

RESHAPING

SCHOOLS & SOCIETY:

TOGETHER
IN PARTNERSHIP



2014 **IMPACT** REPORT

LMU|LA
School of Education

Loyola Marymount University

SOE BY THE NUMBERS 2013-2014 STUDENT ETHNICITY

African American	Asian/Pacific Islander	Latina/o	Multirace	Native American	White	Other
8.1%	11.3%	32.6%	3.6%	0.1%	41.5%	2.8%



COVER AND RIGHT:
Playa Vista Elementary
School, a demonstration
site for STEM education
through a collaborative
partnership with LMU
(see page 4).

1,502
Students

48
Full-Time Faculty

15.3
Average Class Size

25.7%
Master's Admit Rate

3.35
Average GPA
of Admitted Students

957
Credentials
Awarded

PARTNERSHIPS FOR PROGRESS

Everyone agrees on the importance of reshaping our educational system, but where to start? To successfully tackle the daunting challenges we face, those of us who are working to transform PreK-12 schools and communities must recognize that we are all in this together – and must join together in partnership.

Universities have long championed partnering with communities. But at the LMU School of Education, we practice a different type of partnership. Ours are about directly engaging with schools and communities where they are to learn about their needs firsthand. They're about bringing diverse stakeholders – teachers, administrators, parents, community leaders, philanthropists – to the table in an atmosphere where everyone has an important perspective to contribute, and everyone is heard. They're about embracing diversity, understanding context, and applying research and theory toward practical solutions.

Through these types of partnerships we are making a difference, and people are taking note. LMU continues to climb in *U.S. News & World Report's* annual survey of "Best Graduate Schools" – up four more spots from last year, to No. 70 out of 356 graduate schools of education surveyed. Since 2011, we have climbed 61 positions. But this is far from a solo effort. It's only through authentic partnerships like the ones we have forged that real innovation occurs. Working together, we are triggering the kind of change critical for the future of our schools, and our society.



544

MA Degrees
Awarded

26

EdD Degrees
Awarded

\$21.9m

Total Financial Aid
to Students

\$11,880

Financial Aid
Per Student

85%

Students Receiving
Financial Aid



Edd in Educational
Leadership for
Social Justice

10 YEARS OF IMPACT



“I have been impressed by the transformative impact that alumni from the LMU doctoral program have on LAUSD and the wider educational landscape in Los Angeles. The program’s emphasis on the ethical underpinnings driving the work as well as the technical know-how to effect change is invaluable.”

— John Deasy, Superintendent,
Los Angeles Unified School District

They are superintendents, district-level and school administrators, policymakers, advocates and leaders of non-profit and community organizations across the educational spectrum. They head systems, schools and organizations; shape policy to achieve equity and inclusion for all learners; and spearhead change efforts that are making a difference for youth and families in some of the most underserved communities.

In public, charter, private and Catholic schools as well as in higher education and community settings, alumni of LMU's EdD in Educational Leadership for Social Justice program – now more than 100 strong – are transforming education in Los Angeles and beyond as they work toward a more socially just future for all learners.

This year marks 10 years of impact for the SOE's doctoral program, and its reputation continues to grow. In November 2013, the SOE became the newest member of the University Council for Educational Administration, the leading professional organization for top institutions with faculty and programs in educational leadership. LMU is the third California university and third Jesuit university nationally to join the consortium of research and doctoral-granting institutions. In April 2014, the EdD program was admitted to the Carnegie Project on the Education Doctorate, joining more than 80 universities worldwide in examining and improving the reliability and efficacy of professional education doctoral degree programs.



"My excitement about the doctoral program came from being able to take the work I was living every day and apply it to my dissertation," says Angela Bass, EdD '11, vice president at Partners for Developing Futures, a non-profit that supports minority-led charter schools for underserved students. "Learning the theories and practices of socially just educational leadership strengthened my ability to build schools of excellence that are equitable and accessible for all children."

soe.lmu.edu/doctoral

TRANSFORMING EDUCATION IN L.A.

Ana Ponce, EdD '13, continues to make an impact as a transformative leader in the neighborhood near Downtown Los Angeles where she grew up. Most recently, Ponce's efforts were recognized by Teach For America Los Angeles, which presented the former TFA teacher with its Alumni Leadership Award.



Ponce is CEO of Camino Nuevo Charter Academy, a network of seven charter schools and an early education center serving some 3,400 students. Under her supervision, the Camino Nuevo schools have received the Title 1 Academic Achievement Award, the California Association of Bilingual Education Seal of Excellence and the California Distinguished Schools Award.

Named one of the world's seven most powerful educators by TFA founder and chair of the board Wendy Kopp in a 2011 *Forbes* magazine article, Ponce has used her EdD "to create a community of leaders and become a stronger advocate for the students I serve."

Lori Pawinski, EdD '07, was named chief academic officer of LA's Promise, which partners with a cadre of schools in South Los Angeles to ensure that students growing up in poverty receive an excellent education.



Through a first-of-its-kind partnership with the Los Angeles Unified School District, LA's Promise is operating two large high schools and a middle school in an effort to improve the education, health and social outcomes for thousands of young people. In support of its goal to graduate every student college- and career-ready, LA's Promise remakes schools into community hubs that offer comprehensive support services for students and families.

"The doctoral program taught me that I have to push back," Pawinski says, "because some of the families we serve don't have the ability to push back."

TEACHER PREP REFLECTING



CENTER FOR MATH AND SCIENCE TEACHING
CENTER FOR EQUITY FOR ENGLISH LEARNERS

Amid a national reassessment of how K-12 teachers should be prepared, the LMU School of Education is reconceptualizing its teacher preparation programs – building on its strong partnerships with local schools, districts and communities, and drawing lessons from the groundbreaking work of two SOE centers.


The effort comes at a time when the Common Core State Standards have raised the bar for students and teachers, and unprecedented attention is being placed on the quality and effectiveness of teacher training. The U.S. Department of Education has proposed guidelines for rating teacher preparation programs and the national accrediting body, the Council for the Accreditation of Educator Preparation, has promoted two paradigm shifts: placing student teachers in K-12 classrooms from day one of their training, and holding programs more accountable for assessing the effectiveness of their graduates.

A partnership involving LMU, the Los Angeles Unified School District and the community of Playa Vista is modeling the new thinking on teacher preparation as it addresses a top national priority by redefining how STEM (science, technology, engineering and mathematics) is taught. The SOE's Center for Math and Science Teaching has partnered with LAUSD and the community to turn Playa Vista Elementary School into a STEM education demonstration site. CMAST is working with PVES to build the capacity for interdisciplinary STEM education at the school through an on-site professional development program jointly created by SOE and PVES faculty. Two major grants are helping to make the center's

work possible: one from the W. M. Keck Foundation and another from the S. D. Bechtel, Jr. Foundation, funded as part of the national 100Kin10 movement to increase the number of STEM teachers. "We need to capture students' imaginations early by exposing them to the wonders of STEM at the elementary level," says Philip Molebash, director of CMAST. "That is what PVES has set out to do."

The work of the SOE's Center for Equity for English Learners is similarly helping to inform the rethinking about teacher preparation, with a focus on another top priority in U.S. education: better meeting the needs of ELs. As part of the U.S. Department of Education-funded Project STELLAR: Teaching for Critical Transitions, CEEL is working with three partner school districts and the Center for Urban Resilience at LMU to promote a rigorous interdisciplinary approach to science, language and literacy education of ELs in grades 4-8 through professional development and systematic assessment of students' progress. The partnership illustrates the importance of CEEL's engagement with the field. "We cannot prepare teachers without being grounded and participatory in the everyday work of schools," explains Magaly Lavadenz, CEEL director.

Lavadenz and Molebash are drawing on their centers' experiences as they lead the process of redesigning the SOE's teacher preparation programs. With the reconceptualization, the SOE will move to provide master's degree and credential candidates with significantly more classroom experience from the start of their education. In these clinical experiences, candidates will be prepared in important



OPPOSITE PAGE, TOP LEFT: An LMU student teacher works closely with a master teacher and student at Playa Vista Elementary School, LMU's STEM education demonstration site.

OPPOSITE PAGE, BOTTOM LEFT AND THIS PAGE: Participants in CEEL's Project STELLAR initiative learn an interdisciplinary approach to science, language and literacy education of ELs.

content areas and environments, including focuses on STEM, ELs, Standard English Learners and special education with full inclusion practices.

With clinical experience taking on an expanded role in teacher preparation, the SOE will continue to bolster efforts begun by CMAST and CEEL, working collaboratively with the K-12 schools to ensure the best possible experiences for the SOE's student teachers as well as for the K-12 students at the schools.

"These are exciting changes that play to the strengths of our programs, which have always emphasized blending theory and practice," says Manny A. Aceves, SOE assistant dean for strategic partnerships and educational effectiveness. "Schools and districts consider LMU to be a trusted partner with a reputation for preparing outstanding educators. By taking these relationships to a new level, everyone stands to gain."



CENTER FOR CATHOLIC EDUCATION

LOS ANGELES CATHOLIC SCHOOLS: CREATING OPPORTUNITY

As the nation looks to increase equity and opportunity in our educational system through expanded choice and competition, particularly in low-income communities of color, the latest results from an ongoing study by the SOE's Center for Catholic Education make a compelling case for ensuring that Catholic schools are affordable and accessible for all.

The study found that Los Angeles students living at or below the poverty line who attend Catholic schools not only graduate at a much higher rate than their public school counterparts, but are also substantially better prepared for, and more likely to enroll in, college.

CCE researchers followed nearly 600 students who entered Los Angeles Archdiocesan high schools in 2008 with tuition assistance from the Catholic Education Foundation. They found that 100 percent of those students graduated high school, and 96 percent were accepted into either two- or four-year colleges. By comparison, the high school graduation rate in the same year was 79 percent for California public school students.

The results come from the third phase in a longitudinal study first published in 2008. It is one of several ongoing research projects in the CCE, which serves as a pillar of leadership and support for Catholic schools both regionally and nationally in the areas of leadership development, teacher preparation, research, and professional development and outreach.

"As a Church, we use education to inspire all of our children to reach for their highest potential," says Archbishop of Los Angeles José H. Gomez. "The LMU Center for Catholic Education study clearly demonstrates that for our poorest children and their families, Catholic schools are providing hope for a better future through academic excellence and character formation."

Amid a national conversation about educational reform that has focused on providing greater choice and promoting competition, the CCE study findings strongly suggest that the greatest beneficiaries of Catholic schools are students from low-income communities of color — and that ensuring that Catholic school education is affordable and accessible to these students will bring benefits to all of society by providing young people from challenging circumstances with a path to success.

soe.lmu.edu/cce

"There is no one more crucial for the future of Catholic schools than LMU because of what the university does for Catholic education in the United States."

— Sister Mary Angela Shaughnessy, SCN

96%
**College Acceptance
Rate in
L.A. Catholic
Schools**

TOP LEFT AND BOTTOM
RIGHT: Students at high
schools in the Archdiocese
of Los Angeles.

PARTNERING FOR EXCELLENCE IN THE DIOCESE OF ORANGE

The LMU Center for Catholic Education continues to work closely with the Diocese of Orange – the third largest diocese in California by student population – to meet the needs of its schools.

Catholic educators in the Diocese of Orange are prepared for the next level of leadership through the CCE's Catholic School Leadership Academy. They receive tuition assistance with foundation support as they earn a certificate and master's degree in Catholic School Administration. The program, unique in its focus on spiritual as well as organizational and instructional leadership, is based entirely in Orange.

As part of the School-wide Learning Support Program at Mission Basilica School in the Diocese of Orange, generously funded by the Mikos family, LMU faculty and staff are working with the Mission Basilica leadership, teachers and community to develop a K-8 demonstration school serving all students, including those with disabilities. The ultimate goal is to help every school in the Diocese of Orange fulfill the Church's mission of meeting the educational needs of all learners.

Finally, the CCE is developing a study for the Diocese of Orange that will examine the efficacy of three formerly struggling Catholic schools that have pooled their resources to provide the highest level of Catholic education to their students. The research will also assess how the Catholic mission is infused at all levels in Diocese of Orange schools.

"We are incredibly fortunate to have a strong partnership with LMU, bringing the invaluable talent and expertise of the School of Education to the Catholic schools of the Diocese of Orange," says Gregory Dhuyvetter, superintendent of the Diocese of Orange. "Together we are working to build the future of Catholic school education for our children and for our Church."

RIGHT AND BELOW:
Students at Mission
Basilica School in the
Diocese of Orange.



JOURNAL OF CATHOLIC EDUCATION

LMU continues to host the *Journal of Catholic Education*, the only peer-reviewed academic journal in the U.S. focused on Catholic education. Three issues of the online, open-access, biannual journal have been published since it moved to LMU following a five-year run at Boston College. Housed in LMU's Center for Catholic Education, the journal is overseen by a governing board of representatives from 19 Catholic colleges and universities across the country.

journalofcatholiceducation.org

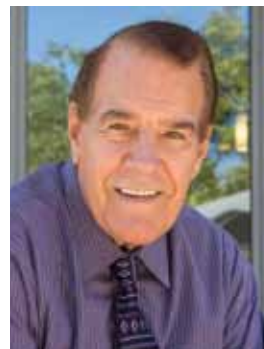
FACULTY & STAFF

LEADING THE WAY IN EDUCATION



For more than a decade, Indiana University has offered an Education Law and Policy Institute that draws leaders from across the nation for discussions and presentations on cutting-edge law and policy topics. The institute now has a new name in honor of **Martha McCarthy**, one of the leading figures nationally in educational law and policy. The renamed Martha McCarthy Education Law and Policy Institute represents another in a long list of honors for McCarthy, who joined LMU as the SOE's first President's Professor in 2011 from the Indiana University School of Education. McCarthy was also conferred an honorary Doctorate of Pedagogy by Lehigh University in the spring for her contributions to education.

Paul De Sena, SOE professor of counselor education, was named 2013 Counselor Advocate of the Year by the California Association of School Counselors in recognition of his long-term leadership and advocacy for school counseling and school counselor education. De Sena, who has been intimately involved in the counseling profession in California for nearly 50 years, was also the recipient of the 2014 Loyola Marymount University Rains Award for Excellence in Service.



Vicki Graf, SOE professor of education, was selected to serve on California's Statewide Special Education Task Force. The task force is charged with analyzing the state's systems for serving students with disabilities and providing policy recommendations to the State Board of Education, the California Department of Education and the California Commission on Teacher Credentialing. The task force was formed to address the concern that students with disabilities are one of the lowest performing groups of students in California and have among the highest dropout rates.



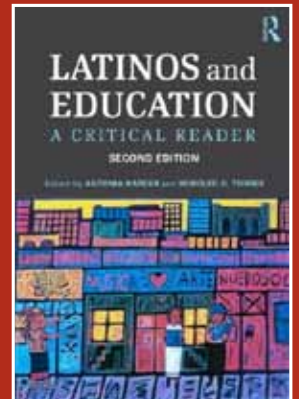
Maggie Bove-LaMonica, assistant director of the LMU Family of Schools and an SOE and Loyola Law School alumna, was elected to a four-year term on the Hermosa Beach City School District Board in December 2013. The K-8 district, located in Los Angeles' South Bay, serves 1,400 students. Since 2009 Bove-LaMonica has worked with the LMU Family of Schools, a partnership between the university and the schools in the Westchester/Playa community that promotes student success and educational equity.

Ref Rodriguez, an LMU alumnus and adjunct faculty member in the SOE's Department of Educational Leadership, has been appointed to serve on the California Commission on Teacher Credentialing, which oversees state standards and practices for educator preparation, licensing and credentialing. An experienced educator and administrator, Rodriguez is co-founder of Partnerships to Uplift Communities (PUC Schools), a charter school organization serving predominantly first-generation college-going Latino students, and teaches courses at LMU on public and charter school leadership.



FACULTY BOOK PUBLICATIONS 2013-2014

Antonia Darder & Rodolfo D. Torres (Eds.). *Latinos and Education: A Critical Reader* (2nd Edition). New York: Routledge.



Emily S. Fisher & Karen Komosa-Hawkins (Eds.). *Creating Safe and Supportive Learning Environments: A Guide for Working with Lesbian, Gay, Bisexual, Transgender and Questioning Youth and Families*. New York: Routledge.

Karen K. Huchting & Laura J. Massa. *Managing What You Measure: Effective Assessment for Catholic High School Teachers*. Arlington, VA: National Catholic Educational Association.

Nelda H. Cambron-McCabe, Martha M. McCarthy & Suzanne E. Eckes. *Legal Rights of Teachers and Students* (3rd Edition). Boston: Pearson.

Candace C. Poindexter & Irene Oliver. *Making a Difference: Differentiated Instruction for Caring Teachers*. Arlington, VA: National Catholic Educational Association.

Amanda Edwards & Leslie Ponciano. *The Elephant in the Room: A Children's Book for Grief and Loss*. CA: CreateSpace.

Anthony J. Sabatino & Mary Fitzgerald. *Leadership Succession Planning in Catholic Education: An Ongoing Plan for Leadership Development, Identification and Selection*. Arlington, VA: National Catholic Educational Association.

PARTNERSHIPS

MATHEMATICS LEADERSHIP CORPS

A partnership involving LMU, the Culver City Unified School District and three foundations – the Cotsen Foundation for the ART of TEACHING, Leonetti/O’Connell Family Foundation and Louis L. Borick Foundation – is dramatically improving student engagement and achievement in mathematics by building schools’ capacity to lead and sustain change.

The Mathematics Leadership Corps is a cohesive K-12 initiative driven by the notion that change occurs from building teacher capacity through leadership within an organization. Through the MLC, Culver City’s K-5 teachers implement the Cotsen Foundation’s ART of TEACHING program, while teachers in grades 6-12 participate in the Mathematics Learning & Leadership by Design program developed by the SOE. These two approaches complement one another and provide a seamless framework for math teaching and learning across the K-12 district.

“What’s needed to implement effective systems change in K-12 education is a group of partners, from universities to districts and funders, that are aligned around a common mission of academic excellence,” says Cara Esposito, executive director

of the Leonetti/O’Connell Family Foundation. “In Culver City, we’re seeing a district-wide revolution where the teachers and parents are seeking consistent and high-quality instruction aligned to the Common Core Math Standards. And we’re seeing that MLC is working.”

The MLC partnership will guide the Culver City district’s implementation of the recently adopted Common Core State Standards in mathematics through professional development that improves teacher leaders’ coaching and mentoring skills, their overall instruction and delivery of mathematics content, and students’ knowledge, engagement and interest. An independent evaluation of the two programs’ first year found significant improvements in nearly every teaching and student performance area measured.

“This partnership shows the dramatic impact and value of a variety of stakeholders working together toward a shared goal,” says David LaRose, superintendent of the Culver City Unified School District. “The MLC approach to math education has inspired deeper collaboration and has transformed instructional practice throughout our entire system.”



TOP AND BOTTOM LEFT: LMU faculty interact with teachers and students in Culver City Unified School District, which has implemented the collaborative Mathematics Leadership Corps to improve math teaching and learning.

OPPOSITE PAGE, BOTTOM RIGHT: LMU SOE delegation visits the Teach for the Philippines office in Manila.

LAWNDALE SCHOOL DISTRICT AND CHEVRON

The LMU School of Education was awarded a \$50,000 grant from Chevron for a partnership with the Lawndale Elementary School District to improve science teaching and student achievement in STEM (science, technology, engineering and mathematics) through a science teaching professional development program. The partnership addresses the shortage of STEM-prepared young people nationally by focusing on the elementary level, where interest in STEM first develops. The technology-rich program, which will begin with 10 teachers and approximately 250 students, supports the district’s implementation of the Common Core State Standards. In addition to improving student achievement, the goal is to open up more college and career opportunities for Lawndale students.

& GRANTS

\$6,486,843
Sponsored
Research &
Contracts
Fiscal Year
2013-2014



SELECTED NEW GRANT AWARDS 2013-2014

EDMUNDO F. LITTON. *Teaching for Social Justice: The LMU Intern Program*. California Commission on Teacher Credentialing (\$450,000).

DIANA MURPHY. *PLACE Corps*. Dan Murphy Foundation (\$250,000).

SHANE P. MARTIN. *Catholic School Leadership Academy Scholarships and Professional Development*. Catholic Education Foundation (\$200,000).

EDMUNDO F. LITTON. *LMU/Teach For America Partnership Program Scholarships*. The Hearst Foundations (\$150,000).

MAGALY LAVADENZ. *STARTALK LMU Mandarin Summer Immersion and Chinese Language Summer Institute*. University of Maryland & National Foreign Language Center (\$112,500).

MAGGIE BOVE-LAMONICA, FRANCA DELL'OLIO & Rebecca Bunn. *Co-location Conference*. Walton Family Foundation (\$35,500).

TEACH FOR THE PHILIPPINES

The LMU School of Education is providing professional development and other consultation to Teach for the Philippines as the two-year-old program begins the process of enlisting some of that country's most promising young leaders to teach for two years in public schools before becoming lifelong advocates for education equity. Teach for the Philippines is part of Teach For All, a global network of independent organizations that have adopted Teach For America's model to expand educational opportunity in their own countries. The SOE is the university partner with Teach For America in Los Angeles, Oakland, Sacramento, San Francisco and San Jose. "We truly value this mutually beneficial partnership," says Elizabeth Eder Zobel de Ayala, chairman of Teach for the Philippines. "We are excited to collaborate with the LMU School of Education. Dean Shane Martin and Professor Edmundo Litton have been responsible for the many successes of TFA's partnership with LMU in California and their experience has helped shape our progress here in Manila as we work toward achieving educational equity in our country."

CHANGE AGENTS

ALUMNI

Mandela Schumacher-Hodge, an alumna of the LMU/Teach For America Partnership program, was named to the 2014 *Forbes* “30 Under 30 in Education” list. Schumacher-Hodge is director of Startup Education, a global non-profit organization leveraging entrepreneurship and grassroots leadership to shape the future of education.

SOE alumna **Brittany Barnes** was named the 2014 Hart Vision Teacher of the Year by the California Charter Schools Association. Barnes is the lead teacher for mathematics at the Math and Science College Preparatory High School in Los Angeles, which was founded by Emilio Pack, an SOE alumnus and executive in residence.

Hoang Pham, an alumnus of the LMU/Teach For America Partnership program, was recognized with Teach For America’s Sue Lehmann Award. Pham was one of only four teachers to receive the award nationally. He was chosen from 23 semi-finalists and 117 regional nominees.

Carla Rivera, a 2013 graduate of LMU’s CAST (Catholic Archdiocesan School Teachers) program and a teacher at Good Shepherd School in Beverly Hills, was selected as the 2014 recipient of the Archbishop José Gomez Scholarship, awarded by the Catholic Association of Latino Leaders. Rivera is the first teacher to receive the scholarship.

GIVING BACK: SCHOLARSHIP SUPPORT

LMU President David W. Burcham has launched the Loyola Marymount University Scholarship Initiative to enhance equity and access to an LMU degree. The initiative aims to raise \$100 million over three years, with the funds used entirely for undergraduate and graduate need-based scholarship aid – essential to ensuring a student body that mirrors the diversity of the communities LMU serves. Scholarship funds are an investment in the educators and leaders who will effect educational change in the classroom, within systems and across communities.

giving.lmu.edu/scholarship

TOP LEFT:
Mandela Schumacher-Hodge
TOP RIGHT: Brittany Barnes
BOTTOM LEFT: Carla Rivera
BOTTOM RIGHT: Hoang Pham

A MESSAGE FROM THE DEAN



In our increasingly globalized society, how well the United States prepares students in areas such as math, science and reading proficiency matters more than ever before. Unfortunately, by most measures our educational system is failing our youth. Unacceptable equity and opportunity gaps persist in far too many communities, and despite efforts to address these problems, our society continues to spend far more on incarceration than on education.

At the LMU School of Education, we are committed to a different approach. We prepare teachers and leaders who become change agents, transforming classrooms and communities across educational settings. And, as this year's Impact Report makes clear, we work with schools, districts and communities in finding and implementing practical solutions to seemingly intractable problems. With a faculty and student population reflecting the diversity of the communities we serve, we are highly invested in these partnerships. We are steadfast in our commitment to listening to our partners' needs and contributing what we can to ensuring their success. Through open dialogue among diverse participants – bringing their unique perspectives to the table – innovative ideas emerge that enable all stakeholders, working together, to break away from the status quo.

Grounded in our Jesuit traditions, we at the SOE know that education can be transformative – and the only way to achieve social justice. We believe nothing is more important than ensuring a high-quality educational experience for all children. With our partners, we are opening the doors of opportunity so that no matter where they come from or what school they attend, young people can go on to pursue their dreams and contribute in meaningful ways to our society.

A handwritten signature in black ink that reads "Shane P. Martin". The script is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

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

Follow me on Twitter @lmusoedean

Shane P. Martin, PhD
Dean and Professor

Kathleen Ash, MPA, MA
Associate Dean for Business Services

Mary K. McCullough, PhD
Associate Dean for Faculty

Manny A. Aceves, EdD
Assistant Dean for Strategic Partnerships
& Educational Effectiveness

Doris Madrigal, PhD
Assistant Dean for Academic Services

Eric Young, MBA
Assistant Dean for Enrollment
& Business Services

Kerry Toolan, MA
Director of Development

Jordan Gadd
Manager of Communications
& Special Projects

Brian P. Leung, PhD
Chair, Educational Support Services

Edmundo F. Litton, EdD
Chair, Specialized Programs
in Urban Education

Irene Oliver, EdD
Chair, Elementary and
Secondary Education

Elizabeth A. Stoddard, PhD
Chair, Educational Leadership

Editor
Dan Gordon

Design/Art Direction
Steve Williams, Smart Art and Design, Inc.

Photography
Jim Shoemaker, Jon Rou,
Veronica Puleo, Glenn Marzano



RESHAPING

SCHOOLS & SOCIETY:

TOGETHER IN PARTNERSHIP

soe.lmu.edu



@LMUsoe



facebook.com/LMUsoe



youtube.com/LMUsoe

