Fall Forum 2015
Welcome New Faculty

Dr. Allison Briceño
Elementary Education

Dr. Andrea Golloher
Special Education
Welcome New Chairs

Dr. Paul Cascella
Communicative Disorders & Sciences

Dr. Lynda Heiden
Secondary Ed (interim)
Dean's Office Staff

Ms. Sue Alston

Ms. Pat Cunningham
Congratulations

Promotion to Full Professor

Dr. Rocio Dresser
Elementary Education
CA Teachers Convening

July 29, 2015
“Better Together” CA Teachers Summit

- Approx. 300 teachers & principals from SJ area
- 15,000 statewide
- CSU, Privates, New Teacher Center
- Funded by Bill & Melinda Gates Foundation
- By and for CA K-12 teachers
Thanks

Ms. Ha Thai
Dr. Ferdie Rivera
Assoc. Dean
Mary McVey
Faculty Projects
Mark Felton, PhD
SECONDARY EDUCATION
CONNIE L. LURIE COLLEGE OF EDUCATION
Research Projects

- Academic Discourse
- Argumentative Dialogue Research
- Reading, Writing & Thinking Curriculum
- Teacher Professional Development
Argumentative Dialogue

Adult Reasoning
How can we mitigate my-side bias?

Adolescent Reasoning
What are the features of collaborative argument?
Publications

- Written Communication
  - Arguing to agree: Mitigating the effects of my-side bias through consensus-seeking dialogue.

- British Journal of Educational Psychology
  - Arguing collaboratively: Argumentative discourse types and their potential for knowledge building.
Sabbatical Report

Dr. Colette Rabin
Elementary Education

Co-Teaching Presentation
Sabbatical Report

Dr. Wendy Quach
Communicative Disorders & Sciences
Sabbatical Goals and Objectives

- **Goal:** to develop a decision-making protocol that SLPs can use in assessing individuals who need AAC to make the best recommendations for the most effective system

- **Objective:** Identify current best practices for AAC assessment used for individuals with severe communication needs
  - Scoping reviews
  - Observation of SLPs conducting AAC assessments
Sabbatical Activities

- Scoping review of the literature
  - AAC assessment on individuals with cerebral palsy, autism, aphasia, ALS
  - Conducted with colleagues from University of Nebraska-Lincoln, University of Wisconsin-Milwaukee
- Observation and interview of SLP conducting AAC assessment on child with CP
- Presentations at annual convention of American Speech-Language Hearing Association
- Three grant submissions
Results of Scoping Reviews

- **CP**
  - Started with 172 articles; 35 sources coded
  - Focus of assessments on receptive language and literacy skills

- **Autism**
  - Started with 350 articles; 51 sources coded
  - Focus of assessments on expressive language and social aspects of communication
Results of Scoping Reviews

- **Aphasia**
  - Started with 83 articles; 18 sources coded
  - Focus of assessments on language impairment. Executive function skills a good predictor of successful communication strategy use

- **ALS**
  - Started with 58 source; 18 sources coded
  - Focus of assessments on access – motor skills
Results of Grant Submissions

- Two of three grant applications awarded
Faculty Grants
Grants Awarded to CD&S Department
Project Tapestry

• Project Director: Wendy Quach
• Project Coordinator: Pei-tzu Tsai
• Funded by US Department of Education, Office of Special Education
• $1.25 million over 5 years
  – June 1, 2015 – May 31, 2020
• Purpose to increase cultural awareness/competence in graduate students in CD&S to provide speech/language services to children and families from culturally and linguistically diverse backgrounds
Project Tapestry

Funding

- Tuition
- Monthly Stipend
- Books
- 30 Participants
Activities

- Chinese
  - Cantonese
  - Mandarin
- Tagalog
- AAE
- Vietnamese
- Hindu

Course on Hispanic Language and Culture

Course on Working with Interpreters and Translators

Course on Counseling Families of Children with Communication Disorders

PRAXIS preparation
Vietnamese Culture and Language
Hispanic Culture and Language
Project EPICS

- Project Co-Directors: Wendy Quach & June McCullough
- Project Coordinator: Gloria Weddington
- Funded by US Department of Education, Office of Special Education
- $1.25 million over 5 years
  - Sept 1, 2015 – Aug 31, 2020
- Purpose to increase the number of speech-language pathologists in the Pacific Islands
- Partnership with University of Guam
U.S. Affiliated Pacific Islands

- Guam
- Commonwealth of the Northern Mariana Islands
- Yap
- Chuuk
- Pohnpei
- Kosrae
- Republic of Palau
- Federated States of Micronesia
- Republic of the Marshall Islands
- Hawai‘i
- American Samoa
Project EPICS

• 20 participants
  – Over 100 inquiries
• At the end of project, participants will earn MA from SJSU, CD&S Department
• Funding provided for tuition, books, computers
Community Outreach
Community Outreach

Engaged Scholarship

Presented to the College of Education, August 18, 2015
Rebeca Burciaga
Assistant Professor of Educational Leadership
Connie L. Lurie College of Education
San José State University
1. Teacher/Administrator Professional Development

   Institute for Teachers of Color
   Committed to Racial Justice

2. High School Students as Scholars

   Andrew Hill High School Puente Students

3. Insights from the Field

   Latina Administrators in 4 Counties
Institute for Teachers of Color
Committed to Racial Justice
Andrew Hill High School Puente Students
at the
National Association for Chicana and Chicano Studies
April, 2015, San Francisco, CA
Latina Administrators in 4 Counties

Monterey
San Benito
Santa Clara
San Mateo
College Updates
Ms. Leah Gilmore
President
LCOE Alumni Board
Academic Senate Update

College of Education Fall Forum
August 18, 2015
Committee Vacancies

* Policy Committees
  * Instruction and Student Affairs
  * Professional Standards

* Operating Committees
  * International Programs and Students Committee
  * Program Planning (both spots)
  * Student Success Committee
  * Undergraduate Studies Committee
Committee Vacancies

- Special Agency Assignments
  - Campus Planning Board
  - Sustainability Board
- Other Committees
  - Board of General Studies

- What do these vacancies mean?
Advisory committee: Senate chair, 2 FAL, 1 staff, 1 student, 1 community member, 1 administrator, 1 CSU president

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 18</td>
<td>Call for nominations to serve as FAL</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>Nominations close</td>
</tr>
<tr>
<td>Sep. 1</td>
<td>College Ballots distributed to all faculty</td>
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<tr>
<td>Sep. 9</td>
<td>Ballots due to Dean’s office</td>
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<tr>
<td>Sep. 11</td>
<td>Results reported to senate</td>
</tr>
<tr>
<td>Sep. 14</td>
<td>7 college finalists presented to senate, 2 selected</td>
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Presidential Search

* Tentative timeline for the search process

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct. 15</td>
<td>Committee is charged, open forums on campus</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Resume review on campus</td>
</tr>
<tr>
<td>Jan 15/16</td>
<td>Semi-finalist interviews (most likely in LB)</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Finalist interviews with BoT search committee</td>
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<tr>
<td>March BoT meeting</td>
<td>Selection of president</td>
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Cilker Arts in Education Conference

Friday, November 13
8-3 p.m.
Co-Teaching
Elementary Education

Fall 2015 sabbatical report/
co-teaching update
Colette Rabin
interest in Co-Teaching

- teaching climates (Brown, 2005; Connelly, 2000; Lima, 2001; Hargreaves, 2002; Cookson, 2007)
- teacher attrition (Boe et al, 2008)
- collegial collaborative relationships (Benard, 2004; Henderson & Milstein, 1996; Fraser, 1998; Podsen, 2002)
- relational & larger purposes (Noddings, 2010)
- defining collaboration:
  - Latin roots com & laborare meaning to work together: a shared vision w/ joint strategies in contrast to cooperation, collaboration is “not about agreement, it is about creation” (Denise, p. 3)
- In a co-teaching practicum, what might Ts learn about collaboration?
methods

- 3 years 2012-
- 171 pairs (284)
- administered surveys: investigate co-teachers’ feedback, general perception & learnings: + relational questions
- conducted & transcribed video-ed observations (20)
- CT & TC interviews (w/in 1 cohort (35))
- audio-recorded PDs (6 workshops / aca year)
general findings:

• perceptions of:
  • increased engagement of TC (90%)
  • preparation (96%)
  • student involvement (62%)
  • innovation (56%)
findings re collaboration

stronger relationships bet TC/CT (87%):

• “Both of us need to be involved.”
• “When you know you have to co-teach w/ them, you are going to share more…”
• “She is as invested as I am.”
findings

power shared:
• “I’m not sitting in the back of the classroom & watching – I’m up front or working with a group 90% of the time. We have to work out sharing power together while teaching.” (TC)
• “A lot comes from ss’ perceptions. They suss it out. They are so observant of the way that we treat each other. It’s in all the tiny things. My CT says, ‘What did Miss H say?’ At first there’s a lot of that mom/dad stuff.” (TC)
authentic dialogue between co-teachers:

• “It was interesting, we (ts) were looking at each other (as they spoke to one another). They (ss) were suddenly all with bated breath watching us having a real conversation about real vocabulary. ‘Look, the adults are having to figure out how to best explain it!’” (CT)

• “We’d be doing a read aloud… for ex., about a Native American tribe in Washington. I go there a lot & I jumped in. The ss get so excited, ‘That’s a real place? You’ve been there? Do you have pictures?’ Then they start to bring their experiences in. One girl moved from Mexico & I noticed and shared some of what I knew. We noticed she started participating more. This involvement makes my relationship so much stronger w/ my CT. And I think it encourages the ss to work together, to view each other as equals in groupwork. *Modeling this kind of relationship is changing things.*” (TC)

• “She would never interrupt my teaching, but you bounce off each others’ ideas. I say, Miss B, how would you say..? Or if there is a teachable moment & she really needs to say something she raises her hand just so I can see it. I never felt… at first, I thought, ‘Oh I missed something,’ but as I was teaching more I realized that it was beneficial for ss cause they got a different perspective as she framed something differently & I was able to go in that direction too, & I could embellish. *I was learning while I was teaching.*” (TC)
challenges & concerns

• **time** to create relationships (88%) & **plan** (97%)
  - “We could have done much more co-teaching if it was planned, but we have a list of things to do and not a lot of time. I think I’m not sure if it’s a habit we developed or just a lack of time to plan.”

• **power not always shared**: “lack of openness of CT” (23%)
  - “I want the kids to see her as the teacher, so when she is teaching I am not going to interrupt because I don’t want to say, ‘Ms. P, you are doing it wrong.’” (contrasted w/ “…This is how I’m going to invite you into my teaching.”)

• program changes
• study limitations
implications

potential for countering competitive & isolating environments in which Ts lack feedback

• “My ct & I are teaching, & one will catch the other’s mistake and we know our looks... I can say, “I reviewed this and actually I made a mistake...” We’ll explain that the other T caught the mistake & we’re showing it’s okay to make mistakes. & since we’ve done that w/ each other... more ss have participated, they have been less afraid to share if we say that.”

• “If there is a teachable moment, she’ll raise her hand.”
implications

- need for structured pd:
  - “We had a rich discussion about trust today. That conversation alone was worth the price of admission.” vs “Our relationship is too delicate for me to ask my CT to include me in her teaching”

- framed by explicit articulation of what ts perceive makes the co-teaching relationship work
last word

“My TC becomes my partner vs my ST at a much faster pace than the traditional model. Part of it is my seeing her that way... I see her that way, I give her more responsibility, expect more of her, treat her this way in front of the ss, etc. Time is the issue but when I see the better instruction for the students, it’s worth it to carve it out.”
Secondary Education Co-Teaching Project

Rita Tracy
Work completed in partnership with Dr. Lara Kassab
Overview of work done in 2014-2015

- Studied Co-teaching implementation during TRIO project
  - Started by asking…
    - What was the nature of the trajectories co-teaching pairs experienced?
    - What did co-teaching pairs need to be successful?

- Presented study at National Field Experience Conference with Dr. Lara Kassab
Goal = Collaboration

To facilitate collaboration we need to know how the participants' relationships between Mentor and Candidate were realized and understood.

Asked:
- How were relationships conceptualized by participants?
Data sources

- Pre- and Post- Surveys
  - (Likert, frequency, and open-ended items)
- Audio recording of planning conversations
- Analyses of Student Work Samples
- Field Notes
- Exit Interviews
Questions resulted in more questions

We found a preponderance of participants held cultural constructions of the roles of Mentors and Candidates that underpinned and substantially impacted the development of relationships
  • Many seemed unaffected by the Co-teaching PD

Closer look was needed
  • Examined how cultural constructions were described by participants.
What are the cultural constructions?

- Roles of Mentors
- Roles of Candidates
- Perceptions of the working relationships within a co-teaching model
Relationships were coded as:

- **Assistant teacher** – either partner positioned as assistant to the other
- **Manager** – Mentor functioned as a manager of the Student Teacher - unidirectional role
- **Guide** – Mentor seen as guiding the development of the Student Teacher
- **Colleague** – Mentor and Student Teachers collaborate, co-teach, co-plan
- **Student** – Student teacher in a non-collaborative role, unidirectional role – only the receptor of knowledge
## Frequency of Codes

<table>
<thead>
<tr>
<th></th>
<th>Mentor Teacher</th>
<th>Student Teacher</th>
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<tbody>
<tr>
<td>Assistant</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Manager</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Guide</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Colleague</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Student</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

N=44
Some participant interviews had multiple codes
Positive Consequences of positive cultural assumptions

Collegial

- Relationship was valued and productive
  - Remained intact
  - Candidate thrived
  - Student teacher and Mentor describes each other as trusted colleague
  - Challenges were seen as something to overcome together
Several relationships were described as changing as pairs got to know one another better.

These data were multiple-coded.

Most frequently the co-teaching collegial relationship developed over time.

Program structure of Phase II returned several collegial relationships to Guide/Manager roles for mentors.
Assistant Teacher + Student Teacher as Student

- Relationship stagnated
- Candidate did not have authority to lead teach
  - Either the candidate felt this or mentor reported students felt it
- Or candidate felt s/he was in a “sink or swim” situation
- When transitioned to more lead teaching by Candidate more struggles occurred
  - Two were placed on probation
  - One withdrew from program
Relationships that dissolved or never developed – Example 1

Assumptions of what a mentor needed to be got in the way
- Paul’s story
- Such strongly held cultural assumptions inhibited candidate from seeing value in his mentor’s work
- In turn, this angered the mentor and damaged the relationship
- Even with intervention by supervisor and myself (placement coordinator)
- Relationship dissolved – candidate failed
Mentor’s assumption of what a candidate should be
Tanner’s story
Mentor was so offended by how her candidate was acting that she dissolved the partnership and was not willing to continue
- Offense due to candidate not acting in manner mentor saw as appropriate
  - Wanted role in planning and instruction right away
  - Was critical of mentor
Candidate was replaced but not in co-teaching
What we now know

Cultural assumptions about roles

- Facilitates,
- Inhibits, or
- Disrupts

.........Efforts to collaborate toward the goal
- Even after they are involved in PD aimed at developing Collaboration
How we are using these findings for 2015-2016

Trio Co-teaching training revised to include:

- Time for mentors to learn about collaboration and co-teaching separately from teacher candidates
- Specific time and scaffolds given for Mentor and TC to collaborate around:
  - Classroom management
  - Instruction
  - Communication
Additional work that is planned for 2015-2016

- Co-Teaching & Collaboration Workshops for current mentors & supervisors
  - Study will be conducted with Dr. Wendy Rouse, Dr. Lara Kassab and myself
- Continuation of TRIO study
CAEP Update

August 18, 2015
Fall Forum
Connie L. Lurie College of Education
San José State University
Strategic Planning 2015-16

Recap from Spring Retreat

Focus on improving clinical fieldwork

Wise & appropriate use of technology

Engaging our community partners

Associate Dean, Mary McVey
Key University Policies

- Direct Instruction - S96-2
  - Notify chair of any changes to schedule or instruction
  - Notify chair about absences - only the chair can assign and hire substitutes
  - Changes in mode of instruction - must be approved by college’s curriculum committee (e.g., from face-to-face to hybrid or online)
Key University Policies

• Travel Approval - see Provost’s website
  – Must request for any travel during duty days (personal & professional)
  – Requests must be made in advance
    • Domestic - 2 weeks before
    • International - 35 days in advance (includes Canada & Mexico)
    • International (high hazard areas) - 50 days in advance
  – All requests made through FTS (login via MySJSU)
Key University Policies

• Accessible greensheets
  – Required for all classes
  – Ensures any student with a disability can access course information
  – Template available from Center for Faculty Development’s website
Key University Policies

• Final Exams -S06-4
  – All classes (except supervision courses) must have a culminating activity or final exam
  – Must follow university’s final exam schedule
  – No final exams to be given prior to the university’s scheduled time for finals
  – Requests for exemptions to schedule must be made to dean (Fall - by end of first full week of classes in August; Spring by end of first full week of classes in January)
Dean’s Address
Coming Attractions

Faculty Recruitments

New RSCA opportunities for 2015-16

Enhancements to LCOE RSCA funds

New Ad Hoc Committee
New Faculty Recruitments 2015-16

- 6 New recruitments
  - CDS - 1 new
  - ChAD - 1 continuing, 1 new
  - Counselor Ed - 1 new
  - Elementary Ed - 1 new
  - 1 Open - best qualified candidate from searches in CDS, Counselor Ed or Elementary Ed.
<table>
<thead>
<tr>
<th>University RSCA</th>
<th>LCOE RSCA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr. Brent Duckor - Secondary Ed.</strong></td>
<td><strong>Dr. Jolynn Asato - Elementary Ed.</strong></td>
</tr>
<tr>
<td><strong>Dr. Vicki Park - Ed. Leadership</strong></td>
<td><strong>Dr. Rocio Dresser - Elementary Ed.</strong></td>
</tr>
<tr>
<td><strong>Dr. Colette Rabin - Elementary Ed.</strong></td>
<td><strong>Dr. Jason Laker - Counselor Ed.</strong></td>
</tr>
<tr>
<td><strong>Dr. Emily Slusser - ChAD</strong></td>
<td><strong>Dr. Cara Maffini - Counselor Ed.</strong></td>
</tr>
<tr>
<td><strong>Dr. Pei-Tzu Tsai - CDS</strong></td>
<td><strong>Dr. Lisa Simpson - Special Ed.</strong></td>
</tr>
<tr>
<td><strong>Prof. Muffie Waterman - ChAD</strong></td>
<td><strong>Dr. Emily Slusser - ChAD</strong></td>
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Two Sources of RSCA Funding

• Provost Support - 2015-16 (Metrics)
• LCOE
  – RSCA - 2016-17 (apply in Spring 2017)
  – Prof. Development - 2015-16 - annual allocation
New RSCA Funds from Provost

• $64,000 for 2015-16
  – $10,000 - student research assistants (SRA)
  – $ 5,000 - SRA conference attendance & travel - to give co-authored presentation with faculty
  – $10,000 - external grant recipients (10% of total grant up to $1000, split for co-PIs)
  – $30,000 - research support (not release time) up to $5000 per award
  – $ 9,000 - start-up packages for new hires
Funding for Student Research Assistants

• 10 Student Research Assistants (SRAs)
  • $12/hour for approx. 83 hours - $1000
  • Faculty responsible for hiring & monitoring time, ensuring SRAs attend dinner discussion with Dean in Spring 2016.

• Applications due October 1 for Fall Appointment
• Reviewed by RSSP Committee - recommendation to Dean’s office
• Applications and Scoring Rubric - see LCOE webpage
• Funds must be expended by July 29, 2016
Student Conference Attendance

- To support students who will present a co-authored presentation or paper with faculty
- Priority given to SRAs
- Maximum award - $500
- Reimbursement for conference fees or travel expenses
- Application completed by student & faculty sponsor (coming soon on website)
  - Requires approval from chair & dean
Provost’s Faculty RSCA for 2015-16

• Total Allocation - $30,000
• Available to all faculty (temp & T/T)
• To support faculty research activities - not release time.
• Allowable expenditures - travel for research; hiring student assistants or outside consultants (e.g., statisticians); equipment, materials
• Maximum award - $5000
• Application form - same as for LCOE RSCA - coming soon to LCOE website
LCOE RSCA for 2016-17

- 4 Release Time Awards
- 2 Research Support Awards (Max. $5000)
- Applications - available on LCOE website in January 2016
- Deadline for application - February 12, 2016
LCOE Standing Committees

- RTP (Full Profs.)
  - Sabbatical
- RSSP
  - RSCA
  - Student Scholarships
    - 50+
    - $76,000
- Curriculum
LCOE Standing Committees

RTP (Full Profs.)
- Sabbatical

RSSP
- RSCA

New Ad Hoc
- Student Scholarships
  - 50+
  - $76,000

Curriculum
We’re all in this together
Please serve!
Professional Development Funds 2014-15

- Assistant Profs
  - $1000 - PD funds
  - $750 - Conference paper presentation
- Associate Profs
  - $1000 - Conference paper presentation
- Professors
  - $750 - Conference paper presentation
- Lecturers ($500 mini-grants for instruction)
  - Total pool of $5000 for all mini-grants - 2014-15 AY
- Staff
  - $500 - training or class related to work
Professional Development Funds 2015-16

• Assistant Profs
  • $1000 - PD funds
  • $1000 - Conference paper presentation

• Associate Profs
  • $1250 - Conference paper presentation

• Professors
  • $1000 - Conference paper presentation

• Lecturers ($500 mini-grants for instruction)
  • Total pool of $5000 for all mini-grants - 2015-16 AY

• Staff
  • $500 - training or class related to work
Investments in Faculty & Staff

- $49,000 - Provost RSCA
- $68,000 - LCOE RSCA
- $71,500 - LCOE Prof. Development

$188,500
Associate Dean
Many thanks for 6+ years of service to the Lurie College of Education
Save the Date

• Meet President Susan Martin
  • Thursday, August 20, 12-1 p.m.  Student Union Ballroom

• President’s Fall Welcome Address
  • Thursday, Sept. 3, 12-1 p.m.  Student Union Ballroom

• LCOE Fall Retreat
  • Friday, November 20. 9-1 p.m. Light breakfast and lunch provided.
Wine & Cheese Reception
3-5 p.m.
SH Courtyard
Andy Feinstein, 
Provost & Vice President 
for Academic Affairs