Melia Schiffgens stands next to a whiteboard at the head of a classroom, leading a group of 30 or so attentive fourth-graders at Sunnyvale’s Vargas Elementary School through their Tuesday afternoon social studies lesson. Schiffgens, a Lurie College teacher candidate tackling the complicated topic of Manifest Destiny, scrawls key terms on the board while supervising teacher Barbara Papamarcos looks on. Schiffgens has the kids take turns reading from a passage in their textbook that describes how American settlers who arrived in California while it was still part of Mexico had trouble buying land.

“Miss Schiffgens, I don’t get that,” Papamarcos interjects slowly, eyes wide. “They were living in California, but it was part of Mexico?”

Schiffgens nods and explains that in the 1840s Mexico still retained sovereignty over the territory.

“You had to be a Mexican to own land in California,” she adds, speaking slowly, as if talking to a fourth-grader. The students watch the exchange with interest.

continued on page 4
One topic of discussion was how and why universities should change the way they deliver instruction. I was joined on this panel by the president of a Silicon Valley high-tech firm and the founding director of Year-Up, a program that helps place unemployed youth in one-year training and working internships with local companies. I appreciated the opportunity to present our perspective, because the voices of faculty in colleges of education are rarely heard in these discussions.

The CED report highlighted the problems California is likely to face because not enough people will graduate with college degrees over the next decade. They attribute the knowledge and degree gap to a number of factors, most notably inefficiencies in how universities deliver instruction. Both the CED report and Lt. Gov. Newsom urged university leaders to rethink their instructional priorities and improve their efficiency by adopting new technologies.

I agree that we face a crisis, and know that all sectors of higher education must change in light of how students need and want to learn, but I take issue with the notion that education can be reduced to “the delivery of instruction.” That makes it seem as if our faculty members and students are merely consumers of knowledge. As I stated in my remarks, education is a “relational business.” That is, real learning depends upon the relationships built between teachers and students.

This issue of Impact focuses on the power of these relationships. In adopting the co-teaching model for our student teaching experiences, our faculty sought to ensure that student teachers would spend more time in classrooms with their mentors and learn the complexities of teaching from close interactions with experienced educators. Mentor teachers themselves meanwhile benefit from the professional development provided by Lurie College faculty. It is a win-win for everyone.

The hands-on nature of many of our programs lead to much richer experiences and deeper learning for our graduates. You can read about how students in our Communicative Disorders and Sciences Department perform hearing screenings in local schools and clinics. Not only do our students learn from these real-life encounters with children and adults, but the community benefits from access to free hearing tests.

These are examples of why we need to be cautious about focusing too much on the efficient delivery of content, when the true value of higher education lies in teaching people how to be curious, motivated lifelong learners. This is a cornerstone we all need to have. If you have time, please share your thoughts about how we can provide the best education in a rapidly evolving world.

Heidi Brenckle did not have the easiest educational path. She left school at 15 without earning a GED, but found the determination to put herself through community college and San José State University, completing her elementary education teaching credential along the way. She credits grants, loans and other financial assistance with making it possible.

Now, as stewards of her late father-in-law’s charitable foundation, she and her husband are giving back.

Over the past five years Brenckle has established a scholarship for Lurie College students and helped to fund the annual Marion Cilker Conference for Arts in Education.

“Feeling blessed,” Heidi’s determination to share her good fortune with others.

“Feeling blessed.” Heidi Brenckle’s determination to share her good fortune with others.

He amassed substantial wealth and took pleasure in philanthropy, she says. “Before he died, he told me ‘Heidi, the best thing you could ever do is go back and get your teaching credential,’” she says. “He knew I wanted to be in the classroom.”

He also established the Brenckle Family Foundation, to be administered by his son and daughter-in-law. After he died in 2008, she started work toward her multiple subject teaching credential, which she completed in December 2011.

With her growing family, she has not yet returned to teaching full-time, but she spends part of each day putting her late father-in-law’s generosity to good use. “I’ve taken what he’s done and not just tried to emulate it, but further it,” she says.

Brenckle remembers hearing Lurie College classmates talk about the struggle to meet their full-time, unpaid student teaching obligations while working a second job to help make ends meet.

“She could have done it better, for sure,” she says. “I’m really blessed. I started thinking about that—seeing how financially it can be a struggle. I thought we could at least set something up for one person.”

The foundation created a scholarship that pays full tuition for a Lurie College student during the student teaching year. “It takes just a ton of money in that last year to get the credential,” she says.

Financial aid, Pell grants and student loans helped pay for her education. “It was very important,” Brenckle says. “Without that support it wouldn’t have been possible.”

Most recently, Brenckle committed the foundation to supporting the Marion Cilker Arts in Education Conference, which helps to establish and develop conference, which brings together local artists with teachers and teacher candidates to demonstrate ways in which the arts can be used in the classroom.

“I got lost in the shuffle of things,” Brenckle says, in explaining her motivation to give back. “My path in education guided me to where I am today.”
This on-the-fly playacting is a prime example of co-teaching in action, whispers Colette Rabin, who is sitting in the back of the classroom observing the pair. Co-teaching, she says, upends the traditional student teaching model by having teacher candidate plans and lead lessons early in their classroom experience with the close participation of a senior teacher.

An associate professor of elementary education and the director of the Critical Research Academy, a combined master’s and multi-specialty teaching credential program, Rabin is one of several Lurie College faculty members who have been deeply involved in shaping the co-teaching effort, which also includes candidates in the secondary education track.

“It’s very different from traditional student teaching that I went through and I was engaging new teachers in,” she says later. “It makes so much sense. They get feedback faster, they dig in quicker and they are able to start teaching sooner because they are supported by a mentor.”

Lurie College Dean Elaine Chin says co-teaching has long been a staple in special education, where some students need specialized attention within mainstream classrooms. About a decade ago, researchers at St. Cloud State University in Minnesota thought to use this as a way to improve test scores. About a decade ago, researchers at St. Cloud State University in Minnesota thought to use this form of improved test scores, Chin says. “We decided to try it here.”

Ramos-Beban describes co-teaching as “an assisted performance model—the assistance comes at the point it’s needed.” It allows for a number of potential classroom configurations. For example, one person can teach while the other mainly observes, she says. They can also split the class into two groups, set up stations with activities for students to cycle through or teach the same content in two different ways.

In the traditional model, student teachers start out as “helpers” who observe the mentor teacher for many weeks before tentatively trying their hand at leading a classroom lesson. Co-teaching “turns the traditional trajectory of learning on its head,” Ramos-Beban said. “The student teacher participates in all the activities from the very beginning and slowly assumes competence. It’s more of an apprenticeship model.”


Stanfield served his year-long co-teaching residency at Adrian Wilcox High School in the same district. “I taught full-time,” he says. “I had full control over two classes, world history and civics.” Stanfield, who was 29 at the time, felt his mentor teacher gave him a lot of autonomy. “He gave me material to work with, but otherwise let me determine how to present it,” Stanfield says, adding the arrangement suited him. “I’m one of those people who have to do to learn, so I built my semesters the way I saw fit and asked him for advice when I needed it.”

When he took over teaching in the fall of 2012, “I was floundering for a little bit, it was a little tough,” he says. “The tough part was really setting boundaries and being an authority in front of students.”

Although the workload was a challenge, Stanfield was grateful for the chance to see the real-world equivalent of the educational theory he had been studying in his classes at San José State. “I think I retained a lot more here, because I saw the practical application right away.”

The experience varied week by week, she says. “We tried to do planning together. Since I was a novice, I wanted to learn a little bit more about what worked—how to plan the lessons. We came up with a plan for the majority of the semester.”

Last fall, D’Alessandro taught first grade full-time at Vargas in Jennifer Morgan’s classroom. “She was so great at knowing what to do on the fly if there was any kind of situation in the classroom.”

D’Alessandro says, “She was like, ‘OK, here’s what we’re going to do now.’ She just has a lot more resources in her toolkit.”

Now hard at work on her master’s thesis, which draws on her experiences in both co-teaching settings to explore how interactive dialogue journals influence English language learners’ writing experience, D’Alessandro is enthusiastic about co-teaching.

“If I feel there’s a place where they’re straying, I get them back on track. But letting go of control is important.”

—BARBARA PAPAMARCOS
LEARNING BY DOING
SJSU PROGRAM PREPARES HIGH SCHOOL STUDENTS FOR TEACHING CAREERS

A couple dozen college students gathered in classrooms at San José’s Independence High School on a Friday morning in February to run through student teaching lessons they had been developing and fine tuning over the past few weeks. Standing in front of a room full of high school students can be a heart-pumping experience for any new student teacher. But the class of high school seniors these San José State University student teachers faced was even more daunting: These students had spent their entire high school career learning how to be teachers themselves in the school’s specialized program known as Teaching Academy.

The critique session with the Lurie College student teachers was an ‘immerse yourself immediately and review as you go along’ setting with a supportive mentor. “I like it, because I’m more of an ‘immerse yourself immediately and review as you go along’ person,” she says. “Barb asks me, ‘How did you feel about that? What would you like to change?’”

“With my teacher candidates, I want them to feel it’s their class,” Papamarcos says. “I’ll let them run it. If I feel there’s a place where they’re straying, I get them back on track. But letting go of control is important.”

After six weeks on the job, Schiffgens has had the satisfaction of seeing students grow more confident about participating in classroom activities—and believes the intensified adult interaction that comes with co-teaching may be the reason. “There are several students who in the beginning just wouldn’t speak,” she says. “Now, I’m always calling on them.”

The feedback is usually informative and insightful, Karathanos says. “Did anybody get any great ideas? Did you see somebody do something you gave examples”) as well as “cool” feedback (“I had a hard time on track. But letting go of control is important.”

After the critique session, the Teaching Academy high school seniors also debrief. “We talk about what they observed,” Narveson says. “We talk about what they observed,” Narveson says. “They get to see all kinds of different teachers and teaching styles,” Karathanos says. “They’re on campus. They’re right in the middle of students every day. I think it’s really, really powerful.”

At the heart of the San José State/Teaching Academy link are the mid-semester lesson critiques.

The feedback is usually informative and insightful, Karathanos says, and it comes from a teacher’s most important audience—students.

When the Teaching Academy’s coordinator at Independence High, says the program identifies high school freshmen who think they might want to pursue a career working with children, as a classroom teacher, a child psychologist, a pediatrician, a social worker or a child care provider.

Starting in earnest in 10th grade, Teaching Academy students pursue a college-preparatory curriculum while visiting nearby schools to observe teachers and tutor younger students and preparing and teaching their own lessons under the supervision of certified teachers.

One hundred and fifty-four students, freshmen through seniors, are taking part in Teaching Academy. Narveson said about one-third go on to study education and become teachers.

The critique session with the Lurie College student teachers caps off her Teaching Academy students’ senior year. Her students come into the critiques with hours of observation and classroom teaching experience under their own belts and can offer detailed feedback as well as pick up some ideas.

“It’s absolutely a win-win for everyone,” she says. Narveson says she counsels her students to be honest in their critiques but to include “warm” feedback (“I really liked the way you gave examples”) as well as “cool” feedback (“I had a hard time following you because you spoke too fast”).

After the critique session, the Teaching Academy high school seniors also debrief. “We talk about what they observed,” Narveson says. “Did anybody get any great ideas? Did you see somebody do something”
something that you’d like to incorporate in your teaching? Did you see something and say, ‘I’m never going to do that?’”

Some of the Independence High Teaching Academy graduates end up at San José State’s Lurie College of Education and are able to bring the partnership between the schools full circle.

Thinh Duong, who graduated from Independence High in 2009, remembers when he was bitten by the teaching bug. He led story time at Montague Elementary when he was a freshman. “I ended up liking it,” he says, “and here I am today.”

Duong is now a senior at San José State who will graduate this spring from the College of Social Sciences with a B.A. in Preparation for Teaching. He plans to enroll in the Lurie College of Education’s single subject teaching credential program next year and become a secondary teacher in social studies and history.

He remembers participating in the critique of San José State student teachers when he was a high school senior. He smiles and says the lessons the student teachers delivered were impressive, especially a science lesson in which the student teacher borrowed a $5 bill from a student, dipped it in a chemical and then lit it on fire. She dramatically blew out the fire to reveal that the bill was intact and unburned.

“What we all got out of it was a lot of interesting ideas,” Duong says, “It’s a great activity.”

And the San José State student teachers got honest feedback from an informed high school audience.

Duong remembers one student teacher who opened her presentation by saying, “I’m really nervous right now.”

The high school audience later told her that, while she might have thought her confession was disarming, it took attention away from her lesson and transferred her unease to her students. Karathanos says that is just the type of feedback that new student teachers find invaluable.

“For many this is their first time in front of a classroom,” she says. “Essentially they’re getting feedback from a population that they’re going to be teaching. I think it’s such an amazing powerful experience.”

Elissa Garcia, a first-year graduate student in the Department of Communicative Disorders and Sciences, has been studying a broad curriculum designed to prepare her for a career as a speech-language pathologist when she encountered her first room full of energetic preschoolers waiting for hearing screenings at a child care site for the children of Google employees.

It was an abrupt welcome into the wiggly, real world of clinical practice.

“You’re trying to get the child to hear the sound and you’re trying to make sure they’re really hearing and you’re not getting a false positive,” Garcia said. “And you think kids will understand the directions, but not all of them do, especially the little ones.”

At the end of the semester of clinical supervisor Evelyn Merritt’s hands-on practicum, Garcia and her 23 classmates had performed hearing screenings on some 470 to 500 children and 72 senior citizens. And they had learned how to roll with the punches when confronted with the unpredictable nature of clinical testing outside the classroom.

To help fidgety toddlers to signal when they heard a tone, Garcia, 23, and a 2011 graduate of San José State, turned the hearing screening into a game using blocks and a plastic bucket. She learned how to watch the faces of older children for signs they were answering truthfully when they didn’t hear the tone, not saying yes to try to please her.

Garcia also became comfortable looking into ears for wax buildup or blockages and measuring ear drum movement. And she had practice counseling hard-of-hearing senior citizens on how to find a quiet spot in a noisy dining room or how to talk to their friends and families about their hearing loss and stay engaged in activities even when frustrated by missing parts of conversations.

Giving students some real-life experience while providing community members a valuable service has been part of the communicative disorders educational experience for decades.

“For 40 years now we’ve had a clinical presence on the campus,” department head Michael Kimbrow said. “And as a result of that very long history we have a tradition of serving the community.”

Outside of the on-campus clinic, Merritt has for the past seven years been partnering with area pre-schools, elementary schools and retirement homes to meld community service with more hands-on training for future speech-language pathologists.

The hearing screening class is a requirement of the master’s degree program and Merritt, a licensed, certified audiologist who is also a San José State alum, said she tries during the semester to expose students to children and adults of varying ages, income levels and home languages in order to allow for problem solving in the field.

“My goal is to give them a large diversity of experience so whatever ultimate vocation they work in they’ll have a good understanding of the technical aspects of screening, be able to interpret screening results and, with the seniors, help them with practical tips,” Merritt said.

The benefit to the community participants is a careful hearing screening at no cost. For children, early hearing screening is crucial because undetected hearing deficits can cause children to fall behind in learning and speech development. If a student fails the hearing screening, schools notify parents for follow-up with an audiologist or medical doctor.

In the case of seniors, hearing loss is common. So instead of doing a pass/fail test, students do a more involved screening so they can show seniors the severity and range of their hearing loss and explain how they might take advantage of community resources to obtain hearing aids or other resources.

The SJSU class works with a California state program that provides free telephones that amplify sound to any senior citizen with a diagnosis of hearing impairment.

Garcia hopes to work in a school setting once she completes her master’s degree, but she said she especially enjoyed working with elderly screening subjects during the semester because they were engaged in the process and grateful for a clear and detailed explanation of their hearing abilities.

“I think it really taught us about hearing and hearing loss and how someone can really be greatly affected if it’s not detected early,” she said. “And especially with the seniors—how we learned to communicate with them so they leave with a meaningful explanation as well as learning how we can provide more effective services for them.”

Lurie College students conducting hearing screenings in schools are trained to pay attention to children’s faces as they register tones to avoid false positive answers. “A kid never wants to fail a test,” audiologist Evelyn Merritt says. “They want to please you.”

CAN YOU HEAR ME NOW?
LURIE COLLEGE STUDENTS OFFER FREE AUDIOLGY SCREENING

Thinh Duong graduated from Independence High’s Teaching Academy and will earn a SJSU teaching degree this spring. “I definitely felt more prepared,” he said, when he did his own student teaching.

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At a “Superintendents’ Summit” at San José State University in November, 2013, Arnold Dasing described candidates for the Lurie College of Education’s newest degree program, the Doctor of Education in Leadership and Public Policy, as “bridge builders.” He was speaking to a room filled with San José Valley school superintendents, a community college president, county superintendent, and district administrators—just the people who will be part of a dramatic change in school governance throughout the state —at a “Superintendents’ Summit” at San José State University. Nearly thirty district superintendents and other district administrators—looking to broaden their understanding of educational practices and sharpen their administrative skills—attended the summit, which was planned as a way to identify people in their district who might benefit from participating in the doctoral program and asked them to consider sitting on student dissertation committees after the program is up and running.

Nearly thirty district superintendents and assistant superintendents attended the event. Arnold Dasing, Lurie College Dean Elaine Chin and University President Ernest J. tamil joined the podium with Michael Kent, the president of the California State Board of Education.

“Hearing the superintendents from our state’s 1,200 superintendents here at SJU reminds us why education shouldn’t be decontextualized, which is just the type of applied research here at SJSU reminds us why education shouldn’t be decontextualized, which is just the type of applied research that could,” has been working hard while supporting all things SJU. President Bob Lowry attended the Faculty Forum and re- created the brilliance of Lisa King, Robert Love and Marcella McCallum to join us in our work for the Lurie College of Education. We awarded two very deserving College of Education students, Eun Ae Choi and Francisca Jose Miranda Gil, $14,400 scholarships to help them with their expenses at school. All the scholarship applicants excelled in academics and community service. We sincerely hope these two will find success at SJU and in their chosen fields of education. Additionally, we assisted five Lurie College faculty members in upcoming projects. David Whitнак will use his grant to award M.A. graduates at the M.A. Research Col- league in May. Nancy Markowitz planned to use hers to support the SJU Collaborative for Teaching and Learning. The Whole Child at the first statewide institute. Mark Felton will fund a research assistant. Amna John planned to use her grant to attend the American Education Research Conference of the American Society of Group Psychotherapy and Psychodrama. And Michael Kimbarow will attend the American Psychosocial Education Conference of the Hearing Foundation’s national conference. We could afford all this because of our generous supporters. The inaugural Scholarship Wine Gala in November raised more than $2,500. We thank Marla Lenz, Marcella McCallum and her mother, Gerry Chetwynd, for the Zinfandel and Joseph George Winery another...the Lurie College of Education Alumni Board will host its annual Honored Teacher Recognition event at 7 p.m. on April 21 at the Chef’s Table Room Schoolhouse in History Park. The event recognizes the importance of teachers and educators in the lives of Santa Clara Valley students. Maria Lenz at maria@lentz.net or the Dean’s office at (408) 924-3600. We look forward to our next Scholarship Wine Gala on November 7, 2014. Save the date!

### FACULTY RESEARCH

Roberto Aliquot contributed a chapter entitled “Dissuading the Common Undoing of the promise of affordable, quality education for a majority of California youth,” to The Phenomenon of Obi and the Agenda for Education, and, Paul Carr, Brad Pridfie, editors, (New York, N.Y., Peter Lang Publish- ing, 2014). She also contributed a chapter, “Exposing Alice’s Decentered Looking Glass: How schools reprodu- ce capitalist, and counter-hegemonic narratives,” to This is one of a dozen new volumes (The Transformative Nature of Life in urban education, Wilfrid Laurier University Press and Theresinta Mosta, editors, (Dubuque, IA, Kendall/Hunt, 2014).

She also presented (with Virginia Lee) “Unravelling and Decolonizing a Colonizing Curriculum: Local and Global Alternatives” at the National Association of Multicultural Education conference in Oakland, Calif. (November, 2013).

She also presented (with Melissa King) “Learning Disability Simulation” in the Sabratah Center for Nonprofit in San José (December 2013).

Michelle Burns presented “Workplace Readiness Simulations” in the Classroom to Careers – The Real Deal at the Annual Home Economics Careers & Technology Education and Management Conference in San Fran- cisco, Calif. (June 2013).

Arnold Dasing (L. Hallsgott) co-edited and B Vonk, in Learning and Teaching the Vocational Leader- ship (Charlotte, N.C., Information Age Publishing, 2014). He also contributed a chapter titled, “Learning and Teaching the Vocational Leadership” Dasing also co-edited (with K. Bormann, T. Weh, D. Garcia) an annual volume of Research in Education in Language Policy, Policy, & Diversity in Education, 18 (2014).


He also contributed (with Monte-Sano and L. Chung) “Developing Diverse Middle School Students’ His- torical Reading of a U.S. History Curriculum Intervention” and “Facing the CCSSS: Their Teaching Argumentative Writing and Inquiry” at the annual meeting of the College and University Faculty As- sociation (National Council for Teachers of History) in St. Louis, Mo. (November 2013).


Katy Katzenstein (with Rebekah S. Tavares) presented “Enhancing Academic Programs for Students with Disabilities through Diverse Future Educators” and “(with Sandy D. Van Nuys) Technology Enhanced Exploring Facility Perceptions and Involvement Practices around the Academic Writing of Diverse Future Educators” in the National Association for Bilingual Education conference in San Diego, Calif (February 2014).

Jason Liabek was guest editor the fall 2012 issue of Culture, Society and Mass communication: Special issue on Mainstream in Higher Education. He also present- ed (with Erica S. Haskell) “The Reality of Taking Sexual Assault: Occasional Conversations of Gender, Consent and Cultural and Ethnic Heterogeneity at the University of California-Berkley Center for Studies in Higher Education (2012).

Hannah W. Langdon presented in Polish “Assets and Liabilities of Bilingualism” at the Symposium on Bilingualism at the University of Skiatok, Purple- stone (October 2013). She also presented in Polish, workshop titled “Assessment and Intervention for Bi- lingual Children’s Cognition” during School Learning Environment: From Polish-speaking speech and language therapists in Krakow and Poland. (October 2013).

Kathryn Lindholm-Leary was selected as one of two technical advisors and an organizer for theoki State Department of Education Bilingual Language Col- laborative. She will work with eight dual language school districts in the state to help them improve or develop a bilingual language program.

Every year dozens of Lurie College of Education students benefit from generous endowed scholar- ships. These are the recipients of scholarships for the 2013-2014 academic year:

Ada Louisa Wittersfelt Scholarship: Tia Morris, Angelina Abareza and Vann Wilson

Barnard Goularte Scholarship (K-9): Kathryn Barnett

Burton dissertation scholarship: Alisah Bohnhoff

Catherine Ballistics Scholarship: Robert Alberght

Christol St. Beverly Endowment: Jaceen Kosniewsky

Claudia Greenhow Endowment Scholarship: Lura Justice

Deborah Make Career Endowment: G. Carol Snover

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Daisy Pedroza-Hernandez Scholarship: Robena O’brad

Dennis Goularte Scholarship: Marial Calio

Elden J. & Florence G. Belanger Scholarship: Nina Salabah

Elisa Robinson Scholarhip: Samuel Sisko

Florian & Grace Nonnece Scholarship: Nicole Man

Hammagashi & Associate Scholarship: Karin Stone

Jean Meredith Ellis Cashy Scholarship: Christopher Passalacqua

John & Peter Lomelni Endowment Scholarship: Michelle Moran

Lusczy. Erneyendowment: Edie Frans

Lura College of Education Scholarship: Eun Ae Choi and Francisca Jose Miranda Gil

Marion Colin Scholarship: Robert F. Endowment for: Faith Gehrke

Michele Burns: Robert F. Endowment for: Emily Alden

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TAKE A HAND IN SHAPING THE FUTURE

When alumna Heidi Brenckle decided on behalf of her family’s charitable foundation to create a scholarship for Lurie College students, she felt compelled to give back because she knew first-hand how hard it can be to pay for an education (see story, page 3). Maybe you can relate. Please consider making an investment in tomorrow’s educators by going to sjsu.edu/giving to give to the college’s annual fund. If you are considering a planned gift, please email Betty Tseng at betty.tseng@sjsu.edu.

www.sjsu.edu/education