

# TRAILBLAZERS

LEADING THE WAY IN EDUCATION

2013 ANNUAL REPORT

**LMU|LA**  
School of Education

Loyola Marymount University





## SOE BY THE NUMBERS

2012-2013

### Student Ethnicity

African American  
8.1%

Asian/Pacific Islander  
11.3%

Latina/o  
31.2%

Multirace  
3.6%

Native American  
0.4%

White  
41.4%

Other  
3.9%

COVER AND RIGHT PHOTOS:  
Playa Vista Elementary  
School students explore at  
Ballona Wetlands Discovery  
Park. Through an innovative  
partnership with LMU, the  
school is a demonstration  
site for STEM education  
(see page 8).



**1,402**  
Students

**48**  
Full-Time Faculty

**14.7**  
Average Class Size

**24.5%**  
Master's Admit Rate

**3.38**  
Average GPA  
of Admitted Students

**876**  
Credentials  
Awarded

## LEADING THE WAY IN EDUCATION

# TRAILBLAZERS

Finding the best paths to educational success requires new ways of thinking. It requires collaboration among all stakeholders and bold, visionary leadership that looks beyond the status quo to develop and implement effective courses of action. At the LMU School of Education, we continue to build a reputation for trailblazing efforts that are transforming classrooms, districts and communities. In the past three years we have jumped 57 places in *U.S. News & World Report's* annual survey of "Best Graduate Schools" – this year moving up nine spots to No. 74 out of 278 graduate schools of education surveyed.

From our educator programs that blend theory with real-world practice in preparing the next generation of leaders, to innovative partnerships and research initiatives that are establishing new models for success in public, charter and Catholic education, our SOE is breaking new ground. We blaze new trails because the old ones won't suffice. And in doing so, we pave the way for the opportunities our children deserve, and our future demands.



376

MA Degrees  
Awarded

14

EdD Degrees  
Awarded

\$19.5m

Total Financial Aid  
to Students

\$15,499

Financial Aid  
Per Student

73.2%

Students Receiving  
Financial Aid



# (The Education Success Project)

BETTER TOGETHER

## Sharing What Works

The Education Success Project boldly asks what is working in California's public education system and what can be done to encourage the sharing of successful practices among schools. TESP, a joint effort of State Superintendent of Public Instruction Tom Torlakson, the California State Board of Education and the LMU School of Education, was launched in 2011 in pursuit of answers to these fundamental questions.

"We recognize that there are miracles performed in public schools every day," says Maureen Kindel (EdD '11), who is spearheading TESP – an initiative in which diverse groups of educators and practitioners share and celebrate their stories of success, both big and small.



2

Central to TESP's mission is the notion of bringing together participants who are traditionally segregated – teachers, administrators, parents, academics, non-profit leaders, government officials and policy makers at the federal, state and local levels – as well as public and public charter schools representing the successes of diverse communities, cultures and approaches. In 2012-2013 TESP convened two stakeholder symposia at LMU promoting collaboration and the sharing of success stories that examined topics including technology, English language development, special education and blended learning within the framework of the Common Core State Standards.



3

"We are all fighting hard for the greatest public education system we can possibly have," says Torlakson. "By sharing successes, we can look at what those common ingredients of success are and see how we can scale them up so that they reach all schools in California. That is the promise of The Education Success Project."

Kindel, who chairs the SOE Board of Visitors and previously served as a senior counselor to then-Los Angeles Unified School District superintendent Roy R. Romer, says TESP was inspired by her experience in LMU's doctoral program. "Educational leadership for social justice requires rearranging the order of things," she says.



1

**“It's clear that places which have excelled over the past few years all have one thing in common: They have remarkable networks of creative cooperation. These areas and individuals have embraced the idea that shared responsibility can lead to shared opportunities and shared prosperity.”**

– PRESIDENT BILL CLINTON

in a letter supporting The Education Success Project Symposium at LMU

- 1) President Bill Clinton
- 2) Linda Darling-Hammond, Stanford University
- 3) Tom Torlakson, California State Superintendent of Public Instruction
- 4) John Deasy, Superintendent, Los Angeles Unified School District
- 5) Wendy Kopp, Founder and Chair of the Board, Teach For America
- 6) Dan Schnur, Jesse M. Unruh Institute of Politics at USC



## New Ways of Approaching Education

Jonathan Ortega (MA '13) had attended plenty of education conferences. But Ortega, who with several fellow students in the LMU/Teach For America Partnership program organized LMU's first TEDx conference, knew this one would be different.

An interior architect. A culture evangelist at Zappos. A flight commander in the U.S. Air Force. An NFL scout. This remarkably diverse array of experts, along with education leaders – including Los Angeles Unified School District superintendent John Deasy – were brought together to weigh in on the most pressing issues facing PreK-12 schools.

"As an educator, sometimes you need to hear new perspectives on how to tackle a problem," says Ortega, a second-year LMU/TFA student when he and his peers organized TEDxLoyolaMarymountU, held in April at LMU. TEDxLoyolaMarymountU was attended by more than 250 educators and reached countless others via live streaming and YouTube.

Organizing such a groundbreaking event befits the character of LMU/TFA corps members. Teach For America recruits top recent college graduates who have shown leadership potential. While pursuing graduate study in education, these recruits commit to teaching for two years in low-income inner-city communities as the foundation for careers in which they help to change the face of public education. Since 2009, more than 90 percent of LMU/TFA Partnership graduates have remained in education following their two-year commitment. LMU is TFA's exclusive university partner in California.

"The SOE prides itself on being forward thinking and taking calculated risks," Ortega says, "and saw the value of being at the vanguard of TEDx implementation."

As is typical of TEDx events, TEDxLoyolaMarymountU assembled thought leaders from a wide variety of fields based on the premise that all had insights educators could find valuable.

"When you're smart, committed and intent on accomplishing a specific goal, it's human nature to put on blinders and believe that your way of doing something is the only way," observes Dan Schnur, a veteran political strategist and director of the Jesse M. Unruh Institute of Politics at USC, who was one of the presenters. "A program like this gives us the opportunity to learn from equally smart and committed people in other fields who have succeeded through different approaches."

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



***"To solve our country's education problems, we need to embrace new ways of thinking and bring together leaders from diverse fields who care about this issue – and that's exactly what TEDxLMU did. The conference is a testament to the values LMU and Teach For America share – passion, innovation, optimism – and the continuing importance of our partnership that made it possible."***

– WENDY KOPP, Founder and Chair of the Board, Teach For America

## (Faculty: Leading Through Scholarship)

### *A Lifetime Devoted to Counseling*

During a career spanning nearly five decades, Paul De Sena has helped to shape the school counseling profession in California while serving on the LMU faculty since 1966 – including as a former chair of the Department of Education and director of the school counseling program. Now De Sena, currently a professor of counselor education at the SOE, has been inducted into Stanford's H.B. McDaniel Hall of Fame in recognition of his significant contributions to the counseling profession.

"It's a great honor to be included with colleagues who have given even greater service than I to the California counseling profession," says De Sena of the induction. "I am extremely proud to be included in such company."

De Sena has held numerous regional and statewide leadership positions, and has assisted many adult school counselors in California in refining their skills through workshops sponsored by the California Department of Education. He served on the board that brought professional clinical counseling licensure to California in 2009. In 1999 De Sena received the H.B. McDaniel Counseling Award, the most prestigious counseling award in the state of California.



Paul De Sena

THINKING  
ANew

### *Presence at National Conferences*

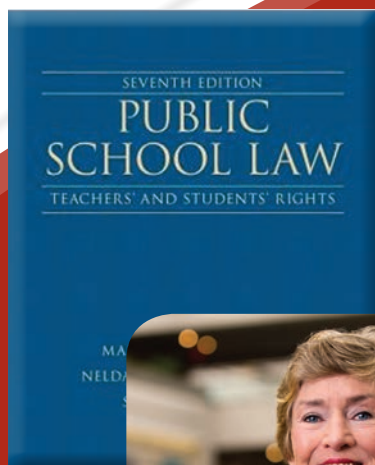
The SOE had a strong presence at major educational research and practitioner conferences in 2012-2013. More than 25 faculty, research associates and alumni presented original research, chaired sessions and participated in panel discussions that advanced the field of education at the following conferences:

- American Anthropological Association (AAA)
- American Educational Research Association (AERA)
- American Psychological Association (APA)
- ASCD (formerly Association for Supervision and Curriculum Development)
- Education Law Association (ELA)
- National Association of School Psychologists (NASP)
- National Catholic Educational Association (NCEA)
- Society for Research in Child Development (SRCD)
- University Council for Educational Administration (UCEA)



# \$5,884,116

Sponsored Research  
and Contracts  
Fiscal Year 2012-2013



Martha McCarthy

## ***Book Publications, 2012-2013***

Martha M. McCarthy, Nelda H. Cambron-McCabe and Suzanne E. Eckes. *Public School Law: Teachers' and Students' Rights* (7th Edition). Boston: Pearson.

Emily S. Fisher and Kelly S. Kennedy. *Responsive School Practices to Support Lesbian, Gay, Bisexual, Transgender, and Questioning Students and Families*. New York: Routledge.

Yvette V. Lapayese. *Mother-Scholar: (Re)imagining K-12 Education*. Rotterdam: Sense Publishers.

## ***Selected Grants, 2012-2013***

Magaly Lavadenz, Eric Strauss and Nick Ladany. *Project STELLAR: Teaching for Critical Transitions*. U.S. Department of Education (\$1,953,919)

Carolyn Viviano, Catherine McElwain, Irene Oliver, Edward Mosteig, Bernadette Musetti, Katharine Clemmer and Hui Jeong Woo. *Lions Roar: LMU Noyce Scholarship Program*. National Science Foundation, Robert Noyce Teacher Scholarship Program (\$1,171,564)

Edmundo F. Litton. *Teaching for Social Justice: The LMU Intern Program*. California Commission on Teacher Credentialing (\$693,539)

Michael A. Gottfried and Ernest Rose. *Career and Technical Education as a Foundation to Support Postsecondary Pathways in STEM for Students with Disabilities*. National Science Foundation, Research in Disabilities Education (\$403,865)

Paul Jimenez and Anne Prisco. *Cooke Undergraduate Research Scholars Academy*. Jack Kent Cooke Foundation (\$413,340)

Magaly Lavadenz and Elvira Armas. *Preventing Long Term English Learners: A Project-Based Differentiated English Language Development Program*. Weingart Foundation (\$340,000)

Shane P. Martin, Beth Brewer and Ernesto Colin. *Scholarship and Professional Development Support for the PLACE Corps and CAST Programs*. Carrie Estelle Doheny Foundation (\$300,000)

### *Paving the Way Toward Growth and Innovation*

Catholic schools face significant challenges – from declining enrollment and financial struggles to the continuing need for professional development for teachers and administrators. By helping Catholic schools address these issues, LMU's Center for Catholic Education is ensuring that the rich contributions of Catholic education not only endure, but thrive.

The CCE has taken significant steps in 2013 to solidify its position as an anchor for Catholic schools in Southern California and nationally. In July, Rev. Robert T. Walsh, SJ, an experienced Catholic educational leader, school board member, speaker and pastoral minister, was appointed executive director of the center. Fr. Walsh's appointment comes on the heels of two other significant developments: LMU becoming the host institution for the most widely distributed peer-reviewed journal on Catholic education; and the appointment of CCE's first distinguished fellow, Sr. Mary Angela Shaughnessy, SCN.

Building on LMU's more than 60 years of service to Catholic schools, the center brings together a broad range of successful SOE programs to advance PreK-12 Catholic education by training school leaders and teachers, studying Catholic schools' impact on students and communities, and developing innovative ways to support Catholic schools. It's a broad mandate with great appeal to Fr. Walsh, who brings more than 25 years of leadership experience in Jesuit education, most recently as president of St. Ignatius College Preparatory in San Francisco and president and principal of Loyola High School of Los Angeles.

"Research shows that Catholic schools produce better educational outcomes at a lower cost than the alternatives – particularly for an increasingly diverse student population in urban areas such as Los Angeles," Fr. Walsh says. "Catholic school graduates are likely to be not only active participants in the practice of their religious faith, but socially conscious leaders who contribute to a better society. I am excited and proud to further the critically important work of the CCE in supporting Catholic schools."







## ***New Home for Catholic Education Journal***

The world's most widely distributed peer-reviewed journal on Catholic education is now housed in SOE's Center for Catholic Education. In June, LMU began a five-year term as the host institution of *Catholic Education: A Journal of Inquiry and Practice*.

The biannual publication, which covers all aspects of Catholic schooling, has been a well-respected journal since it was launched in 1997. In recent years, it has enjoyed substantially greater visibility with its transition from a subscription-based print publication to an online, open-access journal. Since 2010, more than 600,000 articles have been downloaded from *Catholic Education*. Open access means that the content is free and immediately available on the website.

The journal is managed by a governing board of representatives from 17 Catholic universities across the country. A four-person editorial board, responsible for all editorial decisions, now includes two SOE faculty members and a managing editor based in the CCE. "Hosting the journal for the next five years will uniquely position the CCE as a leader in research and best-practice dialogue in Catholic education," says Mary K. McCullough, SOE associate dean for faculty and the journal's editor.

**“Catholic education is essential to the Church’s mission of the new evangelization of our city and our world.**

***The work of LMU’s Center for Catholic Education in preparing teachers, developing leaders and conducting research and outreach in support of Catholic schools is critical in helping us to fulfill that mission.”***

— ARCHBISHOP JOSÉ H. GOMEZ, Archdiocese of Los Angeles

McCullough says the governing board and editorial team are eager to leverage the journal's online presence, enhanced by more active engagement in social media, to attract new readers and advance scholarly dialogue on issues relevant to the ongoing quality, sustainability and accessibility of Catholic education.

"This is a critical time when Catholic education is facing many challenges," says McCullough. "The journal provides an opportunity for LMU to be a major participant in the conversation about how to ensure that Catholic schools continue to play a vital role in our society."

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

## ***First Fellow: A Pioneer in Catholic School Law***

Sr. Mary Angela Shaughnessy, SCN, a nationally recognized expert on the law as it affects Catholic schools and Church ministry, has been struck by the trailblazing efforts of the SOE in advancing Catholic education. Now Sr. Shaughnessy, herself a pioneer, is contributing to those efforts as the LMU Center for Catholic Education's first distinguished fellow.

A highly sought-after national speaker and the author of more than 30 texts, Sr. Shaughnessy serves as a consultant to numerous dioceses – training pastors, principals, teachers and others on civil law. As a CCE distinguished fellow, she visited LMU in June to collaborate with faculty and students in the SOE's Catholic education programs. She will be serving on SOE doctoral candidate committees and delivering keynote addresses on Catholic school law at LMU.

"I truly believe that if Catholic education is going to be energized and transformed in the coming years, it's going to be because of LMU," Sr. Shaughnessy says. "LMU is on the cutting edge of not only Catholic education, but education as a whole. I am very happy to be a part of it."

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





## (Center for **Math and Science Teaching**)

### *Redefining STEM Education*

Improving education in STEM (Science, Technology, Engineering and Mathematics) has become an urgent priority in light of what is widely viewed as a national failure to engage students in subjects that are both compelling and vital to our future. “The STEM pipeline is leaking all over the place,” says Philip Molebash, director of LMU’s Center for Math and Science Teaching. “Very few high school graduates are selecting STEM majors in college, and we have a thin trickle of qualified people available for the STEM workforce.”

CMAST, which has established a strong track record for preparing and retaining excellent STEM teachers, is tackling the problem head-on. After focusing primarily on transforming math education by giving teachers the research-based tools to make the subject hands-on and engaging, CMAST has become more comprehensive, with a renewed emphasis on science teaching and digital learning.

In accord with the new Common Core State Standards and the National Resource Council-inspired Next Generation Science Standards, CMAST is taking a broad view of the nature of science, encompassing not only the physical and life sciences but also social studies.

Students are introduced to new technologies at Playa Vista Elementary School, the LMU demonstration site for STEM education.





# ENGAGING MINDS

**“As we seek to captivate our students with compelling STEM content at a young age, our partnership with LMU and the Playa Vista community in developing a STEM demonstration school will provide invaluable lessons that we can learn from as a district.”**

**— JOHN DEASY**

**Superintendent, Los Angeles Unified School District**

## Attention-Grabbing Partnership

Rather than working primarily with secondary schools, as it was in the past, CMAST is targeting elementary school education through a partnership among LMU, the Los Angeles Unified School District and Playa Vista community that has turned Playa Vista Elementary School into a demonstration site for STEM education. As part of a close collaboration involving LMU faculty and staff, district administrators, PVES educators and parents, and community partners, CMAST is providing professional development to assist PVES teachers in implementing a curriculum that integrates STEM throughout the day.

Housed in a state-of-the-art, environmentally conscious school and located only minutes away from the Ballona Wetlands Discovery Park, PVES is perfectly situated for hands-on urban ecology and inquiry-based outdoor projects. In working with the community to develop a STEM curriculum, CMAST has engaged local businesses as well as LMU’s Center for Urban Resilience, under the leadership of President’s Professor Eric Strauss. The partnership, in conjunction with the LMU Family of Schools initiative, will serve as a model for the development and assessment of successful STEM teaching in the nation’s second-largest school district. “Much of the conversation in STEM education has focused on the secondary level,” says Manny Aceves, SOE assistant dean for strategic partnerships, “but the truth is that many kids lose interest in science by the time they reach middle school, and then it’s an uphill battle. We want to get them excited about STEM from a younger age.”

## Preparing Math Teacher-Leaders

CMAST is expanding its successful professional development program to incorporate the Common Core State Standards and Next Generation Science Standards. The Mathematics Leadership Corps, a partnership among the LMU School of Education, Culver City Unified School District, Cotsen Foundation for the ART of TEACHING, Louis L. Borick Foundation and the Leonetti/O’Connell Family Foundation, aims to change schools and districts from within by empowering teachers as leaders in the effort. The MLC seeks to improve teacher leaders’ coaching and mentoring skills and teachers’ instruction and delivery to increase students’ content knowledge, engagement and interest in mathematics.

“This is a true team approach – with the goals of active learning, collaboration, growth-based assessment and mathematical literacy in a culture that embraces mathematical thinking – preparing students to be college- and career-ready in STEM fields,” explains Katharine Clemmer, program director for MLC, which is part of the national 100Kin10 movement to increase the number of STEM teachers.

The Math Leadership Corps and Playa Vista Elementary partnership represent two important initiatives in what Molebash sees as an essential approach to addressing concerns about STEM education. “These are daunting problems, but they can be solved – especially when we can touch every point of the pipeline with a comprehensive approach,” Molebash says. “At LMU, we are uniquely positioned to do that.”

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



# CHANGING COURSE

## *A New Language for EL Education*

Of the 3.5 million English Learners in PreK-12 schools throughout the United States, nearly half – 1.5 million – are in California. As a group, these students are falling behind their native English-speaking peers. Of particular concern are those who have not received targeted services to reclassify as fluent English proficient – so-called long-term ELs.

LMU's Center for Equity for English Learners is charting a new path by not only defining the best EL instructional practices through research, but by also partnering with districts to assist teachers and educational leaders in better addressing the needs of ELs. "This has become a priority area for districts everywhere at a time when resources are constrained," says Magaly Lavadenz, CEEL director. "By providing hands-on support, we can ensure that what we know about effective EL practices is applied."

In 2012, CEEL received a five-year, \$1.9 million grant from the U.S. Department of Education – the largest in LMU history – for "Project STELLAR: Teaching for Critical Transitions." A partnership that includes three Southern California districts and a charter school organization (each of which also receives funding as part of the grant), the initiative will provide intensive training for 100 in-service teachers, 29 teacher leaders and 20 pre-service teachers of ELs over the next five years. Project STELLAR (Science Teaching for English Learners – Leveraging Academic Rigor) focuses on bolstering the capacity of teachers and

administrators to provide high-quality, content-based language and literacy development for students in grades 4-8 whose English language development has stalled, while also addressing these students' socio-emotional needs. The initiative's first year culminated in two summer "bridge" programs at the Culver City and Lennox school districts (other grant partners include Wiseburn, which sent its students to Lennox; and Environmental Charter Schools). These programs were aimed at enhancing the language skills and providing one-on-one support for long-term EL students as they transition from elementary to middle school.

In addition, CEEL and its Project STELLAR partners have adapted an urban ecology curriculum for fourth through eighth grade ELs. The interdisciplinary cutting-edge curriculum, developed in consultation with Eric Strauss, director of LMU's Center for Urban Resilience, will meet the language and content needs of EL students while also conforming to California's new Common Core English Language Arts State Standards, California English Language Development Standards and the Next Generation Science Standards.

Project STELLAR isn't the only way in which CEEL is working with districts to support teachers of ELs. Through a \$340,000 grant from the Weingart Foundation, CEEL is partnering with the Lawndale and Mountain View school districts on an after-school intervention program by providing professional development and resources to implement the Journalism for English Learners curriculum. This program equips EL students with a variety of skills that build their confidence and achievement in English.

(Center for Equity for English Learners)



Concurrently, CEEL continues to be a leading participant in scholarly activities that advance knowledge about EL instruction. Since Lavadenz joined the SOE faculty in 1994, LMU has hosted the annual Jornada Pedagógica Internacional para la Educación Bilingüe, a conference presented in Spanish that provides an academic venue for educators to enhance their skills in bilingual education. In January, CEEL organized the program for the 2013 Jornada with major participation by the Los Angeles Unified School District.

“Our relationship with CEEL is providing opportunities for important initiatives that we wouldn’t be able to undertake on our own – both because of economic constraints, and from the perspective of the invaluable expertise we wouldn’t otherwise have from leaders in the field,” says Culver City Unified School District Superintendent David LaRose. “This is a partnership driven by student-centered needs, and I see great potential for that to continue to grow.”

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



- 1) Students participate in CEEL's after-school journalism program, which aims to prevent long-term English Learners.
- 2) Los Angeles Unified School District staff present at the CEEL-organized Jornada Pedagógica conference.
- 3) F. Isabel Campoy, Consul General of Mexico David Figueroa Ortega and Magaly Lavadenz at the Jornada Pedagógica conference.

## ( Taking An Uncommon Path: One Student's Journey )



Basketball helped to turn LaRon Armstead's life around – and to become the first in his family to go to college. But when Armstead had the opportunity to play professionally after completing his undergraduate education at LMU, he decided to continue with his education, earning a scholarship that enabled him to enroll in SOE's MA in Counseling program.

One of 13 children, Armstead grew up in a housing project in South Los Angeles surrounded by drugs and gang activity. "We look up to our elders," Armstead explains in a Reebok commercial that depicted his inspiring journey. "My oldest brother was in a gang, so that's the guy I looked up to."

Armstead changed course when he became involved in a Salvation Army youth center. There, he says, he learned to be a better basketball player and a better person. Armstead earned a basketball scholarship at LMU. Upon graduation, a playing career overseas beckoned. But so did the opportunity to earn a master's degree in education at a place where he "felt like family" – a chance to acquire knowledge and skills that would enable

Armstead to use his own experience to help similarly disadvantaged kids overcome adversity. "Unlike basketball," Armstead explains of his decision, "my education can never be taken away from me."

## GIVING BACK

### *The LMU Scholarship Initiative*

LMU has a long tradition of reaching out to students from diverse cultures and backgrounds, regardless of means. Despite our efforts to implement budget cuts and direct a higher proportion of our operating budget to student aid, the costs of higher education continue to rise. Many of the best students are unable to cover the full expense of an LMU degree, even with student aid.

With that in mind, University President David W. Burcham has launched the Loyola Marymount University Scholarship Initiative. The goal of the initiative is to raise \$100 million over the next three years – funds that will be strictly needs-based scholarship aid.

Support through the Scholarship Initiative will provide School of Education students an affordable and accessible pathway to live out their dreams without the burden of repaying mounting student debt. It will allow the SOE to select students from the widest possible pool of applicants, ensuring a rich learning environment – and a student body that mirrors the diversity of the PreK-12 classrooms and communities we serve throughout California. Most importantly, it gives more students the opportunity to pursue an SOE degree and make a difference in the lives of children.

[giving.lmu.edu/scholarship](http://giving.lmu.edu/scholarship)





# A MESSAGE FROM THE DEAN

At the LMU School of Education, we are driven by a social justice mission that doesn't allow us to stand by idly as too many of our children are denied the education they deserve. That is why we have earned a reputation for trailblazing approaches that are transforming schools and communities in the region, the state and beyond. Transcending traditional boundaries, we convene diverse groups with a stake in education, providing a place for thoughtful discourse and meaningful action. Through innovative partnerships characterized by forward thinking, we are helping to redefine the field.

We are doing so while remaining true to our core values. Our SOE is a professional learning community rooted in 500-year Jesuit and Marymount traditions that emphasize rigorous curricula, creativity and education of the whole person. We are a community firmly devoted to the integration of theory and practice, with nationally renowned faculty who are providing practical answers for our schools.

For all of the challenges schools face, this is also a time of great opportunity. The recently adopted Common Core State Standards are raising the bar for education across the country. Technology continues to open doors to exciting avenues of discovery that were previously unthinkable. At LMU, we are ideally suited to seize the moment. We are equipping educators to improve STEM education, teach English Learners and address other regional and national priorities. Indeed, because we are grounded in the real world of schools, we can quickly adapt to the changing landscape as we prepare educators for the challenges of today – and those we foresee for tomorrow.

We recently adopted a Strategic Plan that will guide our SOE through the next five years. I am excited for what is ahead, as our learning community works together to blaze an exciting new trail for our schools and our future.

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

*Follow me on Twitter @lmusoedean*

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# TRAILBLAZERS

**A NEW GENERATION OF LEADERS**

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