

# **BREAK THROUGH**

MOVING EDUCATION FORWARD

**SOE by the Numbers**  
2011-2012

**Student Ethnicity**

**African American**  
**8.8%**

**Asian/Pacific Islander**  
**10.0%**

**Latina/o**  
**30.7%**

**Multirace**  
**4.4%**

**Native American**  
**0.5%**

**White**  
**43.9%**

**Other**  
**1.7%**



**1,219**  
Students

**47**  
Full-Time Faculty

**15.2**  
Average Class Size

**28.2%**  
Master's Admit Rate

**3.38**  
Average GPA  
of Admitted Students

**851**  
Credentials  
Awarded

# BREAKTHROUGH

MOVING **EDUCATION** FORWARD

For our PreK-12 educational system to flourish, business as usual must give way to breakthroughs. That's why the LMU School of Education continues to do things differently. Through educator programs that blend theory with real-world practice while emphasizing social justice, we are preparing a new generation of leaders who are transforming classrooms, school communities and districts. Through innovative research and partnerships that foster academic excellence and opportunity, we are establishing new models for success in public, charter and Catholic education.

These efforts are drawing attention – and support. We continue our rise in the 2013 edition of the *U.S. News & World Report's* Best Graduate Schools of Education, placing in the top 6 percent of the more than 1,500 schools, colleges and departments of education nationwide. In the last two years, LMU has vaulted an unprecedented 48 spots and is now ranked 83rd in the nation. Support for the SOE's mission is also reflected in a just-concluded capital campaign that raised \$20.4 million – more than double the original campaign goal – to enhance our ability to make an impact in improving educational opportunity and equity for all students.

The challenges are steep but the stakes are too high and the urgency too great to stand by and let others lead. Buoyed by the support of our peers, benefactors and partners, the LMU School of Education is better positioned than ever to help generate the breakthroughs that move education forward.



371

M.A. Degrees  
Awarded

16

Ed.D. Degrees  
Awarded

\$17.8m

Total Financial Aid  
to Students

\$17,171

Financial Aid  
Per Student

70.9%

Students Receiving  
Financial Aid

\$5,607,347

Sponsored Research and Contracts  
Fiscal Year 2011-12



## LMU Family of Schools

“LAUSD has a strong interest in establishing an outstanding elementary school that develops and shares best practices in teaching and learning, and the partnership between the district, LMU School of Education and Playa Vista community is helping to ensure that vision becomes a reality.”

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



The newly opened Playa Vista Elementary School marks a milestone for LMU and its neighboring community.

# MOMENTUM

5,400+

Students Served by  
LMU Family of Schools

A NEW KIND OF PARTNERSHIP DRIVES CHANGE

The opening of Playa Vista Elementary School this fall marks a milestone for the community adjacent to LMU – and a model for public education in the nation’s second-largest school district.

A collaboration involving the LMU School of Education, the Los Angeles Unified School District and the Playa Vista community has created a demonstration school for science, technology, engineering and math education, addressing a high-priority national need.

Equally important, PVES – one of two new members of the groundbreaking LMU Family of Schools – showcases a new kind of partnership, breaking through traditional barriers to develop a school that best serves the community’s children.

Housed in a state-of-the-art facility, the 575-seat school emphasizes STEM education at a time when American students rank 25th in math and 17th in science compared with students in 34 industrialized countries, resulting in a shortage of workers with the skills to fill U.S. STEM jobs. Moreover, research suggests that interest in STEM fields starts in the elementary school years, underscoring the importance of captivating students in STEM learning.

To enhance such a curriculum, the partnership has tapped into the expertise of LMU’s Center for Math and Science Teaching, which has a proven track record of working with teachers at all levels to transform STEM education. “In collaboration with the parents, administration and teachers at PVES, we will develop a community of practice that engages in innovative thinking around STEM education,” says Katharine Clemmer, CMAST director.

Beyond the partnership with LMU and CMAST, the school is ideally positioned to take advantage of a wide variety of community resources. With the newly constructed Ballona Wetlands Discovery Park only minutes away, the possibilities for hands-on urban ecology and other inquiry-based outdoor projects are limitless. The innovative, environmentally conscious architecture of the school facility was designed with experiential STEM learning in mind.

From the start, the guiding force behind the development of PVES has been the strong partnership among all stakeholders – parents, business and community leaders, LAUSD and LMU. “For schools to be really successful they need community support,” says Julie Hoang, president of Friends of Playa Vista School, a parent group instrumental in the development and planning of PVES. “LMU has done an incredible job valuing parents as equal partners.”

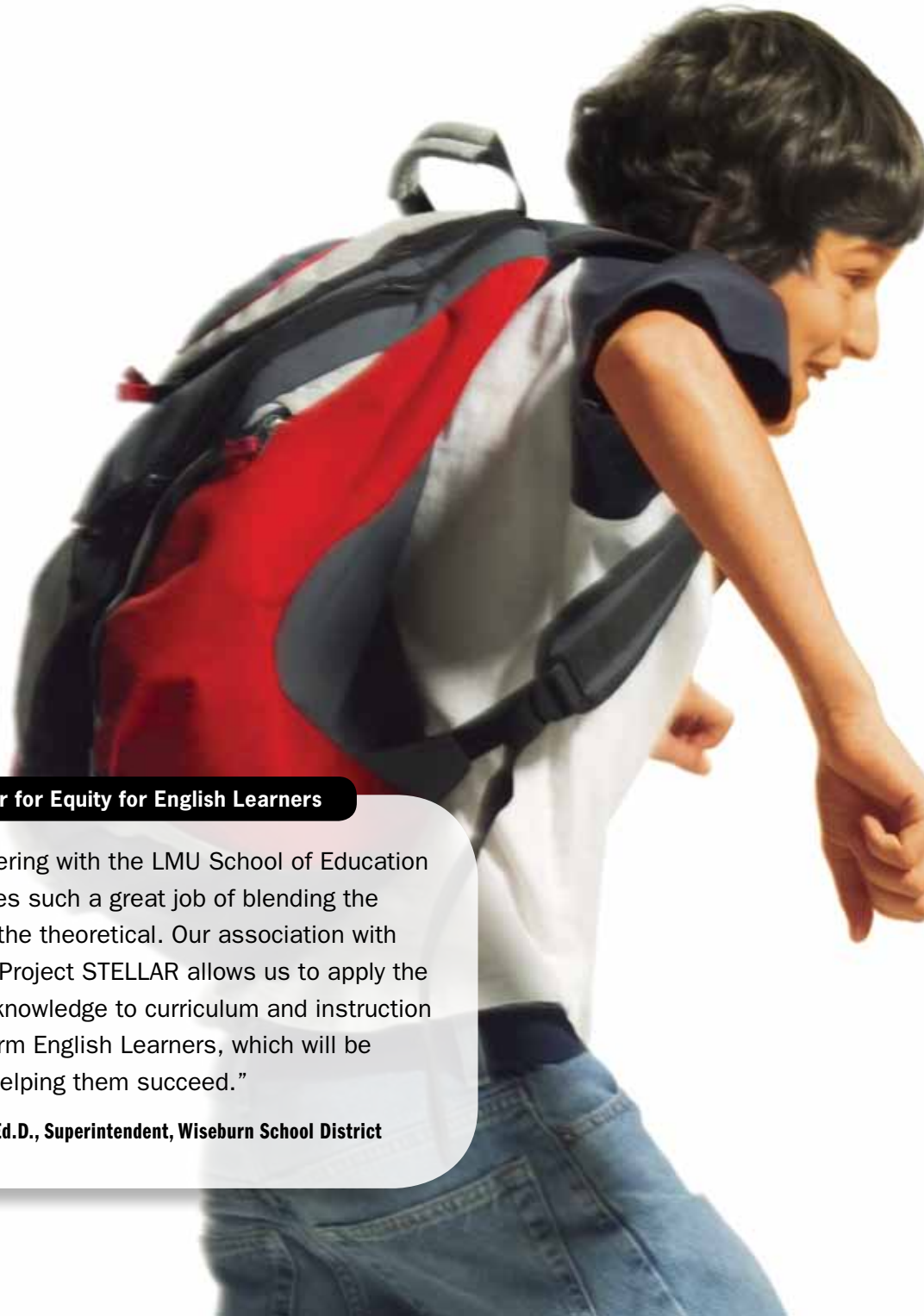
Playa Vista Elementary represents the latest chapter in the growth of the six-year-old LMU Family of Schools, a university-community collaboration that supports 13 schools in LMU’s Westchester/Playa backyard through partnerships, professional development, research and service. The two newest family members (WISH Charter Elementary being

the other) join a group that includes public, charter and Catholic schools, creating unique opportunities for dialogue and exchanges of ideas across the spectrum of school platforms.

It would be difficult to overstate the impact of the LMU School of Education’s involvement on the establishment of PVES. LMU has been an active participant from PVES’ conceptualization and design to the development of an educational plan that enables the demonstration school to model successful practices that will benefit other schools across the district. In addition, LMU employees have the opportunity to send their children to PVES.

“The Playa Vista community has several hundred young children in families that very much want to stay in Playa Vista, but had concerns about where their children would go to school,” says Patti Sinclair, co-president of Playa Capital, the master developer of Playa Vista and an active participant in the process. “The partnership with LMU in developing the demonstration STEM school has ameliorated those concerns and given these families the anticipation that their neighborhood elementary school will be something that is not just acceptable, but extraordinary.”

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



# FORWARD

PLACING ENGLISH LEARNERS  
**ON THE ROAD** TO SUCCESS

## Center for Equity for English Learners

“We love partnering with the LMU School of Education because it does such a great job of blending the practical with the theoretical. Our association with CEEL through Project STELLAR allows us to apply the most current knowledge to curriculum and instruction for our long-term English Learners, which will be important to helping them succeed.”

– Tom Johnstone, Ed.D., Superintendent, Wiseburn School District







In the last decade, the achievement gap between California's large population of English Learners – one-fourth of the state's public-school students – and their native English-speaking peers has widened. Dropout rates among the EL population have risen to alarming levels. And yet, says Magaly Lavadenz, director of the Center for Equity for English Learners, a growing body of evidence on how to most effectively teach EL students is being underutilized.

That's beginning to change thanks to the work of CEEL. The School of Education-based center collaborates with school districts and educational organizations across the state and nationally on research and professional development that highlights the needs of ELs and brings the most effective leadership and teaching practices to these students.

Now CEEL's ability to make a difference has received a significant boost with a major federal grant – the largest in LMU's history.

CEEL will receive \$1.9 million from the U.S. Department of Education over the next five years for *Project STELLAR (Science Teaching for English Learners – Leveraging Academic Rigor): Teaching for Critical Transitions*, a professional development program serving teachers of long-term ELs in three partner school districts in Southern California: Lennox, Culver City and Wiseburn. Project STELLAR will reach approximately 2,240 ELs in the partner districts, focusing on students in grades 4-8 whose English language development has stalled.

CEEL, led by director Magaly Lavadenz (middle), shares research and best practices to more effectively teach English Learners (bottom) and dual language learners (top).



The partnership aims to improve educational outcomes among these students by developing the capacity of teachers and administrators to provide high-quality, content-based language and literacy development while addressing the long-term EL students' socio-emotional needs. A total of 100 in-service teachers, 29 teacher leaders and 20 pre-service teachers of ELs will receive intensive training in academic writing focusing on environmental science.

Equipping in-service and pre-service teachers with the tools to develop their EL students' expository writing skills fills an important gap in teacher preparation while addressing an area emphasized by the Common Core Standards put forth at the national level and adopted by California, Lavadenz explains. In addition, the focus on environmental science writing introduces a hands-on content area in which the students can explore their own neighborhood as urban ecologists. For the science component, Project STELLAR is collaborating with Eric Strauss, director of the LMU Center for Urban Resilience and President's Professor of Biology. Project STELLAR also brings in the LMU School of Education's Counseling Program to meet the students' socio-emotional needs.

"This is an opportunity to engage long-term English Learners in a curriculum that captures their interest, motivates them to think of themselves as scientists, and at the same time focuses on the language skills they need," says Lavadenz.

Project STELLAR advances CEEL's mission to not only conduct research into effective EL teaching practices, but also work with school systems in sharing best practices and providing hands-on training. Significantly, the grant allocates funding to the partner districts for professional development at a time when constrained budgets often preclude such expenditures. "It's important to work with teachers and school leaders to help English Learners realize their full potential," Lavadenz says. "Too often, schools view students who don't speak English well as deficient rather than playing to their strengths. Educators need to put into practice what we know from the research will be effective. Through Project STELLAR, CEEL is taking positive steps in that direction."

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

“Teach For America’s exclusive California partnership with LMU has enabled us to deepen our impact in communities across the state as we work to support our corps members and develop the next generation of education leaders.”

– Wendy Kopp, Founder/CEO, Teach For America

BUILDING MOMENTUM FOR BETTER URBAN SCHOOLS

# GROWTH

The challenges of poverty and under-resourced schools continue to pose huge hurdles for children in low-income communities across the nation. No organization does more to address this social-justice issue than Teach For America. And as TFA pursues its mission for growth, its exclusive California partner is growing right along with it.

TFA and the LMU School of Education share a vision of a new generation of teachers, administrators and advocates who will transform urban classrooms. So it’s not surprising that the LMU/TFA relationship has blossomed. It started in 2000, when LMU became the preferred Los Angeles-area university partner for TFA – a national corps of outstanding young men and women who become lifelong leaders in expanding educational opportunity, starting with a commitment to teaching for at least two years in a low-income community. As TFA’s exclusive California partner, LMU expanded its reach in the state, first to the San Francisco Bay Area and, beginning this year, to the Sacramento area. Since 2010, the number of corps members has nearly doubled.

LMU/TFA corps members receive graduate training from LMU School of Education faculty on their way to a teaching credential with the option of a master’s degree in education. Placed in some of the most challenging classroom settings, these bright and motivated individuals are

making a dramatic impact. Approximately 90 percent of LMU/TFA corps members remain in their assigned schools beyond the two-year commitment – far better than the national average. Many who go on to other fields remain connected to education through positions in business, public policy and nonprofit work.

Others, such as Hrag Hamalian ’07, are spearheading change by starting their own schools. As an LMU/TFA corps member, Hamalian taught biology at Locke High School in Watts. The experience inspired Hamalian to go through the Building Excellent Schools fellowship program and in 2009 he founded Valor Academy, a 5th through 8th grade charter school serving the diverse San Fernando Valley communities of North Hollywood, Arleta and Panorama City. With 90 percent of its students eligible for the free and reduced-price lunch program, Valor has surpassed the API bar of excellence in California each year and recently earned a California Distinguished School Award.

“I’m a product of public schools, and while at Locke I saw the huge disparity between the education I received and the education I was providing in this broken system,” Hamalian says. “I believe it’s the right of every child to have a great school to attend. My LMU/TFA experience motivated me to put forth a public school that the community could be proud of.”

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



## OPENING DOORS IN EDUCATION

As he tackles a first-of-its-kind leadership role within the nation's second-largest school district, **Tommy Chang** is drawing on knowledge and insights he continues to gain through LMU's Ed.D. in Educational Leadership for Social Justice program. Chang, a doctoral candidate, started July 1 as **superintendent of the Los Angeles Unified School District's Intensive Support and Innovation Center**. Upon reorganization of local LAUSD districts into four Local Education Service Centers, the lowest-performing schools (focus schools) and the most innovative (partnership and pilot schools) were placed in a fifth office, the Intensive Support and Innovation Center headed by Chang, who oversees 130 schools with approximately 130,000 students. As he seeks to invest the best thinking and resources in these schools, Chang has benefited from his doctoral program professors and classmates. "We learn authentically with each other, through our dialogue and experiences," he says.

The remarkable success of Camino Nuevo Charter Academy in changing the expected life trajectory of its students illustrates the impact that can be made by change agents such as those prepared by LMU's Ed.D. program. It is also the reason **Ana F. Ponce** was recently named one of the **world's seven most powerful educators** in *Forbes* by Teach For America founder and CEO Wendy Kopp. Ponce is CEO of Camino Nuevo, a network of five charter schools and an early childhood education center serving low-income communities in Los Angeles. What sets Camino Nuevo apart is its emphasis on attending to the needs of the whole child – academic, social and emotional. A nurturing and rigorous educational experience focuses on college readiness and provides the family-focused support necessary to overcome social or environmental barriers to learning. Of the network's 2,800 students – the majority of them English Learners – 90 percent pursue higher education and 80 percent are admitted into four-year colleges. "The doctoral program provided me with a network of talented individuals who pushed my thinking, helped me refine my vision and supported me in defining the leader I seek to be," Ponce says.

**Rick Kruska** credits LMU's Ed.D. program with "imparting in me a sense of wisdom – the ability to look at things differently and create something new." That wisdom is serving Kruska well as he embarks on building from scratch a Catholic education system that could serve as a national model. In February, Kruska was hired as **superintendent of The Light of Christ Catholic Schools of Excellence** in Bismarck, ND. The position was created when five pastors in the Diocese of Bismarck established a nonprofit corporation that includes three elementary schools and a high school, with the five parishes sharing in the responsibility. Kruska will manage a system poised for significant growth as Bismarck benefits from the state's oil boom. Initial challenges include streamlining the curriculum and developing a business model that will ensure access to Catholic education for all interested families, regardless of socioeconomic status. "Start-ups have always excited me," says Kruska, who had a successful career in business prior to going into education. "I hope to stand up before a group in the next 2-3 years and describe a new approach that has worked."

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



Tommy Chang, an LMU doctoral candidate, was recently named superintendent of the Los Angeles Unified School District's Intensive Support and Innovation Center.

# BEYOND DOCUMENTING THE IMPACT OF A 200-DAY SCHOOL CALENDAR

As part of the national discourse on how to make U.S. students more competitive, leaders as high-ranking as Secretary of Education Arne Duncan have advocated extending the school year. But many financially strapped public school districts can't afford additional days; in fact, some have been forced to cut back.

One system bucking that trend is the Archdiocese of Los Angeles, which last year recommended that its elementary schools adopt a 200-day academic year. "Moving toward an extended calendar will position elementary schools in the Archdiocese of Los Angeles to be among the key leaders in education for the 21st century," said Kevin Baxter, superintendent of elementary schools, in announcing the recommendation. Approximately 70 percent of

Archdiocesan elementary schools extended their calendars beyond the traditional 180 days for the 2011-12 year, including 20 percent that went to the full 200. More are joining the effort in 2012-13.

With all eyes on Los Angeles, LMU's Center for Catholic Education, in partnership with the Archdiocese of Los Angeles' Department of Catholic Schools, is studying the impact of the 200-day calendar from the beginning. "This model is extremely important, not only for Catholic schools but for all of education reform," says Shane P. Martin, dean of the LMU School of Education, "and it's important for our faculty to conduct the research that will tell the story of the implementation and its efficacy."

To do that, the CCE started with a pilot study involving three schools – representing high, middle and low socioeconomic characteristics – that chose to switch to 200 days. Focusing on the decision-making process and experiences of the schools' faculty and parents, the researchers found that the schools' primary motivation was to improve instruction and student learning; secondarily, they hoped to gain a competitive advantage that would increase enrollment. Teacher

fatigue was a common concern, but many believed teachers would support the change if it helped students. Fears of losing parents who might oppose the extended calendar were not realized.

The CCE recently embarked on a two-year study that will weigh the impact of the 200-day calendar at nine socioeconomically diverse Archdiocesan elementary schools. "This is a longitudinal study in which we will spend time on the campuses interviewing principals and teachers," explains Anthony Sabatino, one of the CCE faculty researchers. "It will enable us to take a much more in-depth look at the effect of the extra instructional time."

"We expect to see academic growth from this initiative," says Baxter, "so having an institution with the reputation, resources and knowledge of LMU conducting an independent study of what we're doing is very exciting."

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

## 1,400+

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







Nativity School in the Archdiocese of Los Angeles

## STRENGTHENING CATHOLIC SCHOOLS

Despite mounting evidence of the value of a Catholic school education – particularly in low-income urban communities – many Catholic schools are struggling with declining enrollment and financial hardships. As much as anything, this paradox explains why the work of LMU's Center for Catholic Education meets a critical need.

Built on the pillars of leadership development, teacher preparation, and research and outreach, the CCE assists the Archdiocese of Los Angeles and Catholic school systems across the country by training school leaders and teachers, increasing awareness of Catholic schools' impact on communities, and developing innovative ways to support Catholic schools. "The landscape has changed," says Shane P. Martin, dean of the LMU School of Education. "With increased competition, Catholic schools have to become more sophisticated in their marketing efforts so that families understand their value."

A wide variety of programs under the CCE umbrella help to increase the business and marketing savvy of Catholic school pastors, board members and other leaders. But the CCE is also generating the powerful data needed to make the case for Catholic schools. An ongoing CCE study of the impact of a Catholic education on poor and marginalized students has drawn national attention. Among the findings: A substantially higher graduation rate for at-risk Los Angeles-area Catholic school students than for their public-school counterparts.

The value of a Catholic school education is a story worth telling – and the CCE is helping Catholic school systems do just that.



# HIGHER

Capital Campaign Enhances Impact



Development Corner

The LMU School of Education raised \$20.4 million in the recently concluded capital campaign – funding that represents both a resounding endorsement of the SOE's work in helping to transform PreK-12 classrooms and a significant boost in the SOE's ability to make an even greater impact in the years ahead.

The campaign raised funds to support student scholarships, attract new faculty, grow research opportunities and foster innovative programs and partnerships. During the campaign, 12 new tenure-line faculty positions were added, including two highly distinguished professors – internationally recognized scholar Antonia Darder and Martha McCarthy, an expert in educational law and policy. Darder holds the Leavey Presidential Chair in Ethics and Moral Leadership, an endowed chair, and McCarthy is the President's Professor in the Department of Educational Leadership.

Three centers were also established during the campaign: the Center for Catholic Education, Center for Equity for English Learners and Center for Math and Science Teaching. The SOE grew partnerships at the local and state levels, notably the expansion of the LMU Family of Schools collaborative and the partnership with Teach For America. LMU/Teach For America added the San Francisco Bay Area to its existing program in Los Angeles, making the LMU School of Education TFA's exclusive partner in California.

The historic fundraising milestone – more than doubling the original goal of \$10 million set when the campaign was launched in 2005 – stands as a testament to the generosity of the SOE's alumni and friends through their contributions to the SOE Annual Fund, as well as to the inspiring philanthropy of individual major gift benefactors and partner foundations and corporations.

## CAMPAIGN MAJOR GIFT HIGHLIGHTS

### **Bank of America Charitable Foundation**

An \$800,000 gift from the Bank of America Charitable Foundation helped to establish the Center for Equity for English Learners, creating a model for professional development and research on effective English Learner instruction. The center has provided fellowship support for 23 master's degree students and one doctoral student, as well as contributing critical research findings and strengthening the ability of Southern California teachers to meet the needs of EL students.

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### **John and Dorothy Shea**

With gifts exceeding \$2 million, John and Dorothy Shea have built the capacity for the LMU School of Education to support Catholic schools in Los Angeles and beyond. Funding from the Sheas has provided scholarship support for 158 individuals and counting in the school's Catholic teacher preparation programs; strengthened the Partners in Los Angeles Catholic Education (PLACE Corps) program across its three pillars of professionalism, community and spirituality; expanded the ability of the Catholic Archdiocesan School Teachers (CAST) program to increase the number of L.A. Archdiocesan teachers with a credential and M.A. degree; and helped to establish the LMU Center for Catholic Education.

### **Helen and Bill Close**

Helen and Bill Close provided \$1 million to support Phase 1 of the LMU Catholic School Research Project, as well as scholarships for students in LMU's Catholic school programs.

### **Weingart Foundation**

A generous partnership with the Weingart Foundation, including a gift of more than \$1 million, has been instrumental to the development and establishment of the LMU Charter School Leadership Academy. With this gift, the Weingart Foundation has given nearly \$1.3 million to support the SOE's charter and Catholic school programs. The academy is making a significant difference in the charter school movement by creating a pipeline of well-trained leaders who have gone on to serve the underserved communities of Los Angeles – 62 of whom received scholarships supported through the Weingart Foundation gift. Funding from the Weingart Foundation has also considerably increased the research capacity of the LMU Center for Catholic Education.

### **Stuart Foundation**

Funding in the amount of \$1,230,000 from the Stuart Foundation established the Center for Math and Science Teaching.

### **Dan Murphy Foundation**

The three pillars of LMU's Partnership in Los Angeles Catholic Education (PLACE Corps) program have been significantly strengthened by more than \$1 million in funding from the Dan Murphy Foundation since 2004. The gifts have provided scholarships to 127 students, many of whom have continued teaching or gone on to leadership positions, as well as supporting convent maintenance, programming critical to the faith formation of PLACE Corps students, and vital instructional materials and equipment.

### **Thomas & Dorothy Leavey Foundation**

A \$3 million gift from the Thomas & Dorothy Leavey Foundation established the Leavey Presidential Chair within the School of Education.



## SCHOOL OF EDUCATION **CAMPAIGN GIVING**

In the recently completed LMU capital campaign – *Right Place. Right Time. The Campaign for LMU* – the School of Education exceeded its \$20 million fundraising goal. We thank the following individuals, foundations and corporations whose generosity made this successful campaign possible.

### **\$1,000,000+**

Anonymous  
Helen and Bill Close  
Anita M. Finie  
Thomas and Dorothy Leavey Foundation  
Dan Murphy Foundation  
Dorothy Babbitt Shea '59 and John F. Shea  
Stuart Foundation  
Weingart Foundation

### **\$500,000-\$999,999**

The Ahmanson Foundation  
The Bank of America Charitable Foundation, Inc.  
Conrad N. Hilton Foundation  
Joan A. Payden

### **\$250,000-\$499,999**

California Community Foundation  
Carolann Carter M.A. '92 and Thomas L. Carter  
Jack Kent Cooke Foundation  
Mary Cosgrove and John F. Cosgrove M.A. '77  
Cotsen Foundation for the ART of TEACHING  
William H. Hannon Foundation  
Seidler Family  
Wells Fargo & Co.

### **\$100,000-\$249,999**

Jill P. Bickett '78, M.A. '81, Ed.D. '08 and Robert B. Hubbell '78, J.D. '81  
Estate of Donald J. Cerniglia  
Ginni Dreier and R. Chad Dreier '69  
Patricia Hearn Trust  
William Randolph Hearst Foundations  
Jesuit Community at LMU  
Margaret G. Larkin and Thomas E. Larkin, Jr.  
Susan Frances Moley '85 and Tim Hock '84  
The Ralph M. Parsons Foundation

### **\$50,000-\$99,999**

The Boeing Company  
Marlene Canter  
John Randolph Haynes and Dora Haynes Foundation  
Maureen A. Kindel M.A. '07, Ed.D. '11  
Partnership for Los Angeles Schools  
Playa Vista  
Rose Marie Schumann and Paul F. Schumann  
Neil R. Shambaugh '50 and Elisa Z. Shambaugh  
Patricia M. Smith '98 and Michael J. Smith '66  
Rose Paguirigan-Steiner and Donald W. Steiner '88

### **\$25,000-\$49,999**

AECOM Technology Corporation  
Albert N. Andry  
Gisele Barto and Craig Barto  
K & F Baxter Family Foundation  
Laurie Covelo and Paul E. Covelo '79  
Pamela DeVito and David S. DeVito  
Janette MacDonell '86 and Jaap Mandema  
George H. Mayr Foundation  
Anne H. Pomeroy '80 and Bruce Pomeroy  
Richard J. Riordan  
Rx for Reading  
Barbara G.E. Schelbert M.A. '97 and Heinrich R. Schelbert



### **\$10,000-\$24,999**

Marjorie J. Dasaro and  
George A. Dasaro '63  
Michael J. Del Priore  
Jane A. Dempsey and  
Myles P. Dempsey '57  
Carrie Estelle Doheny Foundation  
Mary Kay Gates M.A. '93 and  
Todd Gates  
Irene Holly and Edward D. Holly  
William R. Huff  
Independent Colleges  
of Southern California  
Lynn B. Johnson and  
Brian Johnson '75, M.A. '80  
Jennifer Keany '93 and Elizabeth A.  
Brewer M.A. '06, Ed.D. '11  
Annamae Koch and August M. Koch  
Connie L. Koppes and  
Richard H. Koppes '68  
Chaké H. Kouyoumjian M.Ed. '95  
The Sherry Lansing Foundation  
Laurie LaShelle and  
Robert D. Kerslake '58  
Marie L. Lindsay  
LaVerne A. Lovell and George A. Lovell  
Lucille C. Martin  
Shane P. Martin, Ph.D. '80  
Carol R. Page and  
Joseph P. Page '75, M.B.A. '79  
Sossy Partamian and  
Leon G. Partamian

Janice A. Pipkin and Chester J. Pipkin  
Yvonne Hernandez Slaughter '81 and  
Theodore J. Slaughter '80  
Spencer Foundation  
W.R. Huff Asset Management Co.

### **\$5,000-\$9,999**

Kathleen Hannon Aikenhead and  
David S. Aikenhead  
Helen J. Allegretti and  
Joseph B. Allegretti  
Centinela Capital Partners, LLC  
Julie H. Condon and  
Thomas J. Condon  
Kelli Green-D'Asaro and  
Anthony J. D'Asaro  
Sharon Davis and  
Gov. Gray Davis (ret.)  
Paul A. De Sena  
Jericca Gutierrez and  
Xavier A. Gutierrez  
Megan Hernandez and  
Enrique Hernandez, Jr.  
Mark H. Hurst and Christine C. Cronin  
Cynthia L. Jones M.A. '00  
Julie M. Kaufer J.D. '91 and  
Frank Reddick  
Albert P. Koppes, O.Carm.  
Edmundo F. Litton  
Katherine Wilson Moret '73 and  
Louis F. Moret

Irene M. Oliver '73, M.Ed. '80 and  
David A. Oliver '69  
Phoenix Realty Group, LLC  
Delia M. Roges '85 and  
Roberto Roges '79  
Estate of Juan F. Salinda  
Lynne B. Scarboro  
Laura Siart and William E.B. Siart  
Joanne and Rob Smith  
Marc & Eva Stern Foundation  
Mary E. Martin Zellerbach and  
John W. Zellerbach

### **\$2,500 - \$4,999**

Pauline F. Adams and  
William C. Adams '61  
AEW Capital Management, L.P.  
Patricia K. Antonelli and  
Joseph Antonelli, Jr. '56  
AVP Advisors, LLC  
Thomas M. Batsis, O.Carm.  
Nathan E. Bellamy M.Ed. '95  
Patricia R. Brierley M.A. '77 and  
John G. Brierley  
Elliott Broidy  
Kevin J. Delaney '93, M.A. '98  
John S. Fleming '87  
GAM USA, Inc.  
Kris and Mark Gibello  
Joseph Harbouk Ed.D. '11  
Renée L. Harrangue '57

Elizabeth Jimenez  
Sandra A. Line M.Ed. '75  
Stephen McDonald  
Brian W. McNerney  
Penny O'Brien and Robert E. O'Brien  
Candace A. Poindexter M.Ed. '77 and  
Larry L. Poindexter  
Holly A. Richards and  
Gregory L. Fucci M.Ed. '94  
Michael J. Romo  
George H. Shahbazian  
Elizabeth A. Stoddard  
Gloria M. Stoica  
Tom Straw  
Nancy C. Torres and Michael A. Torres  
Mary Lu Tuthill and Gordon B. Tuthill  
Ann Weinstein and Dan Weinstein  
Ziman Family Foundation  
Richard Ziman

*We also acknowledge our 1,300 generous alumni and friends who contributed gifts below \$2,500 totaling \$475,652.*

*Giving reflects cumulative gifts and pledges from June 1, 2002 to May 31, 2012.*

*It is important to us that we acknowledge you properly. If an error has been made in the listing of your name or gift, please contact Tiffany Markarian at 310.258.8869 or email tmarkarian@lmu.edu.*

# FOSTERING CHANGE

## ADMINISTRATION

**Shane P. Martin, Ph.D.**

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**Photography**

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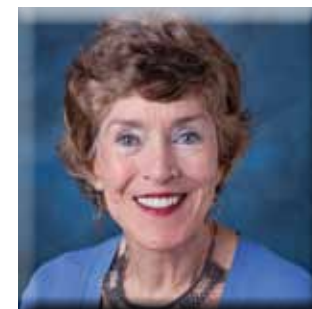
## FACULTY ACCOMPLISHMENTS

### PAVING *THE ROAD* TO PROGRESS

With the **first Fulbright grant** awarded to an LMU School of Education faculty member, **Brian Leung** (top photo) is bringing much-needed training in school psychology to Vietnam, where the school psychology profession has not been highly developed. Leung, professor and director of the LMU School Psychology program, was awarded a Fulbright Specialist grant that enabled him to travel to Vietnam in the fall of 2011 to provide professional development and assist faculty at the Ho Chi Minh City University of Pedagogy in establishing a school-psychology training program. The work continues Leung's involvement with the Consortium to Advance School Psychology in Vietnam, a group of U.S. universities working to improve the quality of psychology services in Vietnamese schools. "I was very honored," Leung says of the Fulbright. "My selection says that our program at LMU is regarded as a potential model for others."

**Antonia Darder's** (middle photo) *Culture and Power in the Classroom: A Critical Foundation for the Education of Bicultural Students* continues to be among the most influential books in its field, more than two decades after it was first published. Last year, Boulder, CO-based Paradigm Press published a **20th anniversary edition** of the book, which provided educators with a new language to better understand how culture and power are inextricably linked to the education of students from different cultures and communities. The new edition, thoroughly updated by Darder, includes reflections from teachers, parents and community activists who have applied her ideas. "Many of the issues I was addressing 20 years ago are not only still with us, but have actually worsened," says Darder, the SOE's Leavey Presidential Chair and Professor. "However, it was heartening to see that many educators have used the work to create programs that are culturally and linguistically relevant for bicultural students, and those students are achieving beyond what we see in traditional classrooms."

**Martha McCarthy** (bottom photo), the SOE's first President's Professor, received the 2011 **Edwin M. Bridges Award** from the **University Council for Educational Administration** for her long-term, high-impact program of research, teaching and service to enhance the preparation of school leaders. The UCEA is the leading professional organization for professors of educational leadership and policy; the award is named after Edwin M. Bridges, a Stanford professor known as the father of the problem-based learning movement, which has had a major impact on the preparation of educational administrators. McCarthy served as president of UCEA from 1985-1986 and received the organization's Roald Campbell Lifetime Achievement Award in 2004. Her research focuses on educational law and policy and the evolution and reform of leadership preparation programs.





## CHALLENGING THE UNACCEPTABLE STATUS QUO

A MESSAGE FROM THE DEAN

At the Loyola Marymount University School of Education, we believe traditional approaches to improving our PreK-12 system are insufficient. PreK-12 education needs visionary thinkers, collaborations that value the input of all stakeholders, and educators willing and able to transform classrooms into the types of learning environments that our children deserve. Driven by a social justice mission and guided by 500-year Jesuit traditions that focus on rigorous curricula, creativity and educating the whole person, our SOE is preparing leaders who are spearheading this effort.

As the theme of this year's annual report implies, we must break through conventional barriers that too often focus on adult agendas rather than on meeting the needs of our PreK-12 children. There can be no denying that these are enormously challenging times. Economic hardships are straining school districts and communities alike. Now more than ever, transforming our system requires moving beyond business as usual toward new ways of thinking and new types of partnerships. As a comprehensive SOE – featuring strong

programs and initiatives for traditional and new public school models, charter schools, and Catholic schools – we bring educators together across these platforms to exchange ideas and work toward solutions.

I am heartened by the validation our work has recently received. In the last two years, we have climbed 48 spots in the *U.S. News & World Report* rankings of graduate schools of education. In LMU's recently concluded capital campaign, the SOE more than doubled our original fundraising goal, surpassing \$20 million. With unprecedented support, we stand poised to lead the way in Los Angeles and beyond as we continue to challenge the unacceptable status quo and prepare the next generation of leaders for our schools, districts and communities.

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



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