EG HUGHES WAS A NEWLY minted teacher in 1975 when Congress passed the Education for All Handicapped Children Act (EAHCA), which for the first time guaranteed all kids—even those with disabilities—access to public education.

Back then, she recalls, “special education” requirements applied rather narrowly to K-12 students. Over time (and with a little prodding from the courts), the law was expanded to include both younger and older students. These days, special ed services are offered from birth through age 21.

Now, Hughes is training a new generation of teachers to work with the youngest special needs children—infants through preschoolers—as the early childhood special education coordinator for the Connie L. Lurie College of Education.

continued on page 4
from the Dean

The Lurie College welcomes the arrival of the Upward Bound and Educational Talent Search programs. Designed to serve students who may be the first in their families to attend college, UB and ETS tutors help underrepresented students achieve their educational dreams.

Dr. Peg Hughes’ four-year $800,000 federal grant provided new opportunities for fledgling special educators interested in working with young children. Through Dr. Hughes’ efforts, 40 new teachers have prepared for a field desperately in need of highly qualified teachers.

We welcome to our college newly tenured and promoted faculty: Congratulations to Drs. Felton, Kimbarow and Marachis for their recent accomplishments.

Our alumni have compiled an equally impressive list of accomplishments. Thanks in part to the generosity of the Alumni Board, Merritt Trace Elementary School is recovering from a devastating fire. The Alumni Board provides continued support for all the Lurie College’s efforts.

We are especially proud to call Nancy Kato one of our alumni. She exemplifies the can-do spirit and flexibility that characterize so many of our students, and her professional accomplishments demonstrate the value of a Lurie College education.

If we didn’t meet you at this year’s Homecoming Events—Classes Without Quizzes and Hats Off to Teachers—we look forward to seeing you at the many events planned for San José State’s first-year credential and master’s degree in education.

Nurturing human resources

Nancy Kato brings counselor education skills to corporate America

Kato has decided to get her first tattoo—the Japanese kanji for “gratitude”—at an age when many people might be trying to get theirs removed.

But Kato, 55, insists she has a lot to be grateful for. She followed an unconventional career path from child therapist to human resources executive at a string of top Silicon Valley technology firms.

“You don’t go from being a therapist to being head of HR as a typical path,” she says. “But I was fortunate. When opportunities came, I took them.”

Kato, a 1979 graduate of the education and counseling graduate program at San José State University, is senior vice president for human resources at TiVo Inc., the Alviso-based creator of the digital video recorder.

In the course of her 18-year corporate career, Kato has counseled employees dealing with personal tragedies and terminal illness, and had to carry out layoffs. “There’s not much I haven’t seen,” she says. “You need to treat people who are leaving with as much dignity and respect as when you were trying to recruit them.”

Kato stunned her friends when, after two years as vice president of global compensation for HP, she moved to TiVo, a much smaller company. “At the end of the day, I realized I had a chance here to make a difference,” she says. Kato acknowledges that while most human resources professionals have formal training in business administration, employment law, regulations and management theory, she wound up learning on the job.

“Sometimes, it’s good to not know what you don’t know,” she says, laughing. “If you don’t make mistakes you never try anything new.”
Hughes has always had a Zelig-like knack for being in the right place at the right time. The Oneonta, N.Y., native earned her B.S. and M.S. at the State University of New York at Buffalo. She taught in Buffalo from 1974 to 1978, when she was asked to develop a special education program at a school for U.S. military dependents at an Air Force base in Azores, Portugal.

“It seems like every job I’ve had was to start from scratch,” she says. “Even as a teacher I always walked into empty rooms.”

She taught at a defense department-funded school in Creté for three years, then in 1983 moved to Wiesbaden, Germany, where she oversaw special ed programs in 19 schools. In 1986 she took administrative responsibility for a defense department schools headquartered in Munich.

Her nine years in Europe, which came with subsidized housing and the opportunity for extensive travel, were enjoyable, Hughes says. “I’ve had a fun career.”

In 1988, Hughes decided to get her Ph.D. at UCLA to study educational psychology. “I was the oldest student in the program,” she says. By the time she graduated in 1993, Congress had enacted the Americans With Disabilities Act and amended EHCA to be even more inclusive. With preschoolers now part of the special education mix, new teacher training curricula and certification standards had to be created, Hughes says. She took a job at California State University, Fullerton, to build an early childhood special ed program from the ground up.

Her program graduated the first nine teachers ever certified in California in early childhood special education, Hughes says. As a mid-career special education teacher, Kellogg says she appreciated the emphasis she studied while she was in the program. "It was tough" to access the theoretical information she studied while she was in the program.

Martinez, who had worked as an autism aide in preschool classes in San Luis Obispo, moved to San José specifically to enroll in the program. Since entering the workforce full-time, she says teaching is "the hardest thing I’ve ever experienced."

Martinez remembers finding Hughes "intimidating" at first, but soon came to look forward to her classes. "We will need to continue to train teachers in working with young children with disabilities and their families,” Hughes says. "It seems like we’re seeing an increase in disabilities, not a decrease."
Paving the path to higher education

Pre-collegiate programs move to Lurie College

As a young teacher, Charlotte Ratzlaff taught summer courses for Upward Bound, a federally funded program that helps students from low-income families whose members have never been to college prepare for higher education.

It was good preparation for her new role as director for Upward Bound and Educational Talent Search at San José State University. Ratzlaff takes over as the pre-collegiate educational Talent Search at San José State in the administrative umbrella of the Connie L. Lurie College of Education.

“Pre-collegiate programs are being moved under the administrative programs. “There has been some connection there in the past,” she says, “and we’re looking forward to renewing it, now that we’re part of one college.”

Lurie College Dean Elaine Chin says the move underscores the college’s mission. “The students served by Upward Bound and ETS are exactly the types of students I’d like to see go into education as a career,” Chin says. “By adopting UB and ETS, the Lurie College has a way to reach out to those students, to show them what a difference they can make by choosing education as a career path.”

Upward Bound has a long history of connecting academically at-risk students with the resources of San José State, according to Blanca Sanchez-Cruz, the program’s academic coordinator.

Established as a federal program in the 1960s, Upward Bound aims to help low-income high school students from families where no one has ever gone to college. The San José State program receives more than $500,000 a year to serve 150 students at eight Eastside high schools, she says. Classes are also scheduled on weekends and kids spend three weeks in the summer living in campus dormitories while taking six-week math and English courses—a big draw during recruitment, she says.

The program also works with parents to persuade them of the importance of higher education and allay their fears about having a child leave home. “A lot of parents are intimidated and don’t talk to their kids about college,” Sanchez-Cruz says.

Then there’s the task of winning the hearts and minds of teenagers who want to fit in with peers who have no use for education. “I always tell them it’s OK to be a nerd and it’s OK to be smart,” she says. Better than 95 percent of the program’s graduates enroll in post-secondary education immediately after high school. The majority of Upward Bound graduates start at community colleges, but of those who attend four-year schools directly out of high school, most wind up at San José State.

Like Upward Bound, Educational Talent Search targets students from families where no one has previously gone to college, says ETS coordinator Jolisa Espinoza. Participants are “more of the college-ready,” she says, but they still need guidance in planning their academic programs, taking standardized tests and navigating the college application process.

The San José State program serves 600 students at eight Eastside high schools, she says. Services are often provided at school, but summer bridge programs are offered in subjects like math, English and chemistry, she says. ETS also sponsors bus tours of college campuses around northern California, Espinoza says. “They need guidance to get there,” she says. “We try to help them with whatever we can.”

Ratzlaff earned a master’s degree in education from Stanford University and another in psychology from San Francisco State University. She brings to the table her background as a high school English teacher and time spent training secondary educators at Cal Poly (where she got to know Dean Chin).

“Charlotta combines the sensibility of the former high school teacher with the sophistication and knowledge of an experienced teacher educator,” Chin observes. “We need people in programs like Upward Bound who understand and have worked with high school students and who are also good at preparing effective tutors and teachers for the UB and ETS programs.”

As she works to acquaint herself with the East San José program service area, Ratzlaff thinks that the new administrative structure might provide opportunities for the bilingual education program in the Lurie College. “I’m hoping there are ways we can be useful for them in possibly providing some field experiences,” she says.

Ratzlaff, who worked in corporate human resources before changing directions to become an educator, sees her new post as a “direct” way of helping students gain access to education. “I’m really excited,” she says. “It draws on everything I’ve done. I’m going to be pulling experience from way back when I was in human resources.”

MINI-CORPS TUTORS HELP MIGRANT STUDENTS STAY ON TRACK

For 12,000 or so children of California migrant farm workers, the passing of the seasons poses particular obstacles to getting a good education as they move from school to school while their parents follow the harvest around the state.

Curriculum, textbooks and classroom expectations vary from one school to another, making it hard for these kids to keep up with their peers. California Mini-Corps provides them with tutoring and mentoring by bi-lingual college students, says Jose Gonzalez, the program’s coordinator at San José State University. Gonzales recruits SJU students for the tutoring program, which focuses heavily on reading and math skills.

“We’re looking for tutors who want to go into education,” says Gonzalez, who was in the program himself as a youngster. Because many tutors themselves come from migrant farm worker families, their message to the students is, “You can be me, and I’m here to help you,” Gonzalez says.

To volunteer as a tutor contact Jose Gonzalez at 408-924-3631 or Jgonzalz@bcoe.org.
Three faculty members from diverse disciplines united by a love of research—and the importance of sharing it with their students—have been recognized for their contributions to the Connie L. Lurie College of Education. Mark Felton, chair of the secondary education department, was recently promoted to full professor, 11 years after arriving at San José State University. Michael Kimbarow, associate professor and chair of the communicative disorders and sciences department received tenure, as did Roxana Marachi, associate professor in the elementary education department.

Mark Felton

Nearly everyone thinks it’s a good thing to teach “critical thinking skills” to high school students, but Mark Felton has spent his career investigating exactly what that might entail.

“It’s understanding the relationship between evidence and claims,” says Felton, who is dissatisfied with the way critical thinking (known more formally as “argumentative reasoning”) is usually taught. But getting students to appreciate the elements of a good argument will help them to get a better grasp on whatever subject matter they’re trying to master, he says.

The son of two physicians, Felton earned his B.A. from Stanford University in 1975. After teaching English and psychology in an Ecuadoran high school, Felton returned stateside to earn his doctorate in communicative disorders and psychology in an Ecuadoran high school, Felton returned stateside to earn his doctorate in communicative disorders and psychology at the University of Michigan, he worked as a speech language pathologist for two years in the Bay Area before moving to the University of Minnesota, where he got his Ph.D. in communicative disorders.

Kimbarow later taught at the State University of New York at New Paltz, then worked at the Cleveland Hearing and Speech Center and served as executive director of the Bridge School High in Hillsborough, Calif. He went on to become director of the Communication Disorders Program at New Mexico State University before moving to SJSU.

Kimbarow focuses most of his research on helping adults with aphasia—difficulty expressing language—and victims of traumatic brain injury.

“We’ve dedicated our lives in this program to working with people who have difficulties and deficits,” he says.

Roxana Marachi

Roxana Marachi was dutifully carving out a doctoral research path studying student motivation when, on April 20, 1999, two teenagers gunned down a teacher and 12 of their classmates at Colorado’s Columbine High School before taking their own lives.

“Columbine changed my research focus,” Marachi says. Now, she desperately wanted to understand the causes of school violence, as well as ways to prevent it.

She discovered common threads among research in motivation, school climate and violence prevention, and focused more closely on interpersonal climate and student experiences. “We need to think more critically about how students are being treated in schools,” she says.

“Language is a distributed network of information that’s coming together,” he says, emphasizing the speed and intricacy of the neurological processing that occurs.

Kimbarow has taken turns in both academic and clinical settings throughout his career. After earning his M.S. in speech pathology at the University of Michigan, he worked as a speech language pathologist for two years in the Bay Area before moving to the University of Minnesota, where he got his doctorate in communicative disorders.

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Michael Kimbarow

More than three decades after embarking on his academic career, Michael Kimbarow is still inspired to help those for whom words don’t come easily.

“We address communicative disorders from birth to death and encompass a whole range of problems that people might experience,” he says. So students who receive their certification through the department become acquainted with people who suffer from developmental problems, autism spectrum disorders, neurological diseases, dysphonia, stuttering, swallowing problems, stroke and traumatic brain injury, he says.

Meanwhile, there has been an “exponential expansion” of knowledge about communicative disorders since Kimbarow graduated from the City University of New York in 1975.

Where scientists once assumed discrete areas of the brain were responsible for specific communicative-related functions, recent research (aided by tools like functional magnetic resonance imaging) reveals a vastly more complex picture.

Taking technology to the next level:
SMART classrooms come to lurie college

Five Sweeney Hall classrooms are receiving a makeover this fall as they are outfitted with state-of-the art interactive teaching technology.

The centerpiece is a self-contained whiteboard projection system, with speakers and a laptop cable connection built in, says Mary McVey, interim associate dean of the Connie L. Lurie College of Education.

The equipment was provided by SMART Technologies, the Canadian firm that pioneered interactive whiteboards in the early 1990s. McVey says the donation, a $40,000 value, came with the condition that the Lurie College students produce 50 curriculum projects for the SMART interactive whiteboards and 50 for a standalone SMART table.

That entails creating fluid multimedia lesson plans that SMART eventually will post on its website, McVey says.

Meanwhile, some classrooms are also receiving a new generation of classroom furniture purchased with the help of a private donation. The Node chairs have a large, round tray under the seat suitable for storing a backpack and feature work surfaces that can accommodate a laptop or notebook. Pushed together, the work surfaces create an impromptu table.

The classroom furniture upgrades are meant to create a flexible learning space that contrasts with the traditional classroom layout, McVey says. “We hope the technology and furniture will work in tandem to allow students to take a more active role in the learning process.

“We want to make it a 360-degree experience and allow the focus to shift from instructor to student, to groups of students and so on.”

Lurie College students enjoy the flexibility of the new Node chairs in Sweeney Hall.

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Lurie College students enjoy the flexibility of the new Node chairs in Sweeney Hall.
Dr. Michael Kimbarow is professor-elect of the Council of Academic Programs in Communicative Sciences and Disorders, which represents 356 national and international academic programs. Meanwhile, the Department of Communicative Disorders and Sciences, which Kimbarow chairs, was awarded a 10-year re-accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.


Dr. Terry Pollack presented “Getfct-Based Teacher Discrimination: Unpacking ‘Teacher Talk’ About Students of Color and Their Families” at the 45th Annual International Conference on Education in Aachen, Germany, in May 2010.

Dr. Colette Rabie published “Fostering Disposi-

Dr. Nona Mendez Ruiz was published with (Dr. Masi Yan Lu) “Why Are There So Few of Us?” Countermemories from Women of Color in Faculty Governance Roles” in Journal of Research in Education, 58:2 (June 2014): 63-80. With Dr. Ketra Karthenos, she also presented a workshop entitled “English Language Learners Language, Culture & Equity Training of Trainers,” at a National Education Association conference in Tampa, Fla., in July 2010.

Dr. Katherine Davies Sanway was published with (Dr. T. Taylor) “Mythos Pedagogies: Developing Word Consciousness in English Learners,” in Language Maga-

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decided informally. “Just walk through the door,” Bene says. Anyone who is interested in serving can also contact the dean’s office at 408-924-3600.

The alumni board bought the teachers $50 gift cards at a local Target store so the teachers could start restocking—and Target agreed to boost the value on each card to $75. Some board members also contributed to a fund to defray the $10,000 deductible on the school’s property insurance, Anastasia says.

The board, which meets monthly in the dean’s conference room on the first floor of Sweeney Hall, currently comprises 15 to 20 members.

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The alumni board wants to give back to the school in a more meaningful way. And, that, in a roundabout way, is how Anastasia became president-elect of the Lurie College Alumni Board.

“My goal is to connect with past alumni,” says Anastasia, who retired in 2009 after 34 years as a teacher and administrator in the Cupertino and San José Unified school districts. Next spring she will take over from her friend, Dede Bene, who is wrapping up her two-year term as board president.

Bene says the alumni board recognizes the work of teachers and provides scholarships for students.

The alumni board is part of the larger university-wide alumni association, Anastasia says, but it has its own budget and funding priorities. For example, when SJSS celebrated its 15th anniversary in 2007 the alumni raised money to pay for a sculp-
ture that was erected in the courtyard of Sweeney Hall.

More recently, a Lurie College graduate who was teaching in Oakland wrote to the alumni board asking for SJSS mementoes for her students who were studying area colleges and universities. Members collect-
ed banners, pins and T-shirts for the kids.

Bene, who graduated the college in 1959 with a B.A. in elementary education and spent 30 years teaching elementary school and special education, joined the alumni board in 2010.

At the time, the board was fresh from a major fundraising drive to pay for restoring the Santa Ana One-Room Schoolhouse—
an actual 19th century schoolhouse from Hollister that had been moved to History San José for use as an exhibit. It is a desti-
nation for school field trips and is used by the Lurie College for alumni events.

“There’s a core group that goes back to the One-Room Schoolhouse,” Bene says. The alumni board remains involved in the building’s ongoing upkeep, she says.

The board also has promoted alumni outreach activities, like the Dean’s Recep-
tion and Hats Off to Teachers event during the university’s annual homecoming celebration each fall, Bene says.

This summer, the alumni board swung into action when a fire—a suspected ar-
sen—erupted through Merritt’s Trace El-
merry Elementary School on San José’s west side, destroying a building with the library and 19 first- and second-grade classrooms. Teachers and students lost valuable class-
room materials, Anastasia says.

The alumni board bought the teachers $50 gift cards at a local Target store so the teachers could start restocking—and Target agreed to boost the value on each card to $75. Some board members also contributed to a fund to defray the $10,000 deductible on the school’s property insurance, Anastasia says.

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Margiotta Memorial Scholarship established

After attending a May 27 event in San José honoring her late father and other alumni of the Connie L. Lurie College of Education, Diane Margiotta was inspired to take things a step further.

“It clicked that I would like to encourage other people to be like my dad and go on to be educators in the arts,” she says. “I emailed them back and said I was interested in doing this.”

An art teacher herself, she established the Margiotta Family Scholarship in Arts Education to honor her father and assist would-be art educators with their tuition.

Art Margiotta, who died a year ago in a hit-and-run accident in Reno, Nev., at the age of 85, earned a music education degree at San José State in 1951. He taught music and led bands throughout his teaching career while continuing to perform as a saxophonist and clarinetist.

Lurie College Dean Elaine Chin says gifts like Margiotta’s are invaluable. “Few teachers can afford to pay off a large debt. Scholarships help ensure that people can choose to do what they love rather than choosing an occupation that helps them pay off their student loans.”