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PEG HUGHES HELPS
HER GRADUATE STUDENTS
PUBLISH IN ACADEMIC
JOURNALS

WHEN THEY graduated with master's degrees in special education last December, Thuy Nguyen and Yvonne Nguyen understandably breathed a sigh of relief: at long last their coursework was done and their theses had been accepted.

It wasn't long before Peg Hughes came calling. Hughes, one of three advisors in their master's program, thought the completed theses were so good they ought to be submitted to academic journals—a step usually reserved for doctoral students. That meant they had to go back to the drawing board and condense their meticulously researched papers into shorter journal-length articles.

"Dr. Hughes said, 'Let's publish this,' and I thought, 'Oh, no!'" Thuy Nguyen recalls, her eyes widening in mock-horror at the memory. "I thought I was all done. But no, she pulls me in."

Adds Yvonne Nguyen (no relation), laughing, "She read our papers so many times we couldn't say no."

That the pair felt a special bond with Hughes, who has been a professor of special education in the Lurie College of Education since 1999, was no surprise. Passionately devoted to her students, she has helped many young scholars shepherd their theses through to completion—but these papers in particular stood out.



*Peg Hughes, center, with Yvonne Nguyen at left
and Thuy Nguyen, right.*



from the Dean

OUR FACULTY OFTEN tell me that the most satisfying part of their job is working with individual students, especially when they have opportunities to engage these students in a research project.

In this issue of *Impact*, we see how students blossom when they have the chance to develop their research skills under the tutelage of an experienced faculty member.

Dr. Peg Hughes has spent countless hours working with two of her students outside of the classroom to hone their research and writing skills. The results: two articles co-written by Dr. Hughes and her students, one of which has already been accepted for publication and the other submitted to another journal.

Research conducted by Lurie College of Education faculty is distinctive because it so often focuses on addressing problems confronted by our local school and community partners.

Drs. Mark Felton and Katya Karathanos recently received a \$1.8 million grant from the U.S. Department of Education to support their efforts to provide training to our preservice teachers and their mentors in serving the secondary English Language Learner (ELL) population. With the continuing rise in the ELL population, teachers must learn new strategies for addressing this group's specific language needs so that they can be academically successful.

Dr. June McCullough's Project Aural Impact, a \$1.25 million grant from the U.S. Office of Special Education Programs, provides support for the training of the next generation of speech-language pathologists, who will work with people getting cochlear implants.

Project Aural Impact addresses the needs of a growing population of hearing-impaired children, a population that schools are challenged to serve without high-quality teachers and speech-language pathologists on their staff.

I think you'll also enjoy meeting the new faculty joining the Lurie College this fall. They, along with our new development director, Mr. Lamar Thorpe, will help the college continue its mission of preparing educators who will touch the lives of everyone in our community.

Finally, it is with deep sadness that we learned of the passing of Marion Cilker, a beloved San José State University alumna whose extraordinary generosity has made possible the annual Conference for Arts and Education that bears her name. She shall be sorely missed.

Elaine Chin

Elaine Chin, Dean
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HOW CAROLE FREITAS GREW

A PRIVATE-SCHOOL NETWORK FROM SCRATCH

FROM HER SECOND-STORY office in west San José, Carole Freitas can hear the voices of happy preschoolers frolicking on the playground. They remind the president of the private school program called Action Day Primary Plus, of what she has accomplished.

Since 1968, when she opened her first preschool with her husband John, Freitas has created an integrated daycare, pre-K, elementary and middle school program serving 4,200 children at 10 locations in the Santa Clara Valley.

The schools employ 650 people and serve 850 meals per day prepared in three commercial kitchens. “We’re the size of a small school district,” says Freitas.

Freitas, a San José native, studied home economics at San José State University and taught high school before returning to earn her master’s degree in child

development. She went on to teach child development at San José City College for 18 years. “I started one small school, thinking of it as an extension of my teaching at City College,” Freitas says.

The Pruneridge School in Santa Clara had 23 students the first day. Of the city’s eight preschools, all but one were morning-only programs, so women who worked full-time had few child care options. “My goal in starting our schools was to provide an environment that would be day care all-day and preschool combined,” she says.

Her timing was perfect. “As we kind of rolled from the 60s into the 70s, many, many more women went to work,” Freitas says. Soon, she was thinking about expanding. A second preschool was opened in 1971 at 3030 Moorpark on a parcel that a local developer was willing to lease at a very attractive rate. Freitas eventually bought

the land and built a complex of yellow-painted cottages that house elementary school classrooms and the company’s corporate offices. As more preschool locations were added, the K-8 elementary school was launched.

The elementary program grew organically, Freitas says, in part because children trying to transition from her private preschool into crowded public kindergarten classrooms had last pick. “It was really due to parent requests that we added a grade a year,” she says.

The process culminated in 1984, when Action Day opened the West Valley Middle School for students from fifth to eighth grade, many of whom had been part of the Action Day family since preschool. Meanwhile, the program expanded to include a host of after-school activities, including dance, baseball, football, basketball and soccer teams.

“Our guiding principle, if we had to pick one, would be increasing the positive feelings of the child themselves,” Freitas says. “A lot of learning simply boils down to taking a chance.”

Action Day’s success partly lies in its convenience for working parents: they can drop kids off as early as 6:30 a.m. and pick them up at 6 p.m. Small class sizes—18 to 1, as opposed to 30 to 1 in public schools, are also a draw, Freitas says. Meanwhile, smaller classes lead to a greater sense of intimacy.

“The parents and the kids are almost like an extended family,” Freitas says. “Many of them plan family vacations together. They’re quite supportive of each other by the time they’re in middle school.”

Although she has no immediate plans to step down, Freitas and her husband (a longtime high school science teacher) recently sold a portion of the business to two employees. “I’m happy that after I am no longer here they’ll continue,” she says. ☞

“It’s been a long time building this program and the skills of the students,” Hughes said while catching up recently with her former students in Sweeney Hall. “I thought these were new findings and certainly publishable.”

Hughes and Thuy submitted Thuy’s thesis, boiled down into article form—“The Perspectives of Professionals and Parents on Inclusion in Head Start Programs,” to the *Journal of Special Education Apprenticeship* in March. It was accepted for publication May 2. Yvonne’s thesis, “Attitudes of Asian American Parents Towards Children With Disabilities,” has been submitted to a Texas-based journal.

“So many people think that teaching is just what happens in the classroom,” says Lurie College dean Elaine Chin. “Students learn so much from the one-on-one mentoring that faculty like Dr. Hughes provide.”

It took a lot of work for both women to get to this point. Born in Vietnam, Thuy Nguyen was separated from her parents when she was evacuated to the United States at age six. Raised by aunts and uncles, “I was always trying to prove myself to them,” she says.

She earned her undergraduate degree at the University of California, Davis, the first in her family to do so. In part due to her brother’s autism, she was drawn to special education. She went on to earn both her teaching credential and master’s degree while working full-time for the Santa Clara County Office of Education, where she helps mainstream special needs children for the Santa Clara County Special Dayclass.

Every Sunday was faithfully devoted to research and writing, the mother of two says. “Now that I look back on it, I don’t know how I did it.”

Yvonne, a Bay Area native, studied math as an undergraduate at Santa Clara University, then went to work for the Cupertino Union school district. “I became

very passionate about working with children on the (autism) spectrum,” she says. She worked on her master’s degree while holding down a day job as a program supervisor at Therapeutic Learning Consultants, a Mountain View-based agency that supports people with autism-related disorders.

“Our professors said you need to dedicate a certain number of hours a week to this,” she says.

Thuy recruited teachers and parents of children with and without disabilities. Her work showed that when it came to mainstreaming children with autism-spectrum disabilities in the preschool classrooms, “Everybody was for it,” Thuy says. “The typical children learn special needs children are not so scary. It opened them up to something different, and it’s OK.”

“Now,” Hughes says, “they understand what perfection is.”

Hughes says Thuy’s research findings break new ground. “We have a fair amount of literature on K-12 programs, but not on pre-K,” she says. “She added to that literature. People are still examining that group of parents and kids.”

Yvonne meanwhile targeted first-generation Asian American parents for her research. She found that even for their autistic children, “Parents set high expectations for their children to attain higher goals,” she says. “They believe they’re a slow learner, but they’ll catch up.”

Previous studies had suggested that parents would turn to their religious community for support, but Yvonne found that younger people relied more on their family members to deal with their special needs child. “They talk differently,” she says. “There’s evidence they think differently. They’re change agents.”

Thuy says she now communicates with more authority when touting the virtues of an inclusive classroom. “When I speak with parents and speak with teachers, I have research behind it,” she says. “It makes a big difference—they respect it.”

Meanwhile, she says, she has won greater regard from her family. “They took me more seriously for the work I do,” she says. “They really respect me more. They were very proud when I told them about our publication.”

Early in their master’s program, both students worked with Prof. Angela Rickford, who teaches the first graduate research course and helps students develop, write and edit their first two chapters. This is when students complete their literature review.

Next, they took a class from Prof. Hyun Sook Park, the special education master’s program coordinator, who helped them formulate their research methodology and write their third chapter—the methods chapter.

Hughes’ class was the final leg of the instructional triad, where these students completed their fourth and fifth chapters, then pulled the entire thesis together. That involved a seemingly endless process of reading and re-reading what they had written. “Now they understand what perfection is,” Hughes says.

Both students say condensing their carefully written theses for journal publication was difficult. “Just being clear and concise in your writing is really difficult,” Yvonne says.

“Normally, only Ph.D. students go through this,” Hughes says. “I said, ‘Let’s take it to the *n*th and see it all the way to the end of the process and get it published.’”

Meanwhile, she knows she set exacting standards. “I’m sure I’m their nightmare now,” she says, as the students exchange knowing looks. “They’re so done with me.” ➡

Saving the planet one classroom at a time



KAROL NIELSEN

SUSTAINABILITY COMES TO THE LURIE COLLEGE

FRESH FROM A grueling 2 ½-hour ride to campus from his home in Santa Cruz, Grinnell Smith has good reason to feel a sense of accomplishment, but he confesses to being a little bummed.

“Three months ago I decided to work on my carbon footprint,” he says. “I’m down to two Earths.” Which is to say he’s still a bit short of his goal of leading a completely sustainable lifestyle.

“Two Earths” means that if everyone on Earth lived the way Smith does, we would need twice the resources we have on the planet. As it is, he says, “If everyone on Earth lived the way Americans do, we would need six Earths.”

Smith, who teaches in the Elementary Education department, chairs the Lurie College of Education’s sustainability

committee (other members include Colette Rabin, Jenny Pearlman, Wendy Quach, Sami Monsur and Jennifer Madigan).

Charged with finding ways to make the college’s operations more sustainable, the committee has thought about strategies like improving recycling rates and using less paper (last year, he says, the college photocopier made 972,000 copies). “Let’s teach people to turn off the lights and close the windows—that’s kind of low-hanging fruit,” Smith says.

“The harder part is getting people to include discussion of sustainability as a topic in their classes,” Smith says. “That would be the home run.”

Smith can trace much of his passion for sustainability to his scientific background. An Alabama native, he trained as

a chemist before shifting to science education while writing and producing videos at the University of Alabama.

He earned his Ph.D. in curricular education before moving to San José State, where he teaches courses in science methods in the K-8 credential program.

Better equipped than most to grasp the scientific implications of resource depletion, Smith defines sustainability as “the ability to meet present needs without compromising the ability of future generations to meet their needs.”

By that standard, “the lifestyle we’re living in this country is unsustainable,” he says. “Some people say if we continue living like this, we’re stealing from our kids and grandkids.”

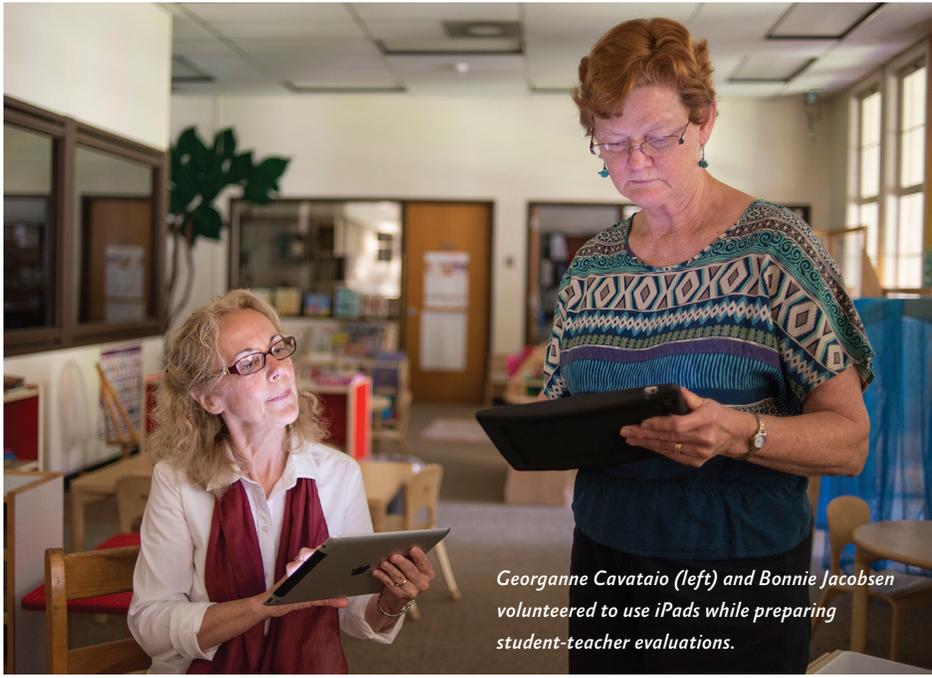
Re-enacting a demonstration he often uses with his students, Smith pulls out a clear plastic bag full of white rice with a faint sprinkling of blue and red grains.

“There’s 14 grains of red rice in there,” he says, each of which represents a portion of the carbon dioxide in the atmosphere. “Before the Industrial Revolution, there were about 10. It’s shocking that that small of a change could have that big of an impact.”

The sustainability committee is mulling ideas like posting signs by the Sweeney Hall elevators reminding would-be riders how much carbon dioxide is needed to take one person to the fourth floor, Smith says.

“The more difficult part is to really get people think of it in terms of their teaching,” he says. If Lurie College faculty members could get future teachers to think about incorporating sustainability in their classrooms, it would have a huge multiplier effect, he says.

“It’s about solidarity. We are not alone. We are all in this together,” Smith says. ☺



Georganne Cavataio (left) and Bonnie Jacobsen volunteered to use iPads while preparing student-teacher evaluations.

KARL WIELSEN

Now, she says, “instead of a file cabinet at home filled with their lesson plans, I just keep it on the computer.”

Georganne Cavataio, a lecturer in the Special Education department, found her iPad to be “very engaging.” As she supervised six student teachers, she learned to append electronic Post-It Notes to their lesson plans while also making use of a grid that could be used to show the layout of tables in the classroom.

Cavataio’s department once used video flip cameras to record a teacher’s classroom presentation. “We’d take a look at their lessons and the teachers would get to reflect on watching themselves,” she says. The video function on the iPads could be used for the same purpose, provided students are not shown in a way that could identify them, she says. The iPads could even be used to debrief the student teacher immediately after the class, she says.

McVey says the faster turnaround in getting the supervisor’s report to the student teacher is critical.

“We know from educational psychology that immediate feedback is really best for impacting learning,” McVey says. “The iPad makes it very immediate, in that the supervisors can email it directly—they can send it right out, before they even leave the room.”

In addition, the electronic notes are more legible, and they tend to contain more information than a handwritten report would. They also help the college achieve its aim of using less paper.

The experiment continues this semester, with between 10 and 15 supervisors using the iPads in their evaluations, McVey says. Come spring, the iPads will come loaded with a new template that has pull-down menus for some items to speed up the reporting process even further.

“From our standpoint,” McVey says, “it’s a really good tool for supervision.” 

Evaluate this

USING IPADS TO PROVIDE STUDENT TEACHER FEEDBACK

FOR DECADES, teachers-in-training have had to wait to receive copies of written reports from the supervisors who came out to observe them in their classrooms, a delay that often led to a disconnect between their experience and the supervisor’s feedback.

Now, veteran teachers in four Lurie College of Education departments are learning to create their evaluations in real time—on iPads—and email them immediately to the student teacher.

“It’s a really handy way to do supervision,” says associate dean Mary McVey. She oversaw a test of the technology last spring, when six supervisors volunteered to use the devices on the job.

The college provided loaner iPads loaded with an app suitable for creating the reports in a .pdf format, McVey says. “We got very positive feedback from them,” she says.

Bonnie Jacobsen was one of the satisfied customers. A lecturer in the Elementary Education department and retired public school teacher, she was an iPad neophyte. “I was very anxious to see what it was like,” she recalls. “I was pleasantly surprised.”

Jacobsen supervised five student teachers, paying each a total of six visits. “At the very beginning of the semester, we were doing it with paper and pencil,” she says. When the iPads were produced the student teachers “were impressed that we were using it—that we weren’t in the Dark Ages.”

Jacobsen admits she was reluctant to return her iPad at the end of the semester. “It was part of me now,” she says. Apart from the convenience of using iPads in the classroom, there were some unexpected benefits, she says. Once upon a time, she had to keep paper copies of reports and other documentation for each student teacher.

In development

LAMAR THORPE'S MISSION TO BOLSTER ALUMNI RELATIONS



KARL NIELSEN

AS THE LURIE COLLEGE of Education's new development officer, Lamar Thorpe tries to keep one thing foremost in his mind: trust.

"I'm a pretty big believer in community building, and one of the principles that lies in that is transparency and two-way communication," says Thorpe. "At the end of the day philanthropy is about building trust."

Thorpe traces his belief in the importance of building relationships back to his elementary school years, when he couldn't read or write. "I was very good at building relationships, because when you can't read or write you have to rely on other people," he says.

If education was a challenge when he was young, Thorpe has since come to see it as the key to empowerment and self-un-

derstanding. "Teaching is a great thing—you don't go into it because it's great pay," Thorpe says. "You go into it because it's a calling."

Born in Los Angeles to an African American woman who was incarcerated, Thorpe was placed in foster care when he was two days old. Because his foster parents were Mexican immigrants, he grew up speaking Spanish in East L.A., the sole black kid on his gang-ridden middle school campus.

"I was suspended every other day," he says. "I don't even like talking about it." He nevertheless managed to make it through high school and a brief stint in community college, then enlisted in the Navy. He spent five years on active duty, some of it aboard a submarine tender, where he engaged in the time-honored pastime of painting the ship.

"When I was chipping rust and paint I taught myself to read and write," Thorpe says. Equipped with these critical new tools, he was sent to legalman school—the Navy equivalent of a paralegal training—and wound up as clerk of the regional naval courts in Groton, Conn. While there, he decided to re-enroll in community college.

Following his honorable discharge, Thorpe was admitted to the George Washington University, where he double-majored in sociology and women's studies—the latter because he was interested in women's incarceration. He was also elected student association president.

By then, Thorpe had hit his stride academically—and was coming to terms with the cards he'd been dealt in life. "It was higher education that helped me deal with a lot of these issues and literally transformed my life," Thorpe says. "I am com-

mitted to higher education."

He worked as presidential fellow in the university's development office, tasked with trying to improve the school's outreach to its African American alumni. Many alums who had attended George Washington in the 1960s and 1970s did not have fond feelings about their alma mater, he says. "I helped repair a lot of those relationships."

After graduating, Thorpe taught elementary school and eighth-grade English in the Washington, D.C., public schools, then took a development job with the Delaware Valley College in Doylestown, Pa. While living in Maryland, Thorpe also mounted an unsuccessful race for the state legislature.

"It was higher education
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Since arriving in San José last spring, Thorpe has been assessing the development challenges facing the Lurie College in tough economic times. "We have to do a stronger job of building community," he says.

The key to doing that, he believes, is reminding alumni of the crucial role their college plays. "We touch almost everyone's life in the South Bay," he says. "We produce all the teachers and all the administrators. We touch people's lives in a real way." ☞

Updates

FACULTY IN TRANSITION

The Lurie College of Education welcomes three new assistant professors for the Fall 2012 semester, while three current faculty members have become chairs in their respective departments.

Jason Laker takes over as chair of the Counselor Education department, June McCullough heads up the Communicative Disorders and Sciences department and Carol Reade takes a leave from her post in the College of Business to serve as interim chair of the Educational Leadership department.

Meanwhile, Rita Kohli joins the Elementary Education faculty, while Maria Fusaro and Emily Slusser are the latest arrivals in the Child and Adolescent Development department.

NEW DEPARTMENT CHAIRS

Jason Laker joined Counselor Education last fall, after having served as San José State University's vice president for student affairs. There, he led a division with more than 20 departments, 350 staff and a combined budget of \$68 million.

Laker previously served as an associate vice president and dean of student affairs at Queen's University in Kingston, Ontario, Canada. Prior to that, he was dean of campus life at Saint John's University in Collegeville, Minn.

Laker holds a Ph.D. from the Center for the Study of Higher Education at the University of Arizona, an M.A. in community counseling from Adams State College in Colorado and a B.S. in organizational communication from Central Michigan University. He was also a 2011 SJSU Salzburg Fellow.

Laker appreciates his colleagues for having elected him chair. "It really means

a lot to me that they trusted me and welcomed me," he says.

"I'm trying to really focus on student success," he says. "When faculty are committed, it makes a big difference. Then, students really open up."

After more than two decades of teaching in the Lurie College of Education, it was finally **June McCullough's** turn to take over as chair of the Communicative Disorders and Sciences department. Statewide cutbacks in funding for public higher education meant she faced some daunting challenges.

"I'm going to do my best to maintain the integrity of our program in these times," she says. "I'm happy to try. It's a big learning curve here."

She has secured a five-year, \$1.25 million professional preparation training grant that will enable 30 students in her department to be trained to help cochlear implant recipients (*see related story on page 11*).

A Los Angeles native, McCullough earned her bachelors and master's degrees in communicative disorders from California State University, Fullerton, and her Ph.D. from the University of Iowa.

McCullough's research focuses on using computers to assess the word recognition of multi-lingual patients. She co-owns a private audiology practice and last year served as president of the California Academy of Audiology.

"I have the best job in the world," she says. "I have students, patients and real-world clients with real hearing loss."

After spending much of her life working abroad, **Carol Reade** is once again an ex-

patriate of sorts—a College of Business professor serving as interim chair of the Educational Leadership department in the Lurie College of Education.

Reade previously was acting chair of the Organization and Management Department, the largest on the SJSU campus, while somehow finding the time to serve as her college's representative in the Faculty Senate.

"I mentioned in my first meeting with the faculty that my mother was a kindergarten teacher her whole career," Reade says. "I have some experience through osmosis."

An Oakland native, Reade studied international relations and economics at the University of Wisconsin, Milwaukee, then went to Japan to teach English. She earned a master's degree in international business from a university there before taking a job with the Bank of Tokyo.

Later, she lived in Pakistan and Sri Lanka and earned a doctorate in industrial relations from the London School of Economics. She also trained as a certified labor mediator.

The 2012-2013 academic year will bring two faculty searches and the need to select

June McCullough (left), Carol Reade and Jason Laker have assumed new roles as department chairs.





Rita Kohli, Emily Slusser and Maria Fusaro (left to right) join the Lurie College faculty as assistant professors.

a new chair, she says. “I’m here to steer the ship, I guess,” she says. “I’ve told the faculty, ‘You are experts in content, and I’m here to support you.’”

NEW FACULTY

Growing up with parents who had emigrated to the United States from India—and who moved to 10 different cities during her childhood, **Rita Kohli** often found herself as the only person of color in school.

“I always joke that growing up that way made me comfortable being uncomfortable,” she says. “It’s always been easier for me to adapt and make new friends.”

Kohli focuses on cross-cultural connections among students and the need to recruit more teachers of color. “There’s a huge disparity between who the teachers are and who the students are,” she says.

Kohli earned a bachelor’s degree in psychology from the University of California, Santa Barbara, her master’s in sociology at New York University and her Ph.D. from UCLA, where she focused on race and ethnic studies in education.

“We worked entirely in underserved schools in L.A., teaching students to be

agents of change,” she says. Kohli also has taught in Brooklyn, N.Y., Oakland, and San Diego.

She recently finished a post-doctoral fellowship at Santa Clara University, where she collaborated in creating the Institute for Teachers of Color Committed to Racial Justice, a program that drew 60 teachers of color from across the country.

“Some are the only teacher of color in their entire school,” she says. “Isolation is a huge part of why teachers of color are leaving. We’re trying to address this by building a kind of community and collaboration.”

Kohli and her family recently settled in Oakland. “As of this fall,” she says, “I’ve lived in the Bay Area longer than I’ve lived anywhere else.”

Theorists once assumed that babies are born as virtual blank slates, empty vessels waiting to be filled with experience and knowledge. But recent research with infants and non-human species suggests that babies know more than we thought.

“Actually, it was through animal studies that researchers were able to argue that humans have unique skills from birth,” says **Emily Slusser**, a new member of the Child and Adolescent Development department.

A Bay Area native, Slusser has been interested in cognitive development since attending the University of California, Irvine, for undergraduate and graduate studies. She also managed an educational outreach program that was “fantastic, but it wasn’t scientifically and empirically grounded,” she says. “I wound up studying how to facilitate the process of learning by understanding what children’s intuitions are.”

As Slusser pursued her research, she fo-

cused on bridging animal and human cognitive research. “We’re modeling learning and conceptual change post-hoc,” she says.

During a post-doctoral fellowship at Wesleyan University, some of Slusser’s research entailed playing “games” with young children intended to gauge the development of number concepts.

Slusser has enjoyed getting to know her students at San José State and is impressed by their tenacity. “I have quickly gained the utmost respect for these students, because they have more on their plate than I do, and they’re eager and motivated to get through,” she says.

A Rhode Island native (and the daughter of Italian immigrants), **Maria Fusaro** graduated from Brown University, then went on to earn her master’s and Ed.D. degrees in human development at Harvard. “It’s pretty exciting to finally have the job I’ve been training for,” Fusaro says.

Her dissertation focused on children’s early use of gestures and their ability to understand the gestures of others. Research shows there is a correlation between early gesture use and the acquisition of language skills, she says.

Fusaro most recently held a postdoctoral fellowship at the MIND Institute at the University of California, Davis, helping to perform various studies of four-year-olds with autism.

“Four-year-olds can use other people’s gestures to agree on the name of a novel object,” Fusaro says, but autistic children often have problems understanding the use of gestures.

At San José State, Fusaro hopes to explore her interest in gesture and language development. She’s also continuing a project assessing how a parent’s gestures influence a child’s puzzle-solving skills.

“Part of my goal is to identify the research topics that are going to be relevant to my teaching,” Fusaro says. ☞

FACULTY RESEARCH

Roberta Ahlquist co-authored a chapter titled “The Anti-Democratic Looking Glass: How Schools Replicate Capitalism and Ideas for Democratizing Education” for *This Is What Democracy Looks Like: Critical Projects in Urban Education*, W.M. De La Torre, Teresa Montano and Jacqueline Hughes, eds., (Dubuque, Ia, Kendall/Hunt Publishing, 2012)

Margaret Bonanno wrote a commentary titled, “Just Do It: We Must Focus on Educating English-Learners,” for *Education Week* 31 (33) (June 6, 2012): 28.

Rebeca Burciaga co-edited a special issue of *Equity and Excellence in Education Journal* titled “Chicano/Latino Testimonios: Methodologies, Pedagogies and Political Urgency” 45 (3) (2012). She also co-presented three papers at the *American Education Research Meeting* in Vancouver, British Columbia (May 2012).

Lorri Capizzi and **Dolores Mena** presented “Community Snapshots: Engaging GEAR UP Students in the Creation of Community Documentaries Through the Use of Video Technology” at the 2012 *National Council for Community and Education Partnerships (NCCEP)/GEAR UP Annual Conference* in Washington, D.C. on (July 2012).

Brent Duckor presented (with N. Honda, M. Pink, Diana Wilmot and Mark Wilson) “Constructing Measures of Teachers’ Use of Formative Assessment: An Empirical Case Study of Novice Teachers in the California Middle and High School Classroom” to the *California Educational Research Association (CERA)* in Monterey, Calif. (November 2012).

Peg Hughes published “Special Education Teachers Evaluate FACES: A Federally Funded Teacher Preparation Program in Early Childhood Special Education,” in the *Interdisciplinary Journal of Teaching and Learning*, 2(2) (2012) 90. With her student, Thuy Nguyen, she published “The Perspectives of Professionals and Parents on Inclusion in Head Start Programs” in *Journal of Special Education Apprenticeship*, 1(2) (2012) 1-27.

Rebekka Joanne Jez presented “Evaluation of a Culturally Responsive Postsecondary Transition Training for Educators of Marginalized Students with Disabilities” to the *American Educational Research Association Conference* in Vancouver, British Columbia (April 2012).

Katya Karathanos and **Mark Felton** have received a five-year, \$1.8 million grant from the U.S. Office of English Language Acquisition for *The Trio Project: Addressing Academic Language Development Across the Teacher Continuum*. The grant provides professional development to SJSU single-subject, pre-service and in-service faculty for teaching academic language to English learners. (See related story on page 11)

Jason Laker co-presented “Inviting and Inspiring Men to Learn: Gendered Pedagogical Considerations,” to the American Men’s Studies Association in Minneapolis (April 2012). He also presented “In-

ternationalization, Globalization and Revenue ... Oh My!” at the American College Personnel Association meeting in Louisville (March 2012).

Henriette W. Langdon co-authored (with Sandra Levey and Deborah Rhein) “Bilingual Spanish/English-Speaking Children’s Sentence Reading Comprehension” in *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 19 (2012) 58-65.

Judith Lessow-Hurley published *Foundations of Dual Language Instruction (6th Edition)*, (Boston, Pearson, 2012).

Kathryn Lindholm-Leary authored a chapter titled “Student Outcomes in Chinese Two-Way Immersion Programs: Language Proficiency, Academic Achievement and Student Attitudes,” for *Immersion Education: Practices, Policies, Possibilities* (Diane Tedick, Donna Christian and Tara Fortune, eds, (Avon, U.K., Multilingual Matters, 2011) 81-103. She also co-wrote “The Education of English Language Learners,” for the *APA Educational Psychology Handbook 1* (3) (Washington, D.C., APA Books, 2011).

Lisa Luna DeCurtis co-wrote “Integrating Mobile Technology Using a Family-Focused Approach” for *California Speech-Language-Hearing Association Magazine*, 41 (1) (2011): 10-11, 25. They also co-wrote “Toddlers and Technology: Teaching the Techniques” for *The ASHA Leader*, the magazine of the American Speech-Language-Hearing Association (Online Sept. 20, 2011).

Nancy Markowitz secured a \$450,000 grant from the Morgan Family Foundation for her *Initiative for Reaching and Teaching the Whole Child*. The grant, which runs through June 2014, will help develop and evaluate strategies for embedding the social-emotional dimension of teaching and learning in K-12 teacher education.

Janene Perez presented “Concepts of Childhood in a Global Context: Changing Perspectives of Undergraduate Students,” to the *Association for Childhood Education International: Global Summit on Childhood* in Washington, D.C. (March 28-31, 2012).

Colette Rabin presented (with **Grinell Smith**) “Theory Into Practice in Classroom Management” to the annual meeting of the American Educational Research Association in Vancouver, British Columbia (April 2012). They also presented “Understanding Resistance to Standardization in Education: The Tragedy of the Commons as a Theoretical Framework.”

Nadia Sorkhabi wrote a chapter titled “Conflict Emergence and Adaptiveness of Normative Parent-Adolescent Conflicts: Baumrind’s Socialization Theory and Cognitive Social Domain Theory,” for *Authoritative Parenting: Synthesizing Nurture and Discipline for Optimal Child Development*, Robert Larzelere, Amanda Morris and Amanda Harrist, eds., (Washington, D.C., APA Books, 2012) 137-161.

Noni M. Reis presented (with Janet Adams and Paula Wulf) “Improving the Academic Achievement of

English Learners—The Instructional Conversation,” to teachers, coaches and administrators at the University of Georgia in Athens, Ga.

Angela E. Rickford co-wrote (with John Rickford, Julie Sweetland and Thomas Grano) *African American, Creole and Other Vernacular Englishes in Education: A Bibliographic Resource* (Urbana, Ill., NCTE-Routledge Research Series, 2012).

Rebekah Sidman-Taveau presented “ESL for Artists” at *CATESOL* in Oakland (April 2012). She also completed the Faculty Writing Workshop sponsored by *AANAPISI* with Linda Mitchell and Michelle Hager

FACULTY SERVICE

Roberta Ahlquist presented an overview of her Spring 2012 research visit to schools and colleges in the Middle East, to the *Humanist Forum and Women’s International League for Peace and Freedom* and at Stanford University’s Bechtel International Center on Oct. 2, 2012.

Rosie Alvarez was featured in the September 2012 issue of *Paloma Revista* magazine, which honored her work as a teacher, administrator and adjunct professor in the Lurie College’s Educational Leadership department and the awards she has received from the California Association of Bilingual Education.

Amna Jaffer received The Innovator’s Award from the *American Society of Group Psychotherapy and Psychodrama* in April 2012. The award is presented annually, when appropriate, to an ASGPP member whose work significantly and in new directions extends the applications or methods of psychodrama, sociometry and/or group psychotherapy.

Rebekka Joanne Jez received a Distinguished Fulbright Award in Teaching from the U.S. State Department and the *J. William Fulbright Foreign Scholarship Board* in May 2012 for her collaboration with the University of Johannesburg and the South African Association for Learning and Education Differences to train and support new special needs teachers in South Africa.

Judith Lessow-Hurley serves in the *Academic Senate of the California State University* and as the ASCSU liaison to the *Council of Library Directors*.

Jason Laker was appointed to the review board of the *Canadian Journal of Counselling and Psychotherapy* (2012). He also serves on the advisory board of the Center for the Study of Masculinities and Men’s Development in the College of Education and Human Services at Western Illinois University.

Jean Novak is serving as president of the *Santa Clara County Speech and Hearing Association* for 2012-2013.

Noni M. Reis authored a course for the National Education Association Academy titled, “Culture, Language and Equity: English Language Learners.” This self-paced, asynchronous semester-long course will be offered to all NEA members.

Dollars to scholars

FEDERAL GRANTS BUILDING EDUCATIONAL RESOURCES

LURIE COLLEGE of Education faculty members have secured two large federal education grants that are expected to provide significant educational opportunities to students while deepening the college's connection with local public schools.

In the Secondary Education department, professors Mark Felton and Katya Karathanos won a five-year, \$1.8 million grant from the U.S. Office of English Language Acquisition for The Trio Project, which will help high school English language learners master academic language.

Meanwhile, June McCullough, the new chair of the Communicative Disorders and Sciences department, received a five-year, \$1.25 million federal grant from the U.S. Office of Special Education Programs for Project Aural Impact, which will train students to provide therapy for cochlear implant recipients.

"Our faculty are known for doing research that has an immediate and significant impact on the field," says Elaine Chin, dean of the college. "This is the type of service that the Lurie College provides to our communities."

Felton and Karathanos say that each year The Trio Project will send 30 Lurie College pre-service teachers to work with 60 veteran teacher-mentors in local high schools to improve services for students for whom English is a second language.

"We want to be able to build the strengths of the mentor teacher pool out there," says Felton, the Secondary Educa-



(Top) Mark Felton and Katya Karathanos land funding for the Trio Project.

June McCullough examines a cochlear implant worn by her husband, psychologist Michael Abrams.

tion department chair. "The number of English language learners in California is rising each year."

Trio will offer mentors and pre-service teachers training in how to teach English language learners, with Lurie College faculty in the field supervising the process.

"Our supervisors will all be looking at their assignments and how they address the English learners," says Karathanos, an associate professor in Secondary Education. Specifically, she explains, "There are strategies teachers can teach kids for developing their own vocabulary and language skills."

The grant will pay for substitute teachers while mentors take time out for pro-

fessional development, he says. It will also pay for subject-matter experts in other San José State colleges to improve methods for teaching academic language in their disciplines.

Skill development is also key in the Communicative Disorders and Sciences department, where students usually train for specific tasks, such as diagnosis of various forms of speech pathology.

With the maturation of cochlear implant technology to restore hearing, specialists are needed to help implant recipients learn to make sense of the new auditory information, McCullough says.

The grant provides training for a total of 30 students as they undergo a two-year graduate program, McCullough says. The curriculum will include two courses, a full-time semester-long internship at a school site for children with hearing loss and a supplemental workshop. Tuition, textbooks and equipment will be paid for and they will also attend a cochlear implant conference.

McCullough has first-hand knowledge of how powerful the implant technology can be. Her husband, who had a longtime mild to moderate hearing loss, decided to get an implant when his hearing took a sudden turn for the worse.

"From Day One he could hear," she says. "It was like a complete miracle. That technology was so incredible. He can hear everything. For him, it's that good."

But children who are born deaf and receive implants need therapy to be able to interpret speech and other commonplace sounds, McCullough says.

"The vast majority of kids who get cochlear implants by the age of two are mainstreamed by the time of kindergarten," she says. "This grant will guarantee that our graduates will be fully qualified to work with this 'new' generation of kids with hearing loss." ➡



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Your teachers opened your eyes to the world—
YOUR legacy will open the eyes of a generation.