

UC Berkeley School of Education

Building a
BRIGHTER FUTURE

IMPACT 2024



NATIONAL
ACADEMY
of
EDUCATION

50% OF FACULTY ARE
MEMBERS



50% OF FACULTY ARE
FELLOWS



113
UNDERGRADUATE
STUDENT VOLUNTEERS
placed at **70+**

K-12-oriented programs
in California in the past year

7  **ENDOWED
Chairholders**

\$3.4M
AWARDED
to students in
scholarships
& fellowships



\$16.8M
IN ANNUAL
RESEARCH FUNDING

26 School Psychology students engaged in
CLINICAL EXPERIENCE
AT 16 DIFFERENT SITES

**TENURE LINE
FACULTY MEMBERS**

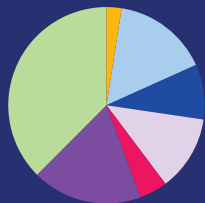


27



**MASTER'S
DEGREE**

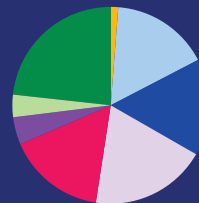
59 Women, 26 Men, 2 Nonbinary
1 Not Reported



- American Indian/Alaska Native: 2
- Asian/Asian American: 14
- Black or African American: 8
- Hispanic/Latinx: 11
- Race and/or Ethnicity Unknown: 4
- Two or More Races: 16
- White: 33

**DOCTORAL
DEGREE**

92 Women, 54 Men
1 Not Reported



- American Indian/Alaska Native: 1
- Asian/Asian American: 24
- Black or African American: 24
- Hispanic/Latinx: 30
- International: 23
- Race and/or Ethnicity Unknown: 7
- Two or More Races: 4
- White: 34



FROM THE DEAN

*As we reflect on our progress this past year, the theme of this report — **Building a Brighter Future** — resonates deeply with our purpose at the Berkeley School of Education (BSE). Here we cultivate courageous educators and researchers committed to transformational change in education.*

The health of our schools, communities, and democracy depends on the strength of our educational systems, making our work to develop educational professionals, interventions, and research more urgent than ever before. We are equipping today's educators to actively advance equity in their classrooms, schools, and communities through research-based development and professional learning. And we are extending the reach of our work through our new Educational Sciences major and BS degree, extended partnerships, and our immersive virtual classroom — an exciting learning space laced with cutting edge technology. Our partnerships with school systems, states, and research collaborators enhance our ability to address critical educational issues, and cultivate the next generation of educational researchers, policy analysts, teachers, leaders, and school psychologists. These are the future leaders who will shape a future where equity, access, innovation, and the public good reinforce the very fabric of our democracy.

I invite you to explore the transformative work highlighted in this report, which is helping to create educational environments that empower all learners. Together, we are building a brighter future. Thank you for being part of this journey.

Warmly,

Michelle D. Young
Dean and Professor



IMPACT FOR THE PUBLIC GOOD



STUDENT SPOTLIGHT

Ja'Nya Banks

Recent pivotal events such as the Black Lives Matter movement, book bans, and the politicizing of classroom lessons highlight the importance of Ja'Nya's educational research. She cares deeply about upholding spaces of resilience for Black people and other marginalized communities. Her research examines how families and educators preserve their neighborhood schools across generations and push back against school closures. "I want to be building asset-based narratives for marginalized communities so they can gain agency with institutions that affect them. By that, I mean people who are assigned to, yet disenfranchised by, these larger systems — such as schools — should have more power and ownership in places that matter to them," Ja'Nya said.





Making a Difference at the Very Beginning

California is investing in expanding access to Universal Transitional Kindergarten. **Berkeley Equity and Excellence in Early Childhood Learning (EXCEL)**, launched this year, will lead ambitious, large-scale research projects and policy initiatives that seek to transform and enhance early learning and care systems, address policy barriers, and provide guidance, training and tools for practitioners. Supported by a grant from the Heising-Simons Foundation, this interdisciplinary effort is led by the Berkeley School of Education and the Goldman School of Public Policy and includes the Berkeley Institute for Human Development, School of Social Welfare, School of Public Health, Department of Psychology, and the Center for the Study of Child Care Employment. In addition, the **21st Century California School Leadership Academy (21CSLA)** is leading a statewide UTK Leadership Initiative comprising a three-level professional learning approach and a UTK leadership certificate program.



How Children Learn Science

Assistant Professor **Dana Miller-Cotto** researches math performance disparities among Black and Latine students living in poverty, who generally demonstrate lower performance in mathematics in the United States. She investigates how executive function, particularly working memory, impacts math learning and how context and culture influence assessments of executive function in Black and Latine children. Understanding the factors that influence learning enables cognitive scientists like Miller-Cotto to design effective learning materials and processes that unlock a universe of math learning opportunities for students. Miller-Cotto's research is supported by grants from the Society for Research in Child Development's Black Caucus, the Brady Education Foundation, EF+Math, the Mindset Scholars Network, and the Bill and Melinda Gates Foundation.



Increasing Access For Historically Marginalized People

The new **Center for Research on Expanding Educational Opportunity (CREEO)**, founded by Associate Professor **Travis J. Bristol**, uses research to shape policy and practice in service of creating opportunities for students and adults who have historically been at the margins. CREEO aims to cultivate a diverse group of quality educators who can provide an exceptional education to historically resilient and marginalized students nationally and internationally. In this pursuit, CREEO leverages and produces leading-edge educational research that shapes policy, practice, and strategies for operational change, and conducts advocacy and outreach that helps students achieve their dreams. CREEO is funded by the State of California, the William and Flora Hewlett Foundation, and other generous supporters.

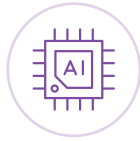
ACCESS TO EXCELLENCE



ALUM SPOTLIGHT

Femi Ogundele

Olufemi “Femi” Ogundele (EdD ’24) is UC Berkeley’s associate vice chancellor of admissions and enrollment. Femi provides vision, strategy and leadership in the recruitment and evaluation of California’s flagship public university. His vision and leadership in undergraduate recruitment and admissions has been truly transformational, resulting in four consecutive years of the most ethnically and geographically diverse classes of students admitted to Berkeley in three decades. His dissertation is aptly titled, “Cracking the Code: Chief Admissions Offices’ solutions for inclusive STEM admissions in public research universities.”



Leveraging AI in Tutoring

OATutor, the field of education's first open sourced adaptive tutoring system (oatutor.io), is designed to make instructional decisions tailored to student subject mastery, assessed in real-time.



It implements the principles of Intelligent Tutoring Systems, a tutoring approach with a long history of efficacy in the literature. Associate Professor **Zachary A. Pardos** and his team developed this open and free approach in order to open the doors to more transparent and accessible innovation in education technology. Six adaptive textbooks (Creative Commons Licensed) are currently available: algebra (elementary, intermediate, and college), introductory statistics, precalculus essentials, and calculus Volume 1. The tool has facilitated leading edge interdisciplinary research on GenAI for automatic generation of questions and help messages aligned to an individual instructor's curricular materials and teaching preferences. This award-winning scholarship has been published in top education technology venues such as *Computers & Education* and *British Journal of Educational Technology*. Recent ed tech competition wins include the 2024 Tools Competition.



Serving Hispanic Students Multidimensionally

UC Berkeley's work to become a Hispanic Serving Institution (HSI) is not an end goal but an ongoing effort to develop "servingsness." This is conceptualized as the ability of HSIs to enroll and educate Latinx students through a culturally enhancing approach that centers Latinx ways of knowing and being, with the goal of providing transformative experiences that lead to both academic and liberatory outcomes. Professor **Gina Garcia**, who wrote *the book on how to become an HSI* ("Becoming Hispanic-Serving Institutions: Opportunities for Colleges & Universities," Johns Hopkins University Press, 2019), is the inaugural faculty director of **Berkeley's Latinx Thriving Initiatives**. Her research will guide the development of strategies that ensure Berkeley and the BSE's policies, pedagogy, and practices effectively support the success of its diverse student body.



The Berkeley School of Education is where passion meets purpose, empowering the next generation of educators.

ADVANCING EQUITY



STUDENT SPOTLIGHT

Jonathan Desmon Russell Pérez

Doctoral student Jonathan Pérez is the 2024–2025 UC Berkeley Diversity, Equity, Inclusion, Belonging, and Justice (DEIBJ) Fellow for the Berkeley School of Education. His inspiration to take on this role stemmed from his experience as a strike captain during the 2022 UC academic workers' strike, where he saw the potential for community-oriented learning. His research focuses on how California's Ethnic Studies curriculum helps students navigate and understand racialization. As a DEIBJ fellow, Jonathan aims to foster collaboration within the BSE and strengthen community ties. He will also work with Berkeley's Office of Graduate Diversity and the Graduate Division to address challenges and explore growth opportunities.

Building a Diverse Pipeline

Through the **Diverse Education Leaders Pipeline Initiative**, UC Berkeley partners with Oakland, San Francisco, and West Contra Costa Unified School Districts to develop a pipeline of diverse, culturally responsive school leaders. Led by **Soraya Sablo Sutton** (PhD Education '03; MA Education '96) at the **Principal Leadership Institute**, the program provides aspiring leaders with coursework toward the Preliminary Administrative Services Credential; the Clear Administrative Services Credential through UC Berkeley's Leadership Support Program; leadership coaching; and ongoing professional learning support. This initiative, funded by \$1.2 million from the California Commission on Teacher Credentialing, prioritizes the advancement of a diverse leader workforce and building a leadership pipeline to serve the partner districts' schools for years to come. Between 2024 and 2027, the grant will cover up to 90% of tuition costs and 50% of induction costs for leaders in these districts. Research shows that diverse leadership improves teacher retention, student enrollment in advanced classes, and graduation rates for students of color, who comprise 80% of all students in California.



Leadership Development for Professionals

The **21st Century California School Leadership Academy (21CSLA)** provides professional learning rooted in equity and research-backed leadership development. This approach prioritizes meaningful and authentic learning experiences that leaders can apply directly to practice. It emphasizes continuous improvement practices, such as racial affinity groups that support a diverse leader workforce, leaders of bilingual programs, and the implementation of an ethnic studies curriculum. In its first three-year grant cycle, 21CSLA served approximately 8,300 leaders. Through its seven regional academies, the program offered 333 communities of practice and localized professional learning opportunities and provided coaching to hundreds of leaders, including 384 in Year 3 alone, ensuring leadership development that supports educational equity for all. The program is an initiative of the California Department of Education.



Creating Scholar Athlete Equity Leaders

The Cultural Studies of Sport in Education master's concentration, led by Professor of Practice **Derek Van Rheenen** (PhD Cultural Studies '97; MA Education '93; BA Political Economy/German '86), explores the complex relationship between athletics and academics in U.S. education with a focus on equity, advocacy, and leadership. Students examine how institutionalized sports both conflict with and complement the missions of K-12 and post-secondary schools, exploring topics like urban education, the sociology of sport, advocacy leadership, and the academic and athletic experiences of student athletes through the lenses of race, class, gender, and (dis)ability. Students critically analyze policies like NCAA regulations and legal rulings such as Alston and NIL. Graduates pursue careers in education, coaching, athletic administration, and student support, with many seeking advanced degrees in fields like public policy, law, and the social sciences. Two alums of the program and one current student participated in the Paris 2024 Summer Olympic Games, with one taking home the Gold in the Hammer Throw! The program is supported by Mike (BA Economics '82) and Jeanne Williams.



STUDENT SPOTLIGHT

Meg Everett

From an early age, Meg Everett saw the classroom as a place of both refuge and revolution. Her belief in the classroom's transformative power led her to teach in the Mississippi Delta with Teach for America and later in New Orleans, focusing on ELA and Social Studies. Her experiences in the American South sharpened her understanding of systemic inequities faced by marginalized communities. Inspired by her students' resilience, Meg devoted herself to leveraging technology to foster creativity, resistance, and joy in education. Now a doctoral candidate at the BSE in Learning Sciences and Human Development with a Designated Emphasis in New Media, she explores how technology can empower students and build positive, supportive relationships between students and teachers.

A black and white photograph of a classroom. Several students are seated at desks, each with a laptop open. They appear to be working or learning. The focus is on a young boy in the foreground, who is looking intently at his laptop screen. Other students are visible in the background, also working on their laptops. A pen holder with several pens is on the desk in the foreground.

INNOVATION



Transforming Online Teaching and Learning

In April, the Berkeley School of Education opened a state-of-the-art, immersive virtual classroom — among the first of its kind. Its cutting-edge technology is just one element of what makes this classroom so powerful — the learning offered through this space also integrates cutting-edge pedagogy and research in the design and study of online education. The **Online@BSE** program uses this immersive classroom to offer innovative online courses to students and working professionals who might not otherwise have access to a Berkeley education and who work in fields of high need, such as early childhood education, literacy, after-school learning, and school psychology. In addition to creating the infrastructure for online and hybrid courses, Professor **Glynda A. Hull**'s team conducts qualitative and quantitative research on online teaching and learning practices. This effort was launched with \$1 million in support from the William and Flora Hewlett Foundation.



New Ways to Improve Mental and Spiritual Well-Being

The **UC Berkeley Center for the Science of Psychedelics' Psychedelic Facilitation Certificate Program** prepares aspiring psychedelic facilitators, practitioners who guide individuals through safe, legal psychedelic-assisted therapeutic experiences. The program welcomed its third cohort of doctors, chaplains, traditional healers, therapists, nurses, and other advanced professionals. Practitioners undergo a nine-month, 200-hour program of study. Led by the certificate program's faculty director, Associate Professor **Tina Trujillo**, the curriculum blends the latest scientific research on psychedelics with traditions such as spiritual care, ecological awareness, psychotherapy, clinical science, and ethics. A hallmark of the program is its commitment to increasing access to these therapies for historically underrepresented communities. This year's cohort consists of over 50% BIPOC and 40% LGBTQ+ learners from four countries.



At the heart of innovation and leadership lies a call to educate.

A THRIVING DEMOCRACY



ALUM SPOTLIGHT

Mary Vixie Sandy

A policy leader with more than 25 years experience working in higher education and government, Mary Vixie Sandy (EdD '13) focuses on building the capacity of teachers, leaders, public schools and communities to meet the needs of California's diverse student body. As executive director of the California Commission on Teacher Credentialing, she oversees public policy related to educator preparation and licensing and directs an agency that awards more than 250,000 credential documents per year and accredits more than 250 colleges, universities, and local education agencies offering educator preparation programs.





Preparing Transformational Leaders



In May of 2024, the BSE celebrated the graduation of the first cohort of its redesigned education doctorate program, **Leaders for Equity and Democracy (LEAD)**. Now accepting applications for Cohort 3, LEAD remains committed to serving bold and courageous leaders with a proven track record of transformational change. LEAD engages passionate, equity-conscious, practicing leaders with the theories, research design principles, operational capacities, and networks they need to support large-scale change in education. Importantly, at the end of the three-year, transdisciplinary program, graduates leave exceptionally prepared to design liberatory educational systems. Such leaders are committed to and capable of realizing our potential as a nation — an inclusive, democratic America committed to uplifting the brilliance of its vibrant, diverse communities.



Expanding Opportunities for Undergraduates

The BSE welcomed the first cohort of students into its new undergraduate major and **BS degree program in Educational Sciences** for the Fall 2024 semester. Courses in the major focus on promoting equity and social transformation in pre-K–16 schooling as well as advancing equity, inclusion, diversity, and belonging within a broad spectrum of educational and social environments. The major prepares students to become educational researchers, curriculum and learning specialists, and policy analysts, as well as for future careers as teachers and educational leaders — committed to fostering human thriving through learning and ensuring that democracy remains vibrant, inclusive, and responsive to the needs of all people.

We believe that education empowers individuals to engage in thoughtful debate, understand the complexities of our world, and drive social change.

PROGRAMS

School Psychology

The Berkeley School Psychology Program, which celebrates its 60th anniversary this year, prepares graduates to assume leadership roles as practicing school psychologists, researchers, university educators, and program directors at the local, state and national levels. Grounded in a scientist-practitioner model of education and training, the doctoral program emphasizes developmental and ecological systems perspectives and a school-based mental-health consultation model of service delivery. The Berkeley School Psychology Program is accredited by the American Psychological Association and the California State Department of Education and approved by the National Association of School Psychologists.

Leadership Programs

Leadership Programs at the BSE develop and sustain a diverse community of equity and justice-focused teacher, school, and system leaders who transform public education, especially for marginalized and historically underserved students. These programs engage in applied synergistic investigations and the development of innovative practices around this common purpose. Leadership Programs comprise the Principal Leadership Institute (Joint MA and Preliminary ASC), the Leadership Support Program (Clear Administrative Services Credential), Leaders for Equity and Democracy (EdD), and the Educational Leadership Learning Accelerator. Leadership Programs also include the 21st Century California School Leadership Academy (21CSLA) State Center and Bay Area Regional Academy.

Berkeley Teacher Education Program

The 15-month Berkeley Teacher Education Program (BTEP) prepares teachers committed to creating equitable, enriching classrooms that reflect a more just world. Students in the program earn both a teaching credential (Elementary/Multiple Subject [K-6/8] and Secondary English, History/Social Science, Math, or Science) and a Master of Arts in Education. The program emphasizes building meaningful relationships, critically examining systems of power, and fostering collaborative learning spaces centered on students' strengths. BTEP promotes lifelong learning, technical excellence, and transformative teaching while addressing systemic inequities. In 2024, BTEP received nearly \$3 million from the U.S. Department of Education to recruit and train undergraduate and preservice teachers from underrepresented backgrounds. This grant prioritizes diversity in teacher education and the advancement of a diverse and multilingual teacher workforce.

Because changing the world starts with education.

Faculty Distinctions

Rebecca Cheung

Assistant Dean, Leadership Development

Professor of Education Award

CALIFORNIA ASSOCIATION OF ASIAN & PACIFIC LEADERS IN EDUCATION

Cati V. de los Ríos

Associate Professor

2025 Divergent Award for Excellence in Literacy in a Digital Age Research Initiative for Literacy in a Digital Age

INITIATIVE FOR LITERACY IN A DIGITAL AGE

Gina Ann Garcia

Professor

2024 Thomas Magoon Distinguished Alumni Award

COLLEGE OF EDUCATION, STUDENT AFFAIRS CONCENTRATION, UNIVERSITY OF MARYLAND

Kris D. Gutiérrez

Distinguished Professor and Carol Liu Chair in Educational Policy

Appointed to the Education Program Advisory Committee

AMERICAN ACADEMY OF ARTS AND SCIENCES

Thomas M. Philip

Professor

Fellow

INTERNATIONAL SOCIETY OF LEARNING SCIENCES

Jose Eos Trinidad

Assistant Professor

Regents' Junior Faculty Fellowship

UNIVERSITY OF CALIFORNIA

Frank C. Worrell

Distinguished Professor

Marsilius Medal

HEIDELBERG UNIVERSITY, GERMANY

Nadine Murphy Lambert Lifetime Achievement Award

AMERICAN PSYCHOLOGICAL ASSOCIATION

Lifetime Achievement Award

MENSA FOUNDATION



Janelle T. Scott

Professor and Robert C. and Mary Catherine Birgeneau Distinguished Chair in Educational Disparities

President (2024–2025)

Jose Eos Trinidad

Associate Professor

Elected Program Chair, Organizational Theory, Special Interest Group #073

Travis J. Bristol

Associate Professor

2024 Early Career Award

Kris D. Gutiérrez

Distinguished Professor and Carol Liu Chair in Educational Policy

2024 Distinguished Contributions to Research in Education Award

Zeus Leonardo

Professor

Senior Scholar Award, Special Interest Group, Critical Examination of Race, Ethnicity, Class, and Gender

from the American Educational Research Association

Student Distinctions

Astha Agarwal

PLUS Leadership Fellow

BERKELEY'S CENTER FOR CITIES AND SCHOOLS

Brendan Henrique

First Place, Graduate Student Research Competition

TECHNICAL SYMPOSIUM OF THE SPECIAL INTEREST GROUP IN COMPUTER SCIENCE EDUCATION

Cristina Méndez

Minority Dissertation Fellowship in Education Research

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Hua (Elaine) Luo

Student Poster Blue Ribbon Award

AMERICAN PSYCHOLOGICAL ASSOCIATION, DIVISION 16

Jonathan Pérez

Experimental Critical Theory Seminar Grant

UNIVERSITY OF CALIFORNIA HUMANITIES RESEARCH INSTITUTE

Wesley Veiga




KIDS FIRST: David L. Kirp Prize

BERKELEY INSTITUTE FOR THE STUDY OF SOCIETAL ISSUES



UC Berkeley
School of Education

Educate like democracy depends on it.

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