

IMPACT

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teachers today*

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Graduation Daze

*Non-traditional program helps preschool teachers
earn college degrees*

FOR THE PAST 3 ½ YEARS, as Sharon Flanagan has balanced evening college classes with a demanding job at a preschool that starts at 6:30 a.m., the hardest part has been time management and getting enough sleep.

“It’s been basically my life for the whole time,” says Flanagan with a tired smile. “Pretty much everything else has been on the back burner.”

But when she receives her bachelor’s degree in May from the Connie L. Lurie College of Education it will mark the end of a detour that started back in the 1970s when Flanagan, now 54, took a break after receiving her AA degree.

Flanagan is one of 27 non-traditional students benefiting from a collaboration between the Lurie College’s Child and Adolescent Development Department and the E-3 Institute to help preschool teachers earn college degrees.

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from the Dean



To build a brighter tomorrow through your will or living trust, call Tina Daniels, 408-924-1473, or email planned.giving@sjsu.edu. www.sjsu.edu/legacy

In this issue of *Impact*, we explore the Lurie College of Education's contributions to our local, national and increasingly global communities. As THE public university for Silicon Valley, we are proud of our commitment to opening the doors to education to nontraditional students.

Our Department of Child and Adolescent Development has helped local preschool teachers and childcare providers obtain bachelors' degrees at San José State. These students are already providing higher quality child care to our local communities and improving their own abilities to develop child care businesses.

As part of their preparation as speech pathologists, students in the Communicative Disorders and Sciences Department (CDS) have worked with Dr. Jean Novak to develop a multi-lingual screening instrument to identify young children who may be autistic. More than 500 speech pathology graduates have been trained to use this instrument, serving nearly 300 children every year.


Dr. Nancy Markowitz wants to change how teachers work with all students. In

our drive to define achievement in narrow terms, teachers and schools have forgotten to attend to the whole child, especially the social and emotional dimensions of children's lives (the recent spate of teen suicides in the Bay Area is a clear warning sign that something is amiss). With the Center for Reaching and Teaching the Whole Child, Dr. Markowitz provides a place for faculty to pursue research and to work with community partners in helping young people become more resilient.

While we reach out to our local and regional partners, our students are reaching out to the world. This winter, four of our students spent three weeks in China learning about its language, history and culture. They will continue to draw upon these experiences as they move into their careers as educators.

Our featured alum is Congressman Mike Honda, a strong advocate for education and champion of civil rights. He epitomizes the kind of educational leaders the Lurie College of Education is committed to preparing. His early professional trajectory follows the same lines pursued by many of our graduates, from teacher to counselor to administrator and school board member.

Congressman Honda demonstrates just how great an impact our graduates can have. As he states, San José State University was the "crucible" in which his identity was shaped and the place where he developed the skills that led to his many years of public service.

In this first year, we are publishing both a print and an electronic version of the newsletter. For those of you who would prefer just an electronic version, please let us know by sending an email to eduImpact@sjsu.edu. You can also always find all copies of *Impact* at our website: www.sjsu.edu/education. 

Elaine Chin, Dean
LURIE COLLEGE OF EDUCATION



From Campus to Congress

Mike Honda's journey of self-discovery

MIKE HONDA'S EDUCATIONAL path at San José State University in the tumultuous 1960s was not exactly linear, as he readily admits, but in the end everything somehow worked out.

After a long career as an educator and public servant, the onetime campus activist is in his 10th year as the representative from the 15th Congressional District, which encompasses portions of San José and western Santa Clara County.

Honda, a Democrat who serves on the House Appropriations Committee, traces it all back to a vibrant campus culture, which he credits with giving him the space to discover himself.

"It allowed me to go through the changes I needed to go through to become who I am today," Honda says of his time at SJSU. "It was not a planned path. It was like a pinball machine ... eventually you score some points."

The eldest child of Japanese Americans who ran a grocery store in Walnut Grove, he was not yet six months old when the U.S. entered World War II. The family was relocated to an internment camp in southeastern Colorado.

Honda grew up in Chicago and south San José, where the family sharecropped strawberries for a time. He enrolled at San José State in 1959, when all-white Greek societies dominated campus life, and didn't feel that he fit in (although it was then that he met Jeanne Yoshida, his future wife).

"I used to bike through San José State and never knew there was a college there," he recalls.

Honda entered the Peace Corps in 1965, learning Spanish before being sent to El Salvador to teach. Change was in the air when he returned to San José in 1967. Honda had discovered a passion for education, but he was also more socially and politically aware.

After completing his bachelor's degree in biological sciences, he enrolled in the college of education to earn a teaching credential, a counseling degree and an administrative credential.

"During that time I got involved in the student movement," he recalls. He helped win the admission of non-traditional students who showed academic promise but hadn't completed high school. The first graduates of that program are just starting

to retire after careers in teaching and social work. "We proved these people could make it," Honda says. "They just had to have some sort of academic support."

Fernando Torres-Gil, dean and professor of UCLA's school of public affairs, remembers Honda stood out because he hung out with Chicano students and spoke fluent Spanish.

"He was funny," Torres Gil remembers. "He was cool. He was genuine, caring and passionate. He wanted to do something about social injustices. He was, before we knew the term, multicultural."

Honda taught science at Sunnyvale High School for three years, then served as the university's student ombudsman while studying in the college of education toward a master's degree in counseling.

Meanwhile, San José Mayor Norman Mineta appointed Honda to the city planning commission. Honda says his campus activism sparked an interest in government that dovetailed with his career as an educator.

Honda would serve as a principal at two elementary schools and vice principal at a middle school. In 1981 he was elected to the San José Unified School Board (it was not the district in which he was working).

Honda became a member of the Santa Clara County Board of Supervisors starting in 1990 and then served in the California State Assembly from 1996 until he was elected to Congress in 2000. Sadly, Jeanne Honda, a kindergarten teacher at Baldwin Elementary School, died in 2004.

Today, Honda remains committed to expanding educational opportunity to the underprivileged as well as encouraging schools to be responsive to the needs of the people they serve.

"My whole experience at San José State helped me understand my own identity," he says. "I call it the crucible for change that taught us participating is the way to go. Be part of the solution." 🗨️

Although she has worked in child development for more than 30 years, Flanagan says her college classes have made her a better teacher. “In some ways I think it’s energized me, because I’m much more aware of what I’m doing,” she says. “It’s made me much more effective.”

That is exactly what ChAD chair Toni Campbell had in mind when she first dreamed up the preschool baccalaureate program back in 2004. The idea arose from an ongoing conversation with Yolanda Garcia, executive director of the E-3 Institute, a not-for-profit subsidiary of WestEd, that receives money from Santa Clara County’s tobacco tax-funded First Five school readiness program.

Aware that many states are pushing to require that preschool teachers have their bachelor’s degrees, Campbell wondered if E-3 might want to consider funding a non-traditional baccalaureate program for childcare providers.

“Yolanda called one day and said, ‘Figure out how to do it,’” Campbell recalls. As the program took shape, it was agreed that E-3 would pay for the tuition, fees and books for the students, while Lurie College faculty would teach the courses off-campus on a non-traditional schedule. The students, grouped together as a cohort, would take one class in a 12-week block, then move on together to the next subject.

“This is the identical course of study they would get on campus with the identical teachers,” Campbell emphasizes. In the end, she says, better educated child care providers will likely do a better job of teaching young children while having a richer work experience and setting a great example for their own kids. “Everybody wins,” she says.

But getting the program off the ground took some doing.

After the E-3 Institute sent out a mailing announcing the program to several thousand local preschool teachers—many of whom had previously received E-3 stipends—in the fall of 2004, Campbell led

several open houses, attended by about 120 people.

The original 35-member cohort was selected in October 2005, but the start of classes was delayed for another 11 months to give everyone time to finish taking necessary community college prerequisites, she says.

Yolanda Garcia says it had been evident for some time that the educational needs of preschool teachers were not being met. “Toni has spent an inordinate amount of time thinking through their advisement and their educational support needs,” Garcia says.

Today, researchers from the University of California at Berkeley are evaluating the baccalaureate program, observing members of the cohort in the classroom to see how their education has affected their classroom performance, Garcia says.

Terry O’Donnell-Johnson, who has been a lecturer in the Lurie College for 10 years, has been teaching “Staff and Program Development” from 4 p.m. until 7:45 p.m. each Wednesday night this semester at the E-3 Institute headquarters in a west San Jose office park.

O’Donnell-Johnson says that because the students move in step from one class to the next, “I know them and they know me,” she says. Where most students rejoice when the teacher calls in sick, this bunch emails to see how she is feeling.

“They don’t do things like leave their cell phones on in class,” she says. “They have real issues. Some have gotten married, divorced, had babies. Those are the things that make them tighter as a working unit. But they don’t condone slacking off.”

One evening in early February, O’Donnell-Johnson faces a semi-circle of desks in a classroom created from portable room dividers in a large, green-carpeted E-3 Institute conference room.

It’s an attentive group, ranging from the mid 20s to early 60s. Most of them have come here after a long day of working with little kids.



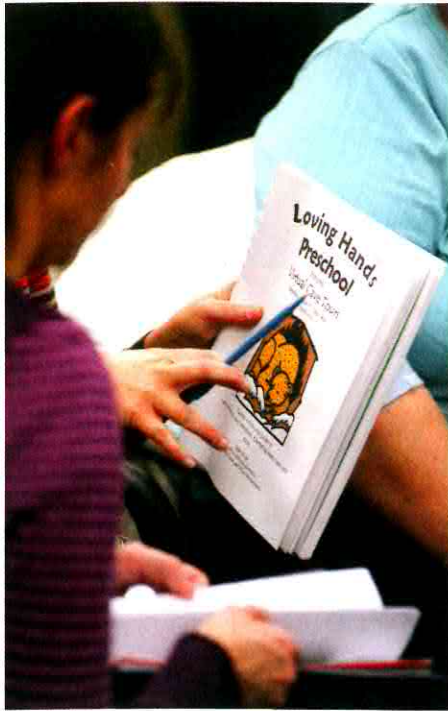
O’Donnell-Johnson discusses an assignment to write a parents’ handbook, which should develop new projects for young students and show how the activities relate to different aspects of child development.

“What this class is designed to do is not to create a canned curriculum,” she reminds them. “It is so you can be flexible and meet the needs of the children in your program.” Then she has them divide up into groups to work on their projects.

When they take a 15-minute dinner break, most people wander off to a snack bar in the building, returning with plates full of salad or cake.

“They really want to do well,” O’Donnell-Johnson observes. “In a regular classroom, I wouldn’t say you would have that high a percentage of students asking for feedback.”

Sharon Flanagan managed to become a certified paralegal and worked part time for a lawyer while also working with young



Terry O'Donnell-Johnson (far left) leads a Wednesday evening class on "Staff and Program Development." She says that compared with students on the SJSU campus, the E-3 students are more focused. "They're older," she says. "They're pretty efficient with their time management, and they're good at juggling things."

children (infants through age 6) at the Gavilan Community College lab school. "It's exciting to see human development happening," says Flanagan, who has a 25-year-old son. "Every child is different. It does not cease to amaze me."

She was "overwhelmed" when she first received a letter in the fall of 2004 announcing the program. But her family, coworkers and supervisor encouraged her to apply. "Everybody said, 'You need to at least try,'" Flanagan says. "So I did."

Flanagan says the E-3 program has provided a broadened perspective to the students in the cohort, many of whom are veteran preschool teachers. "Sometimes we're not as open because we do have experience," she says. "We need to be more open, and that's the one thing we've learned. We've done this—and we have a lot to learn."

Maricela Gomez was an elementary school teacher in Mexico before moving to the U.S. in 1989 after marrying her husband. "I came here with no English at all,"

says Gomez, 48, who struggled to master the language.

She worked for nine years for a Bay Area tech company, but after she was laid off she decided to return to her first love, opening a licensed day care center in her home in 2003. When she learned about the E-3 initiative, she leaped at the chance.

"I'm so glad to be in this program," Gomez says. "I started late with this group because I didn't have all the requirements." Last semester she squeezed in three upper-level courses needed to complete her degree. "I don't know how I survived," she says. "It's been really, really hard."

The key, says Gomez, is the mutual support from the students in the cohort. "Everybody in the group is extremely supportive," she says. "If I didn't have that support, I don't know if I would have made it."

Gomez is still on pins and needles, waiting for Mexico's national department of education to send a curriculum description for a science course she took while she

was in college there in the 1980s.

She credits her husband and three teenage children for helping with the day care business. Meanwhile, her children are impressed with her commitment.

Persistent as ever, Gomez is thinking about going on to get her master's degree. "I tell my husband, 'I can quit work, but I can't quit school,'" she says. "Every single class helps because it's new knowledge. Because I'm working with children I can apply these concepts."

Back in Sweeney Hall, Toni Campbell smiles with satisfaction at the prospect of graduating the E-3 cohort after so many years of hard work.

"Childcare providers work long hours and they're poorly paid," she says. "The education they get is on their own backs."

"What is important about this program is it offered them access. It's a big deal for the opportunity it provides for these people. I love the concept that there's something in it for everybody." ☞

Beyond the Great Wall:

SJSU students spend winter break in China



IT GETS BITTERLY COLD in Beijing in late December. But that didn't stop some San José State University students—including four from the Connie L. Lurie College of Education—from paying a once-in-a-lifetime visit, courtesy of the Chinese government.

An SJSU contingent of 30 students and administrators was part of a group of about 400 U.S. college students who were invited for a three-week stay over winter break intended to introduce them to Chinese culture.

The Chinese Bridge Winter Camp, which ran from Dec. 27 to Jan. 15, was sponsored by the Confucius Institute (a branch of Hanban, China's cultural ministry), said Mark Novak, SJSU's dean of international and extended studies.

The American students were responsible for paying half of their airfare, but the remainder of the travel, include food, ground transportation and lodging in luxury hotels, was paid for by their hosts, said Novak, who was along for part of the trip.

The group spent the first week in Beijing, taking in famous landmarks like the Great Wall, the Forbidden City and Tiananmen Square. For the second two weeks they headed south to the city of Hangzhou, home to Zhejiang University, where they took classes in tai chi, calligraphy and Mandarin and got to meet Chinese students.

"They had, in some cases, a life-changing experience," Novak said. "They were treated like kings and queens over there."

The Lurie College students couldn't agree more.

"It was amazing," said Lynn Hsieh, 23, whose parents were born in Taiwan. "I wanted to understand: what are the social pressures, what are the ideals, what is the world view of Chinese? On a personal level I was able to see Chinese people are very proud of their history."

Carol Mann, a 51-year-old electrical engineer who wants to teach middle-school math, says the first week in crowded Bei-

jing was a whirlwind of activity.

In Hangzhou, a large city and popular tourist destination sitting along scenic West Lake, the group stayed in dormitories on the Zhejiang campus and took classes. "The air was totally clear," she says.

Mann says she felt "very welcome" even when people stopped to snap her picture or stare at her long blond hair. Meanwhile, the Americans learned a lot from one-on-one conversations with Chinese students.

"There's a real pride," she says. "They know they're coming into their own. They've got the power."

For Mary Cheung, 22, a photography buff who has just completed her bachelor's degree in fine arts and started a single-subject credential program in art in the Lurie College, the trip provided a treasure trove of memorable images.

"I just loved traveling and visiting the tourist sites," she says. "As a photographer, I wanted to stay way longer than the time allotted. At the Great Wall I was taking



Above, a night view of the Oriental Pearl Tower and the urban skyline in Shanghai, where the San José State students paid a visit. Right, Lynn Hsieh samples some of the local cuisine. “We never really learned about Chinese history,” says Hsieh. “It was kind of cool to look at the way Chinese culture has moved through the millennium.”

pictures so much I was barely able to climb any of it.”

Some of the Americans had “pretty intense” conversations with their Chinese counterparts, who asked things like, “How do you feel about China owning all of your money?” she says. Cheung was paired with a female student who was more interested in asking for help in picking a suitable American name.

“If I had to pick a place to live in China, I would definitely live in Hangzhou,” she says. “It’s awesome to walk around the West Lake.”

After three weeks, “I almost didn’t want to come back,” Cheung says. “We were pampered over there like royalty. I hope they do this every year, because I hope other students experience what we experienced.”

Scott Blair, a 34-year-old earning a single-subject teaching credential, studied Chinese history as an undergraduate. “It was something that had always interested me,” he says. “I was able to make a lot of connections and visualize a lot of the things I’ve studied.”

The Chinese students he met were interested in studying in the U.S. and already had specific universities in mind, Blair says. “We exchanged email addresses and have

talked since. It was really nice to get an idea of what student life was like for them.”

Xiaolu Hu, chair of the counselor education department in the Lurie College, helped organize the trip, which also drew students from Yale University, Georgetown University, Cornell University and the State University of New York.

San José State students were invited following a visit last April by Liu Yangdong, a high-ranking member of the Chinese government responsible for overseeing education and culture, she says.

“The Chinese government has been investing a lot of effort in establishing the Confucius Institute around the world,” Hu says. “It think it’s part of a government effort to be open, to promote understanding among people.”

The trip was an eye-opener for the San José State students, Hu says. “The basic thing they see is how many people they have,” Hu says. “How a government can manage that mass development—that’s a huge challenge.”

Mark Novak says the seeds of the visit were sown through years of cooperation between the university and the Chinese government. Roughly 700 Chinese officials have studied at San José State part of the university’s International Leadership



Program. Madame Liu’s visit reflected that relationship, Novak says.

Lynn Hsieh, who is studying for an English teaching certificate with a focus on teaching English as a second language, thinks her experience in China will help her to understand where Chinese-born ESL students are coming from.

“There is this really strong sense of nationalism among the Chinese people,” she says. “When I get a (Chinese) student will I still be able to see those signs of nationalism? For me it just gives a little deeper understanding of the cultural factors.”

Meanwhile, an unexpected bonus was getting to know the other San José State students, Hsieh says. “Our group was very cohesive. We had never met each other before the trip. We really got to know each other, learn each other’s quirks and have fun with each other.

“If anything, I walked away knowing I had 26 new friends.” ☞

First Alert

Students learn to screen preschoolers for signs of autism

BACK WHEN JEAN M. NOVAK trained as a speech language pathologist, the subject of autism was little discussed, so during a sabbatical in a few years back, Novak decided to explore the research on early childhood autism screening.

Novak, a professor in the Communicative Disorders and Sciences department of the Connie L. Lurie College of Education, learned that screening preschoolers for autism made it possible to offer earlier, more effective therapeutic interventions.

As Novak looked more deeply into the subject, she was contacted by Dayna Hoff, who with her husband Todd had started the Autism Tree Project Foundation, a San Diego-based not-for-profit dedicated to early childhood autism screening after their son Garret was diagnosed as autistic.

Dayna Hoff wanted to know if Novak could help establish a screening program. “I said I could be involved if I could include my students,” Novak recalls.

That encounter led to a path-breaking collaboration that has trained Lurie College speech pathology students to look for the telltale signs of autism while screening hundreds of young children around San José for speech, language and communication problems.

About 500 Lurie College student volunteers have learned to screen toddlers through play-based interactions using information from a questionnaire called the Modified Checklist for Autism in Toddlers, Novak says.

The telltale signs of autism include lack of or delay in spoken language, repetitive use of language and/or motor mannerisms, little or no eye contact, lack of interest in peer relationships, lack of spontaneous or make-believe play and persistent fixation

on parts of objects, according to the Autism Society.

Where autism was once thought to be quite rare, recent studies have shown it is one of the most pervasive childhood development disorders, with as many as one in 66 males (and one in 100 children overall) showing some autistic traits, Novak says.

“Research is showing the earlier a child is identified, the better the prognosis for a positive outcome,” she says. “If you get the right services, you are setting up your child for future success.”

With financial support from the Autism Tree Project Foundation, which pays \$15 for each child screened, Novak settled on eight local preschool sites, three of which are on the San José State University campus.

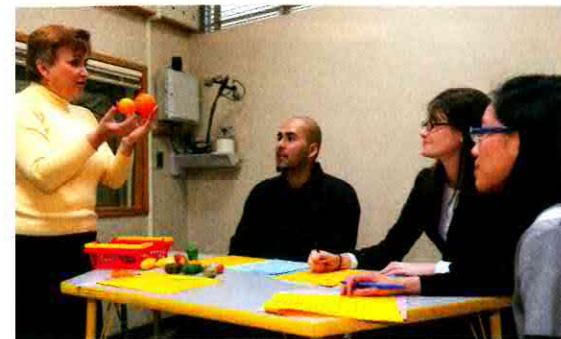
Novak typically leads a workshop for teachers at each school and gets parents to sign permission slips. Then her students, who have volunteered a Saturday to learn how to do the screening, take over.

Using clear plastic boxes filled with toys and familiar objects, the students test whether a child can properly identify them, both receptively (“Show me the duck”) and expressively (“What is this called?”).

Students also enlist the child in joint attention and perspective-taking exercises and watch to see whether they respond when called by name and stay on topic during a conversation. They also learn to pay attention to subtle behavioral clues. “We watch whether the child is using their pointer finger or making eye contact,” Novak says.

An important part of the local effort is a partnership with Brian and Dina Bonafede, owners of Customer Service Realty (CSR), a local commercial and residential real estate firm, who sponsor an annual charity golf tournament to benefit the Autism Tree Project Foundation and the Lurie College screening project.

The commitment grew out of the couple’s friendship with Dayna and Todd Hoff and their son Garret, now 10, says Brian



Top, Jean Novak demonstrates toddler communication screening. Below, Novak and (clockwise) Catherine Lam, Alanna Dutra, and Santiago Gallegos.

Bonafede. Drawing on local sports celebrities Sharkie and the San Jose Saber Cats cheerleaders, the tournament attracts 150 golfers to a one-day event held at the Cinnabar Hills Golf Course.

“It’s like a carnival out there,” Dina Bonafede says. “We have a really great group of people who chair it.”

The Roche USA pharmaceutical firm is the title sponsor, but various other companies and organizations sponsor each hole. The event, which nets more than \$30,000 annually, benefits Autism Tree, but is earmarked for supporting the SJSU screenings and mentor programs in the San Jose area.

As it is, the Lurie College effort is having an impact. Student teams screen about 300 children a year, writing a report on each child for the parents. In some cases, where the child’s speech and language abilities seem developmentally delayed, they may recommend re-screening or refer for a full evaluation, but where autism is suspected, the child is referred to a behavioral psychologist who is equipped to make a definitive diagnosis, Novak says.

Santiago Gallegos, a graduate student in the program who has helped to develop a Spanish-language version of the test, recounts screening a young boy with his father in attendance. When the student team asked the boy to “point to the animals,” he was unresponsive, Gallegos recalled, “It was almost like he was looking through us.”

It was a moment of insight for the student evaluators, Gallegos says. “It was the first time we had experienced something like this,” he says. “We later learned from the parents he had already been diagnosed (as autistic).”

Catherine Lam, a Hong Kong native who sometimes conducts screenings in Cantonese, recalls playing with a 2-year-old girl who also showed autistic traits. “We tried to call her name—she just wouldn’t respond,” Lam says.

Instead, the girl kept methodically lining up objects in a row. “She wouldn’t even

talk,” Lam says. “At that point, we realized this wasn’t shyness.”

The students use a specialized screening tool for children from 18 to 30 months, because many may be still preverbal, while a different approach is taken for kids between the ages of 30 months and five years, says Alanna Dutra, president of the campus chapter of the National Student Speech Language Hearing Association.

“That’s one reason why we re-screen,” she says. “Sometimes you’ll meet a kid who’s just below normal levels, but you can tell these skills are emerging.”

Meanwhile, the screening teams have also caught some hearing, vision and severe attentional problems among young children. For Dutra, the hands-on experience has been invaluable.

“In my first semester of graduate school, I’m doing what I’m going to be doing for the rest of my life,” she says ☞

Exploring the Social-emotional Dimension

Center for Reaching and Teaching the Whole Child established

NANCY MARKOWITZ had been mulling it over for some time. How can new elementary school teachers be trained to pay attention to what their students are experiencing outside the classroom?

A battery of research showed children with rich developmental assets like family support, parental involvement, caring neighbors and positive peer influence tend to do better in school. Children with a troubled home life often don’t fare as well.

“A kid is coming to school with their whole social-emotional world,” explains

Markowitz, a professor at the Connie L. Lurie College of Education who teaches a classroom management course and coordinates the yearlong elementary school residency program. “It’s going to affect how they do in the classroom.”

But Markowitz had noticed that the current emphasis on skills-based teaching often leaves teachers with little time or motive to learn about a child’s home environment.

“What we’re missing is we’re not looking at the child,” she says. “We won’t close the achievement gap without addressing this.”

Markowitz sought out local educational resource program providers for advice, but she was surprised to learn that many of these programs didn’t coordinate or even know about each other.

That gave her an idea. With seed money from the Lurie College, Markowitz launched the Center for Reaching and Teaching the Whole Child, advertised as “a place to share expertise and best practices regarding the implementation of the social-emotional dimension of learning in schools.”

At the moment, the center operates out of Markowitz’s third-floor office in Sweeney Hall, but she has a vision: “What we’re trying to do is create a movement in the Bay Area to pay attention to the social-emotional dimension of learning and its connection to academic achievement,” she says.

One mission is to deepen the formal understanding of how a child’s emotional state affects his or her ability to learn.

“It’s going to support the research of a lot of faculty who are very interested in this area,” she predicts. For example, some faculty are already conducting case studies of schools where social-emotional concerns are already explicitly recognized as an important component of education.

These schools have seen rising achievement scores, Markowitz notes, reflecting the fact that if a teacher realizes a student



Curriculum developed by the Center for Reaching and Teaching the Whole Child will give emerging teachers “a very concrete set of skills” to identify children with social-emotional issues, says director Nancy Markowitz.

is having problems at home, he or she can be taught skills that reinforce efficacy and emotional resiliency.

Andrea Whittaker, chair of the elementary education department, is collaborating with the center. “The thing that’s interesting about the center is the ways it’s connecting faculty research interests with community resource providers,” she says. “The partnership is really important for everyone.”

Meanwhile, Lurie College elementary education students will benefit directly, Markowitz says. She is planning a curriculum analysis and revision, with an eye toward orienting emerging teachers toward the social-emotional dimension.

“They will problem-solve differently. They will come up with different strategies that they consider appropriate or useful than the teacher who’s not attuned to this. And the kids will do better as a result.” ☎

FACULTY NEWS

Dr. Rocio Dresser presented “Teaching Knowledge, Skills and Language Concurrently to English Learners,” at the *California Association for Bilingual Education* in February 2009 and “The Importance of Language in Math Education” to teaching assistants for the *Math Acceleration Program* in July 2009.

Dr. Brent Duckor published (with Karen Draney & Mark Wilson) “Measuring Measuring: Toward a Theory of Proficiency with the Constructing Measures Framework,” in *Journal of Applied Measurement* 10:3 (2009): 296-319. He also presented (with Diana Wilmot) “Towards a Learning Progression in Assessing Student for Learning: From the Pre-Service to In-Service Years,” to the California Education Research Association in November 2009.

Dr. Bill Hanna received nearly \$1.7 million in funding from the U.S. Department of Education for a five-year project to promote the teaching of American history in the Berryessa Union Elementary School District, the Oak Grove Elementary School District and the Evergreen Elementary School District.

Dr. Xiaolu Hu and Dr. Andrew Hughey received a \$24,000 planning grant from the U.S. Department of Education to evaluate their Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project.

Dr. Peg Hughes published (with Jamie Dote-Kwan and Deborah Chen) “Home Environments and Perceived Needs of Anglo and Latino Families of Young Children With Visual Impairments,” in *Journal of Visual Impairments*, 103:9 (2009): 531-542.

Dr. John Jabagchourian was interviewed for an article titled “Meet Generation Z,” in *California Educator*, the magazine of the California Teachers Association, February 2010.

Dr. Katya Karathanos published “Exploring US Mainstream Teachers’ Perspectives on Use of the Native Language in Instruction with English Language Learner Students,” in *International Journal of Bilingual Education*, 12:6 (2009): 615-633. She also published “Teaching English Language Learner Students in US Mainstream Schools: Intersections of Language, Pedagogy, and Power,” in *International Journal of Inclusive Education* 14:1 (2010): 49-65.

Dr. Michael Kimbarow published “The Universality of Facial Expression and Recognition in Normal and Disordered Communication: A Review of the Literature,” (with Wendy Quach and Marion Meyerson) in *Asia Pacific Journal of Speech, Language and Hearing* 13 (2010): 1-11. He presented “Improving Professional Writing Skills for ELL Graduate Students: Strategies for Success,” at the *American Speech-Language Hearing Association Annual Convention* in November 2009.

Dr. Henriette W. Langdon published “Multicultural Issues in Test Interpretation,” in *Seminars in Speech and Language* 30:4 (2009): 261-278. With **Dr. Gloria Weddington** she received the Diversity Champions award from the *American Speech-Language-Hearing Association* in December 2009.

Dr. Kathryn Lindholm-Leary published “Achievement in Predominantly Low-SES Hispanic Dual Language Schools,” (with Nicholas Block) in *International Journal of Bilingual Education and Bilingualism* 13 (2010): 1-18. As principal investigator, she also received a \$36,000 grant from the U.S. Department of Education to evaluate the *Foreign Language Assistance Program* in four California school districts.

Dr. Roxana Marachi presented “Teen Truth/CADA Safe School Seminar: Workshop on Bullying, Hazing, and Harassment Prevention,” (with J.C. Pohl, Martin Speckmaier, and John Vandenburg) at the *California Association of Directors of Activities Conference* in March 2010.

Dr. Mary McVey presented “Two Approaches to Assessing Student Writing with Technology,” at the Annual Teaching of Psychology Conference in Tarrytown, N.Y., in March 2010.

Dr. Marion D. Meyerson presented “The Universality of Facial Expression and Its Significance in the Study of Speech, Language, and Hearing,” at the *2009 Asia Pacific Conference* in Honolulu.

Dr. Katharine Davies Samway published “Wordly Possession,” (with Dorothy Taylor) in *Language Magazine*, October 2009.

Dr. Nadia Sorkhabi published (with Diana Baumrind) a chapter titled “Authority and Obedience,” in *The Child*, Richard Shweder, Thomas Bidell, Anne Dailey, Suzanne Dixon, Peggy Miller and John Modell, eds. (Chicago, University of Chicago Press, 2009).

Dr. Gary Stebbins published (with James Monk) “Six Misperceptions About Safety in Your Schools,” in *The School Administrator*, 67 (2010): 42-43. He also presented “Leading from the Heart” at the *ACSA Leadership Summit* in November 2009.

Dr. Amy Strage published “Meeting The Need for K-8 Teachers for Classrooms with Culturally and Linguistically Diverse Students: The Promise and Challenge of Early Field Experiences,” (with S. Gomez, K. Knutson Miller, K., and A. Garcia Nevarez) in *Teacher Education Quarterly* 36 (2009): 119-140. They also co-published “Service Learning in Preservice Teacher Preparation: Building Foundations for Engaged Professionalism in the New Millennium,” in *Academic Exchange Quarterly* 13 (2009).



The Marion Cilker Conference for Arts in Education

ON A COOL FRIDAY morning last November, Sweeney Hall was filled with singing, dancing, paint-spattered students from the Connie L. Lurie College of Education who were learning new ways to use the arts to promote classroom learning.

The first annual Marion Cilker Conference for Arts In Education brought in presenters from the California Kindergarten Association to demonstrate simple participatory activities that can be used for everything from mastering multiplication tables to improving reading comprehension.

A classroom was given over to demonstration tables on which sheets of construction paper covered with multi-colored handprints were set out alongside pie plates filled with paint.

“It was so nice to see people in the building with a smile on their faces,” says Andrea Whittaker, chair of the elementa-

ry education program in the Lurie College, who helped organize the event. “How often do you get to dip your hands in paint and work on art projects? That doesn’t happen to people in their 20s, 30s and 40s.”

The Nov. 20 event drew about 115 students, most from the teaching credential program, Whittaker says. “It exceeded expectations,” she says. “The turnout of students was great.”

A second hands-on workshop, held the next day at the Santa Clara County Office of Education, drew about 80 working teachers, according to Whittaker. The conference was made possible thanks to Marion Cilker, a Los Gatos artist and Lurie College alumna, who in 2009 made a generous donation to the college intended to foster arts education.

Cilker, wearing a patterned silk scarf as she toured the conference, was delighted by students demonstrating what they were learning. She beamed when she received a standing ovation as she was presented with flowers.

“It was very heartwarming that she could be honored and students could show their gratitude,” Whittaker says.

The county office of education partnered with the Lurie College in the program, which cosponsored by the California Kindergarten Association and the campus student chapter of the National Education Society. Kindergarten association president Debra Weller introduced the conference and shared tips on the art of storytelling.

Pat Rees-Miller and Zelda LaFrak from the California Kindergarten Association demonstrated how simple hand painting could help young children develop their number skills. There was also a demonstration of how drama games could be used in the classroom.

“Everybody enjoyed themselves,” Whittaker says. ➤



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Wayne P. Brenckle Memorial Scholarship



While earning her teaching credential in the Connie L. Lurie College of Education, Heidi Brenckle realized fellow students could benefit from a scholarship to provide full tuition while doing their student teaching. She established the Wayne P. Brenckle Memorial Scholarship in honor of her late father-in-law, who encouraged her in her efforts to become an educator. Lurie College dean Elaine Chin hailed Brenckle's generosity and said, "She has embraced the ethic of care that is the hallmark of professional educators."