

IMAGINE IT  
BELIEVE IT  
BE IT



*Today's Dreams  
Tomorrow's Reality*



**LMU|LA**  
School of Education

Loyola Marymount University

**2018** | IMPACT REPORT



SOE BY THE NUMBERS  
2017-2018

STUDENT ETHNICITY

Asian/Pacific Islander  
9%

Black or African American  
8%

Hispanic or Latina/o  
38%

Other  
6.5%

Two or More Races  
3.5%

White  
35%

# IMAGINE IT BELIEVE IT BE IT

Today’s Dreams. Tomorrow’s Reality.



A MESSAGE from the Interim Dean



The leadership scholar Warren Bennis wrote, “Leadership is the capacity to translate vision into reality.” This is the work of the LMU School of Education as we strive to do more in promoting academic excellence, educating the whole person, and ensuring justice for all. The future of our children and our society depends on leaders who act, advocate and transform so that all students and their families are engaged in learning and realizing their full potential.

The LMU School of Education community collaborates to prepare leaders and change agents who partner with all stakeholders to turn dreams into realities. As this year’s Impact Report attests, these efforts are changing the equation for public, charter and Catholic education in Los Angeles, with reverberations felt throughout California, nationally and around the world. Our collective work is uniquely positioned to impact today’s educational landscape given our commitment to social justice, our integration of theory and practice, our work in diverse school and community settings, our emphasis on leadership, and our call to action. We are part of a university firmly

rooted at the nexus of imagination and innovation, dedicated to both dreaming and doing. Our creativity and drive are evidenced in our redesigned and new program offerings, our focus on engaging students in STEM, our expanding global initiatives and our determination to educate our candidates as transformative leaders.

Our School of Education continues to draw national attention and accolades. In *U.S. News & World Report’s* 2018 “Best Graduate Schools” rankings, we moved up four spots to place 58th in the country, within the top 5 percent of the nation’s 1,500 schools, colleges and departments of education. While gratified by this recognition, we remain resolute in our goals and actions to translate our vision into reality, fulfilling the dream of a high-quality education for every child.

— Mary K. McCullough, PhD

1,428  
Total Students

38  
Full-Time Faculty

15.2  
Average Class Size

66  
Doctoral Students

25%  
Doctoral Admit Rate

969  
Credentials Awarded

466  
MA Degrees Awarded

17  
EdD Degrees Awarded

\$22.3m  
Total Financial Aid to Students

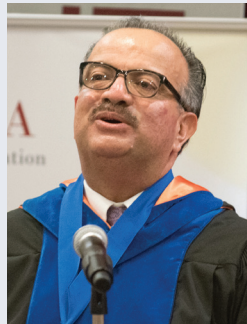
\$13,605  
Financial Aid Per Student

85%  
Students Receiving Financial Aid



# OUR VALUES

Community. Partnerships. Social Justice.



## Leading for Inclusivity 2018 EDUCATOR OF THE YEAR

Francisco Rodriguez has firsthand knowledge of the value of inclusive education and a commitment to social justice, both of which are at the heart of SOE's mission. A first-generation immigrant whose parents spent the majority of their adult lives working in factories, Rodriguez earned a PhD in education and is now chancellor of the Los Angeles Community College District. Honored by SOE as 2018 Educator of the Year, he spoke of the impact of what he called the most egalitarian system of higher education in the world. "Our community colleges are today's modern Ellis Island — accepting all who will come forth, and we receive them, accept them, educate them," Rodriguez said. LMU and the LACCD signed an agreement last year allowing students attending the district's nine colleges to receive guaranteed admission to LMU once they meet specific enrollment requirements. SOE also works in collaboration with Los Angeles community colleges to ensure a strong teacher preparation pipeline.



## Advancing Bilingual Education CENTER FOR EQUITY FOR ENGLISH LEARNERS

SOE's Center for Equity for English Learners continues to serve a critical need in California and across the nation by promoting equity and excellence in bilingual education through research-based resources and professional development. In February 2018, the nonprofit Sobrato Family Foundation awarded CEEL a \$650,000 grant to further that mission. Among its purposes, the funding supports CEEL's efforts to address the state's shortage of bilingual teachers and shape policies affecting California's 1.5 million English Learners. "We are thrilled to continue our partnership with the Sobrato Family Foundation," says CEEL Executive Director Magaly Lavadenz, SOE Distinguished Professor of English Learner Policy, Research and Practice. "This support allows our dynamic team to build on our previous work and collaborations in order to have a greater impact on English Learner achievement."

## Fighting for Social Justice

### SOE ALUM SUES OVER DACA PHASE-OUT

Miriam Gonzalez (MA '18) always considered herself a private person, but when the Los Angeles middle-school teacher was asked to step into the national spotlight as part of the first lawsuit filed by Dreamers against the Trump administration's September 2017 decision to phase out the Deferred Action for Childhood Arrivals program, she did not hesitate. A reading intervention teacher at Crown Preparatory Academy charter school who was brought to the U.S. from Mexico by her mother at the age of 6, Gonzalez was one of six Dreamers who joined in the high-profile case, which began when she was in her second year of the LMU/Teach For America Partnership program.

Without the continuation of DACA or a more permanent legislative solution, Gonzalez faces an uncertain future. Many of her students share her Latino heritage and harbor concerns of their own. "I've been open with them about my situation, which has made them more willing to open up with me," Gonzalez says.

**"The LMU/TFA program taught me that by working with others to advocate for our students, we can achieve great things. This lawsuit was an opportunity to represent not just myself, but also my students."**



## Strengthening Catholic Education CENTER FOR CATHOLIC EDUCATION

Sr. Rosemarie Nassif, SSND, is the new executive director of SOE's Center for Catholic Education, which strengthens Catholic education through leadership development, teacher preparation, research, professional development and outreach. "I am inspired and impressed by LMU's openness to advance and learn from all educational sectors as well as its commitment to diversity," Sr. Rosemarie said upon accepting the position. "I look forward to learning together and to deepening the vitality of Catholic education both locally and nationally through LMU." As a School Sister of Notre Dame, Sr. Rosemarie worked most recently at the Conrad N. Hilton Foundation, where she led the granting of \$90 million to Catholic Sisters in 23 countries and \$25 million to Catholic schools in the U.S. She previously was a senior adviser to the assistant secretary at the U.S. Department of Education, where she was responsible for achieving President Obama's 2020 College Completion goal, and has served as president of two Catholic universities.



# OUR IMPACT

## Ensuring a Diverse and Skilled Education Workforce Through Outstanding Programs

### Supporting K-12 Students SCHOOL PSYCHOLOGY FULLY ACCREDITED

SOE's School Psychology program has once again received full accreditation from the National Association of School Psychologists, in recognition of the program's excellence in producing graduates who bring responsive and evidence-based educational and psychological services to schools, communities and beyond. The conferral by the world's largest organization of school psychologists extends the program's fully accredited status through 2022.

"Full accreditation by NASP is a testament to LMU SOE's commitment to quality in education and training in school psychology," says Brian Leung, professor and director of the program. "Our program always strives to meet the highest standards of the profession by providing the best evidence-based training, coursework and field experiences for our students."

SOE's School Psychology program equips candidates with assessment and intervention skills, legal and ethical training, system-level thinking, and the professionalism to become leaders in their schools and communities. Graduates of the program automatically receive the Nationally Certified School Psychologist credential from NASP, allowing them to work in other states, and an Education Specialist degree in School Psychology, Master of Arts in Educational Psychology and the California Pupil Personnel Services Credential in School Psychology.



### Promoting Diversity SOE LAUDED IN NATIONAL REPORT

**An in-depth report on the national need for more teachers of color highlighted SOE's excellence both in attracting diverse teacher candidates to its programs and in preparing teachers for success in diverse classrooms.**

"America Needs More Teachers of Color and a More Selective Teaching Profession," released in September 2017 by the Center for American Progress, praised SOE for its rigorous admission requirements and holistic evaluation criteria, including its commitment to serving diverse communities. The independent, nonpartisan policy institute attributed SOE's success in recruiting diverse, high-achieving applicants in part to the priority it places on developing relationships with promising candidates, as well as the substantial financial aid SOE provides.

CAP noted that SOE programs feature curricula and assessments that prepare teacher candidates for diverse student populations, including a focus on English Language learners and students with disabilities. CAP also pointed to SOE's highly diverse faculty and multitude of partnerships with organizations and schools in the community as keys to its ability to prepare candidates for success in diverse classrooms.

### Preparing Professionals NEW AND EXPANDED PROGRAMS

*SOE has established or expanded several programs in response to the needs of K-12 schools, community settings and educators. For more information or to apply, go to [soe.lmu.edu/admissions/info/](http://soe.lmu.edu/admissions/info/)*

- **The Board Certified Behavior Analyst** online certificate program prepares practitioners who provide behavior management services for students with challenging behaviors and those with autism spectrum disorder.
- **The Child Welfare and Attendance Supplemental Authorization** program prepares candidates enrolled in SOE's Pupil Personnel Services in School Counseling and Pupil Personnel Services in School Psychology programs to work directly with students to improve average daily attendance.
- **The Institute of School Leadership and Administration**, which prepares ethical, respectful and transformative educational administrators and leaders through master's, credential and certificate programs offered in both online and hybrid formats, has expanded to the San Francisco Bay Area.
- **The Master of Arts in Literacy Instruction for Urban Environments** prepares K-12 teachers across the nation to lead, both in the classroom and in their district, in promoting the teaching of reading to diverse populations in urban settings.
- **The Teaching English to Speakers of Other Languages (TESOL)** online certificate and MA programs prepare candidates seeking careers in the field of English as a Second Language for positions in private and public settings at all levels of education, both nationally and internationally.



# OUR INNOVATION

## Engaging the Next Generation in STEM

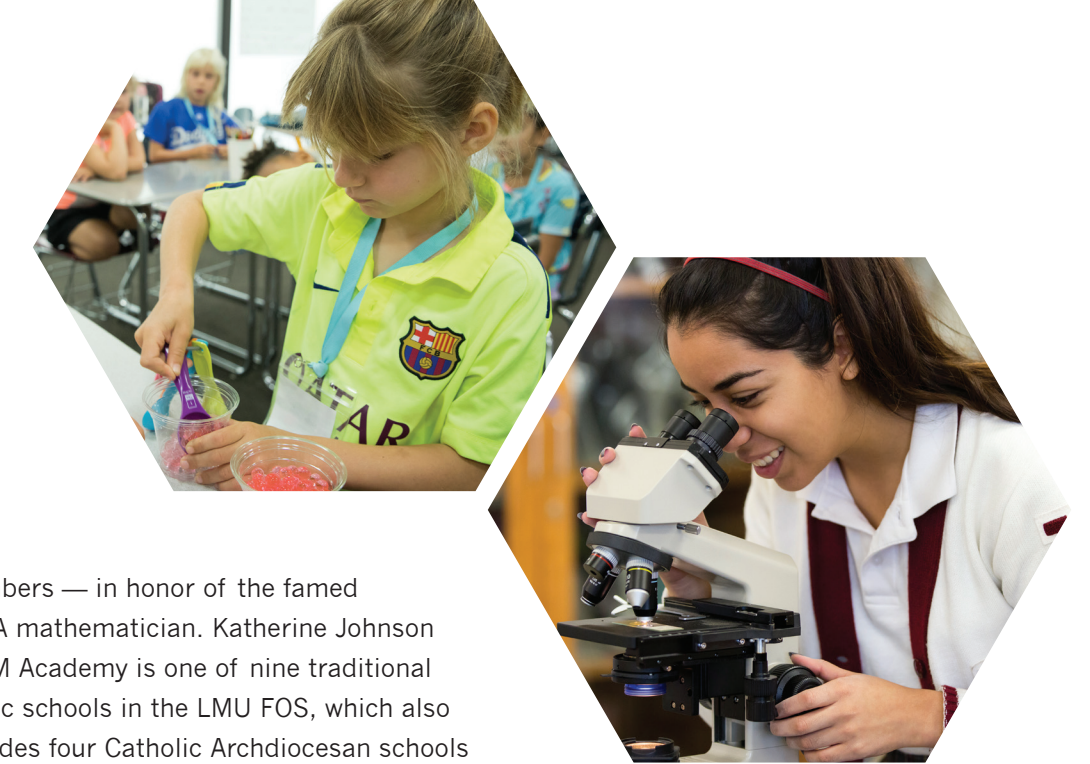
For their capstone project, the teacher candidates in SOE's "Learning and Teaching with Technology" course were given an unusual charge: create and implement a three-week learning module for their K-12 students using Minecraft: Education Edition, the classroom version of the hugely popular Microsoft-owned game in which users can collaborate in immersive environments, learning about subjects such as chemistry and aquatics — the most recent MinecraftEDU modules — on their way to creating virtual worlds.

"It's important that our teachers meet students where they are, and where they are today is in a digital world," says Shannon Tabaldo, SOE's director of digital curriculum integration and development and founding director of the iDEAL (Innovation in Digital Education and Leadership) Institute, who brought in SOE alum Neal Manegold (MA '03), Microsoft's director of Minecraft education, for an interactive session with her SOE students on the game's classroom applications. "This is pushing our teachers to think about what gamification in the classroom means and how they can make it not only fun and engaging, but applicable to real-life knowledge."



The Minecraft project is part of a comprehensive and wide-ranging SOE effort to enhance science, technology, engineering and math education for all learners. Over the summer, LMU and the nonprofit group **Project Scientist** hosted five weeklong sessions immersing girls ages 4-12 in a STEM curriculum facilitated by skilled and credentialed educators. In addition to affording the young participants with hands-on experiments and daily interactions with female role models, the partnership facilitated invaluable experiences for SOE staff and students pursuing education and STEM-related studies.

SOE also continues to contribute to enhanced STEM education in K-12 settings through the **LMU Family of Schools**, a collaborative dedicated to promoting student success and educational equity in the LMU-adjacent communities of Westchester, Playa del Rey and Playa Vista. A cornerstone of that effort, the year-old New Middle School Pathway, was renamed the **Katherine Johnson STEM Academy** by the LAUSD Board of Education in June 2018. The board adopted the proposal — which sought input from parents, students, teachers and community



members — in honor of the famed NASA mathematician. Katherine Johnson STEM Academy is one of nine traditional public schools in the LMU FOS, which also includes four Catholic Archdiocesan schools and three charter schools.

Last spring also marked the debut of a new **Upward Bound Math and Science** program at LMU to prepare traditionally underrepresented Westchester high school students for STEM-focused studies in college. The program, established with a \$1.3 million U.S. Department of Education grant, complements the existing Upward Bound program, housed in SOE, which supports Westchester Enriched Sciences Magnets high school in promoting increased graduation, college enrollment and college graduation rates among first-generation and financially disadvantaged students. "This will allow LMU's School of Education to double its efforts to support high school students in the community, particularly those interested in pursuing STEM-related fields in college," says Norma Romero, director of both programs.

The year was also notable for the inaugural **EdTech Mini-Conference at LMU**, hosted by the SOE Alumni Association. SOE students and alumni — along with keynote speaker Chet Pipkin, founder and chairman of

Belkin International, and other Los Angeles educators — gathered to discuss the impact of technology in education and to explore the innovative uses of technology through the lens of classroom teachers, education support services personnel and administrators.

Tabaldo, one of the EdTech panelists, explains that all of SOE's STEM-related initiatives are based on the conviction that empowering K-12 students through innovative and engaging teaching approaches is essential for a better future. "Educators don't have to hold all of the knowledge — we are there to be facilitators of exploration," she says. "Students are naturally curious. Our job is to take advantage of the tools we have to teach critical thinking and problem solving, and to create opportunities for students to use those skills in ways that will prepare them to make an impact on their community and the world."



Grants

Grants of \$200,000 or more received in 2017-2018. For a complete list, please visit [soe.lmu.edu](http://soe.lmu.edu)

CENTER FOR CATHOLIC EDUCATION

- **Shane P. Martin**
    - Carrie Estelle Doheny Foundation
- \$300,000**

CENTER FOR EQUITY FOR ENGLISH LEARNERS

- **Magaly Lavadenz**
    - Sobrato Family Foundation
- \$650,000**

CENTER FOR UNDERGRADUATE TEACHER PREPARATION

- **Annette P. Hernandez**
    - Great Public Schools Now
- \$210,000**

MATHEMATICS LEADERSHIP CORPS

- **Katharine Clemmer**
    - Leonetti/O’Connell Family Foundation
- \$750,000**

UPWARD BOUND

- **Norma Romero**
    - Upward Bound Math & Science, U.S. Department of Education
  - Upward Bound Classic, U.S. Department of Education
- \$1,319,690**
- \$1,293,938**

Fundraising

SOE exceeded its fundraising goal for fiscal year 2018 through an effort that raised \$4,008,241 in funds to support student scholarships, expand research opportunities and foster innovative programs throughout Southern California and across the state.

Sponsored Research & Contracts

FISCAL YEAR 2018

**\$7,010,216**

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

# OUR REACH

Advancing Education Around the Globe



## Building Capacity in Indonesia FULBRIGHT SPECIALIST

Karen (Karie) Huchting, SOE associate professor and associate director of the Doctorate in Educational Leadership for Social Justice (EdD) program, spent part of summer 2018 at Indonesia’s Muhammadiyah University of Yogyakarta after being chosen to participate in the prestigious Fulbright Specialist program. Fulbright specialists, representing a wide range of disciplines, are selected through a highly competitive process based on their knowledge, skill sets and ability to make significant contributions to projects overseas. They are then matched with projects designed by host institutions from more than 150 countries. Huchting, an expert in research methodology who teaches SOE’s research methods courses at the master’s and doctoral levels, worked with faculty in her host institution’s English Language Education department to build capacity in the areas of research and publications.

## Leading Teacher Prep in California and Beyond RAINS AWARD FOR EXCELLENCE IN SERVICE

Edmundo Litton, professor and chair of SOE’s Department of Specialized Programs in Urban Education, received the Rains Award for Excellence in Service at the LMU Faculty Awards ceremony on April 25. Litton developed the LMU/LA CAST (Catholic Archdiocesan School Teachers) program, which has provided professional development leading to a credential and master’s degree to more than 1,000 Catholic-school teachers throughout the Archdiocese of Los Angeles since its establishment in 2003. As director of the LMU/ Teach For America Partnership, he has helped to lead an expansion of the program into the San Francisco Bay Area and Sacramento. He has also internationalized teacher development through a partnership he established in 2014 with Teach For All in the Philippines, which is part of the global Teach For All network.



Edmundo Litton



## Learning in Guatemala ALTERNATIVE BREAK

Michael Cersosimo, assistant director of SOE’s Center for Undergraduate Teacher Preparation, and two CUTP candidates — Micaela Plummer (L) and Veronica Yepiz (R) — joined a group of LMU students on a visit to Guatemala last spring as part of the Alternative Break program. The students worked closely with a local school to learn about the indigenous curriculum it uses to promote pride in the students’ Mayan culture. They also studied the causes and impact of the Guatemalan civil war. Alternative Break, established in 2003, offers student-led domestic and international trips over LMU’s spring break highlighting issues such as education, immigration and public health.



## Alumni Abroad FULBRIGHT SCHOLARS

Three SOE alumni are spending the 2018-19 academic year overseas among the more than 1,900 U.S. citizens who are teaching, conducting research and/or providing expertise abroad through the 2018-19 Fulbright U.S. Student Program. Andrea Castellanos (MA ’16), Jesse Jovel (BA ’12, MA ’14) and Lauren Rowland (BA ’18) are in Spain, Colombia and Laos, respectively. They were selected on the basis of academic and professional achievement as well as their record of service and demonstrated leadership in their fields.



Andrea Castellanos (MA ’16) Spain



Jesse Jovel (BA ’12, MA ’14) Colombia



Lauren Rowland (BA ’18) Laos

**Mary K. McCullough, PhD**  
*Interim Dean and Professor*

**Timothy Chang, MA**  
*Associate Dean for Business Services*

**Franca Dell’Olio, EdD**  
*Associate Dean, Continuous Improvement and Accreditation*

**Ramiro Euyoque, MBA**  
*Associate Dean, Enrollment Services and Strategic Partnerships*

**Doris Madrigal, PhD**  
*Associate Dean for Academic Services*

**William D. Parham, PhD**  
*Interim Associate Dean for Faculty*

**Michelle Duro, MEd**  
*Director of Development*

**Jordan Gadd, MA**  
*Director of Strategic Planning and Engagement*

**Terese C. Aceves, PhD**  
*Interim Chair, Specialized Programs in Professional Psychology*

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

**Candace Poindexter, EdD**  
*Chair, Elementary and Secondary Education*

**Elizabeth C. Reilly, EdD**  
*Chair, Educational Leadership*

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What we imagine for the future of education for all children:

