catholic schools in Los Angeles – where approximately 80,000 children are currently enrolled in elementary and secondary schools of the L.A. Archdiocese – to a new level.

“The CCE will serve as an anchor for Catholic schools in Los Angeles as well as nationally so that they can continue graduating young people who go on to make a difference in society,” says Fr. Thomas Batsis, O.Carm., the center's executive director. “By bringing our Catholic education programs together and working toward a common purpose, we expect to have a tremendous impact on the future of Catholic education.”

Already, the historic partnership between the LMU School of Education and the Los Angeles Archdiocese has produced a host of innovative programs that have raised the bar for Catholic education in the region. An example is PLACE Corps (Partners in Los Angeles Catholic Education), a nationally recognized program celebrating its 10th anniversary. Enabling 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, PLACE Corps

” The CCE takes our partnership with LMU to a new level.
At a time when we face unprecedented challenges, this momentous center is exactly what’s needed
to ensure the continued excellence of our Catholic school system.”

— Sister Mary Elizabeth Galt, BVM, Chancellor, Archdiocese of Los Angeles

1,000+

Educators Who Have
Graduated from LMU’s
Catholic Teacher
Education Programs
Since 2001

prepares highly qualified, motivated and faith-filled teachers who provide students with positive Catholic role models.

The CCE brings together PLACE Corps and the myriad of other successful programs while adding new initiatives designed to advance PK-12 Catholic education regionally and nationally. The focus is on three areas critical to the success of Catholic education:

- Leadership development
- Teacher preparation
- Research and outreach

No school of education has had more of an impact on its city’s Catholic schools than LMU. With the CCE, the LMU School of Education is better positioned than ever to assist the Archdiocese of Los Angeles, as well as Catholic school systems across the country, in ensuring that the rich tradition of Catholic education continues to thrive.

soe.lmu.edu/cce



growing

LMU/Teach For America



”As we continue to expand in California, it is exciting to elevate

— Emily Bobel, San Francisco Bay Area Executive

Going Statewide

One would be hard pressed to find better-matched partners than Teach For America and the LMU School of Education. So it's no surprise that the relationship, which began in 2000 when LMU agreed to provide graduate training and support for TFA teachers in the Los Angeles region, continues to blossom.

Several years ago, TFA moved to make LMU its exclusive partner in Los Angeles. And in the latest expansion, LMU is now TFA's California exclusive partner, serving the San Francisco Bay Area as well as Los Angeles.

The success of the LMU/TFA partnership is due in part to a shared commitment to social justice and bridging the achievement gap that affects urban schools. “LMU has been as vocal a champion of reform as any university in the country,” says Paul Miller, Los Angeles executive director of TFA. “The dean and faculty aren't afraid to engage in the hard conversations about what's needed in our public schools.”

Teach For America draws some of the nation's brightest, most service-minded young people, who commit to teaching at least two years in under-resourced public schools. “TFA helps us to fulfill our





” I am always proud to tell people I’m a graduate of the LMU/TFA partnership program.”

– Michelle Culver, LMU/TFA ‘02

First Class Leadership

Michelle Culver has seen the LMU/TFA partnership from all angles. A graduate of the program’s first cohort, Culver is currently vice president of regional operations on Teach For America’s national team, overseeing regions that include California – where LMU is now TFA’s exclusive university partner.

Last year, she was responsible for managing new regions as they established partnerships. “I relied heavily on my LMU experience,” Culver says. “I would say, ‘Let me share the principles that make for a strong partnership based on my experience with LMU.’ ”

Culver says being able to tell prospective university partners about the LMU/TFA relationship has opened doors. “Hearing what this respected institution is doing with us really makes a difference,” she says, adding: “I am always proud to tell people I’m a graduate of the LMU/TFA partnership program.”

our relationship with LMU to a state partnership.”

Director, Teach For America.

mission of improving urban education,” says Edmundo Litton, director of the LMU/TFA partnership program.

But beyond the shared vision, a vital ingredient to the partnership’s success is the rigorous coursework and close supervision LMU/TFA corps members receive. “Typically, these are individuals who have easily excelled at everything they’ve set their minds to, but coming into a challenging classroom situation with no experience can be difficult,” says Litton. “We provide intensive support to make sure they are prepared, and help them when they encounter problems.”

The impressive results of the LMU/TFA partnership program – approximately 90 percent of LMU/TFA graduates continue teaching beyond their two-year commitment – led TFA to approach LMU about becoming the university partner for the entire state.

“We’re thrilled,” says Emily Bobel, San Francisco Bay Area executive director of Teach For America, “not just for what this means for our corps members here, but for what that in turn means for the students they’re teaching.”

soe.lmu.edu/tfa



transforming

Center for Math and
Science Teaching (CMAST)

At the two high schools of the Partnerships to Uplift Communities, a non-profit charter school management organization, math pass rates on the California High School Exit Examination soared from 68% to 94% after the first year of CMAST program implementation.

A Residency for Transformational Leaders

In a technological age, few things are as closely tied to the future health and well-being of our nation as the quality of K-12 math and science education. Thus, all eyes are focused on how to develop teachers who will engage and inspire their students in these critical subjects.

LMU's Center for Math and Science Teaching has begun to redefine the way math and science are taught by identifying best teaching practices and training "transformational leaders" who spearhead the effort to change the way students learn. CMAST's program has been implemented in several school districts and charter school organizations; this year the Los Angeles Archdiocese will pilot the approach in three Catholic schools.

"CMAST shows teachers how to apply practices in the classroom that improve students' ability to learn," says Judy Burton, board president of The College-Ready Promise (TCRP), a coalition of California public charter management organizations focusing on teacher effectiveness, with funding from the Bill

”As a pioneer in the field of residencies, the Los Angeles Math and Science Residency has developed a one-of-a-kind program that builds upon the assets of three organizations in service to their respective missions. This kind of collaboration is serving as a model for the nation.”

— Anissa Listak, Executive Director, Urban Teacher Residency United

and Melinda Gates Foundation.

Expanding on its initial success – including dramatically improved test scores in schools where the approach has been implemented – CMAST is leading an important new program, the Los Angeles Math and Science (LAMS) Residency. Funded through TCRP – whose five member organizations serve more than 28,000 primarily low-income and minority students in 85 schools – the LAMS Residency is part of a national movement to adopt the medical residency model as a way of improving teacher effectiveness.

“The single greatest factor inside a school that impacts student achievement is the effectiveness of its teachers,” says Greg Sommers, senior program officer for the Bill and Melinda Gates Foundation.

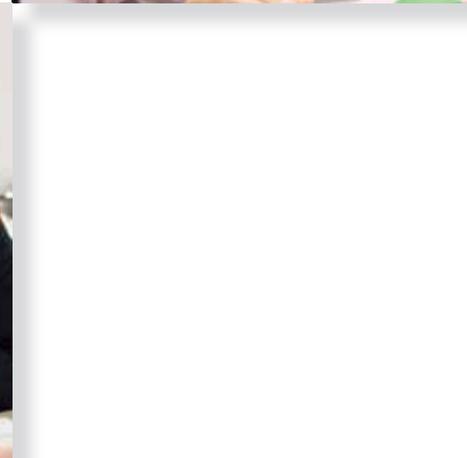
LAMS places first-year residents under the wing of certified mentors at a diverse urban school. These residents commit to teaching a total of four years in partner charter schools through LAMS, which is a member of the national Urban Teacher Residency United network.

“By pairing our first-year residents with mentor teachers who have experienced success because of their work with CMAST,

we will help ensure that these teachers get off to an excellent start,” says Burton, who is also president and CEO of the Alliance for College-Ready Public Schools, a charter school organization that has implemented the CMAST program and is part of the TCRP consortium.

One of the pillars of CMAST, adopted in the LAMS Residency, is an emphasis on results. “We measure our teachers not by how they perform, but by how their students perform,” says Katharine Clemmer, CMAST’s executive director. By that measure, the CMAST program is an unqualified success. “We’re seeing incredible results on our test scores this year, particularly in math,” says Burton of her Alliance students. “I think it’s a direct result of our work with CMAST.”

soe.lmu.edu/cmast





programs & Centers

OPAL Institute Showcases Tool for Improving ELL Instruction

At the OPAL Institute Summer 2010, educational leaders were trained in the use of the first research-based classroom observation tool defining effective instruction for English Language Learners.

The Observation Protocol for Academic Literacies, developed and tested by the LMU School of Education's Center for Equity for English Learners (CEEL), is designed to assist educators in evaluating and improving instruction

of culturally and linguistically diverse groups of students. Aligned to California and national teaching standards, OPAL focuses on essential components for working with English Language Learners in multilingual settings.

"Finally, teachers and administrators will be able to focus on how best to instruct and assess academic and language development for California's 1.5 million students learning English in our schools," says Shelly Spiegel-Coleman, executive director of

Californians Together, a statewide advocacy group.

CEEL will hold additional training institutes to instruct educators in how to apply the new instrument with confidence. "We're excited to showcase this tool for supporting effective practices

in teaching English learners and other diverse student populations," says Magaly Lavadenz, CEEL's director.



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School, District and Other Partnerships



Left to right: SOE Dean Shane P. Martin; SOE Special Education Programs Assistant Director Marianne Mitchell; and Mary Angela Shaughnessy, SCN, Executive Director of the Education Law Institute

Catholic Inclusion Program Earns Prestigious Award

To Sister Stacy Reineman, principal at Nativity Catholic School in El Monte, inclusion is a moral issue. "I strongly believe Catholic education should be available to anyone who desires it," says Reineman. "Learning abilities should not keep children from a Catholic education."

Reineman is now able to accommodate the exceptional needs of many more students than she could before she enrolled in the LMU Catholic Inclusion Program, the only graduate program in the nation specifically for Catholic inclusive education. The decade-old program, offered in partnership with the Los Angeles Archdiocese, recently received the "Edward Shaughnessy III Serving All God's Children Award" at the National Catholic Educational Association Educational Law Symposium.

LMU's Catholic Inclusion Program is at the forefront of a national push to open up the option of a Catholic education to more children. "In the past, Catholic schools have had to turn away many families because they weren't equipped to teach students with significant learning challenges," explains Victoria Graf, director of the school's Special Education Programs. "It's a more inclusive atmosphere now."

Magaly Lavadenz,
Ph.D., Professor and
Director of LMU's Center
for Equity for English
Learners

School Psychology Program Gains National Recognition

They might not provide direct classroom instruction, but the best school psychologists play an integral role in the academic performance and overall well-being of students at their schools. Throughout California, many of these top professionals are graduates of the LMU School of Education's School Psychology Program. Since 2006, the program has received national approval from the National Association of School Psychologists, certifying that it meets the organization's standards of excellence.

True to the SOE's conceptual framework, the School Psychology Program emphasizes social justice and the integration of theory and practice. An intensive mentoring program ensures that students work and study in a community of learners. "I continue to develop my skills, but I often look back to the experience LMU provided," says Mona Jasemian, a school psychologist for the Covina-Valley Unified School District who graduated from the program in 2007. "The emphasis on respect, education, advocacy, and leadership has made a lasting impact on both my career and character."



Ana F. Ponce, chief executive officer for Camino Nuevo Charter Academy

Spearheading Change: Ed.D. Students and Graduates in Positions of Leadership

Angela Bass

As area superintendent of instruction with the Partnership for Los Angeles Schools, Angela Bass led one of the nation's largest public school turnaround projects, serving nearly 20,000 students across 15 schools in some of the city's poorest communities. In July she became area superintendent of the San Diego Unified School District, where she began her career as a teacher. Says the Ed.D. student: "We're not just reading about what might happen in a textbook but learning about research and practice that I apply in my work every day."

Drew Furedi

Armed with the preparation he received from LMU's Ed.D. program, Drew Furedi is spearheading transformational change as a policy innovator in the highest office of the nation's second-largest public school district. Furedi's doctoral education helped him land a key position as policy and program development advisor to Los Angeles Unified School District Superintendent Ramon C. Cortines, with a specific focus on teacher effectiveness. The Ed.D. program "pushed me to think in new ways," Furedi says.

Joseph Harbouk

As the new vice chancellor for administration and finance at the University of Wisconsin-River Falls, Ed.D. candidate Joseph Harbouk sees firsthand the value of social justice and leadership studies. "The doctoral program at LMU exceeded even my high expectations," says Harbouk. "I now am more eager to engage in PK-12 education reform to fulfill the university's mission of advancing our nation's academic achievement."

Ana F. Ponce

The first in her family to attend high school, Ana F. Ponce is now on her way to earning her Ed.D. at LMU. Ponce is chief executive officer for Camino Nuevo Charter Academy, a renowned network of four charter schools and an early childhood education center in Los Angeles serving approximately 2,000 students, the vast majority of whom are English Language Learners. "LMU has given me the tools to create a community of leaders and become a stronger advocate for the students I serve," Ponce says.

” We’re not just reading about what might happen in a textbook but learning about research and practice that I apply in my work every day.”

— Angela Bass, Area Superintendent, San Diego Unified School District

Faculty Leadership in the State, the Nation and Abroad

Magaly Lavadenz, professor, has assumed the role of president of the California Council on Teacher Education (CCTE) after serving as president-elect since 2008. The CCTE is a non-profit organization devoted to stimulating the improvement of the pre-service and in-service education of teachers and administrators.

Paul De Sena, professor, has been elected president of the California Association for Counselor Education and Supervision, which represents the interests of the

varied counselor education programs in California. The organization seeks to advance the training and supervision of counselors while promoting communication and collaboration among members to share best practices and improve the quality of counselor education in California.

Irene Oliver, professor, has served for the last two years as president of the Independent California Colleges and Universities Council on Education of

Teachers, which advocates for a network of educators of independent colleges and universities in the state. Oliver’s term ended in May, but as past president she now sits on the policy group of the California Council on Teacher Education, the parent organization.

Francisco Ramos, associate professor, is on the board of directors of the Institute for Language and Education Policy, an advocacy group whose mission is to ensure that policies affecting

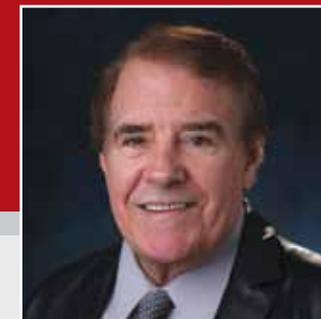
English Language Learners reflect the latest research on language and education.

Mary K. McCullough, professor, serves as a governing board member for *Catholic Education: A Journal of Inquiry and Practice*, the only peer-reviewed journal of Catholic education in the country. The journal presents research on the purposes and practices of Catholic education and explores the relationship between Christian faith and professional practice.

Thanks to the leadership of **Brian Leung**, professor, the LMU School of Education is a founding member of the Consortium to Advance School Psychology in Vietnam (CASP-V), a group of mostly Pacific Rim universities and individuals committed to improving the quality of student psychological services in Vietnamese schools. Leung and other CASP-V representatives visited Vietnam in August to host a summer institute in Hanoi and Ho Chi Minh City for teachers, administrators and counselors to learn more about mental health support for students.



Magaly Lavadenz, president of the California Council on Teacher Education.



Paul De Sena, president of the California Association for Counselor Education and Supervision.



Irene Oliver, past president of the Independent California Colleges and Universities Council on Education of Teachers.



Francisco Ramos, on the board of directors of the Institute for Language and Education Policy.



Mary K. McCullough, governing board member for *Catholic Education: A Journal of Inquiry and Practice*.



Brian Leung, leading LMU School of Education participation in the Consortium to Advance School Psychology in Vietnam.

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Capital Campaign Goal \$21.2 million



Total Raised to Date*

\$15,848,571

*9/8/2010

\$4,994,167

**Sponsored Research
and Contracts
Fiscal Year 2009-10**

The LMU School of Education: Capital Campaign

The LMU School of Education has made significant progress toward meeting its campaign fundraising goal of \$21.2 million by the end of 2011. The funding will support student scholarships, faculty research and innovative programs that are having a dramatic impact on education in the region and across the country. It will maximize the SOE's ability to develop a new generation of leaders — individuals who, with proper support, are prepared to transform PK-12 educational settings.

A Message from the Dean

Through our programs and people, we will continue to lead the way
toward the educational system our children deserve.

LMU School of Education – Leading the Change

We hear it all the time – from superintendents, principals and other leaders of public, charter and Catholic schools and districts throughout Southern California.

Almost to a person, they tell us that one trait distinguishes graduates of the LMU School of Education: their ability and desire to serve as change agents.

Our graduates know what to do and why they're doing it – whether it's inside the classroom or within their school community. They

understand the real-world context of schools while recognizing that the status quo is unacceptable. They possess the vision to chart a course toward a better future. They are ready to lead on day one – and dedicated to doing exactly that.



Many have criticized schools of education for sitting up in the ivory tower of the university, remaining above the fray rather than participating in discussions on reform and preparing graduates who can meet the challenges facing urban schools.

But LMU is a different kind of school of education. We don't dodge problems; we confront them head-on. We welcome and seize opportunities to participate in the difficult conversations about necessary reforms, and to lead the effort to implement changes that will advance PK-12 education and address the achievement gap afflicting urban schools.

We are a uniquely values-based institution, built on a 500-year tradition of Jesuit education characterized by a focus on the whole person, rigorous curricula, flexibility, creativity, passion, and social justice. Jesuit institutions prepare educators who are committed to serving and making a difference in the lives of all children. They prepare leaders who understand that education is transformational – the way to a better, more just world.

At the SOE, this translates to an emphasis on an action-oriented approach, with programs grounded in research and informed by practical applications in the classroom. Members of our faculty embody moral and ethical leadership across the spectrum of public, charter and Catholic schools. In their words and deeds they are creating the next generation of leaders.

Change is urgently needed in our schools, and our values don't allow us to wait for someone else to instigate it. Through our programs and people, we will continue to lead the way toward the educational system our children deserve.

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

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School of Education

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2010 Annual Report

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CREATING
GROWING
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A New Generation of Leaders