

# CONNECTIONS

LINKING EDUCATORS TO BUILD  
A BRIGHTER FUTURE  
FOR SCHOOLS AND COMMUNITIES



2015 IMPACT REPORT

**LMU** | **LA**  
School of Education

Loyola Marymount University

**SOE BY THE NUMBERS  
2014-2015**

**STUDENT ETHNICITY**

**African American**

**8.9%**

**Asian/Pacific Islander**

**11.4%**

**Latina/o**

**34.6%**

**Multirace**

**4.2%**

**Native American**

**0.1%**

**White**

**36.8%**

**Other**

**4%**

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**U.S. NEWS Rankings**

The LMU School of Education is tied for the second-highest ranked Jesuit institution nationally. The SOE is the third-ranked private, independent school of education in California.

**1,412**

Students

**46**

Full-Time Faculty

**14.3**

Average Class Size

**32%**

Master's Admit Rate

**3.3**

Average GPA  
of Admitted Students

**762**

Credentials  
Awarded

# CONNECTIONS

In the highly competitive 21st-century global society, equipping youth with the knowledge and skills required for success is essential to their future, and to ours as a nation. Everyone has a stake in the outcome of our system of PreK-20 education: teachers, principals and superintendents; public officials and policy makers; the business community and nonprofit organizations; and, of course, parents and their children. But too often, these groups fail to unite in their common purpose – to identify opportunities and discuss challenges, as well as to share ideas and work together to find solutions.

At the LMU School of Education, we reach across the divides. Unlike traditional university programs, we are grounded in the real world of schools and communities, with authentic partnerships in all sectors and a reputation for bringing together stakeholders to produce the types of changes our schools need and our children deserve. This collaborative, can-do approach has attracted national attention – in *U.S. News & World Report's* latest survey of graduate schools of education, our SOE ranked 59th out of 357 surveyed and among the more than 1,500 schools, colleges, and departments of education nationwide; we have now climbed 72 positions since 2011. We continue to build on this momentum, leveraging our reputation toward the types of connections that will lead to better schools and stronger communities while securing our nation's future.

COVER: Playa Vista Elementary School, a demonstration school for STEM education through a collaborative partnership with the LMU School of Education.



## GRADUATE PROGRAM Rankings

In national rankings released by GraduatePrograms.com in the fall of 2014 and the spring of 2015, three of the LMU School of Education's programs placed in the top 25 based on student survey data. These included:

- Administration Program
- Counselor Education Program
- Secondary Education Program

472

MA Degrees  
Awarded

13

EdD Degrees  
Awarded

\$20.1m

Total Financial Aid  
to Students

\$12,436

Financial Aid  
Per Student

81%

Students Receiving  
Financial Aid

# LEADING BY **CONVENING**



**JANUARY 24**

## **Building Bridges through Intercultural Competency: A Symposium on the Future of Education and Ministry in the Church**

More than 140 educators and religious leaders converged on the LMU campus to discuss topics around diversity and intercultural competency – communicating effectively and appropriately with people of other cultures. Presented through a partnership among the SOE, LMU Center for Catholic Education and Catholic Extension, the event featured a keynote address delivered by Los Angeles Archbishop José Gomez (pictured above), the highest-ranking Hispanic bishop in the United States.

**FEBRUARY 10**

## **Leavey Presidential Chair Lecture**

Carol Brunson Day (below, second from left), a recognized leader in the field of early childhood education and expert in African American culture and heritage, examined the ramifications of the landmark U.S. Department of Labor report on black poverty in "50 Years After the Moynihan Report: Ethical Concerns in the Education of African American Children." The lecture was part of a series of panel discussions and dialogues in 2014-2015 on "Building Educational Justice within African American Communities," hosted by the LMU Family of Schools and the SOE's EdD in Educational Leadership for Social Justice Program. Dr. Antonia Darder (below, second from right) is the holder of the Leavey Presidential Chair.



**MARCH 13-14**

## **TESP Global Summit on the Education of Individuals with Disabilities**

Twenty-five years ago, the Americans with Disabilities Act (ADA) gave historic protections and accommodations to individuals with disabilities. In March, the SOE and The Education Success Project (TESP) brought stakeholders across education, industry, government and service to LMU for a two-day event commemorating the law and examining progress and challenges in education, employment, transportation and housing. The Honorable Anthony Coelho '64 (pictured above), former U.S. Congressman and primary ADA sponsor, chaired the summit and received the LMU President's Award at the event.



Faced with a complex set of challenges, educators must put aside traditional thinking and consider new approaches with the potential to break away from the status quo. At the LMU School of Education, we assemble leaders, administrators, educators and other stakeholders from all settings, along with top thinkers and innovators from other fields, to engage in dialogues designed to find solutions that will allow all learners to succeed.

## **TED<sup>x</sup>** **LoyolaMarymountU** x = independently organized TED event

### **MAY 2** **TEDxLoyolaMarymountU**

In “360°: Learning from Every Angle,” participants were challenged to look anew at the complex educational issues they face everyday, open themselves up to innovative ideas, and adopt different ways of thinking. Hundreds of education and innovation enthusiasts convened at LMU to build connections and spark conversation. As is typical of TEDx events, thought leaders from a wide variety of industries spoke. TEDxLoyolaMarymountU was launched in 2013 as the most unique education-oriented conference in Los Angeles.

### **MAY 18-19** **Schools That Can National Forum**

The 10th annual Schools That Can National Forum at LMU connected leaders from PreK-12 urban education with top individuals from higher education, industry and innovative education organizations to discuss potential solutions to one of the most critical issues we face – students’ college- and career-readiness. “Connecting Education to Employment (e2e)” inspired participants to break through traditional silos and find ways to close the persistent opportunity and skills gaps.



### **JULY 31** **Better Together:** **California Teachers Summit**

The power of collaboration continued to prevail over the summer, as more than 15,000 California educators gathered at 33 locations across the state. In addition to hearing from nationally renowned speakers, the educators attending the free event shared innovative strategies and proven best practices for implementing the new California Standards. The SOE was one of the statewide leaders on behalf of the Association of Independent California Colleges and Universities, which was one of three lead partners along with the California State University and New Teacher Center. The SOE also led the statewide headquarters site in Pasadena, which had more than 1,500 educators in attendance.

## INNOVATION AND CHANGE THROUGH

# TECHNOLOGY

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It goes without saying that technology has changed the world, and our classrooms. By joining with partners, the SOE is seizing on the opportunities presented by the digital revolution to enhance educator preparation and professional development while creating effective new models of learning. Meanwhile, the SOE's alumni are leading the effort to unleash technology's potential to change the way PreK-20 students learn and teachers teach.



A student at the Holy Name of Jesus school demonstrates the technology employed in Catholic schools.



Many educators, particularly at the outset of their careers, find themselves wishing they could receive feedback on their instruction from someone with expertise on the subject matter. **Erik Brown** (MA '13), a graduate of the LMU/Teach For America Northern California Partnership program, is part of a team addressing that need with Edthena, a video platform that provides teachers with online coaching, peer review and group learning whenever they need it. In July, the company announced the addition of SOE dean Shane P. Martin to its Education Advisory Board.



Teachers can create their own Khan Academy with eduCanon, a platform that allows teachers to stream video content they've created or found online (TeacherTube, YouTube, Vimeo) through the eduCanon player, populating it with questions and feedback for accountable, personalized instruction. EduCanon was created by LMU/TFA Northern California alums **Benjamin Levy** and **Susan Germer**, who received their preliminary credentials from the SOE in 2011. The product has accelerated the momentum behind flipped classroom environments, earned AT&T's Social Innovation Award and was named a finalist for Teach For America's Social Innovation Award, in addition to a spot for Levy on *Forbes* magazine's "30 Under 30 in Education" list.

## Blended Learning in Catholic Schools

Through two initiatives in partnership with the Los Angeles Archdiocese, the SOE is bringing blended learning and technology integration to Catholic schools as a way of closing the achievement gap and improving students' academic success. The SOE will partner with three Los Angeles Archdiocesan schools in economically disadvantaged neighborhoods to implement programs that blend online learning with classroom instruction focusing on student learning. "We are working closely with teachers and the administration on what it means to be a blended learning school – the culture and climate, the teaching pedagogies, and how technology can better prepare students for college and careers," explains Shannon Tabaldo, SOE's director of digital curriculum integration and development. In partnership with the L.A. Archdiocese, the SOE has also launched a technology integration specialist certificate. Teacher-leaders from 13 schools are being prepared to work with their school's teachers in successfully integrating technology into lesson plans to improve student outcomes.



The tech startup CrowdSchool is reimagining how schools teach with project-based learning in 21st century classrooms. The web-based education platform, founded by **Tim Monreal** (MA '10) and **Sergio Aguilar** (BA '02, MA '05), alumni of the SOE's PLACE Corps program, along with LMU undergraduate alumnus **Peter Glenn** (BA '02), empowers teachers to create engaging project-based lessons in minutes that they can use in their blended K-12 classrooms – and share with peers around the world. In class, students work through a project on CrowdSchool's platform and use digital devices to make creative projects that solve real-world challenges. CrowdSchool recently won Silicon Valley Education Foundation's iHub Pitch Games.

## Certificate in Catholic School Administration

Leadership is a strategic concern for Catholic schools in many mission dioceses across the country, but often barriers of cost and distance stand in the way of professional development for the most promising leaders of these schools. Now, the SOE's Catholic School Leadership Academy has partnered with Catholic Extension to offer a graduate-level online Certificate in Catholic School Administration to principals and aspiring leaders of Catholic schools in mission dioceses across the country. "This partnership has enabled us to provide professional development focused on Catholic school administration for mission dioceses that don't have a Catholic university close to them, and lack the financial resources to support such a program for their future leaders," explains Anthony Sabatino, the SOE clinical associate professor who leads the program.



# LINKED WITH **ALUMNI SUCCESS**

We are a comprehensive School of Education, unique in our equal commitment to public, charter and Catholic education and determined to transcend traditional boundaries in pursuit of common goals. Through this approach, we continue to serve as a springboard for the next generation of leaders in public, charter and Catholic schools – change agents whose energy, talent and ability to unite disparate groups are transforming schools and communities.



Students at Westchester Enriched Sciences Magnets, a part of the LMU Family of Schools.





## CALIFORNIA CHARTER SCHOOLS ASSOCIATION

**Laura McGowan-Robinson**

**Senior Vice President, Regional Advocacy**

Laura McGowan-Robinson decided early that she would dedicate her career to opening an outstanding urban school and providing equitable, quality education for all students. Her refusal to accept the status quo in urban education led her to enroll in the SOE's Doctoral Program in Educational Leadership for Social Justice – and ultimately to her current position at the California Charter Schools Association. As a Building Excellent Schools fellow, McGowan-Robinson founded Crown Preparatory Academy and served as executive director of the South Los Angeles middle school, which in 2013 embarked on an unprecedented partnership between the Los Angeles Unified School District and a charter school. Now, McGowan-Robinson is continuing her commitment to transforming urban education by advocating for policy reform at the local and state levels.

## BOSTON PUBLIC SCHOOLS

**Tommy Chang**  
**Superintendent**

A 2013 graduate of the SOE's doctoral program, Chang brought his experience and doctoral training to one of the nation's largest school districts when he was named superintendent of Boston Public Schools effective July 1 – a position in which he oversees 128 schools and more than 57,000 students. Previously, Chang spent three years as instructional superintendent of the Los Angeles Unified School District's Intensive Support and Innovation Center, responsible for 135 of the district's lowest-performing as well as its most innovative schools. "When I was at LMU, I was part of a very tight cohort that believed our purpose was to become leaders, to make a difference in our work and our lives, and to lift kids out of poverty," Chang says. "We have a mission to ensure that all kids have the same opportunities in life."



## ARCHDIOCESE OF LOS ANGELES CATHOLIC SCHOOLS

**Kevin Baxter**

**Senior Director and Superintendent**

In accepting the SOE's 2015 Educator of the Year award in April, Kevin Baxter (MA '01) characteristically deflected attention to his fellow educators in the Archdiocese of Los Angeles. "While it is an individual recognition, it is more accurate to say it is a reflection of the great work being done by dedicated educators at the Department of Catholic Schools and at Catholic schools throughout the Archdiocese," Baxter said. In the spring, Los Angeles Archbishop José Gomez named Baxter to the newly created position of senior director and superintendent of Catholic schools for the Archdiocese of Los Angeles. Baxter, a part-time SOE faculty member, had served as superintendent of elementary schools in the Archdiocese since 2009. He is the author of the book *Changing the Ending* (NCEA, 2011), on how Catholic schools can grow in the coming years.

WORKING

# TOGETHER

## Impacting Communities

Beyond the confines of the LMU campus, SOE initiatives continue to make an impact in local communities through partnerships that engage stakeholders and improve educational outcomes.

With a five-year, \$1.9 million grant from the U.S. Department of Education, the SOE's **Center for Equity for English Learners** is working with three partner school districts and the LMU Center for Urban Resilience to better meet the needs of English Learners. Project STELLAR: Teaching for Critical Transitions promotes a more rigorous interdisciplinary approach to teaching science, language and literacy education in grades 4-8 through professional development and systematic assessment of students' progress.

Earlier this year, the groundbreaking **LMU Family of Schools** collaborative was awarded a four-year, \$1.1 million federal grant to support training teachers at six Los Angeles Unified School District elementary schools in incorporating ethnic culture and visual arts into the curricula to improve the academic performance of underserved students. LMU faculty who specialize in elementary education and ethnic studies, along with a group of artists and art educators, will assist the teachers in integrating African American and Latino history, culture and art into their lesson plans.



## CENTERS & PARTNERSHIPS

A unique 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 – continued to expand in its second year as it brings district-level change in the way mathematics is taught. The **Mathematics Leadership Corps** builds teacher capacity through professional development of teacher leaders, who then work with colleagues in their schools. Based on the impressive results in Culver City, the program will be expanding to additional school districts in its third year.

Meanwhile, in LMU’s backyard of Playa Vista, the SOE’s **Center for Math and Science Teaching** continues to work in partnership with LAUSD and the community to build a STEM (science, technology, engineering, and mathematics) teaching demonstration site at Playa Vista Elementary. Funded by grants from the W. M. Keck Foundation and the S. D. Bechtel, Jr. Foundation, the program addresses a major national priority by redefining how STEM is taught at the elementary level – and thus introducing young learners to the excitement of these critical subjects at an early age.

“Our priority is working with schools, organizations, and communities in a very intentional way. We strive to partner and collaborate to improve educational outcomes for all students,” explains Manny A. Aceves, the SOE’s associate dean for strategic partnerships and educational effectiveness. “At a time when schools of education are being held to a higher standard of accountability, we are well positioned through these partnerships to continue to transform and improve learning in PreK-12 classrooms.”



### THE CENTER FOR CATHOLIC EDUCATION An Anchor for Catholic Schools

The SOE-based **Center for Catholic Education** serves as an anchor for Catholic schools in Southern California and across the country, bringing together a broad range of programs focusing on leadership development, teacher preparation, research, and professional development and outreach – all aiming to advance PreK-12 Catholic education in the region and nationwide.

The year 2015 represents a milestone for two CCE programs that continue to strengthen Catholic school education in Los Angeles and beyond. **PLACE Corps**, LMU’s nationally recognized Catholic teacher service program, was established 15 years ago to provide outstanding and committed young people with the opportunity to earn a master’s degree and credential while serving as full-time teachers in under-resourced Catholic schools of the Los Angeles Archdiocese. This year also marks the 10th anniversary of **CAST** (Catholic Archdiocesan School Teachers), launched in 2005 in response to a Los Angeles Archdiocese-identified need to better prepare its teachers with training toward a credential. The two-year program, open to full-time educators in Catholic schools within the Archdiocese of Los Angeles, enables teachers to earn a combined master’s degree and teaching credential.

While these teacher preparation programs continue to thrive, the CCE is a partner in exploring the pressing issues and greater challenges of the day in Catholic education. LMU hosts the **Journal of Catholic Education**, the only peer-reviewed academic journal in the U.S. focused on Catholic education. All 15 years of the journal’s free articles are available online.



# CONNECTIONS

## PROGRAM HIGHLIGHTS

### LMU/TEACH FOR AMERICA

#### Jaime Ballesteros

Jaime Ballesteros (pictured far right) was 11 and filled with hope when his family came to the United States from the Philippines. But after his father lost his work visa, Ballesteros lived in constant fear of deportation. Now the fear is gone, thanks to Ballesteros' Deferred Action for Childhood Arrivals status, and he is giving back to others from challenging backgrounds as a teacher in the Watts community while earning his MA in Urban Education through the LMU/Teach For America Los Angeles partnership. In July, Ballesteros was honored as a White House Champion of Change.



### TEACH FOR THE PHILIPPINES PARTNERSHIP

#### International Experiences

Eleven LMU School of Education graduate students finishing up their studies in urban education won't soon forget their summer in the Philippines. As part of a study-abroad course, the students traveled to Manila with Professor Edmundo Litton, gaining invaluable international perspectives on education while working in classrooms alongside Teach for the Philippines fellows and being exposed to various aspects of Philippine culture. The SOE has provided professional development and consultation to the three-year-old Teach for the Philippines program, which has adopted Teach For America's model of expanding educational opportunity and transforming committed and talented young people into lifelong advocates for education equity.

# FACULTY HIGHLIGHTS

## REF RODRIGUEZ

Ref Rodriguez, an LMU alumnus and adjunct faculty member in the SOE's Department of Educational Leadership, was elected to the Los Angeles Unified Board of Education in May – representing an area that includes neighborhoods north and east of Downtown Los Angeles, along with the cities of southeast L.A. County. A leader in the charter school movement, Rodriguez co-founded Partnerships to Uplift Communities – a charter school organization serving predominantly first-generation college-going Latino students. As an adjunct SOE faculty member, he helped to develop the school's master's degree and administrative credential program for aspiring charter school leaders.



## ANTONIA DARDER

Antonia Darder, the Leavey Presidential Chair of Ethics and Moral Leadership at the SOE, was inducted as a 2015 Fellow of the American Educational Research Association, the largest national professional organization devoted to the scientific study of education. Darder has spent more than three decades exploring how class inequalities and critical pedagogy are linked with political issues and ethical concerns. She has written or edited 15 books, as well as numerous articles on educational equity and social justice. In the spring, Darder received LMU's Rains Award for Excellence in Research, Scholarship or Creative Work.

## FACULTY BOOKS

### 2014-2015

**Marta Baltodano.** *Appropriating the Discourse of Social Justice in Teacher Education.* Lanham, MD: Rowman & Littlefield.

**Ernesto Colín.** *Indigenous Education through Dance and Ceremony: A Mexica Palimpsest.* New York: Palgrave Macmillan.

**Antonia Darder.** *Freire and Education.* London: Routledge.

**Antonia Darder,** Peter Mayo & Joao Paraskeva (Eds.). *International Critical Pedagogy Reader.* London: Routledge.

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

Thomas Sergiovanni, Paul Kelleher, **Martha McCarthy** & Frederick Wirt (Eds.). *Educational Governance and Administration* (5th Edition). Boston: Allyn & Bacon.

**Elizabeth C. Reilly** & Quirin J. Bauer. *Women Leading Education Across the Continents: Overcoming the Barriers.* Lanham, MD: Rowman & Littlefield.

**Ani Shabazian.** *Developing the Whole Child: Best Child-Care Practices in Limited Resource Settings for Children 0-8 Years of Age.* Los Angeles: Whole Child International.

Robbin D. Crabtree & **David Alan Sapp.** *ESL Students in the Public Speaking Classroom* (2nd Edition). New York: Bedford/St. Martin's Press.

## DEVELOPMENT & ALUMNI CORNER



### SOE ALUMNI ASSOCIATION

The SOE Alumni Association has been launched for the purpose of keeping SOE alumni connected with the LMU School of Education and with each other. The group's aim is to ensure the continued excellence of the school and assist alumni on their journey in social, professional and intellectual experiences. Open to all SOE alumni, the SOE Alumni Association will focus on engaging alumni through its three pillars: building community, volunteer service and professional development. The inaugural Board of Directors, announced in August, will help to shape the SOE Alumni Association's vision, mission and goals.

### SPONSORED RESEARCH & CONTRACTS\*

Fiscal Year 2014-2015

## \$6,375,995

\* This total represents sponsored research and contracts for the School of Education and the university's education unit.

# \$3.5M

### FUNDRAISING

The LMU School of Education has reached its \$3 million fundraising goal for fiscal year 2015 through a campaign that raised funds to support student scholarships, expand research opportunities and foster innovative programs and partnerships. Every contribution is appreciated.

### GRANTS

#### SHANE P. MARTIN & MANNY A. ACEVES.

*Better Together: California Teachers Summit.* Bill and Melinda Gates Foundation (\$1,195,581).

Pamela Marton, **DARIN EARLY** & Deanna Cooke. *Integrating L.A.'s Culture & Context into Visual Arts Professional Development Program.* U.S. Department of Education (\$967,626).

**PHILIP MOLEBASH.** *STEM Literacy Methods Project: Re-conceptualizing Pre-service Teacher Preparation through a Model Demonstration School Partnership.* W.M. Keck Foundation (\$200,000).

**PHILIP MOLEBASH.** *LMU School of Education STEM Initiative.* Windsong Trust (\$200,000).

**MICHAEL CASTIGLIONE.** *CMAST STEM Triangle Pilot Program.* Conrad N. Hilton Foundation (\$120,000).



# MESSAGE FROM THE DEAN



For the LMU School of Education and others charged with preparing the next generation of leaders in PreK-20 education and in our communities, this is a pivotal time. Nationally, new policies and standards are being implemented in response to troubling evidence that our students lag behind their peers in other countries. Here in California and in our home base of Los Angeles, the landscape is shifting dramatically – presenting both challenges and opportunities as we seek to foster learning environments that will enable all children to achieve the promise of a college education, meaningful work and the chance to fulfill their dreams.

No SOE is better positioned to seize this critical moment than ours – rooted in communities, connected to the real world of schools, with a well-established track record of helping to bring innovative, forward-thinking, high-impact programs to fruition. Led by faculty who conduct

meaningful research that integrates theory with practice, and who help to prepare educators and leaders who become change agents across diverse educational and community settings, we are poised to play an even greater role in the efforts to transform public, charter and Catholic education in our region, with reverberations felt across the country.

Make no mistake: We don't do this alone. True to the Ignatian tradition of our Jesuit heritage, our SOE builds bridges between the university and the community, establishing relationships and collaborative partnerships that can bring about better schools and a more just world. We unite stakeholders around a common, inclusive vision that empowers all learners for success. Together, as this year's Impact Report attests, we are on a path toward reshaping our schools and society.



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

*Follow me on Twitter @lmusoedean*

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**Editor**  
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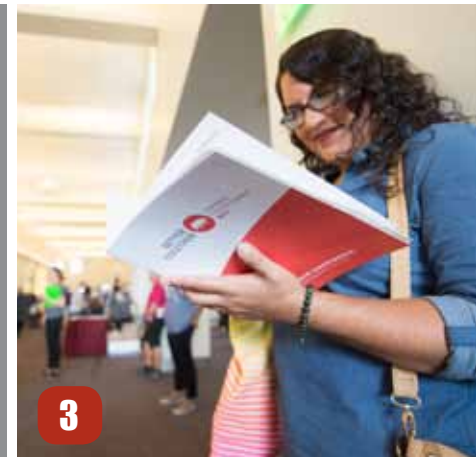
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**Photography**  
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# CONNECTIONS |



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