

Berkeley School of Education



2023 IMPACT AND VISION

Educate like democracy depends on it.

Message from the Dean



Our education system — perhaps our most promising engine of social change — is embattled. We face a teacher and school leader shortage that affects student learning; culture wars related to race, gender, and sexuality intended to distract us and marginalize certain populations; continuing gun violence that breeds an atmosphere of fear; an ongoing student mental health crisis; and persistent and uneven school funding. These challenges to education are challenges to our society.

And yet here at **Berkeley, we are hopeful. We're hopeful because at this world-class public university we are training teachers, leaders, and researchers who are deeply committed to equity to transform education.** We are hopeful because our innovative research directly and positively impacts students, schools, and systems.

We are also hopeful because this year, Berkeley School of Education is launching a new undergraduate major in Educational Sciences — a program that will extend our reach for greater impact. We are hopeful because the students that Berkeley School of Education attracts are exactly the people we need devoted to the education profession. They are empathetic, smart, adaptable, and willing to roll up their sleeves and pitch in with others to build a more equitable and just world.

In my role as the new dean at BSE, I am dedicated to doubling down on the impact the Berkeley School of Education makes on the lives of our students, communities, and profession. Thank you for joining me.

Warmly,

A handwritten signature in black ink that reads "Michelle D. Young". The signature is fluid and cursive, with a long, sweeping tail on the "y".

Michelle D. Young
Dean and Professor

Cover photo: Associate Professor Travis J. Bristol took a group of Berkeley undergraduates to the 2023 AERA annual conference in Chicago, exposing them to education research and inspiring them to be educators.

Special thanks to: Nicole Hayward for visual design and to Bryan Gibel, Daphne Hougard, Andrea Lampros, Brandon Alexis Sanchez Mejia, and Stephanie Zeng for photographs.

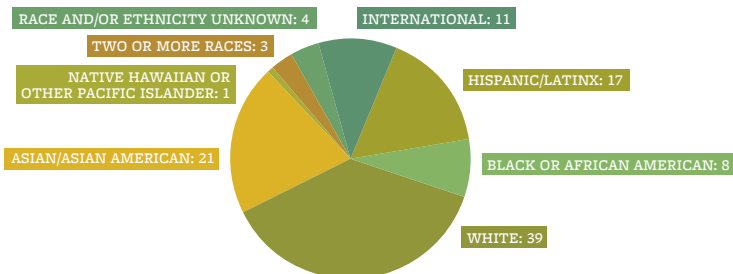
BSE by the Numbers



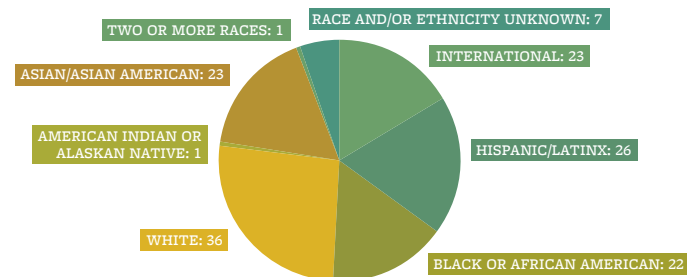
MASTER'S DEGREE 104 | DOCTORAL DEGREE 139 | UNDERGRADUATE MINOR 211
130 YEARS OLD | 43 FACULTY | FELLOWSHIP FUNDS AWARDED \$4.67 million

RACE / ETHNICITY AND GENDER

MASTER'S DEGREE (62 WOMEN, 37 MEN, 5 NOT REPORTED)



DOCTORAL DEGREE (50 WOMEN, 89 MEN)



*Statistics reported to U.S. News & World Report survey for incoming class in fall 2022; Racial/ethnic designations and terminology are those used by U.S. News.

Access, Innovation, Equity



Research and action to disrupt systemic inequality

“You can’t expand pathways for people when you push them out before they get onto the pathway,” explains Associate Professor Travis J. Bristol about one of three recently funded projects that seek to disrupt systemic inequality and promote equity. A collaboration with UCLA, the new Race Education and Community Healing (REACH) Network, which received a \$1 million allocation from the California Legislature, aims to reduce out-of-school suspensions — disproportionately affecting Black and Latinx students in transitional Kindergarten through 12th grades — and promote alternatives to punitive practices. A second effort led by Bristol and in collaboration with the UC Berkeley-based 21st Century California School Leadership Academy is supported by a \$1.62 million grant from a philanthropic partner to increase National Board Certification — considered the “Gold Standard” in teacher preparation — for high-priority Oakland, Calif., schools through targeted development, coaching, and support. A third effort, in collaboration with Associate Professor Tolani Britton, will develop a Black Studies Curriculum for California.



Innovation for equity across science, technology, and math

Our faculty work closely with classroom teachers to rethink and redesign the teaching of math, science, and language arts, in ways that support learning, joy, and agency, particularly for students who have been historically underserved. For example, our faculty are collaborating with Oakland teachers and students to access publicly available databases on air and water quality, to analyze that data, take measurements of their own, explore their findings, and make data-informed recommendations. The students in these K–12 classes aren’t just learning math, science, and reasoning, they are learning to take on real-world challenges as educated citizens.

Research for practice and practice for research

Berkeley School of Education is developing the skills and talents of practicing teachers and leaders. We are the birthplace of the National Writing Project (via the esteemed Bay Area Writing Project) and home of the California Reading & Literature Project, 21st Century California School Leadership Academy, University-Community Links, and one of the top Academic Talent and Development Programs in the world. We are critical partners in California’s rollout of universal pre-Kindergarten leaders.

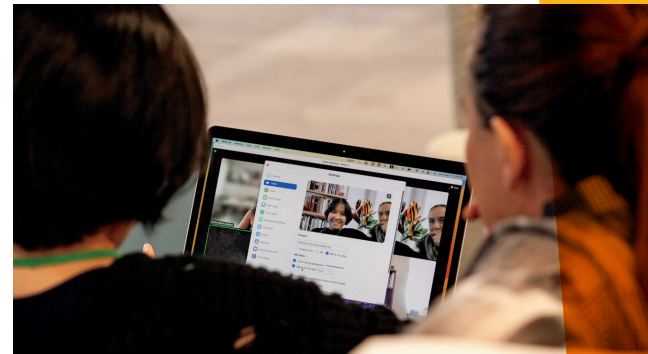
A new Educational Sciences major means more access

Building on our popular Education Minor, we've launched a new Educational Sciences major for undergraduates. The major will prepare students to become educational researchers, curriculum and learning specialists, and policy analysts, as well as position them for future careers as teachers and leaders. **"The major will explore the interdisciplinary field of education science through academic inquiry and direct engagement with schools, families, and local and global communities,"** said Adjunct Professor Erin Murphy-Graham, who collaborated with Professor Glynda Hull to craft the major.



"We look forward to bringing Berkeley's brilliant undergraduates to this dynamic major and into the field of education."

—DEAN MICHELLE D. YOUNG



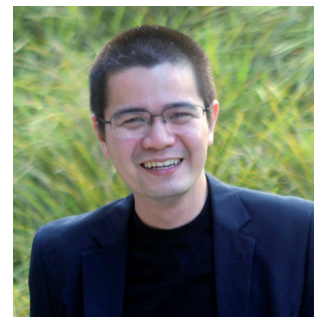
Faculty

Extraordinary new faculty bring interests, expertise, and action plans



Professor Gina Garcia — who wrote *the* book on Hispanic Serving Institutions (HSIs) — came to Berkeley this summer and is leading Berkeley's Latinx Thriving Initiative as its inaugural faculty director. Her own experience as a student at California State University, Northridge, was formative to her future and her highly lauded research on HSIs and equity in higher education. At Berkeley, Garcia looks to continue to advance this research as well as the university's efforts toward becoming an HSI in the meaningful ways she has identified as critical for students and institutions. **"Her unparalleled expertise will lead us as we continue building a community-centered culture of belonging across campus,"** said Vice Chancellor for Equity and Inclusion Dania Matos.

Assistant Professor Jose Eos Trinidad, who came to BSE this fall from the University of Chicago, says he is keeping in mind three goals: first, teach undergraduate and graduate students and help



them to become more analytical, systematic, and practical; second, be the best collaborator and mentor possible to graduate students, helping them refine their work and

inviting them to help refine his work; and third, help educational non-profit organizations do a better job supporting schools. The thread running through the impact Trinidad hopes to make is building relationships. **"I am given this opportunity at one of the best universities in the world to teach and to do good research, and I am going to make the most out of it,"** said Trinidad. **"I think of it not just as a task, but also as a responsibility to myself to help further this field."**

Adjunct Professor Özge Hacifazlıoğlu first came to Berkeley to work with BSE Leadership Programs as a Visiting Professor in 2021, taking a temporary leave as the vice president at Hasan Kalyoncu Uni-



versity in Turkey. Less than two years later, the globe-trotting academic — whose work has taken her to Syria, Mexico, Arizona, and beyond — has been awarded a full-time faculty

post. Bringing people together to share their stories of teaching and research is at the heart of Hacifazlıoğlu's work. She uses a community of practice model and a "storytelling" approach to teaching research and encourages students to take risks. **"We work on how to tell a research story," she said. "You have to feel the excitement. Your heart should be beating when you collect your data and do your analysis."**

Celebrating 2023–24 AERA President-Elect, Professor Janelle T. Scott (pictured top right).

Faculty Snapshots

ASSOCIATE PROFESSOR TRAVIS J. BRISTOL:

Co-edited the *Handbook of Research on Teachers of Color and Indigenous Teachers*, published by the American Educational Research Association.

ASSOCIATE PROFESSOR TOLANI BRITTON:

Received the National Science Foundation CAREER Award (2023–28).

PROFESSOR BRUCE FULLER:

Contributed to a major BSE initiative on early childhood learning and Pre-K expansion through securing grants and fostering collaboration across the Berkeley campus.

ASSOCIATE PROFESSOR ZACHARY PARDOS:

Developed and launched the world's first open source AI tutor.

ASSOC. ADJUNCT RESEARCH PROFESSOR

LIBBY GERARD: Received the Anti-Racism Interactive Science for Environmental Sustainability grant from the William and Flora Hewlett Foundation.

PROFESSOR JANELLE T. SCOTT:

Voted President-Elect of the American Educational Research Association; Received the 2023 Critic's Choice Book Award from the American Education Studies Association for *Racialization and educational inequality in global perspective*; author of the 2023 *World Yearbook of Education*.

PROFESSOR MARK R. WILSON: Among multiple publications, published with **ASSOCIATE ADJUNCT PROFESSOR KAREN DRANEY** and others: "Language and literacy trajectories for dual language learners with different home languages: Linguistic distance and implications for practice" in the *Journal of Educational Psychology*.

PROFESSOR AND DEAN MICHELLE D. YOUNG:

Co-Edited the *Handbook of Critical Education Research: Qualitative, Quantitative and Emerging Methods*.



Students

Research to change life trajectories

Doctoral candidate María Rojas Concha's year away from her native Chile was spent studying in South Africa — a country that was just a decade post-apartheid. She landed in the predominantly Black town of Vereeniging and lived with a Sotho family, an experience that made her keenly aware of race and her own positionality.

"I never talked about race in Chile. We are socialized to think that we never make distinctions about race. It is a myth, but that's how I grew up," said Rojas Concha.

Now Rojas Concha — a mom to 6-year-old Juan Cristobal and 2-year old Micaela Leonor — conducts research examining how a market-oriented education system (standardized testing, choice, privatization, high-stakes accountability, and more) inform how schools cultivate belonging or practice othering toward multilingual immigrant students of African descent in Chile. **"It's the most relevant aspect of somebody's life to be able to change life trajectories," she said about the research that she hopes can improve the lives and educational opportunities of immigrants living in undignified, dehumanizing, and exploitative conditions.**

Student Snapshots

HAIDER ALI BHATTI: Diversity & Community Fellowship from the Office for Graduate Diversity to develop a STEM curriculum and program called Path to the Professoriate

ERIC ASSAN: Mastercard Foundation Scholar and winner of the Davis Project for Peace Grant

MICHAEL BAKAL: Published "From below, on the left & with the earth: Attuning to the relational in learners' voices through a pedagogy of Buen Vivir" in the journal *Mind, Culture and Activity*

ALLISON BRADFORD: *Science Education* manuscript author

TU MOUA CARROZ: Recipient of an Asian American Research Center research grant

QUENNIE DONG: Student Poster Award from the Western Psychological Services and the APA Science in the

Morning Competition Award and Division 16 Blue Ribbon Student Poster Award; World Anti-Bullying Forum Graduate Student Fellowship

JOY ESBOLDT: National Academy of Education/Spencer Foundation Dissertation Fellowship

ISAAC FELIX: Ford Foundation Predoctoral Fellow

C. DARIUS GORDON: National Academy of Education/Spencer Foundation Dissertation Fellowship

HIMILCON INCIARTE: ATLAS Doctoral Research Fellowship

ARLYN MORENO LUNA: Grant award recipient from Alianza MX for the *US-Mexico Binational Study Abroad Program: Education, Environment, and Entrepreneurship*

ELAINE LUO: 2023 Student Award from the APA Division 16 SASP BIPOC Equity in School Psychology Training

Scholarship Advanced Student Award; 2023–2024 Center for Studies in Higher Education Gardner Fellow; 2023–2024 Contributing Editor for the National Association for School Psychology Communique Editorial Board

CATHARINE PARK: National Academy of Education/Spencer Foundation Dissertation Fellowship

YARED PORTILLO: Ford Foundation Predoctoral Fellow

MARÍA ROJAS CONCHA: National Academy of Education/Spencer Foundation Dissertation Fellowship

MONICA THOMAS: AASA, School Superintendents Association Scholarship in 2023

MELISSA VIRRUETA: University Council for Educational Administration, Jackson Fellow

QIFAN ZHANG: Public Policy Institute of California Research Fellow



School Psychology



Professor Frank Worrell was honored this year with a doctorate from Heidelberg University and concluded his presidency of the American Psychological Association, with the farewell address, From “Behind the Bridge” to the Presidency of the American Psychological Association: Lessons Learned on an Unplanned Journey.

Doctoral students provide much-needed care in Bay Area schools

Message from the Director

Two years ago, our School Psychology Program forged a partnership with three local school districts — Oakland Unified, Piedmont Unified, and San Francisco Unified — to create the Berkeley Psychology Internship Consortium (BPIC), which aimed to meet an urgent need to offer high-quality training to doctoral interns who are dedicated to providing comprehensive psychological services to children and families in school settings. BPIC was awarded accreditation, on contingency, last spring and is **currently the only APA accredited doctoral internship in School Psychology in the state of California.**

Students from Berkeley’s School Psychology Program, as well as other doctoral programs across the United States, are eligible to apply. The doctoral internship program will offer well-trained and diverse cohorts of interns who can provide much-needed psychological services in the partner school districts.

In addition to this cutting-edge internship program, School Psychology organized two conferences to bring equity-focused, high-quality professional learning opportunities — based on contemporary science — to local educators. “Advancements in Transformative Social-Emotional Learning,” in March was entirely student-led and “Social Justice in Schools: Key Practices for More Equitable Outcomes,” in August was organized by the faculty. Both events were attended by more than 100 school psychologists and counselors, teachers, and administrators.

Berkeley’s School Psychology program was founded in 1965, which means we’ll celebrate our 60th anniversary next year! Please stay connected for information about our celebration in Spring 2025.

— Faculty Director Frank C. Worrell

Finding belonging as an international student

When School Psychology doctoral candidate Elaine Luo was just 11, her dad asked her if she'd like to study in the United States. Luo's dad was from a small town in mainland China and had moved to a larger village and eventually a city, but had not lived outside of China.

"He said, 'I want you to try something different. I want you to have a different experience,'" said Luo, who came to the United States to attend UC Irvine when she was 17, arriving without any close relatives or ready-made community support.

Luo describes the struggles to adjust to vastly different economic, political, cultural, and educational systems in the United States and feeling a lack of belonging — an experience that requires adjustment, she said, and that can take a toll on international students.

"That's why I appreciate [School Psychology Faculty Director] Frank [Worrell] so much because he used to be an international student and he understands it," explained Luo. "He gives me the space to share those voices and the thoughts that I have that may be different from other students — an international student perspective."

Luo's experiences have shaped her research trajectory. Drawing on the School Psychology Program's scientist-practitioner model that meshes research and practice, Luo looks at the ethnic-racial identity of adolescents (white students and students of color) and explores how it is influencing their own development, psychological well-being, and relationship with learning.

"School is a setting that allows for great long-term changes in a student's life. It is a place that we can connect students, families, policymakers, and educators all together," said Luo, who got her master's degree at Harvard University before coming to Berkeley. **"I know we criticize it, we problematize it, but I still think school is the place where we can make the most impactful changes."**



Leadership



Watch a brief video about 21CSLA's support for equity leaders.
Visit tinyurl.com/21CSLAequityleaders.

Educating equity leaders and transforming California schools

Message from the Directors

Our Berkeley Leadership Programs, which encompass the Principal Leadership Institute (PLI), Leaders for Equity and Democracy (LEAD) EdD, the Leadership Support Program (LSP), and the 21st Century California School Leadership Academy (21CSLA), prepare diverse school leaders who are focused on advancing equity across California and beyond.

We know from research that school principals are second only to teachers in regard to the impact on student learning and are critical to cultivating equitable conditions for belonging in schools.

How do we know we're making an impact? Data from our PLI program show that more than 53 percent of our PLI alumni are people of color; 78 percent of graduates are working in public schools; and 98 percent of these graduates are still working in the field of education.

Our alumni also speak to what they carry from the program: "Our PLI experience with courageous conversations, leading with a clear 'why,' and using different data to effectively tell a narrative, are some of the many lessons that still impact me and help with my reflections daily," said Nancy Kuei, PLI Cohort 17, principal at Hopkins Middle School in the Fremont Unified School District.

In 2023, our Leadership Programs received a second, historic three-year investment from California of up to \$12 million over three years to the 21CSLA State Center, a project housed and led by Berkeley School of Education in partnership with the UCLA School of Education and Information Studies and UC San Diego-based California Subject Matter Project. Our Leadership Programs will receive another \$6.9 million over three years for the 21CSLA Alameda Regional Academy to carry out transformational work with school and district leaders in the greater Bay Area. 21CSLA is the first statewide professional learning initiative for leaders in more than 20 years.

Our 21CSLA equity statement expresses the focus throughout our Leadership Programs: **"Leaders for equity transform education to improve access, opportunity, and inclusion for students and adults, especially those who are systemically marginalized and historically underserved, so that they can thrive."**

— Assistant Dean for Leadership Development Programs Rebecca Cheung and
Leadership Programs Faculty Director Jabari Mahiri

Disrupting the status quo, particularly for students of color

Alexandrea Creer Kahn, LEAD Cohort 2, has worn many educator hats: teacher, principal, district leader, higher education administrator. Within all of these contexts over many years, she's most proud of her role in transforming a small charter high school in East Oakland, located on the Castlemont High School campus.

Many of Creer Kahn's uncles and cousins attended Castlemont, a historically under-resourced school.

"We turned a school that was on the brink of closure and helped it rise and become one of the top performing schools in the city," said Creer Kahn, who noted increases in standardized test scores, high college acceptance rates and completion, and contributions to the local ecosystem. "Being able to contribute back to my community was incredibly fulfilling."

Creer Kahn — the first in her family to go to college — attended UC Berkeley for her undergraduate degree and will be a double Bear when she completes her EdD in the Leaders for Equity and Democracy program in 2026.

"While Cal was quite frankly hard as an undergraduate, it also represented a place for me that was intellectually stimulating," Creer Kahn said.

"It really reflects the values that I hold in being committed to justice and disrupting the status quo around predictable outcomes for students and particularly students of color."

Creer Kahn is currently both a graduate student and teacher of graduate students at Alder Graduate School of Education — an experience she describes as helpful and beautiful. She's also the mom of a three- and five-year-old.

Although Creer Kahn is just starting LEAD's three-year program, she is already preparing for her research, which will likely focus on how teacher preparation programs can do a better job affirming the identities of pre-service teachers of color.

Creer Kahn appreciates that LEAD — designed for people who are also in the workforce — provides structural support so she can bring her "best self and engage."

"I am able to be myself and have an intellectually rigorous space that's aligned with my work and my goals," she said.



Berkeley Teacher Education Program



The values, relationships, and experiences of a more just world

Message from the Director

The Berkeley Teacher Education Program (BTEP) became the first teacher education program to be honored with the American Educational Research Association (AERA) Division K Teaching and Teacher Education's *Innovations in Equity and Social Justice in Teaching and Teacher Education Award*. This award recognizes the remarkable transformation of the teacher education program at Berkeley over the last five years, the model it presents for other programs of teacher education across the U.S., and the research contribution it has made to the field of teacher education.

Our work intentionally spans global to local. We hosted teacher education colleagues from Tromsø, Norway, and Auckland, New Zealand, as part of a multi-year international collaboration focused on cross-institutional learning to enrich each of our programs. Locally, our graduates continue to impact California schools as “teachers who are committed to co-creating powerful and enriching classrooms that embody the values, relationships, and experiences of a more just world” (BTEP Identity Statement).

In addition to the consequential work of our graduates in classrooms and schools, our students are already shaping teacher education policy in California. Mers Tran, a BTEP student, served as the Education Preparation Student Liaison to the California Commission on Teacher Credentialing during the 2022–23 academic year.

BTEP continues to innovate to better meet the needs of our students and the K–12 students they teach everyday. With the support of University-Community Links (UC Links), BTEP worked with partners in the Berkeley Unified School District this summer to support high quality learning opportunities for elementary and middle school students in our local communities. We are eager to expand this program in the coming years to serve an even broader range of youth in Berkeley and adjoining cities.

— BTEP Faculty Director Thomas M. Philip



‘I see myself as a seed’

“We are a desert surrounded by dirt,” said Berkeley Teacher Education Program student Maria Lopez, referring to her hometown of Hesperia, Calif., a high desert town in southern California. “I always prefer to see that dirt as soil, and I see myself as a seed that was planted there. I am really proud of where I come from.”

Lopez is a self-described Mexican American who was the first in her family to attend college, a prospect that seemed unlikely during high school — a time when she considered herself a “class clown.”

“I had behavioral issues. I was lashing out as a teenager. I had one teacher who said, ‘You have potential, and you’re funny, and how can you repurpose that into something much more meaningful?’” recalls Lopez.

“I thought I was doomed and so by the time I started community college it took me a semester or two to realize I had a fresh start in my hands.” She applied to four UC’s as a transfer student and got into every one.

An Education Minor, Lopez excelled at UC Berkeley and after graduation in summer 2021, returned home to teach 9th grade English on an emergency teaching credential in Apple Valley, Calif.

Her arrival was met with a lot of push back from students who had had a substitute for a month

prior. She found success when she began to build relationships and meet her students half way.

“By the time the school year concluded, I was overwhelmed with joy,” Lopez said. “It was the time of my life. I will tell you that I am already getting emotional thinking about it because leaving my students to come up here was a sacrifice.”

Lopez was awarded the inaugural The Patricia and Jeffrey Williams Teacher Education Graduate Fellowship, established by Jeff (BA Rhetoric ‘78) and Patty (BA History ‘75, single subject teaching credential ‘76) Williams.

Jeff Williams said of the fellowship: “We wanted to do something that can make a difference in the world.”

Lopez says the Williams Fellowship allows her to focus entirely on the rigors of graduate school and not worry about making ends meet.

“Having the funding is life changing,” Lopez said. “If I had not received this fellowship I would be drowning in debt. This stretch to be an educator will be ongoing — it’s a seven-year journey and counting — but I have always felt I was crafted for this. I am humbled to have generous donors like the Williamses. It inspires me to give back . . . to leave my mark and my legacy behind in a way. It’s like a monument.”



“The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.”

— Paulo Freire, *We Make the Road by Walking: Conversations on Education and Social Change*

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