

IMPACT

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Booting up

LURIE COLLEGE STAFF SPEARHEAD NEIGHBORHOOD
COMPUTER DONATIONS

THE DIGITAL DIVIDE—the gulf between people whose networking devices bring them the world via the Internet and those lacking web access entirely—cuts especially deep in San José's underprivileged neighborhoods, which lie in the heart of Silicon Valley.

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from the Dean



IN 2000, A FILM CALLED *Pay it Forward* told the story of one boy's attempts to make the world a better place by doing a good deed for three randomly chosen strangers. The idea was that these gifts should plant the seeds for others to be equally generous in helping others.

I have always believed that education is a "pay it forward" career. Every day, educators commit to making the world a better place for future generations. In this issue of *Impact*, we highlight the many ways in which Lurie College staff, faculty and alumni continue to pay it forward, whether on or off the job.

Our lead story shows what a little imagination, a lot of elbow grease and some generosity of spirit can accomplish. Two of our staff took the initiative in rescuing old computers designated for e-waste and recycling them for use by families in our local communities. Residents in the McKinley neighborhood will use these computers to connect to city services, maintain and improve their community and help their

children acquire the digital skills they will need to seek a college education.

Alums Larry Volpe and Martin Brandt have touched hundreds of children's lives. Volpe's students get the hands-on experience of tending a school garden where they learn about being good stewards of the natural world. Brandt's students harness the power of language and writing to shape reality.

Our faculty members continue to look to the future in their research and teaching. Whether the focus is vocabulary development, the preparation of bilingual speech pathologists or attending to the social-emotional development of children, Lurie College faculty lead in their fields by exploring issues that have escaped the attention of other researchers.

We also continue to see the fruits from alumna Marion Cilker's generous investment in arts education. This year, twice as many teachers and students participated in the arts conference that bears her name as the year before. Sweeney Hall and the Santa Clara County Office of Education hummed with creative energy as teachers and students learned how to use the arts to teach all subjects.

San José is not Hollywood, I have found. Unlike the movie, paying it forward sometimes means giving back to those in a position to help others. This academic year has seen the launch of *Acceleration*, San José State University's first comprehensive fundraising campaign (you might have read about it in *Washington Square Magazine* and on the university's website). I hope that you will join your fellow alumni in paying forward to the future generation of educators by giving back to the Lurie College of Education. ➡

Elaine Chin, Dean

LURIE COLLEGE OF EDUCATION

A world of words

BUILDING VOCABULARIES
IN YOUNG ENGLISH LEARNERS

ONE WALL OF Katharine Davies Samway's office is lined with hundreds of children's books, evidence of a lifelong love affair with language education that has taken her from her native England to Peru, upstate New York and Silicon Valley.

Now she's involved in path-breaking research to study the most effective way of helping young English learners accumulate a new and often unwieldy vocabulary.

A professor of elementary education at the Connie L. Lurie College of Education, Samway has spent recent years exploring a teaching strategy called word consciousness, aimed at boosting vocabularies more rapidly and reliably than older methods, such as having kids memorize lists of new words.

This can take the form of talking about vocabulary throughout the day in a variety of different contexts and fostering curiosity about words and where they come from, as well as exploring their characteristics, shades of meaning and cognates in other languages.

"It's a meta-linguistics kind of process, rather than rote memorization," says Samway. The idea "is building the awareness of words, not just words in isolation."

Samway and collaborators at the University of California, Santa Cruz, launched the Vocabulary Innovations in Education (VINE) project with a \$1.5 million grant from the U.S. Department of Education, co-developing with teachers strategies for building word consciousness in their English learners.



Katharine Davies Samway believes teachers who promote word consciousness help their English learners progress more rapidly than those using traditional methods.

Samway started her teaching career in London in the late 1960s, then spent four years teaching first graders in a bilingual school in Lima and preschoolers in Peruvian refugee camps. She awakened to the transformative power of literacy after seeing how local landowners exploited the refugees' lack of education. "I saw how education can make a huge difference," Samway says.

Later she worked with the children of migrant farm workers in western New York state before moving to California.

At San José State University, Samway immersed herself in multicultural children's literature and in the challenges facing English learners. It turns out they are pretty substantial.

In one paper emerging from the VINE project Samway reported on a study of 1,000 personal narratives written by fourth graders.

Each piece was rated for the quantity and quality of interesting words and phrases, the number and quality of "craft moves" in their writing and how often they experimented with words.

"Some tentative findings suggest that interesting words alone don't make a good piece of writing," Samway says. "A piece of writing, to be successful, does need some interesting words. But it also needs a focus and it needs some craft moves."

Samway finds her work rewarding, because it extends her lifelong commitment to helping what she calls "under-served learners."

"I think word consciousness is a very important concept, and it has enormous potential for developing their literacy," Samway says. "It's building a vast repertoire of strategies as well as knowledge about language and how it works. Reading is not decoding. It's making meaning." ➡



Paul Pereira and Lurie College Dean Elaine Chin examine some of the old laptop computers presented to neighbors who previously lacked Internet access.

Sami Monsur encountered the divide first hand a few years ago when she was helping to organize the McKinley-Bonita Neighborhood Association. Few of her neighbors had Internet access and she had to distribute paper fliers to get the word out.

Monsur, a resource analyst in the dean's office at the Connie L. Lurie College of Education, decided to do something about it. "I just went out there asking for computer donations," she recalls. The donated computers were distributed to key members of the neighborhood association, which solved the immediate problem.

Last summer Monsur and Blanca Sanchez-Cruz, program coordinator for Upward Bound, discovered \$25,000 had been budgeted to upgrade the computer lab in the Pre-College Programs office. That meant the old Dell and Hewlett-Packard desktops and a closetful of laptops were no longer needed.

"It was Sami who asked, 'What are you going to do with them?'" recalls Sanchez-Cruz, who says the computer lab, originally created with cast-off machines from program staffers, gets round-the-clock use from Upward Bound students who lack computers at home. The kids spend their time doing online research, writing papers for school and working on SAT practice exams.

They decided that it made sense to distribute the used computers to families who needed them. They went to Lurie College dean Elaine Chin to see whether the college could release the old computers to members of the public.

"I thought it was the smartest idea I'd ever heard, and I was glad they came up with it, because I never would have been smart enough to come up with it myself," Chin says. "This says something about the staff at San José State—they're really great!"

Monsur and Sanchez-Cruz enlisted Paul Pereira, a team manager with the city of San José's Strong Neighborhoods Initiative and a member of the CommUniverCity partnership between the neighborhood, the city and San José State University.

Last fall, Pereira showed up at the Pre-College Programs offices with a large truck. The old computers were packed up and driven off to the McKinley Neighborhood Center, less than a mile from campus, where Pereira had assembled some volunteers to refurbish the hodgepodge of different CPUs and monitors. With about \$150 in new parts, they got 42 computers up and running, each equipped with a Microsoft operating system purchased at a low special rate for non-profit organizations.

Pereira says he has been trying to distribute the computers in a way that will benefit the greatest number of people in the community, although 10 are earmarked for families of Upward Bound students.

"We've been trying to get them out to people who've agreed to be block captains," he says. The hope is that the new computer users will act as eyes and ears in the neighborhood, reporting on broken streetlights and other problems.

There is a real need in the community for Internet access, Pereira says, because without computers people are largely disconnected from the services they rely on. For example, he says, parents who lack email access often must visit their children's school in person to meet with administrators and get information.

"The demographics of the neighbors are interesting," he says. "Four out of five don't use English as a primary language. It's an area of need, and getting people online and getting them to intersect with their city and their state is great."

The one qualification for receiving a donated computer is a commitment to get Internet service, which can be expensive.

“We’re working with two different companies to see if we can get them high-speed Internet service for low-income families,” Pereira says.

Roxana Ruano-Perez, an 11th-grader at Andrew Hill High School in the East Side Union High School District and an Upward Bound member, said she applied for one of the computers after learning about the program at last fall’s orientation. Her family already had a computer that could connect to the Internet, but it couldn’t run a printer, she says.

When she and her family (pictured on the cover) received a new computer in February, for the first time she was able to print out papers for school without having to visit the public library—which is closed on Sundays due to budget cuts, she says.

Ruano-Perez recently used the computer to sign up online to take the ACT and print out her receipt. “I think it’s great,” she says of the donation program. “It’s a huge help since I got it.”

Meanwhile, Monsur has volunteered to conduct Spanish-language training classes to get the neighbors up to speed on Internet basics, such as sending emails and conducting searches.

Pereira says the computers have already made a difference for the families that have received them. “They love it,” he says. “They’re very excited—just the fact that their kids are now able to do homework.”

Although they may have started out without much Internet familiarity, “The most fascinating thing is every one of them ended up getting a Facebook account,” Pereira says. “They’re communicating with family and friends in different parts of the world.”

Meanwhile, at a time when Internet access is presumed for people joining the job market, the computers are making a practical difference in people’s lives, he says. “One woman ended up getting a job




because she went online and did some job-searching.”

Sam Liccardo, a San José city councilmember whose district encompasses more than 100,000 city residents, including those in the McKinley-Bonita neighborhood, says the computer donations are fulfilling a deep unmet need.

“It’s painfully evident in many of the communities I represent that the rising tide of Silicon Valley has not lifted all boats,” he says, noting that many people face serious linguistic and economic barriers. “When I look at the efforts of Sami Monsur and Paul Pereira and the good folks at San José State, it’s apparent that some innovative thinking and a lot of hustle can go a long way to help bring the whole community along.”

Liccardo hailed Monsur for reviving a “moribund” neighborhood group. “The transformation has been extraordinary,” he says. “There is an enormous amount of pride in that neighborhood, and we have Sami to thank for that.”

Meanwhile, Paul Pereira says the newly distributed computers open a window to the wider world for neighborhood residents. “It’s a really cool mesh of reality and virtual reality,” he says. 



Lurie College’s Sami Monsur with some of the outmoded computers whose donation she helped to arrange.

Going the extra mile

The extraordinary commitment of Lurie College-Trained Teachers

CONVENTIONAL WISDOM has it that public school classrooms are boring, deadening places that children can't wait to escape. But a pair of award-winning graduates from the Connie L. Lurie College of Education might beg to differ.

Although they have never met, Larry Volpe and Martin Brandt both believe good teaching requires committed involvement with students.

Volpe's inner-city elementary school students look forward to field trips that connect them to the natural world, while Brandt's high school English students are learning to master written expression, gaining confidence in themselves and their abilities.

Volpe received the 2010 Natural Teachers Award from the Children & Nature Network. Brandt was recognized by the Carlston Family Foundation with the 2003 Outstanding Teachers of America Award and by the California Association of Teachers of English with the 2008 Award for Classroom Excellence. Both teach in schools serving the needs of students from diverse backgrounds, a hallmark of the Lurie College's emphasis on serving the whole community.

"This is our mission," observes Lurie College dean Elaine Chin. "We really believe every child in every circumstance should have access to the best education possible. We're going to train teachers to accept these challenges in the communities they serve."



Volpe and Brandt exemplify the belief "that you're here to shape the future, and you do so by committing yourself to improving the lives of others," Chin says.

Larry Volpe's fifth-grade classroom at Daniel Lairon Elementary School in south San José is a study in happy disorder. Gardening tools lean in a doorway, there is a terrarium filled with bullfrogs and international flags drape the walls.

Volpe firmly believes in participatory education. Outside the classroom he and his students have turned a long strip of land running alongside the school into a garden planted with a variety of vegetables and

native species. The tiny oasis is filled with garlic, onions, tomatoes, melon, carrots, cilantro, native currant, red grapes, lilac, California honeysuckle, buckwheat, hollyleaf cherry, elderberry, bunch grasses, sage, yarrow and buckeye. "Last year we had 30 or 40 pounds of garlic," he says. "It tastes a thousand times better than anything you can get in a store."

Volpe spent a lot of time roaming the woods of upstate New York as a kid. After a stint in the Navy, Volpe made his way to San José, where he started taking classes at De Anza College and a teacher got him interested in biology. Later, he studied resto-



Lurie College graduates Larry Volpe (left) and Martin Brandt (above) bring fierce commitment to helping students achieve, spending many hours outside the classroom developing their teaching skills and devising unique educational experiences.

ration ecology at San José State, staying on to earn a teaching credential in elementary education from the Lurie College in 1996.

Volpe completed his student teaching at Daniel Lairon, part of the Franklin-McKinley School District, remaining on as a full-time teacher. The school is in a neighborhood largely comprised of first-generation immigrants, 90 percent of whom are from Spanish-speaking countries, Volpe says. His wife Maria grew up nearby and teaches first grade in another school.

Through the years he has taken his students on trips to the Las Padres National Forest, sea kayaking in Monterey Bay and on backpacking trips. (He credits the Sierra Club's Inner City Outings program with helping make such trips possible.)

Volpe hopes that they will develop a love for wild places and become advocates for the environment when they grow up.

The Natural Teacher Award came with a 10-day trip to the Galapagos Islands, Volpe says. It's the perfect reward for an outdoors enthusiast. "I'm incredibly excited," he says. "My wife and I have wanted to go there for years."

Martin Brandt started teaching English at Independence High School in the East Side San José Union High School District in 1991, after attending San José State as an undergraduate and teaching candidate from 1982-1988.

The grandson of an *Oakland Tribune* reporter, Brandt had always enjoyed writing, but he found it was a difficult skill to impart. "My first several years of teaching writing I wondered why didn't they get it," he says.

That all changed when he won the Carlston Family Foundation award in 2003. It was all because of the attention

Brandt had shown a student in one of his classes a few years earlier. "He wrote a piece on *The Great Gatsby*"—a bit too exuberantly scatological for classroom purposes, Brandt remembers. "I just wanted the rated-PG version."

Brandt patiently worked with the student on the piece. "He kind of became a cause celebre among his friends," Brandt says. "It was the first time he got the notion he was really capable as a writer."


When the student was later accepted to Santa Clara University, he thought he wouldn't be able to afford the tuition, but Brandt made a point of bringing him to a school counselor who walked him through the financial aid process. Because of his success in college, the student nominated Brandt for the Outstanding Teachers of America award.

"When I got the award, to tell the truth, I was a little surprised by it," Brandt recalls. But it came with a \$15,000 stipend, which relieved him of the need to teach summer school that year.

"I didn't feel particularly worthy of such an award," he says. "I didn't consider myself that good a teacher. I thought there were more deserving candidates."

He bought a laptop and attended the San José Area Writing Project, a workshop where English teachers share their best practices. "I really became interested in the professional problem of teaching writing as a source of inquiry," Brandt says. "It was a real turning point."

Brandt has been working towards a master's degree in composition from San Francisco State University. "It's just been fantastic," he says. "I trace all of that growth back to that award."

Meanwhile, Brandt celebrates the diversity of his school whose 4,200 students speak 40 different languages at home. "For all of the differences and all the possibilities for real conflict, these kids treat each other really well." 

Updates



Learning to see the whole child

GRANT AIMS TO PROMOTE SOCIAL-EMOTIONAL LEARNING

Nancy Markowitz had little more than a dream and the support of her colleagues a couple of years ago when she founded the Center for Reaching & Teaching the Whole Child in the Connie L. Lurie College of Education.

Now the center's director, Markowitz, a professor in the elementary education department, has won a \$282,000 grant from the Morgan Family Foundation to promote social-emotional learning as part of new educator training.

The three-semester grant, which starts with the Spring 2011 semester, provides for a partnership with the Cleo Eulau Center, a Mountain View non-profit that trains teachers in attending to their students' social and emotional needs in 11 San Mateo and Santa Clara County schools, Markowitz says.

Phase I aims to refocus training in the Lurie College so that new teachers and administrators emerge with an understanding of the importance of social-emotional learning and with the skills to put these insights into practice.

Consultants from the Cleo Eulau Center will collaborate with Lurie College faculty in this work, which will start with the K-8 pre-service training program, Markowitz says.

A social-emotional orientation leads the educator to inquire more deeply about why students misbehave and what they need to achieve academically. Perhaps a parent has died or is in jail, or the student who has switched schools repeatedly.

With these insights, "They see the kid as a human being when they go into problem-solving mode," Markowitz says.

But despite fully 10 years of research demonstrating that the way children feel when they come to school directly affects their academic performance, "We're not attending to the social-emotional dimension in the way we need to," Markowitz says.

The grant also provides for a 2012 conference to bring together university educators from around the region. It will also provide for release time for five Lurie College faculty members (in addition to Markowitz herself) who are collaborating in redesigning the coursework.

"We're trying develop a framework or template that we can use to say, 'Here are the skills. Are they reflected in the courses in an appropriate way? Are they reflected in students' assessments before they leave?'" Markowitz says.

The next phase of the grant will include a search for other funding sources to augment the support from the Morgan

Family Foundation "We've got to come up to speed, basically," Markowitz says. "There's a lot of research out there and it's not reflected in educator preparation, and we want to change that." ➡



Found in translation

GRANT TO HELP TRAIN BILINGUAL SPEECH PATHOLOGISTS

Speech language pathologists have a tough job in the best of circumstances. They are responsible for diagnosing and treating a host of communication problems, including autism, hearing disorders and dysphonia, that may have mysterious origins.

The task is even more difficult when a child comes from a home where English is not the primary language.

That's why Gloria Weddington wants to train new speech-language pathologists with diverse linguistic backgrounds.

Although she is semi-retired from the department of communicative disorders and sciences, Weddington is the project director for a \$1.2 million federal grant that is expected to graduate 30 students over a four-year period.

Enrollees in Weddington's CASCADES program will receive free tuition, a book allowance and a monthly stipend. When they graduate they will have earned a master's degree, a teaching credential, national certification and a California license.

"The students that we recruit have to agree to work with children two years for every year that we support them," says Weddington, who explains that many newly graduated speech language pathologists take jobs with private employers and hospitals, which pay more than schools.

The program will train practitioners who are able to diagnose and treat children from Chinese, Hispanic, African American, Vietnamese, Filipino and Asian Indian backgrounds, she says.

A bilingual background isn't a prerequisite for program enrollees, she says, but it could be helpful. "We want to use the grant to attract bilingual students just coming in," she says.

Weddington's grant-writing proficiency is well documented. Since 1992 she has brought in about \$11 million in grants and contracts.

A Louisiana native, Weddington arrived at San José State University in 1969. She has helped to create programs in Saudi Arabia, Guam, Micronesia and South Africa and spent a significant amount of time living in both Saudi Arabia and South Africa.

Weddington has received the highest recognition for lifetime achievement from

the American Speech-Language-Hearing Association.

In 2007 Weddington stepped back from full-time teaching under the university's Faculty Early Retirement Program and now devotes much of her time to managing grants. "Language is complicated," Weddington says. "We really don't understand a lot, but we're learning more and more." ➡



Taking the reins

ELBA MALDONADO-COLON APPOINTED CHAIR IN ELEMENTARY EDUCATION

After a nearly 40-year teaching career in which she has taught everything from preschool to graduate school, Elba Maldonado-Colon has assumed the role of chair in the elementary education department in the Connie L. Lurie College of Education.

Her appointment comes at a critical time as the college undergoes its accredi-

tation review, enrollments are in decline due to a tepid job market and the prospect of the state budget crisis is forcing curriculum cutbacks.

Maldonado-Colon, who had already served as chair of the special education department for eight years, was not particularly interested in taking over when the elementary ed chair came vacant last August, but "somebody had to take it on," she says.

She sees herself as serving as a bridge of sorts until the department determines a longer-term solution. "My large goal is to provide stability for the department in this transition, and to help them look for new directions in the field," she says.

Maldonado-Colon, a Puerto Rico native, got her start as a teacher in 1972, when she went to Springfield, Mass., to teach bilingual education. She later earned her master's and doctorate degrees from the University of Massachusetts at Amherst. She went on to work at the University of Texas at Austin and as a bilingual elementary education coordinator for the Hartford (Conn.) public schools.

She arrived at San José State University in 1989, drawn in part by its nationally known bilingual special education graduate program. For her work, Maldonado-Colon in 2008 was recognized with the Outstanding Latina Faculty in Higher Education (from Teaching Institutions) award from the American Association of Hispanics in Higher Education.

"We have big challenges coming again," she says of her new post. "But we've always met them, and I'm sure we will again, one more time." ➡

FACULTY NEWS

Roberta Ahlquist contributed a chapter entitled, “Whose Schools Are These, Anyway? American Dream or Nightmare: Countering Corporatization, Standardization and Privatization of Schools in California,” to *The Phenomenon of Obama and the Agenda for Education: Can Hope Audaciously Trump Neoliberalism?*, Paul R. Carr & Brad J. Porfilio, eds. (New York, Arabus, 2011).

Rebeca Burciaga and Estela Zarate co-authored, “Latinos and College Access: Trends and Future Directions,” for the *Journal of College Admission* (Fall 2010): 25-29. With Michelle Espino, Burciaga presented “The Role of Outreach/Fellowship Programs in the Success of Chicana/o Doctoral Students” to the *Conference of Ford Fellows* at The Beckman Center of the National Academies in Irvine, Calif., in October 2010.

Kathleen Castillo presented a poster session titled, “Bedside Swallow Evaluation and Video Fluoroscopic Study for Evaluation of Dysphagia after Spinal Cord Injury: The Controversy over Best-Practice,” with K. Shem and S.A. Kolakowsky-Hayner at the National Association of Rehabilitation Research and Training Centers in Alexandria, Va., in May 2010.

Pamela J. Crooke and Michelle Garcia Winner published *Social Fortune or Social Fate* (San José, Think Social Publishing, 2011). They also published *Social Thinking at Work* (Great Barrington, Mass., and San José, North River Press and Think Social Publishing, 2011), and co-authored “Social Thinking: A Training Paradigm for Professionals and Treatment Approach for Individuals with Social Learning/Social Pragmatic Challenges” for *Perspectives on Language Learning and Education*, 16 (2010): 62-69.

Brent Duckor co-authored (with N.J.S. Brown, K. Draney and M. Wilson) *Advances in Rasch Measurement* (Vol. 2), (Maple Grove, Minn., JAM Press, 2011).

Katya Karathanos presented (with **Dolores D. Mena**) “Integrating Universal Design for Learning Principles to Support English Learners in College-Level Courses” at the *National Association for Bilingual Education 40th Annual Conference* in New Orleans, La., in February 2011.

Michael Kimbarow presented, with **Wendy Quach** and **Marion Meyerson**, “Facial Expression in Neuro-

genic Communication Disorders: A Critical Review,” at the American Speech-Language Hearing Association conference in Philadelphia, Pa., in November 2010.

Jennifer Madigan co-wrote (with Georganne Cavataio) *Mentoring Special Education Teachers* (Thousand Oaks, Calif., Corwin Press, in press, 2012).

Elba Maldonado-Colon contributed a chapter titled, “Developing the Foundations of Literacy: Oracy” for *Systematic Instruction in Reading for Spanish-Speaking Students* (2d ed.), Elva Duran, ed. (Springfield, Ill., Charles C. Thomas Publisher Ltd., 2011).

June McCullough has been elected president of the *California Academy of Audiology* for 2011.

Mary McVey presented “Rethinking How We Design Instructional Environments: Meeting the Challenges of Changing Demands in Higher Education” at *Teaching of Psychology Conference* in Tarrytown, N.Y., in March 2011.

Lisa Oliver presented “Promoting a College-Going Culture in Multicultural Communities” at the 40th annual meeting of the *Society for Cross-Cultural Research*, held in February 2011 in Charleston, S.C.

Terry Pollack co-authored a paper, “Isn’t That What ‘Those Kids’ Need?” that was selected as co-winner of the 2010 Gordon Allport Intergroup Relations Prize, awarded by the *Society for the Psychological Study of Social Issues*. Pollack also presented “Deficit Narratives: A Critical Examination of Teacher Discourse About Students and Families of Color” at the Fall 2010 conference of the *California Council on Teacher Education*, held in San Diego, Calif.

Wendy Quach co-authored (with **Michael Kimbarow** and **Marion Meyerson**) “The Universality of Facial Expression and Recognition in Normal and Disordered Communication: A Review of the Literature” in *Asia Pacific Journal of Speech, Language, and Hearing* 13 (2010): 1-2. With D.R. Beukelman, she co-authored “Facilitating Children’s Learning of AAC Systems” in *Augmentative & Alternative Communication* 26 (2010): 1-11.

Rosalinda Quintanar and **Theresa Montano** contributed “Critique of a Framework for Understanding Poverty and the Teaching of Linguistically Diverse Students” to *Assault on Kids: How Hyper-Accountability, Corporatization, Deficit Ideologies and*

Ruby Payne Are Destroying Our Schools, co-edited by Montano, Paul J. Gorski and **Roberta Ahlquist** (New York, Peter Lang, 2011).

Collette Rabin wrote “Learning to Care During Storytime in the Current Context: Moral Education From the Perspective of Care Ethics” for the *Journal of Research in Childhood Education*, 25 (in press, 2011).

Noni Reis presented (with **Mei Yan Lu** and Maria Eugenia Matute-Bianchi) “Why Are There So Few of Us: Counterstories of Women of Color in Faculty Governance Roles” at the *American Educational Research Association* annual conference in New Orleans, La., in April 2011.

Angela E. Rickford presented “Black Language, Literacy and Liberation: Continuing the Struggle for Equal Language Rights in Curriculum and Content in American Schools” at the 2010 *International Conference on Applied Linguistics* at National Chiayi University in Chiayi, Taiwan.

Patricia Rogers presented “Transitioning to the Common Core Standards in Middle School Mathematics” at the meeting of the *California League of Middle Schools* in Sacramento, Calif., in February 2011.

Katharine Davies Samway co-authored (with L. Pease-Alvarez and C. Cifka-Herrera) “Working Within the System: Teachers of English learners Negotiating a Literacy Instruction Mandate” in *Language Policy* 9:4 (2010): 313-334.

Grinnell Smith published “Introducing STEM Majors to the Teaching Profession Through Authentic Experiences as Tutors” in *Current Issues in Education* 13:4 (2010). He also published “A Critical Look at the Role of Technology as a Transformative Agent” in *Technology, Humanities, Education, and Narrative* 18 (2010).

Patricia Swanson presented “Holding Their Own in Mathematics: Professional Development That Mattered for Middle School Students,” at the *American Educational Research Association*, April 2011, New Orleans, La.

David Whitenack presented (with **Patricia Swanson**) “Bridging Professional Development and Context: Integrating Mathematics and Academic Language in a District Facing Takeover” to the *American Educational Research Association* in New Orleans, La., in April 2011.

Alumna helps make new student services center a reality

PEGGY ANASTASIA, PRESIDENT-ELECT of the Connie L. Lurie College of Education alumni board, knows that students must hunt all over Sweeney Hall to meet with credentials analysts, register for mandatory professional examinations and look for job openings. But that soon could change.

Anastasia has made a donation to start planning for a new student services center that would provide Lurie College students

with one-stop shopping—and offer a place to hang out. “This gives some seed money to do some exploring,” Anastasia says. But first, an architect must determine whether the building can be renovated appropriately, she says.

“We have a campaign that we’re starting this spring, and we could identify this as an area that people could contribute towards,” she says. ➡



Teachers find their inner child at the Second Annual Cilker Arts Conference

IT WAS THE HOTTEST TICKET in town. When the second annual *The Arts Really Teach: The Marion Cilker Conference for Arts in Education* was announced last October, slots filled up within two weeks, much to the amazement of organizers.

As the conference unfolded over two days on Nov. 19-20, more than 315 public school teachers and students in the Con-

nie L. Lurie College of Education showed up for creative workshops on how to integrate visual and performing arts into the classroom.

They learned how art can be used to teach math, science and diversity, how puppets can help second language learners, and how movement exercises can help hone cognitive skills. They even sat down with

picnic plates, glue and construction paper to fashion puppets of their own.

“The teachers talk about how they’ll use it in the classroom and the students come back and talk about how they’ll use it in student teaching,” says Robin Love, associate professor in Child and Adolescent Development, who helped organize the conference.

Co-sponsored by the Lurie College, the Santa Clara County Office of Education and the California Kindergarten Association, the conference was made possible thanks to the generosity of Marion Gilker, a Lurie College alumna and art lover who made a generous donation in the fall of 2009.


Lurie College dean Elaine Chin, who has promoted the greater use of arts in education, says there has been a “groundswell” of interest in bringing the arts back into public schools. “This idea is really well within the current of the direction people feel public education can take.”

Love and Susan Verducci, an associate professor of humanities who helped organize the conference, say that the number of enrollees grew significantly over last year’s inaugural event.

“We have more demand than we have capacity,” Verducci says. “There’s a growing interest in a more holistic approach to education.”

Wen-Ching Lu, a student of Love’s, attended math and music classes and enjoyed the presenters. “They were very creative and the curriculum they designed was easy to follow and interesting,” Lu says.

Teacher Monica Lisa Benavides adds, “I can teach children to explore their own creativity and expression in relation to other subjects they are learning.”

Planning for this year’s conference, scheduled for Nov. 18-19, is already underway. “It’s really invigorating,” Verducci says. “It’s the best thing I do on campus, hands down.” 



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ROBERT BAIN

HONORED TEACHERS AND STUDENT SCHOLARS

The Connie L. Lurie College of Education and the college's alumni board will co-sponsor the annual scholarship and honored teacher awards on the afternoon of Thursday, May 26. The event, to be held in the One Room Schoolhouse at History San José near Kelly Park, will include the award of scholarships to 25 Lurie College students. The alumni board will also present the honored teacher awards to 23 public school teachers, with past winners in attendance. For more information, please contact the dean's office at (408) 924-3600.