



TAKING EDUCATION  
TO A HIGHER LEVEL  
**UP**

2011 ANNUAL REPORT

**SOE by the Numbers**  
2010-2011

**Student Ethnicity**

**African American**  
8.5%

**Asian/Pacific Islander**  
9.6%

**Latina/o**  
29.3%

**Multiple**  
4.1%

**Native American**  
0.3%

**White**  
45.3%

**Other**  
2.9%

OUR NUMBERS ARE **UP**



**1,162**

Students

**43**

Full-Time  
Faculty

**14.8**

Average Class Size

**34.6%**

Master's Admit Rate

**42.6%**

Ed.D. Admit Rate

**3.44**

Average GPA  
of Admitted Students

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## LMU SOE Soars to the Top 6% Nationally in U.S. News Ranking

In Southern California and beyond, the LMU School of Education is taking PreK-12 public, charter and Catholic education to a higher level. And as our efforts continue to gather momentum, our reputation is soaring.

This year's U.S. News & World Report listing of the top graduate schools of education provides evidence of our success. The LMU School of Education vaulted an unprecedented 45 positions from the previous year, climbing to 86th out of more than 1,500 schools, colleges and departments of education nationwide.

Our SOE is creating a new generation of leaders who are challenging the status quo in our schools, and making a dramatic impact. Word of our success is spreading. And more importantly, the lives of PreK-12 children are being transformed.



**806**

Credentials  
Awarded

**400**

M.A. Degrees  
Awarded

**10**

Ed.D. Degrees  
Awarded

**\$16.6m**

Total Financial Aid  
to Students

**\$18,284**

Average Financial Aid  
Per Student

**76.9%**

Students Receiving  
Financial Aid

“Helping our schools fulfill their potential starts at the local level – through engagement of communities and families in focused efforts that promote academic leadership, partnership and service. The LMU Family of Schools represents a model approach to doing this, one that others can emulate.”

– John Deasy, Ph.D.  
Superintendent, Los Angeles Unified School District

# AN **UP** LIFTING PARTNERSHIP

## A Growing University-Community Collaboration

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Families take care of their own. For the LMU School of Education and its surrounding Westchester/Playa community, that has meant turning LMU's know-how, resources and connections into PreK-12 assets. It has meant taking the traditional university-community partnership to a new level, characterized by a holistic, stakeholder-driven approach to improving local schools.

Since it was established in 2006, the LMU Family of Schools has blossomed, as students, parents, teachers, school leaders and other community leaders have joined with LMU in defining and pursuing a common vision for elevating the seven Los Angeles Unified School District schools in the Westchester/Playa area. Now, while maintaining its steadfast commitment to the original seven members, the collaborative is welcoming four Westchester/Playa Catholic schools into the family. The expansion reflects the LMU Family of Schools' success – and its ability to make a greater impact on a wider segment of the PreK-12 community.

The FOS team has engaged the entire LMU campus in the effort, enhancing the ability of the FOS to address areas of strategic importance, from the use of technology to improve instruction to promotion of the arts. Through a variety of college and career readiness programs, more than 700 FOS students visit the LMU campus each year.

The collaborative promotes student success through four avenues:

“I believe that we cannot turn around our city’s failing schools without the support of our great universities, our nonprofit community and the private sector. LMU is blazing a trail for the future success of our students and the entire city.”

– Antonio Villaraigosa, Mayor, Los Angeles



(Top photo) Antonio Villaraigosa, mayor of Los Angeles, spoke at LMU President David W. Burcham’s Inauguration.

(Bottom photo) John Deasy, Ph.D., superintendent, Los Angeles Unified School District, delivered the inaugural Marlene Canter Lecture at LMU.

**Partnerships.** FOS has formed more than two dozen strategic partnerships both within the university and externally to create and implement programs that promote student achievement and enriched learning environments. Partnerships within the university include one with the Center for Urban Resilience and Ecological Solutions, which is providing integral support to Westchester’s environmental science magnet program.

**Professional Development.** In collaboration with each school site’s leadership team, FOS provides a variety of professional development opportunities and organizational supports for teachers and administrators. Faculty from the SOE’s Center for Math and Science Teaching (see page 4) and Center for Equity for English Learners (see page 8) are among the partners who support teachers in improving their pedagogy.

**Research.** FOS functions as a portal for LMU faculty and students to access schools, integrating theory and practice in living laboratories as a way to innovate teaching, learning and leadership.

**Service.** Finally, FOS acts as a conduit for some 200 LMU faculty, staff and students to identify and participate in service, outreach, tutorial and mentoring programs that benefit the 6,000-plus students on the family’s 11 campuses. “It’s a chance for members of the LMU community to live out the Jesuit mission of service that drew them to this university,” says Darin Earley, FOS director.

“We recognize the importance of university engagement in the improvement of PreK-12 education,” adds Earley. “By working with the community we can go a long way toward increasing academic achievement and expanding the opportunities for the students of these schools.”

[fos.lmu.edu](http://fos.lmu.edu)

**6,092**

**PreK-12 Students  
Served by LMU  
Family of Schools**

# UP

## CHANGING IT

### Transforming STEM Education Through Teacher Leaders

As an algebra teacher at Dana Middle School in Hawthorne, CA, Kevin Corrinet is implementing teaching practices that are transforming the attitudes and performance of students – not just his, but those of his colleagues.

Corrinet was hired to serve as the founding teacher leader at Dana in August 2010. During his first year there, he earned a Transformational Leader certificate through LMU's Center for Math and Science Teaching. In addition to teaching his own students, Corrinet is responsible for coaching and motivating the math department's other instructors, guided by the hands-on, engaging, research-supported experiential practices Corrinet first learned at CMAST.

The results in the first year were astounding: The number of students scoring "Proficient" or "Advanced" on the California Standardized Test for Algebra 1 more than doubled. In a survey conducted at the end of the school year, 77% of Dana students reported that their attitude toward math had changed for the better. "That's our larger vision," says Corrinet. "We're looking not just to boost student achievement, but to get these kids fascinated by math and science so that they will go into STEM fields."

Teaching is a second career for Corrinet: After graduating from West Point he served five years as an infantry officer in the U.S. Army. At the conclusion of his commitment he taught middle

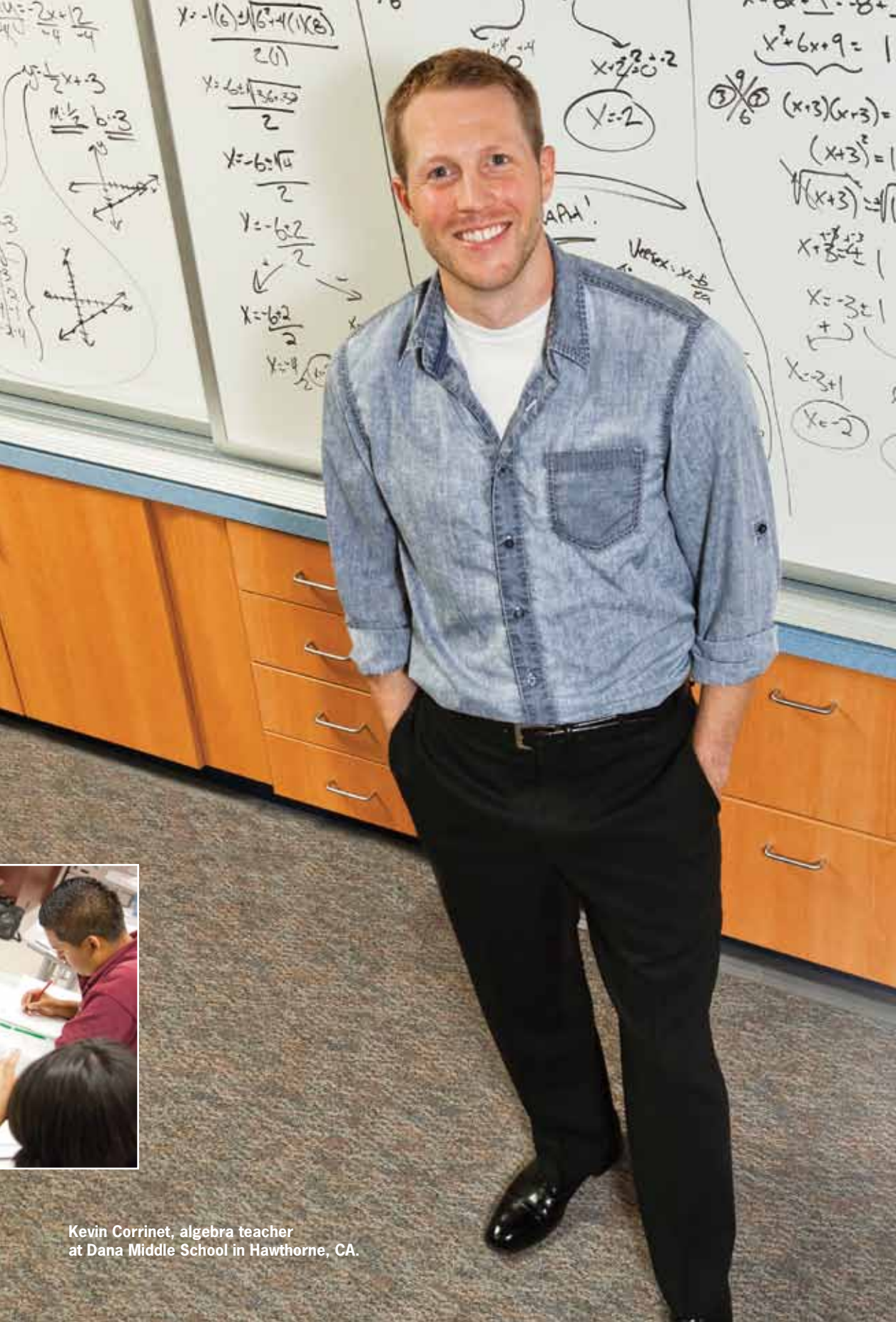
school math in Watts through the LMU/Teach For America partnership program. That's when he learned about CMAST. "At first I was skeptical that the strategies would work," says Corrinet. He admits to worrying about the potential for chaos when students in a CMAST classroom are encouraged to get out of their seats, interact with others and choose their activities. Instead, after an initial trial-and-error period, he found that his students were engaged, invested and more on task than ever – and they were learning.

"When I was first trying these strategies it was as the only algebra teacher in my school," Corrinet says. "At Dana, I am able to invite the teachers into my classroom to see the strategies in action and I can be in their classrooms giving feedback. It's a great advantage having the leadership come from on site."

[soe.lmu.edu/cmast](http://soe.lmu.edu/cmast)



Teacher leaders collaborate in the CMAST-led Los Angeles Math and Science Residency.



Kevin Corrinet, algebra teacher  
at Dana Middle School in Hawthorne, CA.

## Showing While Doing

Some of the best teachers yearn to spearhead the change they know is so urgently needed in K-12 education... but hesitate to move into administrative positions. CMAST is at the forefront of a national movement that allows them to transform the teaching practices of their colleagues without having to leave the classroom.

CMAST's Transformational Leader certificate program represents a partnership with 10 Los Angeles-area school organizations to train on average 15 math and science teacher leaders annually. By working with their teacher colleagues, the teacher leaders help to spread a culture of excellence among STEM teachers. Meanwhile, the Los Angeles Math and Science Residency, a partnership between CMAST and Alliance College-Ready Public Schools, is creating further teacher leadership opportunities by teaming aspiring STEM teachers with CMAST teacher leaders for co-teaching and mentoring experiences.

The CMAST principle of "doing" rather than simply teaching math and science is now being implemented in partnerships with public, charter and Catholic schools at all grade levels. "We are developing, inspiring and retaining excellent STEM teachers," says Katharine Clemmer, CMAST's executive director. "The result will be more K-12 students entering college ready to choose and succeed in STEM fields."

# KEEPING **UP** THE TRADITION

## In Support of a Vital Opportunity for Urban Families

Catholic schools across the nation are in a fight for their very survival, facing steadily declining enrollment and mounting financial hardships. But a major ongoing study by the SOE's Center for Catholic Education makes a powerful case that these schools represent an invaluable asset, particularly for disadvantaged communities.

The most recent results of the Los Angeles Catholic Schools study show that inner-city students who received tuition assistance from the Catholic Education Foundation between 2003 and 2008 to attend Los Angeles Archdiocesan schools graduated high school and went on to college at substantially higher rates than their public school peers. The numbers are compelling:

**1,300+**

Teachers and Principals Prepared by SOE for Catholic Schools in the Last 10 Years Alone

- Ninety-eight percent of the Catholic school students graduated from high school in four years. The average graduation rate for California public school students during the same period was 69%.
- Ninety percent of the Catholic school students completed the courses required for admission to University of California and California State University schools, vs. only 31% of their public school counterparts.
- Ninety-eight percent of the Catholic school students continued on to post-secondary education.

The figures on Catholic school achievement and college readiness are particularly remarkable considering the demographics of the study cohort. Most are ethnic minorities, reflecting the great diversity of enrollment in schools of the L.A. Archdiocese. Many are from backgrounds where English is not spoken at home. Most are first-generation college attendees.



(Top photo) Karina Moreno '01, M.A. '03 is principal at Dolores Mission School in Los Angeles.

(Bottom photo) Students at Nativity School in Los Angeles, where Antonio Felix, M.A. '07, M.A. '10 is director of marketing and development.



“This study demonstrates the success Catholic schools have in educating some of the most economically disadvantaged youth in Los Angeles,” says Shane P. Martin, dean and professor for the SOE, a co-author of the study, and a national leader on the issue as chair of the American Educational Research Association’s Special Interest Group on Catholic Education.

Catholic schools have historically provided critical opportunities to minority and immigrant communities, notes Fr. Thomas Batsis, O.Carm., CCE executive director. Increasingly, though, many of the students who have the most to gain from attending these schools come from families that have difficulty paying the tuition. “Making schools affordable is a real challenge today for principals, pastors and other administrators,” says Fr. Batsis.

Working with Catholic schools on ways to become more financially sustainable is one of many ways the CCE is serving as a vital resource.

**Research/Outreach:** The ongoing Los Angeles Catholic Schools study is one of several important CCE research projects, including a study of the efficacy of an extended school year. In the area of outreach, the CCE is establishing professional development programs for Catholic school pastors, principals and teachers.

**Leadership Development:** Working with the Diocese of Orange, the CCE is starting a new cohort for SOE’s Catholic Administration program, offering a master’s degree and credential for leaders of the region’s Catholic schools. SOE continues to prepare Catholic-school scholars and change agents through its doctoral program.

**Teacher Preparation:** Through innovative, nationally recognized programs such as Partners in Los Angeles Catholic Education (PLACE Corps) and Catholic Archdiocesan School Teachers (CAST), the CCE prepares highly qualified, faith-filled and social justice-minded Catholic school teachers.

“The CCE is a place where theory and practice meet to inform and solve problems of practice, where research answers serious questions and strengthens understanding, and where the rich tradition of Catholic education is enhanced,” says Karen Ristau, president of the National Catholic Educational Association. “It is a superb gift.”

[soe.lmu.edu/cce](http://soe.lmu.edu/cce)

“The LMU Center for Catholic Education provides a setting where the wide circle of people who lead and teach in Catholic education will discover new ways to transform the learning process for all people.”

— Karen Ristau, Ed.D.  
President, National Catholic Educational Association



## A PROGRAM TO LIVE UP TO

### Chinese Bilingual Teacher Education

In our increasingly interconnected world, the demand for qualified PreK-12 teachers to deliver bilingual immersion or foreign-language instruction in Mandarin Chinese is skyrocketing. A federal government initiative, STARTALK, now supports programs that improve Chinese teaching and learning. One that's considered a national model by STARTALK is SOE's Chinese Bilingual Teacher Education program, developed in collaboration with the Center for Equity for English Learners.

For each of CBTE's four years, STARTALK has provided funding to support student scholarships. Unlike most programs, CBTE has candidates work toward three outcomes: a teaching credential, master's degree in bilingual elementary or secondary education, and Mandarin Bilingual Authorization. "Our graduates are able to teach in both foreign language and bilingual immersion classrooms, and they are educated according to the tenets of our conceptual framework around

social justice and being responsive to a diverse student population," says Magaly Lavadenz, CEEL director.

Modeled after SOE's Spanish Bilingual Teacher Education program, CBTE is just one example of SOE's leadership in defining best English Learner teaching practices, training EL educators and providing EL resources for teachers and districts across the nation. Through the OPAL (Observation Protocol for Academic Literacies) Institute, CEEL is working with eight Southern California districts to help teachers better meet the needs of EL students by implementing research-based practices. The center has begun to offer California's only Transitional Kindergarten Teaching Certificate, along with a certificate program in Leadership for English Learner Achievement.

Given the demand for highly qualified Mandarin Chinese teachers and CEEL's reputation, districts from all over the country are looking to hire CBTE graduates. "We hear from many administrators who want to start Mandarin programs and are looking to our graduates to play leadership roles," says Olga Moraga, CBTE director. "It's exciting to see this growing enthusiasm for languages."

[soe.lmu.edu/ceel](http://soe.lmu.edu/ceel)



Teachers and students interact at the Chinese Bilingual Teacher Education Summer Institute, a collaboration between LMU and the federal STARTALK initiative.

# JOINING UP

## Renowned Scholars Drawn to LMU

Martha McCarthy (below left) was preparing to retire from her faculty position at Indiana University and wasn't in the job market when she was nominated to be the SOE's first Presidential Professor. "It was serendipity," says one of the nation's leading scholars in educational law and policy. "I was so impressed with the school and its commitment to social justice."

Antonia Darder (below right), newly arrived from the University of Illinois at Urbana-Champaign and the first endowed chair holder in the SOE, feels the same way. "To be able to engage doctoral students about ethical and moral

issues related to social justice makes this a terrific match," says the renowned scholar and activist, who examines and addresses conditions of inequality and social exclusion within schools and society.

The addition of McCarthy and Darder, among other outstanding faculty, has increased the stature of a school already on the rise.

A former public school teacher and administrator, McCarthy spent more than three decades at Indiana University, where her scholarship earned her the Campbell Lifetime Achievement Award from the University Council of Educational Administration – the highest honor bestowed in the educational leadership field. Her work has focused on First Amendment issues in schools, including church-state relations, challenges to public school programs, equity issues and students' and teachers' rights.

Darder, who began her career as a pediatric nurse and psychotherapist, is today internationally recognized for her publications on culture, pedagogy and power. Born in Puerto Rico and raised in East Los Angeles, her experience growing up in poverty and struggling with educational practices that impede the success of disenfranchised students continues to inform her work. "I use my scholarship as a political tool in the struggle for social justice," Darder says. "I am thrilled to be at LMU, where our students are on the front lines, becoming leaders in this struggle."



## New Faculty

**Beth Brewer, Ed.D.**  
Visiting Professor  
Catholic Teacher Preparation

**Megan Caldwell, M.A.**  
Clinical Faculty  
CMAST / Math + Special  
Education

**Ernesto Colín, Ph.D.**  
Assistant Professor  
Anthropology of Education

**Antonia Darder, Ph.D.**  
Leavey Presidential Chair  
& Professor  
Moral and Ethical Leadership

**Lindsay DeVeny, M.A.**  
Clinical Faculty  
CMAST / Math Education

**Clara Garay, M.A. cand.**  
Clinical Faculty  
CMAST / Science Education

**Michael Gottfried, Ph.D.**  
Assistant Professor  
Economics of Education

**Karie Huchting, Ph.D.**  
Assistant Professor  
Quantitative Research

**Martha McCarthy, Ph.D.**  
Presidential Professor  
Education Law and Policy

**Philip Molebash, Ph.D.**  
Assistant Professor  
Educational Technology

**Anthony Sabatino, Ed.D.**  
Assistant Professor  
Catholic School Leadership

# UP

## SOE Alumni: Raising the Bar

After Locke High was turned over to charter-school operator Green Dot Public Schools in 2008, counselors **Raquel Michel** (below left) and **Stephanie Nunez-Marroquin** (below right) were presented the difficult task of seeing the students who had started at Locke through to graduation. Locke had become known as a “dropout factory,” with graduation rates below 40 percent. But Michel and Nunez-Marroquin, both products of LMU’s **Counseling Program**, turned their office into a sanctuary where students knew they could go for advice, or simply comfort. In June, their final cohort graduated at a rate of more than 75 percent. Michel and Nunez-Marroquin are now taking on a similar challenge at Green Dot-run Jordan High. “If I hadn’t gone to LMU I wouldn’t have been prepared for the socio-emotional aspects of that first year,” says Michel. “It was such a well-rounded program,” agrees Nunez-Marroquin. “We always pride ourselves on coming from LMU.”



What started as **Nicholas Melvoin’s** master’s thesis at LMU turned into a powerful Los Angeles Times editorial and ultimately a landmark legal settlement sparing dozens of struggling inner-city Los Angeles public schools from budget-based teacher layoffs. As part of the **LMU/Teach For America** partnership program, Melvoin was at Markham Middle School in Watts when he and more than half of his colleagues received pink slips. Troubled by the effects of layoffs on students’ education, Melvoin decided to take action, publicizing the problems at Markham and working with the American Civil Liberties Union to file suit on the grounds that the seniority-based layoffs were depriving thousands of low-income and minority students their legal right to a proper education. “The LMU/TFA program helped me connect the dots of my experience and tackle the challenges,” Melvoin says. He hopes to return to Los Angeles to effect additional changes after completing law school at New York University.

As principal of the diocesan high school in the Archdiocese of Kasama, Zambia, **Rev. Rodgers Fikwamo** was granted a leave to study Catholic education and leadership at LMU, first in the Catholic School Administration program and, upon completion, in the **Ed.D. in Educational Leadership for Social Justice** program. Ready to apply the knowledge he gained from his doctorate back home, Rev. Fikwamo quickly rose to prominent positions in Zambia, first as superintendent of Catholic secondary schools and now as vice chancellor of Zambia Catholic University. “The LMU Ed.D. program transcends international boundaries,” says Rev. Fikwamo, a recipient of an LMU scholarship supporting international students. “It provided me with a true sense of how to work with others and as a team. I look forward to keeping contact with LMU, my second home, and continuing to drink from that reservoir of knowledge.”

# UPSTANDING SUPPORTERS

## Recent Major Gift Highlights

### The Ralph M. Parsons Foundation

Sixteen master's degree candidates in the Charter School Leadership Academy program are receiving much-needed scholarship support thanks to a \$100,000 award from The Ralph M. Parsons Foundation. Launched in 2006, the CSLA develops dynamic educational leadership by preparing candidates to serve as transformative school administrators in charter schools, and provides current and aspiring administrators with the tools and knowledge to deal with the competing demands they face in the charter school system.

### The Conrad N. Hilton Foundation

As LMU's Center for Catholic Education continues to pursue its mission of preserving the rich tradition of Catholic schools, its work has been greatly bolstered by a \$750,000 award from The Conrad N. Hilton Foundation. The foundation is supporting Phase 3 of the Los Angeles Catholic Schools study, the Archdiocesan Partner 200-Day Study and the Future of Catholic Education in Los Angeles Planning Initiative. This support is invaluable at a time when there is a critical need for research on the most effective approaches for operating Catholic schools and educating their students, and for evidence on their contributions to society.

### John and Dorothy Shea

With a leadership gift of \$1 million to provide operational and scholarship support for the Center for Catholic Education, John and Dorothy Shea have added to their legacy as longtime benefactors and integral partners in the SOE's Catholic-focused teaching and leadership programs. Launched in 2010, the Center for Catholic Education brings together existing and new Catholic-focused programs in the key areas of leadership development, teacher preparation, and research and outreach.

### The Ahmanson Foundation

A major grant from The Ahmanson Foundation assisted in the establishment of the School of Education's Center for Catholic Education. The CCE provides support and training in business planning, development, fiscal management, sound governance and development for pastors and board members. The CCE will research the effectiveness of Catholic schools and new models for sustainability, and provide scholarships for education leaders to pursue master's degrees and credentials.

### Dan Murphy Foundation

Through a \$200,000 gift, the Dan Murphy Foundation has continued its generous commitment to Los Angeles' most underserved Catholic school students through PLACE (Partners in Los Angeles Catholic Education) Corps, a teacher preparation program within the Center for Catholic Education. With this gift, the foundation has now awarded the PLACE Corps program more than \$1 million since 2004 in support of scholarships, convent maintenance, programs and instruction. The nationally recognized PLACE Corps program supports the city's most under-resourced Catholic schools through the placement and support of outstanding, committed and faith-filled teachers.

## Administration

**Shane P. Martin, Ph.D.**  
Dean and Professor

**Elizabeth A. Stoddard, Ph.D.**  
Associate Dean  
Chair, Educational Leadership

**Mary K. McCullough, Ph.D.**  
Associate Dean for Faculty

**Kathleen Ash, M.P.A., M.A.**  
Associate Dean for Business Services

**Manny Aceves, M.A.**  
Staff Executive

**Jordan Gadd**  
Communications Specialist

**Victoria L. Graf, Ph.D.**  
Acting Chair,  
Educational Support Services

**Yvette V. Lapayese, Ph.D.**  
Chair, Specialized Programs  
in Urban Education

**Irene Oliver, Ed.D.**  
Chair, Elementary and  
Secondary Education

**Sharon Coulter, M.A.**  
Director of Development

**Celeste Durant, M.A.**  
Director of Communications  
and Media

**Editor**  
Dan Gordon

**Design/Art Direction**  
Steve Williams,  
Smart Art and Design

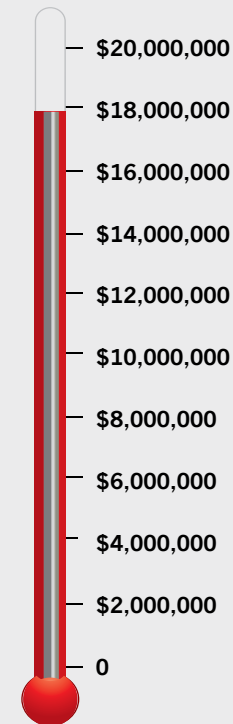
**Photography**  
Glenn Cratty, Brian O'Hara,  
Jon Rou, Jim Shoemaker

## 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 May 2012, the campaign's conclusion. 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 PreK-12 educational settings.

### Capital Campaign Goal

\$21.2 million



Total Raised to Date\*

\$17,931,842

\*September 9, 2011

**\$5,140,965**

Sponsored Research  
and Contracts  
Fiscal Year 2010-2011

# UP!

## Moving in the Right Direction

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We continue to build a different type of School of Education here at LMU, one that is ideally suited for these times.



PreK-12 education stands at a crossroads. With too many schools struggling, too many children unengaged, and educational inequities persisting in many urban communities, it is clear that we cannot continue down the present path. Bringing our children the education they deserve requires a new generation of teachers, administrators and other leaders with the vision to challenge the unacceptable status quo and act as change agents within their schools and districts. It requires research that defines best

pedagogical practices, along with partnerships that reach across traditional boundaries to bring together all stakeholders working toward the goal of transforming classrooms.

At the LMU School of Education we are providing all of this...and more.

In degree and credential programs tailored to meet the diverse needs of public, charter and Catholic schools, we prepare candidates through rigorous curricula grounded in theory – but integrated with practice in a way that ensures that our graduates are well equipped to bring real-world solutions to today’s challenges. The principles that inform each of these programs – the promotion of social justice; cultural responsiveness; value and respect for all individuals; and moral, intellectual, responsible and caring leadership – are exactly what PreK-12 schools need, now more than ever.

Loyola Marymount University and our SOE are firmly anchored in the 500-year Jesuit educational

tradition characterized by a focus on the whole person, rigorous curricula, flexibility, creativity, passion and justice. Within this time-tested tradition lies many of the answers to improving our PreK-12 educational systems.

Our commitment to these values guides the innovative, entrepreneurial and reform-oriented programs, initiatives and research that are beginning to change the face of our schools. It is what drives our faculty, alumni, students and staff – the individuals who are on the front lines working tirelessly to make a difference in the lives of all children, because they know that education is the way to a better, more just world.

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

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