

BERKELEY EDUCATOR

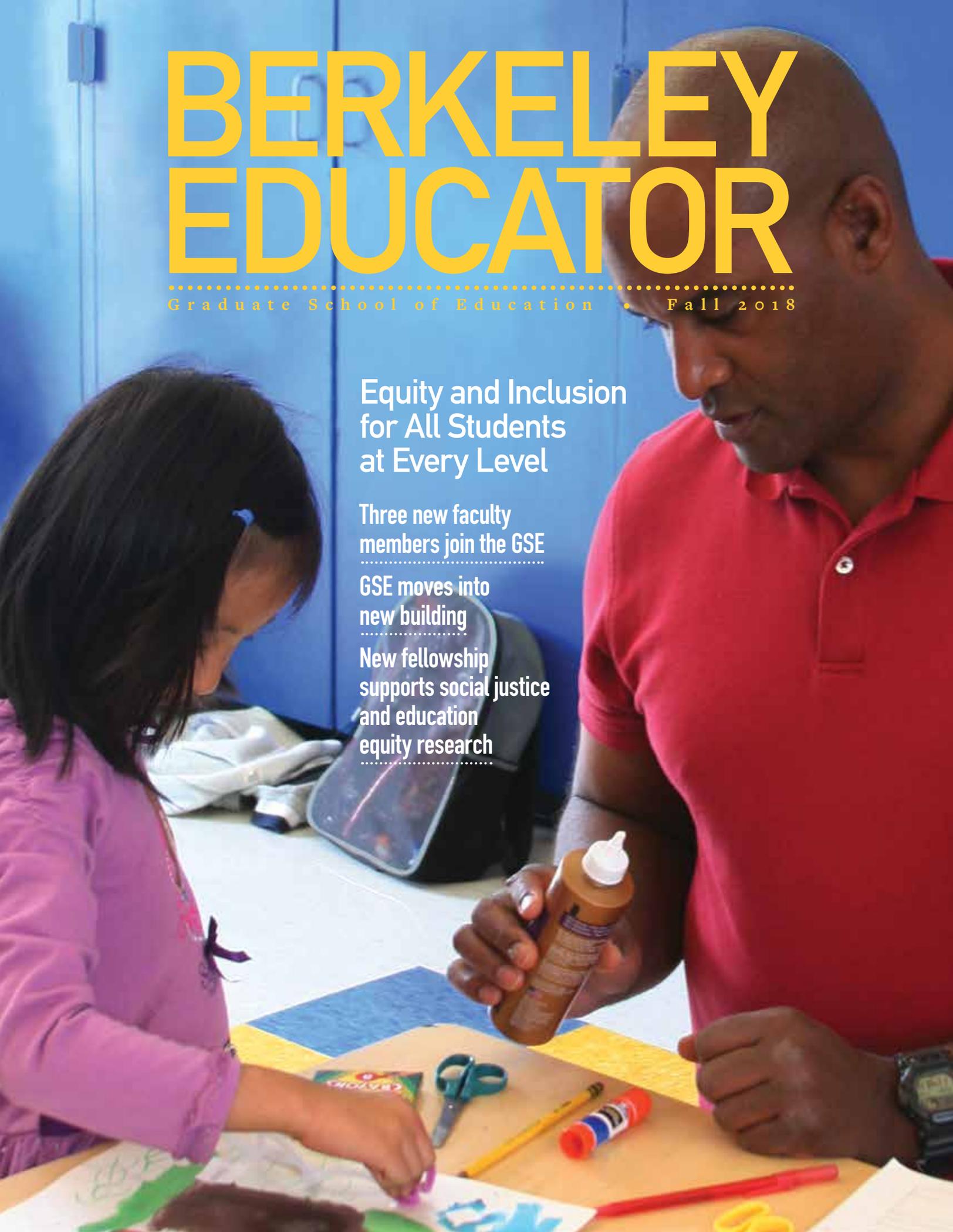
Graduate School of Education • Fall 2018

Equity and Inclusion
for All Students
at Every Level

Three new faculty
members join the GSE

GSE moves into
new building

New fellowship
supports social justice
and education
equity research



From the Dean



Greetings,

Transitions. Transitions. Transitions. The feel of change – new beginnings and chapter closures – is in the air. The last year has entailed much for the Berkeley GSE, including a large-scale move to our new home on Berkeley Way. For the first time in decades, nearly all of us are together on the same floor in a new building furnished with contemporary, colorful, ergonomic furniture; loads of natural sunlight; picturesque views; and importantly some semblance of seismic protection. We won't have to worry about earthquakes buckling our building as much now! Please feel free to stop by and visit us in our new building.

We also celebrate a number of accomplishments, new additions, and milestone completions in the GSE family. First, we welcome three new faculty members: Associate Professor Thomas M. Philip, an expert on digital literacy and learning sciences, who will lead the GSE's teacher education program – which recently received a makeover and new name, Berkeley Educators for Equity and Excellence (BE₃); Assistant Professor Tolani Britton, an economist of education who conducts large-scale quantitative analyses of the impact of various social and educational policy changes on higher education; and Assistant Professor Travis J. Bristol, an expert on educational policy and the diversification of the national teacher workforce.

We applaud two of our PhD students, Michael Singh and Virginia J. Flood, who recently received highly competitive, prestigious Spencer Foundation/National Academy of Education doctoral dissertation fellowships.

Last but certainly not least, we salute former Dean and Professor P. David Pearson, a literacy scholar who has retired. David served as GSE Dean for nine years and will continue as a Professor of the Graduate School. You can read more about him on page 14.

In this era of “newness,” I eagerly anticipate more revitalization of the GSE's intellectual culture with additional new programming and courses. Continually, the faculty, staff and I aim to enhance the student experience. Thankfully, in the spirit of staying competitive with our peer institutions, we were able to offer four-year funding packages to all of our incoming cohort of doctoral students this past year. With the continued support of our generous alumni and donors, we will continue this practice, in addition to the strategic advancement of our public mission and commitment to continuous educational improvement around the nation and globe through deep connections of research and practice.

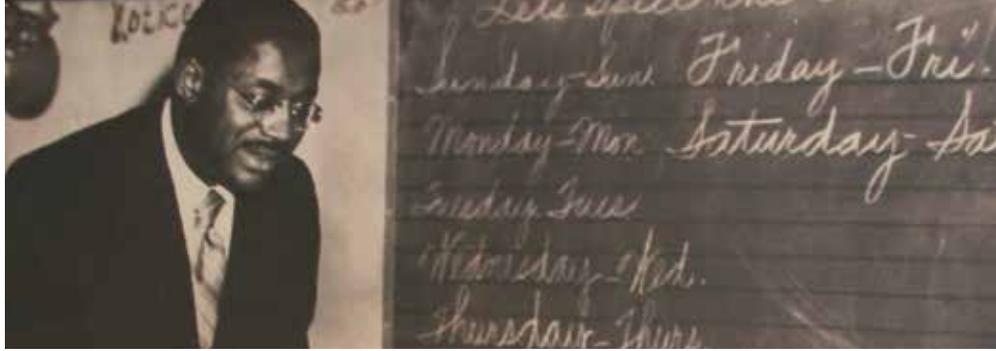
We have accomplished much this year, and I am truly grateful for the dedication of the wonderful faculty, staff, and students. Collectively, we continue to conceive, plan, and fulfill a vision and vibrant movement toward a **stronger, bolder, and more integrated** GSE. Onward, we go!

A handwritten signature in black ink, appearing to read 'Prudence L. Carter'.

PRUDENCE L. CARTER
DEAN, GRADUATE SCHOOL OF EDUCATION
gsedean@berkeley.edu

Contents

FEATURE



- 6 **New Fellowship
for Social Justice
and Education
Equity Research**
BY DARA TOM

FACULTY



- 8 **Tolani Britton
Joins the Faculty**
- 10 **Thomas M. Philip Returns
to Berkeley as GSE Faculty**
- 14 **P. David Pearson Retires**
- 16 **Travis J. Bristol
Joins the Faculty**

STUDENTS

- 20 Virginia J. Flood awarded
Spencer Dissertation
Fellowship



- 21 Michael Singh awarded
Spencer Dissertation
Fellowship



- 22 Derrika Hunt and the
Dreamers4Change
Foundation
BY ANNE BRICE
BERKELEY NEWS

Graduate School of Education

GRADUATE SCHOOL
OF EDUCATION

DEAN

Prudence L. Carter

ASSOCIATE DEAN FOR
ACADEMIC AFFAIRS

Zeus Leonardo

ASSISTANT DEAN FOR
ADMINISTRATION

Alejandro Luna

HEAD GRADUATE ADVISOR

Anne Cunningham

GSE ADVISORY BOARD

Grace Carroll

Shaquam Edwards

Anne T. Gates

Catherine H. Gordon

Miranda Heller

Eileen Hutto

Kerri Lubin

Gary M. Mukai

Louise Muhlfeld Patterson

Suzanne Schutte

Irvenia Waters

**BERKELEY
EDUCATOR**

2018

Berkeley Educator is published annually by the University of California, Berkeley Graduate School of Education for alumni, friends and supporters of the School.

EDITOR

Dara Tom

Communications & Public Relations

gsenews@berkeley.edu

510-642-0137

DESIGN

Donna Sharee Design

COVER PHOTO

Robert Joseph is working toward his master's in education and a teaching credential with the GSE's Berkeley Educators for Excellence & Equity (BE³) program. In this photo, he's teaching summer school at Peres Elementary School in Richmond, Calif., where students use art in their exploration of nature.

PRINTER

Gold Medal Press

University of California, Berkeley
Graduate School of Education
2121 Berkeley Way
Berkeley CA 94720-1670
510-643-9784
ext_rel@berkeley.edu
gse.berkeley.edu

© 2018 by the Regents of the
University of California.
All rights reserved.

New graduate program aims to keep languages from disappearing



ABOVE: GSE PhD student Sara Chase (left) at a Hupa language immersion camp with her language teacher, Verdena Parker, who is a member of the Hoopa Valley Tribe in northern California and one of the last fluent speakers of the Hupa language. (PHOTO COURTESY OF SARA CHASE)

BY JOEL BAHR, *BERKELEY NEWS*

IN AN EFFORT TO PRESERVE AND NURTURE LANGUAGES at risk of disappearing — and serve a growing interest among students — Berkeley is offering a new designated emphasis in Indigenous Language Revitalization.

The program is an interdisciplinary collaboration of the Graduate School of Education and the departments of Ethnic Studies and Linguistics.

“One of the unique aspects of the designated emphasis is that graduate students from any department can be admitted, and that is important for Native American students who might be enrolled in math or engineering programs but who still want to participate in the language vitality of their own tribal communities,” says Beth Piatote, an associate professor of Native American Studies, who is the program’s inaugural chair.

The program equips students with the methods, histories, and goals of indigenous language revitalization in global contexts. Among the first cohort of students: Sara Chase, a PhD candidate in the Graduate School of Education who works in Hupa; and Julia Nee, a PhD candidate in linguistics who works on Zapotec.

Chase has been involved in the revitalization of the Hupa language spoken by the Hoopa Valley Tribe, of which she is a member.

“I had hoped that my academic training in education, with a focus on language, literacy and culture, would have given me the time and space to be able to do my revitalization work,” says Chase. “However, I often had to do my language work in addition to and outside of my coursework.” And this is true for other students, she adds.

“The designated emphasis will give the institutional support as well as space to be able to focus on such important work that is often ignored or marginalized,” says Chase.

The designated emphasis (DE) also will help fill in knowledge gaps in the field of language revitalization.

“It’s not uncommon for a linguist to be working on an indigenous language and just be focused on documenting or describing it from a linguistic perspective,” says Zachary O’Hagan, a graduate linguistics student who helped design the DE. “Before the DE, there was no broader commitment to revitalizing the language or understanding the context of why it’s endangered in the first place.”

Berkeley has long been a leader in study of the indigenous languages of the Americas. The Linguistics Department has supported several academic endeavors, while the Native American Studies program, and the GSE conduct research addressing the historical and cultural contexts of language loss; educational policies related to language; and the epistemological and cultural values of indigenous languages.

Piatote noted that the designated emphasis brings a more holistic approach to language revitalization.

“It is difficult to contemplate the loss of entire lifeworlds of thought and the wealth of philosophical, linguistic, environmental, and medicinal knowledge that comes through these languages,” she says. “The problem is urgent, but not impossible.” ■

EDITOR’S NOTE: *This article has been reprinted with the permission of Berkeley News. A longer version of the article appeared July 27, 2018, in Berkeley News.*

We've Moved!

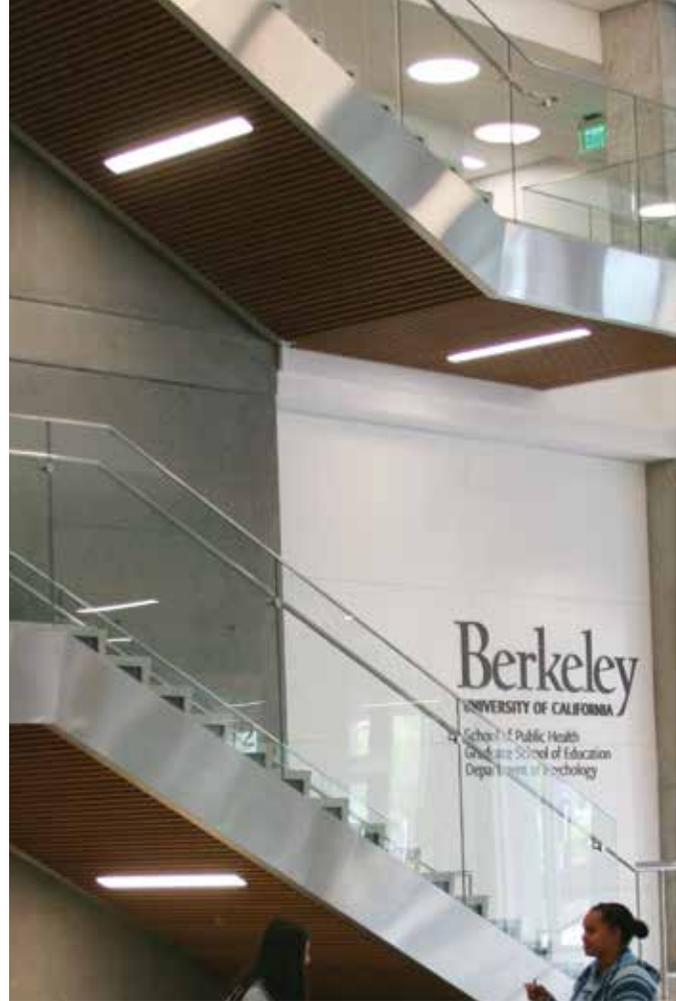
AFTER 56 YEARS IN TOLMAN HALL, the Graduate School of Education has moved into a new building at 2121 Berkeley Way. Our new home is shared with the School of Public Health, and the Department of Psychology.

We spent this summer settling into the 4th floor. We're excited about the new building, which includes a bike room; showers; smart elevators; an abundance of natural light; quality audio and visual technology in every meeting room; modern and sleek furniture; and open seating areas throughout.

We hope you will come visit us soon! ■

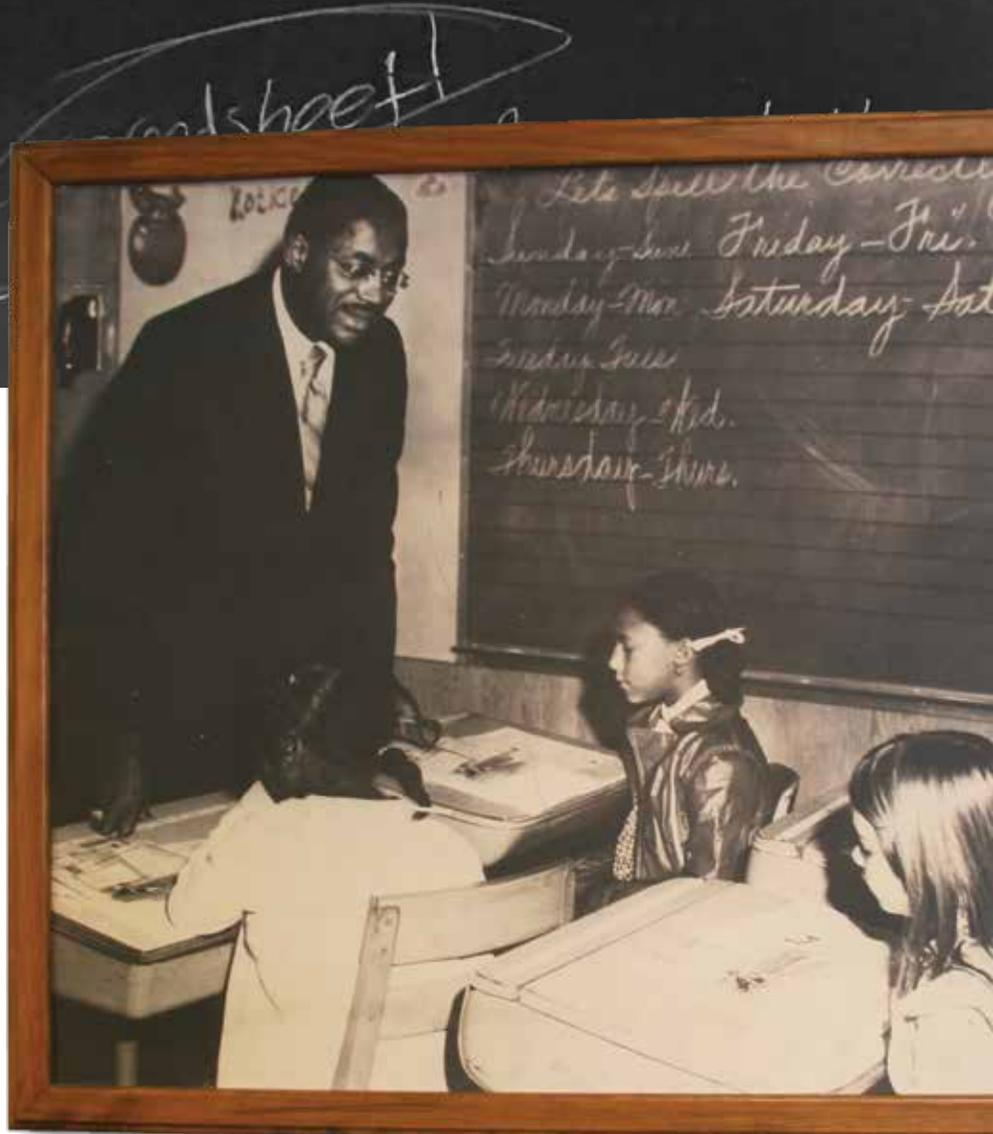


CLOCKWISE FROM LEFT: A courtyard on the east side of the building has stone and wooden seating. The GSE is located in a new 8-story building on Berkeley Way @ Shattuck Avenue, bound by Hearst Avenue to the north and the Walnut Street walkway to the east. Each meeting and conference room has quality audio and visual technology, and some have sturdy and light modular furniture for easy rearranging.



CLOCKWISE FROM TOP LEFT: Come visit us on 4th floor! As you enter our new building, the 1st floor lobby feels light and airy with an open ceiling to the 2nd floor, exposed staircases and areas designed for collaboration. The 3rd floor atrium is bathed in natural light thanks to a skylight, and provides ample space for casual gatherings. In bike friendly Berkeley, the 1st floor also has a room for 100+ bicycles; and private showers are nearby.

Fellowship Established in Honor of Dr. Marcus A. Foster



BY DARA TOM

SOME PEOPLE PLANT A TREE OR install a park bench. Others build statues or monuments to honor people who have made an impact on the community.

Marsha Foster Boyd is looking for something a little more enduring for her father, Dr. Marcus A. Foster, the first African American superintendent of the Oakland Unified School District who was killed in 1973.

“You know what we need? Living legacies,” said Boyd, President Emerita of Ecumenical Theological Seminary in Detroit, Mich. It’s the reason she and the Marcus Foster Education Institute (MFEI) have established the Marcus A. Foster Fellowship at the GSE. “This fellowship is so significant because it’s

helping generations that will come after us, even when we won’t be here. You know it is something that will impact the world in an ongoing way. And that’s what matters,” Boyd said.

Foster, 50, was just three years into his superintendency when he was assassinated by members of the Symbionese Liberation Army on Nov. 6, 1973, as he left a Board of Education meeting. In his brief tenure, Foster was well-known for his ability to engage the community, connect with students and families, and implement educational reforms that raised expectations and outcomes for all students.

“He gave his life for the children of Oakland. So this fellowship is for them. I think this fellowship exists for young

people to understand that education is the key for them to succeed in this world,” Boyd said.

“Lots of times when we talk about people, we’re talking about the past, and what he did from 1970 to 1973,” she said of her father. “But his legacy impacts the future. And for me this fellowship represents the future. It also captures his vision, which was ‘let us focus on the children, focus on young people, and focus on how we can make this world better through education for them.’”

Working in service of others was paramount to Foster’s life’s work. A voracious reader, he pursued a career in education from the start; working as a teacher, then principal and later became an associate superintendent in Philadelphia before



FAR LEFT: Dr. Foster visits a classroom in Oakland (circa 1972). (PHOTO COURTESY OF MFEI)
ABOVE: (l to r) Professor Thomas M. Philip and MFEI Executive Director Alicia Dixon discuss the challenges of equity and inclusion in public schools. On the table is Dr. Marcus A. Foster's thesis, which is on loan from the University of Pennsylvania.
RIGHT: Dixon (sitting) and Board member Biff Clark look at Dr. Foster's thesis. It's the first time the institute viewed it.



coming to Oakland. He earned his EdD from the University of Pennsylvania, where his thesis was titled *Utilizing the Sellin-Wolfgang index of delinquency to determine the efficacy of a treatment program for delinquent and predelinquent boys* (1972). Foster also authored the book *Making Schools Work: Strategies for Changing Education* (Westminster John Knox Press, 1971).

The Foster fellowship will support students in the Graduate School of Education who have an interest in research and multi-disciplinary collaboration that will improve educational and social systems. The MFEI's contribution of \$500,000 will be matched dollar for dollar by the university's BEAR Grad matching program.

The Fellowship aligns with the institute's commitment to improving educational opportunities and outcomes for all students, particularly in Oakland. The nonprofit was founded by Foster as the Oakland Education Fund and later renamed in his honor.

Since its beginning in 1973, MFEI has funded college scholarships for thousands of graduating high school seniors, and in recent years, has partnered with school districts, nonprofits and corporations throughout the Bay Area with the aim of collectively developing and implementing strategies that create equitable educational systems.

Alicia Dixon, executive director of MFEI, noted that the multidisciplinary work of the fellowship is an integral component

because such work was important to Foster. He was one of the earliest school administrators who was committed to finding creative ways to support the whole child as well as the school site.

"We know that there's important research happening that is moving the needle and we know that people are doing multidisciplinary work the right way, like in public health, and journalism, and business," Dixon said. "We want to support the kind of work that is recreating, redesigning, rethinking what happens in schools today." ■

TO MAKE A CONTRIBUTION IN HONOR OF DR. MARCUS A. FOSTER, you may make a secure gift online at give.berkeley.edu/marcusfoster.

Tolani Britton Joins GSE Faculty



TOLANI BRITTON HAS STUDIED IN NEW YORK, MASSACHUSETTS, and France. She has traveled extensively, conducting research for the World Bank, and the Organisation for Economic Co-operation and Development (OECD).

Along the way, she spent a year as a visiting scholar at Berkeley. Although brief, the experience left an impression on her. So much so that she's returned as an Assistant Professor.

"My year at Berkeley was a really positive time. One of the great things is that I met students from a number of different schools and programs, the policy school, urban planning, which allowed for a multi-faceted approach to problem-solving," Britton said. "For me, it's really important to have a place and space that is open to data, to results, that don't fit what we expected or the narratives that we have in our head, about the ways in which life and policies work."

Britton's appointment complements the GSE's education policy and educational inequality research, as she uses quasi-experimental methods to explore the impact of policies on students' transition from secondary school to higher education, as well as access and retention in higher education.

"I'm really passionate about secondary and higher education and using quantitative methods to measure if policies work. But also I think it's really critical to do more thoughtful work around understanding not just the effects, but more importantly, what are the mechanisms that work or don't work to support student success," she said.

Her economic migration research with OECD and work as a high school mathematics teacher and college counselor exposed her to how a student's passage from secondary school and on to a successful higher education experience was varied, particularly for low-income students who were African American or Latino. In fact, she witnessed it playing out in her own family. Her father, an immigrant from Guyana, was a brilliant high school student who didn't receive college counseling at his high school. He eventually attended City College of New York and did well. But, as Britton points out, decades later, her high school students were having the same experience as her father: structural inequities that circumscribed boundaries.

She also points to research she conducted with a colleague examining the impact of individualized learning plans designed to help students be successful in high school by mapping their coursework and their postsecondary plans. What their research found was that the plans weren't as effective as expected, with respect to ensuring that students were not only more prepared in high school but also for entering and being successful in college.

Taking these experiences and examples to a macro level, Britton has found one constant – context matters.

It is too common for a single policy or program (college counseling, or individualized learning plans) to be expected to work in many places, without taking into account



students' needs and different support structures and processes of a region, district or school.

“I think that many times policies are implemented or even tested in one particular place, and because of that, the policy just doesn't transfer as well to even another city in the same state,” Britton said. “I think it's important to note that it's not a lack of creativity or people not being thoughtful. It's just simply that context matters so much that I don't know that any policy will work in every context. As researchers, can we think about what are the ways that we can embed the changing nature and necessity of thinking about local context and policies?”

Such exploration of policies, implementation, and structural inequities isn't reserved just for secondary educational institutions, she says.

“I believe the land grant institutions have, and will continue to have, a powerful role in ensuring high quality education for a much broader array and number of students,” Britton said, adding that while elite public institutions compete with private universities for students, the public mission must remain at the core.

“We as researchers, we as persons who work in higher education and public institutions, do need to find ways to think creatively about how we increase access and success for a diverse population,” she said. ■

BRITTON'S DISSERTATION, *Educational Opportunity and the Criminal Justice System: The Effects of the Drug Laws of the 1980s and 1990s on Black Male Students' College Enrollment*, explores whether the disproportionate increase in incarceration of Black males for drug possessions and manufacture increased gaps in college enrollment rates by race and gender over two time periods—after the passage of the Anti-Drug Act, and after the passage of the Violent Crime Control and Law Enforcement Act.

Among the awards she has received, Britton is a 2016 National Academy of Education/Spencer Dissertation Fellow; and a 2017 Association for Public Policy Analysis & Management Equity and Inclusion Fellow. Her work has been published in *Social Science Research*, and *Teachers College Record*.

She earned her doctorate in Education from Harvard University's Graduate School of Education, with an emphasis in Quantitative Policy Analysis. Prior to Harvard, Britton worked as a policy analyst for the Organisation for Economic Cooperation and Development (OECD) in Paris, France, and as a high school math teacher and college counselor in New York City public schools. She earned a Master of Arts in Economics from Tufts University; a Master of Arts in French Cultural Studies from Columbia University; and a Bachelor of Arts in both Economics and French Literature from Tufts University.



Thomas M. Philip PhD '07 appointed faculty director of teacher education programs

DESIGN. MAKE. PROBLEM SOLVE. It's the stuff that might motivate a person to major in electrical engineering. Or become an educator.

For Thomas M. Philip, who earned his undergraduate degree in electrical engineering and computer science at Berkeley, what he felt was missing in his field was building relationships with people to co-construct environments in which people could be change agents.

He found it in education at the GSE.

"Earning my PhD in education at Berkeley, I found a vibrant and galvanizing space both intellectually and politically. I grew from dialogue across very diverse and divergent stances," said Philip. "Berkeley shaped who I am as a person, who I am as a scholar."

He's returned to Berkeley as an Associate Professor and faculty director of the teacher education program, Berkeley Educators for Equity and Excellence (BE₃), just as the program has been revamped into an 18-month program that offers a master's degree and teaching credential.

"Considering this political moment for our nation and for teacher education – with the undermining of the public and emergence of new forms of polarization – I'm grateful to be back at Berkeley and to be working with teachers and prospective teachers to think about ways in which we can employ our expertise and our perspectives to address the most consequential issues in education today," he said.

BE₃ prepares teachers who are committed to creating powerful and enriching classrooms that embody and work toward a more just world. Prospective teachers seek to cultivate classrooms that are joyful, where students and teachers authentically care for each other, and where teachers foster students' curiosity and love for learning. BE₃ graduates gain tools to generatively engage with research as they approach their own classrooms and schools as sites for purposeful investigation. They leave Berkeley with the deep appreciation for teaching as a lifelong endeavor – a craft that deepens through an intentional stance of inquiry over time.

"With my colleagues, I look forward to making BE₃ a model of high quality teacher education that builds on the strengths, interests, and aspirations of local communities while becoming an asset to local schools," Philip said. "In an era where teaching



“The agency and creativity of teachers are often dismissed or overlooked,” he said. “The work of teachers is increasingly controlled by others further removed from the classroom. Such top down control and prescriptions take away the creative capacity of teachers, and diminish their ability to do what is contextually most important and appropriate for their students.”

is increasingly viewed through a technical lens, we seek to fundamentally value the ability for teachers to work with students, parents, and communities to create schools that are powerful learning environments and sites for social transformation.”

As a former high school teacher in Los Angeles, Philip recalls experiencing both the possibilities and limitations that teachers encounter within institutional systems that disregard the ability, potential, and resolve of students and teachers.

“The agency and creativity of teachers are often dismissed or overlooked,” he said. “The work of teachers is increasingly controlled by others further removed from the classroom. Such top down control and prescriptions take away the creative capacity of teachers, and diminish their ability to do what is contextually most important and appropriate for their students.”

Shifting the experience for both teachers and students, he has found, is possible when teachers have the space to critically and collaboratively reflect on classroom dynamics, particularly questions of authority, privilege, and power.

“Creating more equitable and just classrooms requires us to examine and address how structural inequities shape classroom relationships and how interactions in the classroom reproduce or transform societal patterns,” Philip said. “In addition to preparing teachers who are committed to such critical reflection, I look forward to partnerships with local schools that make such deliberate practice the touchstone of teaching.” ■

PHILIP'S RESEARCH FOCUSES ON HOW TEACHERS

make sense of power and hierarchy in classrooms, schools, and society. He is interested in how teachers act on their sense of agency as they navigate and ultimately transform classrooms and institutions toward more equitable, just, and democratic practices and outcomes.

His most recent scholarship explores the possibilities and tensions that emerge with the use of digital learning technologies in the classroom, particularly discourses about the promises of these tools with respect to the significance or dispensability of teacher pedagogy.

Philip's research has been recognized by the Spencer Midcareer Grant; the National Academy of Education/Spencer Postdoctoral Fellowship; the AERA Division G (Social Context of Education) Early Career Award; the AERA Division C (Learning & Instruction) Jan Hawkins Award for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies; and the National Association for Multicultural Education's Research Award. His scholarship has been published in journals such as *Harvard Educational Review*; *Cognition and Instruction*; *Journal of Teacher Education*; and *Teaching and Teacher Education*.

Join us in supporting
Berkeley's aspiring
educators.





TOMORROW'S LEADERS in education are discovering their paths today. At Berkeley's Graduate School of Education (GSE), our commitment to academic excellence for the pursuit of public good is reflected in our world-class programs, and our ongoing quest to bridge research and practice to solve today's most pressing issues in education. We are home to the next generation of educational innovators; those who will challenge systems, work collaboratively, and champion equity and inclusion every step of the way.

When you support the GSE, you are investing in both our students' program experience, and in their genuine desire for change-making in their districts, communities, and the world at large. Gifts of every size help to ensure the educational leaders of tomorrow are poised for success today.

Show your support for Berkeley's aspiring educators by making a gift.

 give.berkeley.edu/education



Former Dean P. David Pearson Retires

IF THERE WERE EVER A METAPHOR for Professor P. David Pearson's career, one could look at the line up of cars that he's owned: from his first car, a 1935 Model A Roadster, to his current 2013 red Prius V hybrid.

He's had convertibles, clunkers, a 4x4 pickup, and loyal Honda Accords. He's worked at Macy's, taught bilingual education on an emergency teaching credential, has held two Deanships (Berkeley's GSE, and University of Illinois's College of Education), and has a literary award named in his honor.

Along the way, through his various jobs, research, and cars, Pearson has been the consummate life-long learner.

"I was a conflicted student in high school. I couldn't decide whether I was an egg-head, a jock, or a greaser," said Pearson, who grew up in California's Central Valley and attended Berkeley as an undergraduate studying history.

"What Berkeley did for me is it freed me up to be both a person of the world in the sense that I can relate to the working class, rural folks, but I could also spend some time pushing my brain as hard as I could, and I really like that about Berkeley.

"What was a stigma for me in high school was a virtue at Berkeley in terms of trying to bridge those different worlds. And so I just fell in love with the place. It's what we always say the promise of Berkeley is, and that is it changed my life. It provided me with opportunities to excel."

Pearson retired this year, having spent 48 years in academia as a literacy scholar, including the last 19 years at Berkeley.

"I always like to think that I work with one foot firmly planted in the academy and the other foot firmly planted in schools," he said.

"Some people believe in change by confrontation and others believe in change by infiltration. And I think my own view is it's both ends towards the middle. So I try to write articles that I think will force policy makers and publishers to change; and I also try to work with them to encourage them to change."

For his research and policy efforts, Pearson, who held the Evelyn Lois Corey Chair in Instructional Science at the GSE, has throughout his career been recognized by the International Reading Association (IRA); the National Council of Teachers of English (NCTE); and the National Reading Conference (NRC). In 2003, he was elected to the National Academy of Education (NAEd), and in 2009 to the American Educational Research Association (AERA). In 2012, the Literacy Research Association (formerly the NRC) established the P. David Pearson Scholarly Influence Award to honor scholarship that impacts literacy practice.

His approaches to literacy research and policy stem from his early experience as a 5th grade teacher in Porterville, Calif., working on an emergency credential with no training (driving a 1954 Buick Special Sedan). Most of his students were bilingual Spanish speakers.

“When we make too much of a fetish out of literacy as an end unto itself, we do kids and teachers a disservice,” he said. “I prefer to think of reading, writing, and language as tools that help you acquire knowledge and conduct inquiries in other subjects like science, history, literature, mathematics; and would allow you to pursue whatever dreams professionally and personally you want to pursue.”

He attended graduate school to study reading education at the University of Minnesota (1966 Comet station wagon, and 1967 Mustang, hard top) with the intention of becoming a remedial education teacher.

“I fell in love with the university, and I fell in love with research, and I fell in love with theory,” Pearson said. While he didn’t return to an elementary school as classroom teacher, he has remained dedicated to improving literacy for young children.

Pearson was previously Dean of the College of Education at the University of Illinois (1989-1995; Toyota 4x4), and spent some time at Michigan State as a John A. Hannah Distinguished Professor, and co-director of the Center for the Improvement of Early Reading Achievement (CIERA; Honda Accord) before being appointed Dean of Berkeley’s GSE in 2001 (more Honda Accords).

While serving as the Berkeley GSE’s Dean, Pearson helped recruit and retain faculty who were both rising in their fields and ethnically diverse.

“I like to think I was a Dean who did his level best to promote the interests and careers of the faculty, in terms of making sure that they had the resources that they needed to successfully traverse the journey from assistant to associate to full professor,” he said.

Pearson stepped down as Dean after his wife Mary Alyce, whom he met on a blind date in 1959 while they were both undergraduates at Berkeley, became ill with Alzheimer’s disease. Upon returning to being a full-time professor, Pearson was able to re-engage as a scholar, advise more students, and reflect on the evolution of literacy.

“Text is no longer just words on a printed page,” he said, noting that digital literacy including static and dynamic images embedded in text on a screen, have brought about different ways of conveying and representing meaning.

“All of these represent both new opportunities for composing text, and also new opportunities and new affordances, and new constraints, about understanding literacy,” he said (red 2013 Prius V hybrid). ■

P. DAVID PEARSON, his late wife Mary Alyce, and their children have been long time supporters of the GSE, including through their Pearson Family Fellowship, which supports the next generation of literacy scholars pursuing doctoral studies at Berkeley.

To make a contribution in honor of Professor Pearson, you may make a secure gift online at give.berkeley.edu/pearson. Or, submit a check payable to the “UC Berkeley Foundation” with a note that it is for the Pearson Family Fellowship (FW5983000) and mail it to:

University of California, Berkeley
Donor and Gift Services
1995 University Avenue, Ste 400
Berkeley, CA 94704-1070

If you have questions about making a gift, please don’t hesitate to call Teresa McGuire at (510) 643-9784 or send an e-mail, tmcguire@berkeley.edu.

Travis J. Bristol Joins GSE Faculty



#researchpolicyandpractice. If hashtags could handle text formatting, there'd be an emphasis on the word "and" for Travis J. Bristol.

Recently appointed an Assistant Professor in the GSE, Bristol is adamant about the importance of all three in his work.

"Here at Berkeley, I intend to be thoughtful about building on and using the incredible research that we're known for to improve educational practice and policy," he said.

Bristol already has a solid foundation from which to work. Before coming to Berkeley, he was a Peter Paul Assistant Professor at the Boston University School of Education, where he was the lead researcher of the country's largest teacher diversity initiative in New York City public schools called NYC Men Teach. Bristol's research explored practice and policy levers aimed at recruiting, supporting, and retaining teachers of color.

"To be clear, when I talk about the school-based experience of teachers of color, in the end it's not solely that children of color should have teachers of color," he said. "White teachers can also learn from teachers of color, who have demonstrated their capacity to teach and have the knowledge from going to college or even getting their PhD."

Bristol's current research explores both policy and practice, and is centered on three interrelated issues: (1) district and school-based practices that support teachers of color; (2) national, state, and local education policies that enable and constrain the workplace experiences and retention for teachers of color; and

(3) the intersection of race and gender in schools.

His research has evolved from his dissertation, "Men of the Classroom: An Exploration of how the Organizational Conditions, Characteristics, and Dynamics in Schools Affect the Recruitment, Experiences, and Retention of Black Male Teachers." Bristol found that Black male teachers who were the only Black men on their faculty (whom Bristol termed "Loners") were often employed at higher achieving schools; at a school with a white principal; and faced more micro aggressions or racial hostility but stayed because the daily functioning of the school ran smoother.

"These men talked about how they almost expect racism to be present but at least they could do their job," he said.

By comparison, at schools where there were three or more Black male teachers (whom Bristol termed "Groupers") those schools were often lower performing; the Black male teachers had strong relationships with their peers; the conditions in the school didn't allow for a more engaging classroom environment; and those Black male teachers were more likely to leave the school than their peers who were the lone Black male teacher at another school.

"My biggest surprise was this idea that the Loners stayed and Groupers left," Bristol said. "It was sort of unexpected that these lone Black male teachers, despite having these challenges, stayed even in these hostile places."



His early research has led him to examine the situation of teachers of color more broadly: their pre-service education, as well as recruitment efforts by districts; support while in the profession; and professional development for principals to understand how best to attract and retain teachers of color.

He's put his expertise into practice with Boston schools, and NYC Men Teach, which is supported by \$16 million from the city to recruit, support, and retain 1,000 male teachers of color. Other NYC Men Teach partners include City University of New York; the Center for Economic Opportunity; and Teach for America.

For Bristol, as the principal investigator for NYC Men Teach, he also brings with him experience as a product of New York City public schools, and a former teacher.

"There was all this talk about recruiting teachers of color, and yet I was also seeing that teachers of color were leaving," he said. "Principals are key to the culture of the school, and the climate. In this diverse society, it's robbery for any child or student to not have been exposed to teachers who reflect the diversity of this country."

Bristol isn't alone in his thinking.

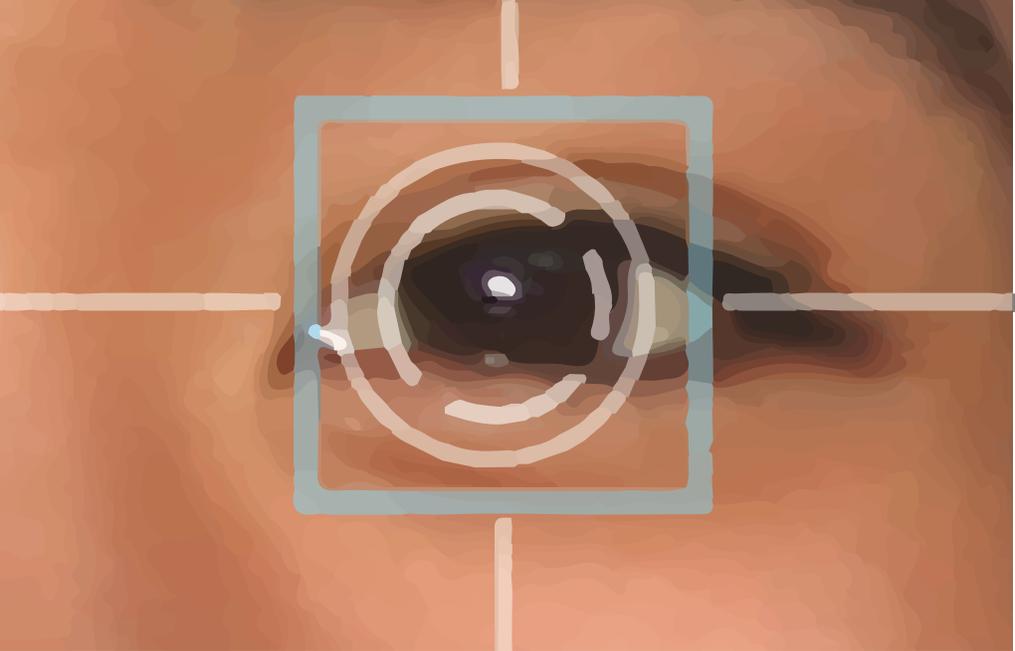
"Berkeley is ground zero for scholars who are committed to this work: improving the lives of people who have been historically marginalized," he said. "I am looking forward to working alongside my colleagues to fulfill our university's mission." ■

BRISTOL IS A FORMER HIGH SCHOOL ENGLISH TEACHER

in New York City public schools; teacher educator with the Boston Teacher Residency program; World Bank consultant; and Peter Paul Assistant Professor at Boston University. From 2010-2014, Bristol worked on several World Bank projects in Guyana, which included supporting senior education officials in creating teacher professional development courses and assisting senior policy members in the Ministry of Education in drafting the 2014-2019 Education Strategic Plan. He was also a research and policy fellow at the Stanford Center for Opportunity Policy in Education where Linda Darling-Hammond served as faculty director.

In 2013, Bristol received dissertation fellowships from the American Educational Research Association; the Ford Foundation; and the National Academy of Education/Spencer Foundation. In 2015, he was awarded the inaugural teacher diversity research award from the American Association of Colleges for Teacher Education.

Bristol earned his doctorate in education policy from Teachers College, Columbia University; master's in education from Stanford University; and his bachelor's degree in English from Amherst College. He is on the editorial board of *Urban Education*; and a reviewer for several other publications, including *Journal of Teacher Education*; *Education Policy Analysis Archives*; and *Journal of African American Males in Education*. He is also a member of the Board of Directors at Teach Plus.



Seeing Thoughts with Eye Tracking Technology

PAT YOUR HEAD WITH ONE HAND WHILE RUBBING YOUR belly with the other. It's an age-old challenge we've all done. Or more exactly, we've all fumbled at.

And then at some point we get it. But why?

"It turns out that our cognitive architecture is such that we are always looking for a means of simplifying difficult tasks because we can't afford to spend so much cognitive resources on just trying to manage two difficult tasks at the same time, so we look for ways of clumping them together," explains Professor Dor Abrahamson, whose research focuses on embodiment theory.

This clumping together is the brain finding what Abrahamson calls an attentional anchor, a perceptual structure that allows us to coordinate our actions in order to accomplish difficult physical tasks – everything from improving table tennis forehand to playing a musical instrument, and even learning math.

Table tennis players' return stroke can be improved by telling them to imagine a triangle shape as the opponent hits the ball onto the table (first line); then the ball bounces off the table toward the player (second line); and then the ball is hit on the return (third line).

"Once the student adopts this way of attending to the world, suddenly something changes, hopefully for the better, because it organizes the activity," Abrahamson said.

The idea of the attentional anchor was first developed by Abrahamson's colleagues Raúl Sánchez-García (European University, Madrid), and Dan Hutto (Wollongong University, Australia). Abrahamson and colleagues Arthur Bakker (Utrecht University, The Netherlands); Anna Shvarts (Lomonosov Moscow State University); and Rotem Abdu (Hebrew University, Israel), are taking the attentional anchor research further with the use of eye-tracking technology combined with Abrahamson's Mathematical Imagery Trainer.

Working with the Trainer, students use both hands simultaneously to move objects on the screen, trying to keep the screen green. The screen is green only when the objects' positions on the screen correspond to the mathematical function the students are to learn. Researchers, who are collecting data on the hand and eye movements, have found that the student eventually begins imagining a shape that is built from objects on the screen, such as a line between their hands. They attend to this "line" and manipulate *it* instead of focusing on moving individual objects.

"Kids invent the attentional anchor because they find, through trial and error, it helps them move their hands in a way that is manageable," Abrahamson said.

Previous research has relied upon students explaining what they are doing and seeing. Eye-tracking provides much more data on how and when a student is learning.

"We know what the kid is about to think and say before the *kid knows*," he said. "We can predict what they are about to discover *before* they are even conscious of it because we see that the exploration pattern is gravitating toward a certain area and pattern."

When teachers use eye-tracking and the Trainer, they initially act in a similar way as students but discover an attentional anchor faster. A teacher could make suggestions that guide a student toward discovering for themselves the attentional anchor, and eventually an understanding of the mathematical concepts.

"And suddenly, snap! You see the student is starting to look at the screen the way the teacher does," Abrahamson said. "It's a new world when you can see how kids are thinking." ■

EDITOR'S NOTE: For more information on Abrahamson's research, visit edrl.berkeley.edu/content/kinemathics.



Celebrating GSE Alumni

OUR NEW BUILDING AFFORDS US A SPACIOUS RECEPTION AREA and the wonderful opportunity to celebrate with pictures all that we do at the GSE.

One of the three walls in the reception area features a rotating exhibit of five GSE alumni. Featured in the inaugural display from left to right are:

ALLAN GOLD PHD '78

Allan is a School Psychologist in the Reed Union School District, where he has worked since 1976 providing psychological services to elementary and middle school students and families. He has twice been named Outstanding School Psychologist by the California Association of School Psychologists.

JUDY K. SAKAKI PHD '91

Judy is President of Sonoma State University. At the time of her appointment in 2016, she was the first Japanese-American woman to lead a four-year university in the United States. She has devoted her entire career to issues of inclusion, educational opportunities and achievement for all students. She is a former American Council on Education Fellow, an Executive Fellow of the California State University, and a senior Fellow of the American Leadership Forum.

DONALD EVANS EDD '10

Donald is Superintendent for the Berkeley Unified School District. With more than 30 years of experience in public education, he has focused extensively on curriculum and professional development. His six years at Berkeley USD includes efforts to strengthen the Response to Intervention and Instruction model to support students with learning and behavior needs.

LAURA HERNÁNDEZ PHD '17

Laura is a Senior Researcher at the Learning Policy Institute on the Deeper Learning team. Her research focuses on the racial politics of K-12 reform and its implications for educational equity and democracy. While at Berkeley, she was awarded the prestigious National Academy of Education/Spencer Dissertation Fellowship.

OUR NEW MAILING ADDRESS IS:

Graduate School of Education
 UC Berkeley
 2121 Berkeley Way
 Berkeley, Calif. 94720-1670

SEPEHR VAKIL PHD '16

Sepehr is an Assistant Professor of Learning Sciences at Northwestern University. His research utilizes critical ethnographic and participatory design-based methodologies to examine the politics of learning and the politics of knowledge production in STEM disciplines, with a focus on engineering and computer science. This year, he received prestigious National Academy of Education/Spencer Postdoctoral fellowships.

If you know of an alumnus whom we should feature, send an e-mail to gsenews@berkeley.edu. ■



Virginia J. Flood Awarded NAEd/Spencer Dissertation Fellowship

WORDS MATTER. SO DO GESTURES. And when the two of them are combined, it can make a world of difference in the classroom.

It's the impact of those finer details of communication and interactions in STEM settings that GSE doctoral candidate Virginia J. Flood is exploring in her dissertation, *Learning How to Debug: Productive (and not so Productive) Interactions in the Classroom*.

"For example, something as simple and subtle as how a teacher asks a question can either create a productive opportunity for a student to start to formulate a scientific argument or it could constrain that opportunity by merely seeking a confirmation for an already established argument," Flood said.

"Over time, students who have been afforded lots of opportunities to formulate an argument vs. confirm one, have gotten a lot more practice in an important aspect of doing science."

Flood's research has garnered the attention of one of the most prestigious educational fellowships, the National Academy of Education/Spencer Dissertation Fellowship (NAEd/Spencer).

She is one of two GSE doctoral candidates to be awarded the competitive fellowship. Michael Singh was also named a 2018 NAEd/Spencer fellow. They will each receive a \$27,500 fellowship and travel twice to Washington, D.C., over the course of the academic year for professional development workshops with senior fellows and 33 other 2018 recipients.

The fellowships support "individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, analysis, or practice of formal or informal education anywhere in the world," according to NAEd/Spencer.

With the rapid incorporation of computer programming courses in K-12 education, Flood is examining how interactions between the teacher and student, as well as peer-to-peer, are impacting the learning.

She has spent time recording video of project-based programming courses in a nonprofit, urban, community learning center for underserved middle and high school students. The classroom interactions have been illuminating.

"When you start examining in fine detail how people communicate, there are always exciting and new, unexpected mechanisms to discover that no one has yet noticed or observed," Flood said. "Although they are often things we do all the time, we're usually completely unaware of them until you go looking for them on purpose."

She has observed that when teachers repeat and reformulate an idea that a student has shared, teachers will sometimes subtly reformulate not only what the student has said, but also how the student has illustrated that idea with a gesture. In making subtle changes of the gesture, the depiction is better aligned with the disciplinarily accepted version of that idea. Consequently, students pick up on these subtle reformulations in their own subsequent gestures and manner of talking about the topic.

The subtleties of communication have been shown to matter a lot in high stakes settings such as doctor-patient communication and air traffic control work, where how people communicate in the moment can be a matter of life and death. Small, specific interventions in how people are trained to communicate can have profound positive effects on outcomes over time, she noted.

"The same has also been true in classrooms," Flood said. "But it's important that we continue to do a lot more research to characterize how communication is working in the first place in STEM learning settings because there's still a lot left to uncover that could go a long way towards helping us increase student engagement and success in STEM." ■

Michael Singh Awarded NAEd/Spencer Dissertation Fellowship

EARNING A DEGREE FROM BERKELEY certainly carries with it some cachet. Add to that being a Latino male, and there's even more. GSE doctoral student Michael Singh didn't realize just how much until he began working in an after-school program following the completion of his undergraduate studies.

"I was a young, Latino man from the community who went away to college, and not just any college but to a 'good college' like Berkeley. And people were so excited to have me," Singh said. "On one hand, it was great but on the other, it almost seemed like there was this unreal imagination already awaiting my arrival as to what I would do for boys, particularly the struggling Latino boys in my community."

As a Berkeley undergraduate alumnus, Singh worried that teachers, school administrators, parents, and students, too, at the afterschool program in Yolo County had expectations of the impact he could have as an individual even though he saw the problems as more structural in nature.

"I was just one person," Singh said. "And people thought I would completely turn grades around, turn behavior around, and really change graduation rates, as if individual attitudes were the primary forces influencing the marginalization of Latino boys"

"But that actually redirects our view of what the problem is – structural racism, poverty, hyper-policing, biases in schools. I think these are things that

I couldn't necessarily fix and I thought those were the big problems facing the boys, not just for the lack of a role model to tell them 'pull your pants up and don't talk back to a teacher.'"

It's from this experience that Singh frames his dissertation, *Becoming Neo-liberal Subjects: Power and Resistance in a Mentorship Program for Middle and High School Latino Boys*, which has garnered the attention of one of the most prestigious educational fellowships, the National Academy of Education/Spencer Dissertation Fellowship (NAEd/Spencer).

He is one of two GSE doctoral students to be awarded the competitive fellowship this year. Virginia J. Flood was also named a 2018 NAEd/Spencer fellow. They will each receive a \$27,500 fellowship and travel twice to Washington, D.C., over the course of the academic year for professional development workshops with senior fellows and 33 other 2018 recipients.

The fellowships support "individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, analysis, or practice of formal or informal education anywhere in the world," according to NAEd/Spencer.

Singh is cognizant of how his personal experience, gender, and ethnicity are part of the very conversation and construct that he is exploring in his doctoral research.

"What I hope my work can be is something that I wish I could have read while I was working with boys: something



that would have made me think more critically about my positionality working with them; to think about things that are outside of my control; the larger political economy of schooling and the logics that made me a much too simple 'solution,'" he said. "And sometimes as an educator, you're unable to even touch that."

In his ethnographic study of a Latino male mentorship program that is in 10 different schools in an urban school district, Singh is also paying attention to how philanthropic funding influences the goals of the program.

"What are they willing to fund and how does it influence the kind of identities that boys are able to embody? What is this idealized Latino masculinity that they're trying to cultivate?" he said.

While his research is asking a myriad of questions, Singh makes it clear that he's coming from a place of inquiry, not necessarily just criticism of mentorship programs.

"I think, like all graduate students, there's an academic conversation we want to enter," he said. "I have criticisms of the way we frame the issues of boys and young men of color but I also very much want to be a part of how to shift it." ■

Creating the world you want, by seeing a world that's possible

BY ANNE BRICE, *BERKELEY NEWS*

RAISING ENOUGH MONEY FOR A GROUP OF TEENAGE GIRLS to take a trip to the Caribbean isn't easy. But Derrika Hunt made it happen.

She's a PhD candidate in education at UC Berkeley. She started a nonprofit in 2017 called Dreamers4Change Foundation. One of its programs, Passports4Change, brings teenage girls of color from economically disadvantaged communities on trips to somewhere new in the world.

"Many of our youth have never left their communities," she says. "There's an idea of meritocracy, that you have to work hard to get out. And I think the girls understand that, 'No matter how hard I work sometimes I literally cannot get out.'"

She makes it clear that it isn't a study abroad experience or a destination vacation. In fact, it's hard work. It's a chance for them to see new things, taste new foods, smell new aromas, touch new things — to expand their view of the world. It's an opportunity for them to begin to see and visualize a new world. To begin to realize that change is possible.

"We often instill in the girls, 'The world that you want will not happen. You will not wake up in a world that will be instantly better or somehow this place of equality or equity. You have to create that world.'"

For Derrika, that message began with her mom, who taught her to dream big and fight for what she believed in.

Derrika grew up in South Florida. She says her schooling experiences often felt disempowering as she says they often do for youth of color in low-income schools.



"I lived in a community that was predominantly Black and Brown and predominantly poor, and so you have us going to these schools where we're learning nothing about ourselves, nothing about our own empowerment," says Derrika. "And so I think it really creates a distress in the youth and it creates an uninterest in school."

In third grade, when all the other kids stood to say the Pledge of Allegiance, Derrika stayed sitting and silent.

"I remember telling my mom, 'This doesn't feel right to me. Why am I saying this pledge and then going home every day to this community, seeing people suffer. Seeing people marginalized. But I'm pledging to this country that doesn't pledge to us?'"

Derrika's mom stood by her daughter's decision. "My mom always said that I could do what felt best and she would 100 percent support me."

Instead of reading *Romeo and Juliet* or *The Great Gatsby*, Derrika read *The Color Purple* by Alice Walker and *I Know Why the Caged Bird Sings* by Maya Angelou.

"Those stories represented me," she says. "I saw myself in them and they were literature that was beautiful. My mom's premier focus was, 'I want you to know yourself first and then we move outside of ourselves.'"

Her mom encouraged her to learn different languages, write poetry, create artwork — all experiences that kept her interested in learning.



FAR LEFT: Dreamers4Change traveled to Trinidad and Tobago last year. (PHOTO COURTESY OF DERRIKA HUNT) LEFT: Derrika Hunt, a Ph.D. candidate in education at UC Berkeley, takes girls of color around the world through her nonprofit, Dreamers4Change. (UC BERKELEY PHOTO BY ANNE BRICE)

To learn more about Dreamers4Change Foundation, visit dreamer4change.org or send an e-mail to dreamers4change@gmail.com.

As a doctoral candidate at Berkeley, Derrika is working to create a pathway to give youth an education beyond the kind that traditional schools offer their students today.

Last year, Passports4Change traveled to Trinidad and Tobago. To raise the \$7,000 needed for the group of 15 to go on the trip, Derrika applied for small grants, organized group bake sales and car washes, and worked longer hours to cover the rest.

Derrika says the girls found it fascinating to be in a country where most of the population was of African or East Indian descent, or indigenous to the area. “They somehow felt seen in a different way where everybody looked like them, not in a homogenous sense, but people were overwhelmingly people of color. They didn’t feel so different or ostracized. They were the majority and that majority entails a range from the good to the bad.”

Upon return, a group of girls began to attend their local city council meetings. They wrote letters about how the school they attend treats them unfairly. They’ve even talked to the mayor about it.

On their most recent trip, eight girls of color from the San Francisco Bay Area visited South Africa, including one girl who is experiencing homelessness. The student hadn’t ever been on an airplane and never before imagined she would take such a trip.

“People from where I’m from never get to do stuff like this,” the girl told Derrika. “I feel like my life will be different now but I really don’t even have the words to explain it.”

Through travel, Passports4Change participants learn and experience the intersections of race, class, gender, citizenship on other intersecting points of identity and/or oppression.

Participants are guided by a curriculum created by Derrika and Dreamers4Change Foundation staff. The curriculum engages participants to work toward articulating their own politic of location, situating themselves in the global world; and then it moves to an investigation of how colonialism, imperialism and other political formations often determine and shape lives. The curriculum closes with an emphasis on imagination, vision-making, and creating. Once home, the youth are encouraged to use their imaginations to design a project that engages their local communities.

“The trip in and of itself is a transformative experience,” Derrika says. “And when it’s over, it’s really a beginning – the beginning of the youth creating the world they want.” ■

EDITOR’S NOTE: *This article is reprinted with the permission of Berkeley News. Portions of this article were updated. Listen to a podcast of the Berkeley News conversation with Derrika Hunt at news.berkeley.edu/2018/03/12/podcast-interview-w-grad-student-derrika-hunt/*

Sixteen GSE Faculty Members of the National Academy of Education

(IN ALPHABETICAL ORDER;
YEAR THEY BECAME
A MEMBER
IN PARENTHESIS)

THE NATIONAL ACADEMY OF EDUCATION IS AN HONORIFIC SOCIETY CONSISTING OF U.S. MEMBERS AND INTERNATIONAL ASSOCIATES WHO ARE ELECTED ON THE BASIS OF OUTSTANDING SCHOLARSHIP RELATED TO EDUCATION. FOUNDED IN 1965, THE MISSION OF NAED IS TO ADVANCE HIGH-QUALITY EDUCATION RESEARCH AND ITS USE IN POLICY FORMULATION AND PRACTICE.



PRUDENCE L. CARTER (2014)

Carter was appointed Dean of the Graduate School of Education at Berkeley in 2016. As a sociologist, her primary research agenda focuses on causes of and solutions to enduring social and economic inequalities in schools and society. In particular, she examines academic and mobility differences shaped by the forces of race, ethnicity, class, and gender in the United States and global society.



K. PATRICIA CROSS (1975)

Cross is a professor emerita of the GSE, having served on the faculty from 1988 to 1995. While at Berkeley, she was named the first David Pierpont Gardner Endowed Chair of Higher Education. Her research examines adult education and teaching in institutions of higher education.



ANDREA DISESSA (1995)

diSessa is a Professor of the Graduate School at Berkeley, and served on the GSE faculty from 1985 to 2015. He held the Evelyn Lois Corey Chair in Instructional Science. His research centers around conceptual change in science education, particularly the nature and contributions of intuitive knowledge to learning; and the promises and possibilities of “computational literacies,” including principles for designing flexible and comprehensible computer systems.



SARAH FREEDMAN (2014)

Freedman is a Professor of the Graduate School at Berkeley, and served on the GSE faculty from 1989 to 2015. She studies the teaching and learning of written language, as well as ways English is taught in schools. Her research focuses on how students who are most underserved by U.S. schools and universities learn to write and how teachers learn to teach these students.



KRIS GUTIÉRREZ (2010)

Gutiérrez, who joined the Berkeley faculty in 2014, holds the Carol Liu Chair in Educational Policy. She is a learning scientist with research interests in literacy, educational policy, and qualitative, design-based approaches to inquiry. Gutiérrez’s research examines learning in designed environments, with attention to students from non-dominant communities and Dual Language Learners.



GLYNDA HULL (2016)

Hull holds the Elizabeth H. and Eugene A. Shurtleff Chair in Undergraduate Education. She joined the Berkeley faculty in 1990. She offers undergraduate, graduate, and teacher education courses on literacy and media. Hull’s research examines how to improve K-12 education with a focus on literacy, language, and multi-media technology, and global education.



MARCIA LINN (2007)

Linn joined the Berkeley faculty in 1989. Her focus is on development and cognition in education in science, mathematics and technology. Linn’s research addresses how technology-enhanced curricula, visualizations, and assessments can deepen student understanding of science and mathematics.



JUDITH WARREN LITTLE (2000)

Little is a Professor of the Graduate School and former Dean of the Graduate School of Education, and held the Carol Liu Chair of Education Policy. She served on the Berkeley faculty from 1987 to 2015. Her research focuses on policies and practices of teachers' professional development, and on the workplace conditions that affect teacher learning, teaching practice, and teachers' career commitment.



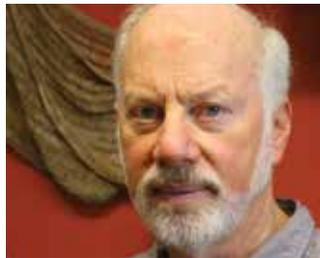
SOPHIA RABE-HESKETH (2015)

Rabe-Hesketh is a statistician whose research interests include multilevel/hierarchical modeling, item response theory, longitudinal data analysis, and missing data. She developed a general modeling framework (called GLLAMM) and software to estimate the models. She is also involved in many collaborative projects in education, psychology, and medicine. Rabe-Hesketh joined the Berkeley faculty in 2003.



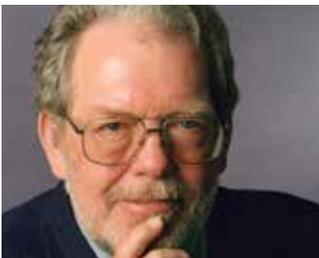
NA'ILAH SUAD NASIR (2017)

Nasir holds the Birgeneau Chair in Educational Disparities in the Graduate School of Education, and was previously the H. Michael and Jeanne Williams Chair of African American Studies. She was also appointed UC Berkeley's Vice Chancellor for Equity and Inclusion (2015-2017). Her research examines the racialized and cultural nature of learning and schooling. She is interested in the intertwining of social, cultural, and political contexts and learning, especially in connection with inequity in educational outcomes.



GEOFFREY SAXE (2005)

Saxe is a Professor of the Graduate School and studies relations between culture and cognitive development with a focus on mathematical cognition. He has conducted his research in a variety of settings, including remote parts of Papua New Guinea, urban and rural areas of North-eastern Brazil, and elementary and middle school classrooms in the United States. Saxe served on the Berkeley faculty from 1997 to 2018.



P. DAVID PEARSON (2003)

Pearson is a Professor of the Graduate School and former Dean of the Graduate School of Education, and held the Evelyn Lois Corey Chair in Instructional Science. He served on the Berkeley faculty from 2001 to 2018. His research focuses on literacy, literacy history and educational policy, including the intersection of literacy policy and practice.



ALAN SCHOENFELD (1994)

Schoenfeld is the Elizabeth and Edward Conner Professor of Education. He joined the Berkeley faculty in 1985. Schoenfeld's most recent focus has been on Teaching for Robust Understanding (TRU), a framework and collection of tools he developed based on decades of research for improving teaching and learning. He has an ongoing interest in the development of productive mechanisms for systemic change and for deepening the connections between educational research and practice.



ELLIOT TURIEL (2017)

Turiel holds the Jerome A. Hutto Chair of Education and has served as Associate Dean for Academic Affairs. He teaches courses on human development and its relation to education. Turiel's current research broadly examines social and moral development, and more specifically the ways children, adolescents, and adults attempt to counter inequalities (such as those based on gender) with overt and covert activities aimed at changing and subverting practices that favor those in positions of power in the social hierarchy. He joined the Berkeley faculty in 1980.



MARK WILSON (2011)

Wilson's interests focus on measurement and applied statistics. His work spans a range of issues in measurement and assessment from the development of new statistical models for analyzing measurement data, to the development of new assessments in subject matter areas such as science education, patient-reported outcomes and child development, to policy issues in the use of assessment data in accountability systems. He joined the Berkeley faculty in 1989.



FRANK C. WORRELL (2018)

Worrell has been the faculty director of the School Psychology program since 2004. His areas of expertise include academic talent development/gifted education, at-risk youth, dropout prevention, cultural identities, scale development and validation, teacher effectiveness, and the translation of psychological research findings into school-based practice. He joined the Berkeley faculty in 2007.

University of California, Berkeley
GRADUATE SCHOOL OF EDUCATION
2121 Berkeley Way
Berkeley, CA 94720-1670

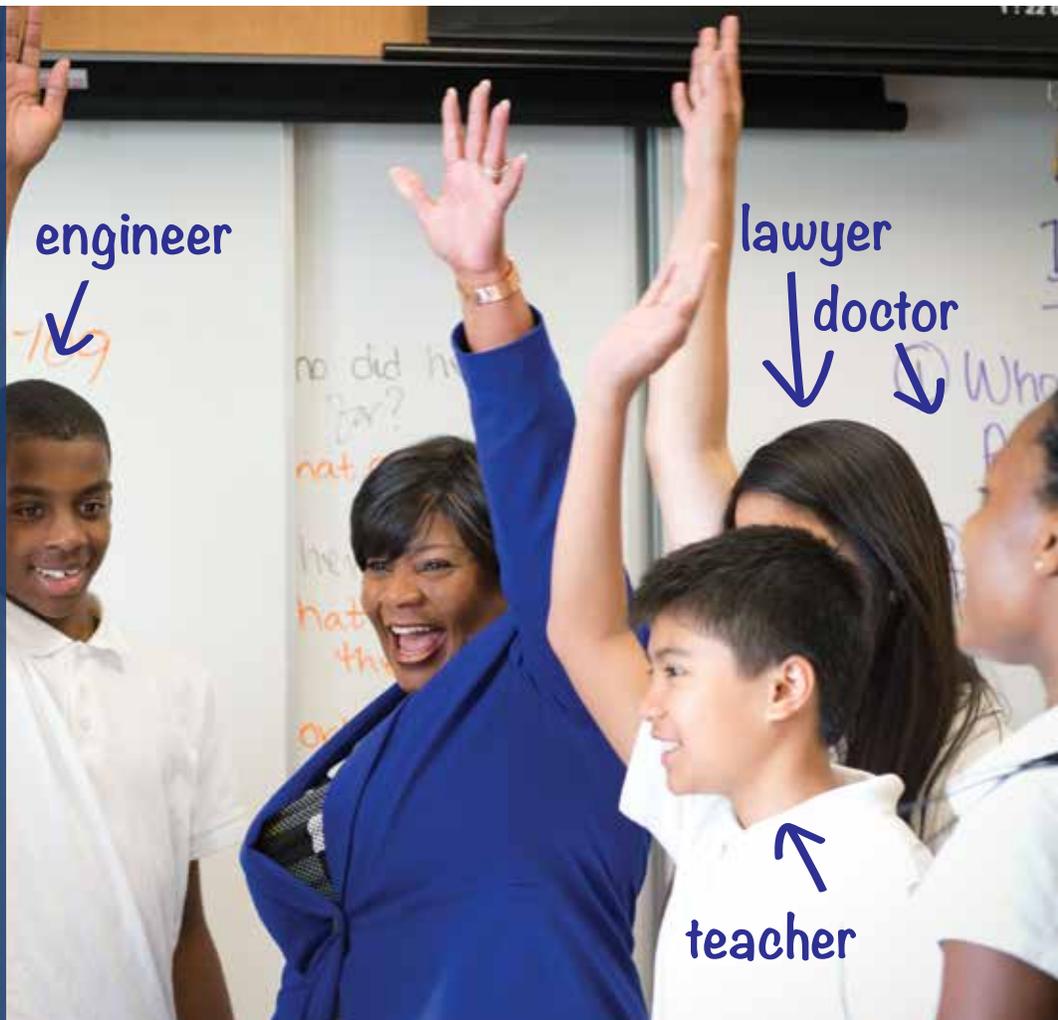
Nonprofit Organization
US Postage Paid
University of California

TEACHERS
MAKE ^{all} OTHER
PROFESSIONS
POSSIBLE.

Support a teacher
scholarship today.

give.berkeley.edu/teachers

Graduate School of Education
gse.berkeley.edu



Berkeley
UNIVERSITY OF CALIFORNIA