

# IMPACT

*Preparing tomorrow's educators  
and teachers today*

2 *Dean's Letter*

3 *Pass It On*

AN ALUMNA'S SCHOLARSHIP GENEROSITY

7 *Looking Ahead*

HIGH SCHOOL STUDENTS CONSIDER  
TEACHING AS A CAREER PATH

8 *Sound Investment*

LURIE COLLEGE STUDENTS PROVIDE FREE  
HEARING SCREENING

10 *Superintendents' Summit*

10 *Faculty Research*

11 *Faculty Service*

11 *2014 Lurie College Scholarship  
Recipients*

11 *Alumni Corner*



## CO-TEACHING PUTS NEW TEACHERS ON A FAST TRACK TO CLASSROOM SUCCESS

**A**MELIA SCHIFFGENS STANDS next to a whiteboard at the head of a classroom, leading a group of 30 or so attentive fourth-graders at Sunnyvale's Vargas Elementary School through their Tuesday afternoon social studies lesson.

Schiffgens, a Lurie College teacher candidate tackling the complicated topic of Manifest Destiny, scrawls key terms on the board while supervising teacher Barbara Papamarcos looks on. Schiffgens has the kids take turns reading from a passage in their textbook that describes how American settlers who arrived in California while it was still part of Mexico had trouble buying land.

"Miss Schiffgens, I don't get that," Papamarcos interjects slowly, eyes wide. "They were living in California, but it was part of Mexico?"

Schiffgens nods and explains that in the 1840s Mexico still retained sovereignty over the territory.

"You had to be a Mexican to own land in California," she adds, speaking slowly, as if talking to a fourth-grader. The students watch the exchange with interest.

*continued on page 4*



ROBERT BAIN

## FROM THE DEAN

This March I had the opportunity to participate in a panel discussion that was hosted by Lt. Gov. Gavin Newsom at San José State University's King Library. The occasion was a recent report by the Committee for Economic Development (CED) about the future of higher education, focusing on the role that universities like ours can play in the economic health of our community.

One topic of discussion was how and why universities should change the way they deliver instruction. I was joined on this panel by the president of a Silicon Valley high-tech firm and the founding director of Year-Up, a program that helps place unemployed youth in one-year training and working internships with local companies. I appreciated the opportunity to present our perspective, because the voices of faculty in colleges of education are rarely heard in these discussions.

The CED report highlighted the problems California is likely to face because not enough people will graduate with college degrees over the next decade. They attribute the knowledge and degree gap to a number of factors, most notably inefficiencies in how universities deliver instruction. Both the CED report and Lt. Gov. Newsom urged university leaders to rethink their instructional priorities and improve their efficiency by adopting new technologies.

I agree that we face a crisis, and know that all sectors of higher education must change in light of how students need and want to learn, but I take issue with the notion that education can be reduced to "the delivery of instruction." That makes it seem as if our faculty members are FedEx drivers, and teaching is merely a matter of leaving packages of content on the doorsteps of willing and eager consumers of knowledge. As I stated in my remarks, education is a "relational business." That is, real learning depends upon the relationships built between teachers and students.

This issue of *Impact* focuses on the power of these relationships. In adopting the co-teaching model for our student teaching experiences, our faculty sought to ensure that student teachers would spend more time in classrooms with their mentors and learn the complexities of teaching from close interactions with experienced educators. Mentor teachers themselves meanwhile benefit from the professional development provided by Lurie College faculty. It is a win-win for everyone.

The hands-on nature of many of our programs lead to much richer experiences and deeper learning for our graduates. You can read about how students in our Communicative Disorders and Sciences Department perform hearing screenings in local schools and clinics. Not only do our students learn from these real-life encounters with children and adults, but the community profits from access to free hearing tests.

These are examples of why we need to be cautious about focusing too much on the efficient delivery of content, when the true value of higher education lies in teaching people how to be curious, motivated lifelong learners. This is a conversation we all need to have. If you have time, please share your thoughts about how we can provide the best education in a rapidly evolving world.

*Elaine Chin*

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HEIDI BRENCKLE DID NOT have the easiest educational path. She left school at 15 without earning a GED, but found the determination to put herself through community college and San José State University, completing her elementary education teaching credential along the way. She credits grants, loans and other financial assistance with making it possible.

Now, as stewards of her late father-in-law's charitable foundation, she and her husband are giving back.

Over the past five years Brenckle has established a scholarship for Lurie College students and helped to fund the annual Marion Cilker Conference for Arts in Education conference.

"You just find yourself wanting to help somehow—to make a difference," says Brenckle, 32, a stay-at-home mother of three boys who with her husband recently relocated from Campbell to Los Gatos. She somehow finds time to volunteer with the PTA at her sons' school and occasionally does substitute teaching.

"Heidi is one of those exceptional and generous people who are committed to making education possible for everyone," says Lurie College Dean Elaine Chin. "We are especially grateful to have alums who recognize the value of their education by supporting what the Lurie College strives to do—create great teachers."

Brenckle grew up in Salinas. She left high school without graduating and moved to San Luis Obispo, where she enrolled at Cuesta College after scoring well on an entrance exam. There, she met her future husband, Wayne J. Brenckle, an electrical engineering student at Cal Poly.

When her husband's new job brought them to the Bay Area, she transferred to San José State, where she completed her bachelor's degree in child development in 2004.

In 2008 her father-in-law, Wayne P. Brenckle, was diagnosed with cancer. Brenckle senior had spent 25 years working for Exxon before becoming senior vice president in charge of worldwide refining for the French oil giant Total Fina.

He amassed substantial wealth and took pleasure in philanthropy, she says.

"Before he died, he told me 'Heidi, the best thing you could ever do is go back and get your teaching credential,'" she says. "He knew I wanted to be in the classroom."

He also established the Brenckle Family Foundation, to be administered by his son and daughter-in-law. After he died in 2008, she started work toward her multiple subject teaching credential, which she completed in December 2011.

With her growing family, she has not yet returned to teaching full-time, but she spends part of each day putting her late father-in-law's generosity to good use. "I've taken what he's done and not just tried to emulate it, but further it," she says.

Brenckle remembers hearing Lurie College classmates talk about the struggle to meet their full-time, unpaid student teaching obligations while working a second job to help make ends meet.

"It just started hitting home," Brenckle says. "I'm really blessed. I started thinking about that—seeing how financially it can be a struggle. I thought we could at least set something up for one person."

The foundation created a scholarship that pays full tuition for a Lurie College student during the student teaching year. "It takes just a ton of money in that last year to get the credential," she says.

Financial aid, Pell grants and students loans helped pay for her education. "It was very important," Brenckle says. "Without that support it wouldn't have been possible."

More recently, Brenckle committed the foundation to supporting the Marion Cilker Arts in Education Conference, which is held each November. While studying for her credential she enjoyed attending the conference, which brings together local artists with teachers and teacher candidates to demonstrate ways in which the arts can be used in the classroom.

"I got lost in the shuffle of things," Brenckle says, in explaining her motivation to give back. "My path in education guided me to where I am today." ➤



Associate Professor Colette Rabin helped craft the elementary education co-teaching program. "It really surprised me how intuitive it was and how much it reflected theory around how we know people learn," she says. "We learn through dialogue and social situations—we learn through doing."

Co-Teaching, from page 4

This on-the-fly playacting is a prime example of co-teaching in action, whispers Colette Rabin, who is sitting in the back of the classroom observing the pair. Co-teaching, she says, upends the traditional student teaching model by having teacher candidates plan and lead lessons early in their classroom experience with the close participation of a senior teacher.

An associate professor of elementary education and the director of the Critical Research Academy, a combined master's and multi-specialty teaching credential program, Rabin is one of several Lurie College faculty members who have been deeply involved in shaping the co-teaching effort, which also includes candidates in the secondary education track.

"It's very different from traditional student teaching that I went through and I was engaging new teachers in," she says later. "It makes so much sense. They get feedback faster, they dig in quicker and they are able to start teaching sooner because they are supported by a mentor."

Lurie College Dean Elaine Chin says co-teaching has long been a staple in special education, where some students need specialized attention within mainstream classrooms. About a decade ago, researchers at St. Cloud State University in Minnesota thought to apply the method to teacher preparation.

"Their research showed co-teaching led to positive results in the form of improved test scores," Chin says. "We decided to try it here."

Chin asked Rabin, Mark Felton, chair of the Secondary Education department, and lecturer Carrie Holmberg to introduce and evaluate co-teaching in several settings. Funding was made available for professional development to prepare the supervising teachers to collaborate effectively. "To teach them to be better mentors you have to teach them how to mentor," Chin explains.

Holmberg and her colleague and fellow lecturer Nicky Ramos-Beban oversee the co-teaching component for secondary education teacher preparation, an initiative that was launched in the 2012-2013 academic year. They supervise nearly two dozen students in nine area high schools, each of whom is serving a year-long single-subject residency in partnership with a mentor teacher.

The teacher pairs are urged to discuss the material they're covering in front of the students to model the use of academic language and discourse, Holmberg says. "When they're talking out loud about content, the conversation between them benefits both the students and the adults," she says. "The mentor teacher

gets reinvigorated, energized and excited when they talk about it in this way."

Ramos-Beban describes co-teaching as "an assistance performance model—the assistance comes at the point it's needed." It allows for a number of potential classroom configurations. For example, one person can teach while the other mainly observes, she says. They can also split the class into two groups, set up stations with activities for students to cycle through or teach the same content in two different ways.

In the traditional model, student teachers start out as "helpers" who observe the veteran teacher for many weeks before tentatively trying their hand at leading a classroom lesson. Co-teaching "turns the traditional trajectory of learning on its head," Ramos-Beban said. "The student teacher participates in all the activities from the very beginning and slowly assumes competence. It's more of an apprenticeship model."

Paul Stanfield, who graduated in 2013 with his single-subject credential in social studies, teaches at Wilson High School in the Santa Clara Unified School District, a "needs-based" program for

"THE STUDENT TEACHER PARTICIPATES IN ALL THE ACTIVITIES FROM THE VERY BEGINNING ... IT'S MORE OF AN APPRENTICESHIP MODEL"

—NICKY RAMOS-BEBAN

about 500 students that focuses on independent study. "It's not necessarily what I trained for," Stanfield says. "But it's definitely fun."

Stanfield served his year-long co-teaching residency at Adrian Wilcox High School in the same district. "I taught full-time," he says. "I had full control over two classes, world history and civics." Stanfield, who was 29 at the time, felt his mentor teacher largely took a hands-off approach. "He gave me material to work with, but otherwise he pretty much gave me his classroom," Stanfield says, adding the arrangement suited him. "I'm one of those people who have to do to learn, so I built my semesters the way I saw fit and asked him for advice occasionally."

When he took over teaching in the fall of 2012, "I was floundering for a little bit, it was a little tough," he says. "The tough part was really setting boundaries and being an authority in front of students."

Although the workload was a challenge, Stanfield was grateful for the chance to see the real-world equivalent of the educational theory he had been studying in his classes at San José State. "I



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—BARBARA PAPAMARCOS

think I retained a lot more here, because I saw the practical application right away."

Teacher candidate Cristina D'Alessandro worked closely with her mentor teachers when she co-taught at Vargas Elementary School in the Santa Clara Unified as part of her study in the Critical Research Academy. D'Alessandro, who majored in Child and Adolescent Development as an undergraduate at San José State, worked in after-school programs and substitute taught before starting the intensive two-year program in the fall of 2012.

Even while taking a heavy course load in her first semester, she and her 21 fellow Critical Research Academy students found themselves in elementary school classrooms, and even got their feet wet teaching some lessons. "It was pretty beneficial to start getting that experience early on," she says. "It made the transition to student teaching easier. It built our self-confidence a little bit."

She taught at Vargas three mornings a week during her second semester under the supervision of fifth-grade teacher Cecilia Mendoza-Torres. "When you're in her classroom, you can't

tell she's been teaching for only four years," D'Alessandro says admiringly.

The experience varied week by week, she says. "We tried to do planning together. Since I was a novice, I wanted to learn a little bit more how that worked—how to plan the lessons. We came up with a plan for the majority of the semester."

Last fall, D'Alessandro taught first grade full-time at Vargas in Jennifer Morgan's classroom. "She was so great at knowing what to do on the fly if there was any kind of situation in the classroom,"

D'Alessandro says. "She was like, 'OK, here's what we're going to do now.' She just has a lot more resources in her toolkit."

Now hard at work on her master's thesis, which draws on her experiences in both co-teaching settings to explore whether structured writing assignments can help English language learners, D'Alessandro is enthusiastic about co-teaching.

"I love it," she says. "You're teaching on Day 1. You have that responsibility. You are seen as another teacher, and you feel confident because your cooperating teacher feels you can do the job. You're making mistakes, but you're learning from them. I'm so thankful that this program does their student teaching in this model."

At Vargas, where Papamarcos has sent her students on their way to P.E. for the final class of the day, she and Schiffgens sit down with Rabin to talk about their co-teaching experience. It's suddenly quiet in the cluttered classroom, decorated with an ani-

continued on page 6



Lurie College student Amelia Schiffgens leads Vargas Elementary School fourth-graders through their history lesson. With co-teaching, “students feel more valued in the classroom because they get more individualized attention,” she says. “I feel a lot more ready now than when I started.”

Co-Teaching, continued from page 5

mal pelt tacked to a wall and pictures the kids have painted of the state’s wildlife.

A teacher for more than 20 years, Papamarcos has been at Vargas for decade. One-third of her students are identified as having special needs, and 17 are classified as English learners. Schiffgens is her third student teacher from San José State, following on the heels of another co-teaching candidate in the fall.

“One thing I realized was that starting with a teacher candidate at the beginning of the year is like going from 0 to 60 really quickly,” Papamarcos says. “It was a lot to manage at the beginning.” But by the time Schiffgens arrived for the start of the spring semester, classroom routines were up and running.

“Now my students are using more academic language,” Papamarcos says. “They are pushing the language on themselves. They have so few models in their life, and the models that they have aren’t using academic language.”

Schiffgens, in the final semester of the credential and graduate program, taught in a second-grade classroom last semester. She also has previous experience as an after-school director in Redwood City. She knows she is fortunate to be in a co-teaching setting with a supportive mentor. “I like it, because I’m more of

an ‘immerse yourself immediately and review as you go along’ person,” she says.

“Barb asks me, ‘How did you feel about that? What would you like to change?’”



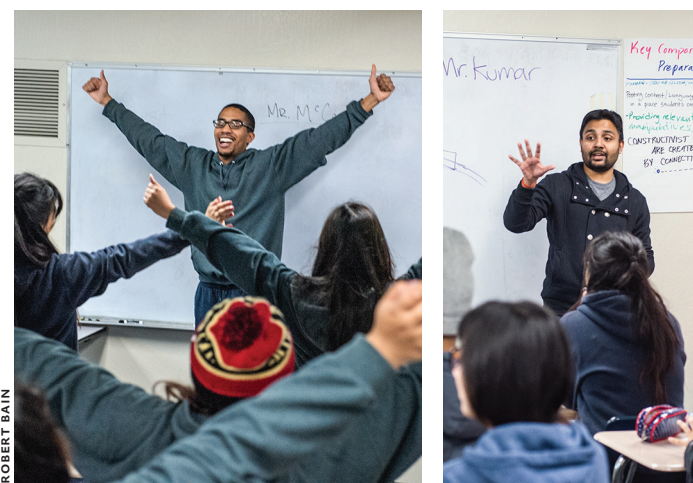
Barbara Papamarcos

“With my teacher candidates, I want them to feel it’s their class,” Papamarcos says. I’ll let them run it. If I feel there’s a place where they’re straying, I get them back on track. But letting go of control is important.”

After six weeks on the job, Schiffgens has had the satisfaction of seeing students grow more confident about participating in classroom activities—and believes the intensified adult interaction that comes with co-teaching may be the reason. “There are several students who in the beginning just would not speak,” she says. “Now, I’m always calling on them.”

# LEARNING BY DOING

SJSU PROGRAM PREPARES HIGH SCHOOL STUDENTS FOR TEACHING CAREERS



ROBERT BAIN

A COUPLE DOZEN COLLEGE students gathered in classrooms at San José’s Independence High School on a Friday morning in February to run through student teaching lessons they had been developing and fine tuning over the past few weeks.

Standing up in front of a room full of high school students can be a heart-pumping experience for any new student teacher. But the class of high school seniors these San José State University student teachers faced was even more daunting: These students had spent their entire high school career learning how to be teachers themselves in the school’s specialized program known as Teaching Academy.

The Teaching Academy seniors were in the midst of their own semester-long practicum, which involved observing teachers, developing their own lesson plans and—in a mutually beneficial partnership with San José State—critiquing the college student teachers’ lessons.

They had already had some exposure to the San José State student teachers, a group of 24 based at Independence High each semester.

Katya Karathanos, an associate professor of secondary education who coordinates the student teachers at Independence High, says basing the group on a high school campus gives future teachers

a rich experience. They take classes in their own portable, have free rein to observe a range of different teachers with different teaching styles and can take in basketball games, school plays and other staples of high school life.

“They get to see all kinds of different teachers and teaching styles,” Karathanos says. “They’re on campus. They’re right in the middle of students every day. I think it’s really, really powerful.”

At the heart of the San José State/Teaching Academy link are the mid-semester lesson critiques.

The feedback is usually informed and insightful, Karathanos says, and it comes from a teacher’s most important audience—students.

Jane Narveson, Teaching Academy’s coordinator at Independence High, says the program identifies high school freshman who think they might want to pursue a career working with children, as a classroom teacher, a child psychologist, a pediatrician, a social worker or a child care provider.

Starting in earnest in 10th grade, Teaching Academy students pursue a college-preparatory curriculum while visiting nearby schools to observe teachers and tutor younger students and preparing and teaching their own lessons under the supervision of certified teachers.

Forty-six students are taking part in Teaching Academy and Narveson said about one-third go on to study education and become teachers.

The critique session with the Lurie College student teachers caps off her Teaching Academy students’ senior year. Her students come into the critiques with hours of observation and classroom teaching experience under their own young belts and can offer detailed feedback as well as pick up some ideas.

“It’s absolutely a win-win for everyone,” she says.

Narveson says she counsels her students to be honest in their critiques but to include “warm” feedback (“I really liked the way you gave examples”) as well as “cool” feedback (“I had a hard time following you because you spoke so fast”).

After the critique session, the Teaching Academy high schoolers also debrief. “We talk about what they observed,” Narveson says. “Did anybody get any great ideas? Did you see somebody do

continued on page 8

continued from page 7

something that you'd like to incorporate in your teaching? Did you see something and say, I'm never going to do that?"

Some of the Independence High Teaching Academy graduates end up at San José State's College of Education and are able to bring the partnership between the schools full circle.

Thin Duong, who graduated from Independence High in 2009, remembers when he was bitten by the teaching bug. He led story time at Montague Elementary when he was a freshman. "I ended up liking it," he says, "and here I am today."

Duong is now a senior at San José State who will graduate this spring from the College of Social Sciences with a B.A. in Preparation for Teaching. He plans to enroll in the College of Education's single subject teaching certification program next year and become a secondary teacher in social studies and history.

He remembers participating in the critique of San José State student teachers when he was a high school senior. He smiles and says the lessons the student teachers delivered were impressive, especially a science lesson in which the student teacher borrowed a \$5 bill from a student, dipped it in a chemical and then lit it on fire. She dramatically blew out the fire to reveal that the bill was intact and unburned.

"What we all got out of it was a lot of interesting ideas," Duong says. "It's a great activity."

And the San José State student teachers got honest feedback from an informed high school audience.



Thin Duong graduated from Independence High's Teaching Academy and will earn a SJSU teaching degree this spring. "I definitely felt more prepared," he said, when he did his own student teaching.

Duong remembers one student teacher who opened her presentation by saying, "I'm really nervous right now."

The high school audience later told her that, while she might have thought her confession was disarming, it took attention away from her lesson and transferred her unease to her students. Karathanos says that is just the type of feedback that new student teachers find invaluable.

"For many this is their first time in front of a classroom," she says. "Essentially they're getting feedback from a population that they're going to be teaching. I think it's such an amazingly powerful experience." ➔



## CAN YOU HEAR ME NOW?

### LURIE COLLEGE STUDENTS OFFER FREE AUDIOLOGY SCREENING

MELISSA GARCIA, A first-year graduate student in the Department of Communicative Disorders and Sciences, had been studying a broad curriculum designed to prepare her for a career as a speech pathologist when she encountered her first room full of energetic preschoolers waiting for hearing screenings at a child care site for the children of Google employees.

It was an abrupt welcome into the wiggly real world of clinical practice.

"You're trying to get the child to hear the sound and you're trying to make sure they're really hearing and you're not getting a false positive," Garcia said. "And you think kids will understand the directions, but all of them don't, especially the little ones."

At the end of the semester of clinical supervisor Evelyn Merritt's hands-on practicum, Garcia and her 23 classmates had performed hearing screenings on some 400 to 500 children and 72 senior citizens. And they had learned how to roll with the punches when confronted with the unpredictability of clinical testing outside the classroom.

To help fidgety toddlers to signal when they heard a tone, Garcia, 23, and a 2011 graduate of San José State, turned the hearing screening into a game using blocks and a plastic bucket. She learned how to watch the faces of older children for signs they

were answering truthfully when they didn't hear the tone, not saying yes to try to please her.

Garcia also became comfortable looking into ears for wax buildup or blockages and measuring ear drum movement. And she had practice counseling hard-of-hearing senior citizens how to find a quiet spot in a noisy dining room or how to talk to their friends and families about their hearing loss and stay engaged in activities even when frustrated by missing parts of conversations.

Giving students some real-life experience while providing community members a valuable service has been part of the communicative disorders educational experience for decades.

"For 40 years now we've had a clinical presence on the campus," department chair Michael Kimbarow said. "And as a result of that very long history we have a tradition of serving the community."

Outside of the on-campus clinic, Merritt has for the past seven years been partnering with area pre-schools, elementary schools and retirement homes to meld community service with more hands-on training for future speech pathologists.

The hearing screening class is a requirement of the master's degree program and Merritt, an audiologist who is also a San José State alum, said she tries during the semester to expose students to children and adults of varying ages, income levels and home languages in order to allow for problem solving in the field.

"My goal is to give them a large diversity of experience so whatever ultimate vocation they work in they'll have a good understanding of the technical aspects of screening, be able to interpret screening results and, with the seniors, help them with practical tips," Merritt said.

The benefit to the community participants is a careful hearing screening at no cost. For children, early hearing screening is crucial because undetected hearing deficits can cause children to fall behind in learning and speech development. If a student fails the hearing screening, schools notify parents for follow-up with

an audiologist or medical doctor.

In the case of seniors, hearing loss is common. So instead of doing a pass/fail test, students do a more involved screening so they can show seniors the severity and range of their hearing loss and explain how they might take advantage of community resources to obtain hearing aids or other resources.

The SJSU class works with a California state program that provides free telephones that amplify sound to any senior citizen with a diagnosis of hearing impairment.

Garcia hopes to work in a school setting once she completes her master's degree, but she said she especially enjoyed working with elderly screening subjects during the semester because they were engaged in the process and grateful for a clear and detailed explanation of their hearing abilities.

"I think it really taught us about hearing and hearing loss and how someone can really be greatly affected if it's not detected early," she said "And especially with the seniors, how we better communicate with them so they come out of it with a meaningful explanation and how we better help them in providing services for them." ➔



Lurie College students conducting hearing screenings in schools are trained to pay attention to children's faces as they register tones to avoid false positive answers. "A kid never wants to fail a test," audiologist Evelyn Merritt says. "They want to please you."

## SUPERINTENDENTS' SUMMIT

At a "Superintendents' Summit" at San José State University in November, **Arnold Danzig** described candidates for the Lurie College of Education's newest degree program, the Doctor of Education in Educational Leadership, as "game changers" and "bridge builders."

He was speaking to a room filled with Silicon Valley school superintendents and assistant superintendents—just the people who will be part of a dynamic



Danzig

partnership between school administrators in Santa Clara, San Mateo, Santa Cruz and Monterey counties and candidates in the school's practical doctorate program.

"The summit was planned as a way to build bridges between the university community and local public school districts and as a coming out party for

the doctoral program," said Danzig, a professor and director of the Ed.D. degree program, which has received its accreditation and will launch this summer with 15 students.

Degree candidates will be mostly mid-career school professionals—principals, assistant superintendents or other district administrators—looking to broaden and deepen their understanding of educational practices and sharpen their administrative skills.

Danzig asked the superintendents in attendance for their help in identifying people in their districts who might benefit from participating in the doctoral program and asked them to consider sitting on student dissertation committees after the program is up and running.

Nearly two dozen district superintendents and assistant superintendents attended the half-day summit. Danzig, Lurie College Dean Elaine Chin and University Provost Ellen Junn were joined at the podium by Michael Kirst, the president of the California State Board of Education.

"Having the superintendents from our K-12 partners here at SJSU reminds us why education shouldn't be divided into different sectors," Chin said. "We're all in this together, whether teaching college or K-12 students. We all want the same thing—great schools for all students."

Kirst also emphasized the need for research on how some of the state's new education initiatives are being implemented, which is just the type of applied research that Ed.D. candidates might conduct in the school districts in which they work while attending San José State.

"So that makes a real nice merging of the California State Board, superintendents' information needs and what we see our doctoral program accomplishing," Danzig said. "One of the major purposes of the doctoral program is to give our students not only skills to be good consumers of research but more

to a next step of producing their own research on applied topics as insiders to their own schools and school districts.

"We want them to highlight and value research in their own schools and school districts. We feel that the practitioners are the stewards of the practice of education and we're stewards of the research that informs the discipline. So we see it as a partnership, and they're an important part of that."

## FACULTY RESEARCH

**Roberta Ahlquist** contributed a chapter entitled "Dismantling the Commons: Undoing the promise of affordable, quality education for a majority of California youth," to *The Phenomenon of Obama and the Agenda for Education*, 2nd edition, Paul Carr, Brad Porfillio, eds., (New York, N.Y., Peter Lang Publishing, 2014). She also contributed a chapter, "Exposing Alice's Distorted Looking Glass: How schools reproduce capitalism, and counter-hegemonic narratives," to *This is what democracy looks like: Transformative practices in urban education*, William De la Torre and Theresa Montaña, eds., (Dubuque, IA, Kendall/Hunt, 2014).

**Roberta Ahlquist** presented (with Virginia Lea) "Unmasking and Decolonizing a Colonizing Curriculum: Local and Global Alternatives" at the National Association of Multicultural Education conference in Oakland, Calif., (November 2013).

**Steve Berta** (with Melissa King) presented "Learning Disability Simulation" at the Sobrato Center for Nonprofits in San José (December 2013).

**Michele Burns** presented "Workplace Readiness: From Classroom to Careers—The Real Deal!" at the Annual Home Economics Careers & Technology Leadership & Management Conference in San Francisco, Calif. (June 2013).

**Arnold Danzig** (with L. Hollingworth) co-edited *Research in Learning and Teaching in Educational Leadership* (Charlotte, N.C., Information Age Publishing, 2014). He also contributed a chapter titled, "Learning and Teaching in Educational Leadership." Danzig also co-edited (with K. Borman, T. Wiley, D. Garcia) an annual volume of *Review in Research in Education; Language Policy, Politics, & Diversity in Education*, 28 (2014).

**Brent Duckor** published "Formative assessment in seven good moves" in *Educational Leadership*, 71 (6) (2014): 28-32.

**Brent Duckor** and **Carrie Holmberg** presented "Making Progress with Formative Assessment Moves: A Learning Progressions Approach" at the California Educational Research Association conference in Anaheim, Calif. (December 2013).

**Mark Felton** published (with C. Monte-Sano and S. La Paz) *Building Literacy in the History Classroom: Teaching Disciplinary Reading, Writing, and Thinking in the Age of the Common Core*, (New York, N.Y., Teachers College Press, in press).

He also presented (with Monte-Sano and La Paz) "Developing Diverse Middle School Students' Historical Writing through a U.S. History Curriculum

Intervention" and "Facing the CCSS and C3: Teaching Argumentative Writing and Inquiry" at the annual meeting of the College and University Faculty Association (National Council for Teachers of Social Studies) in St. Louis, Mo. (November 2013).

**Carrie Holmberg** published an article titled, "iPads as Talking Sticks in the Teacher Preparation Context," in *California English*, 19 (3) (2014): 19-21.

**Katya Karathanos** (with Rebekah Sidman-Taveau) presented "Exploring an Academic Writing Seminar for Linguistically Diverse Future Educators" and (with **Dolores D. Mena**) presented "Exploring Faculty Perceptions and Instructional Practices around the Academic Writing of Linguistically Diverse Future Educators" at the National Association for Bilingual Education conference in San Diego, Calif. (February 2014).

**Jason Laker** was guest editor the fall 2013 issue of *Culture, Society & Masculinities: Special Issue on Men and Masculinities in Higher Education*. He also presented (with Erica Boas) "The Realpolitik of Sexual Assault: Sociosexual Cartographies of Gender, Consent and Collegiate Hookup Culture" at the University of California-Berkeley Center for Studies in Higher Education. (2013).

**Henriette W. Langdon** presented in Polish "Assets and Liabilities of Bilingualism" at the Symposium on Bilingualism at the University of Slask, Katowice, Poland. (October 2013). She presented, also in Polish, a workshop titled "Assessment and Intervention for Bilingual Students with Language/Learning Disabilities" to Polish-speaking speech and language therapists in Krakow and Poznan, Poland. (October 2013).

**Kathryn Lindholm-Leary** (with Fred Genesee) published "Two case studies of content-based language education" in the *Journal of Immersion and Content-Based Language Education*, 1 (2013): 3-33. She also published "Dual language instruction in the U.S." in *Americas Quarterly*, 7 (2013): 97-98; and "Bilingual and biliteracy skills in young Spanish-speaking low-SES children: impact of instructional language and primary language proficiency" in the *International Journal of Bilingual Education and Bilingualism*, 17 (2014): 144-159.

**Lisa Oliver** and **Arnold Danzig** presented "Preparations for a New Ed.D. Program in Educational Leadership at San José State University" to the Professors of Educational Leadership conference in Oakland, Calif. (October 2013).

**Hyun-Sook Park** (with Hyei-Young Roh) presented "Challenges for Korean Immigrant Parents of Children with Disabilities in the U.S. Schools" at the Annual TASH International Conference in Chicago. (December 2013).

**Colette Rabin** (with A. Richert) contributed a chapter titled, "Preparing Teachers for Teaching Dilemmas Raised by Race and Racism: One Case Example of Teacher Education for Social Justice," to *Embracing the Social and the Creative: New Scenarios for Teacher Education* (Rowman and Littlefield Education, 2013). She also published "Don't Throw the Rocks!: Cultivating Care With a Pedagogy Called Rocks-in-the-Basket" in *Journal of Research in Childhood Education*, 28 (2014) 1-17.

**Nadia Sorkhabi** published "Supportive Parenting versus Tiger Parenting: Variation in Asian Parenting Styles," in *Human Development*, 56 (2103) 4-7.

## FACULTY SERVICE

**Roberta Ahlquist** was appointed to the International Editorial Board of *The Journal of Critical Pedagogy* to participate in discussion and read and critique articles.

**Rebeca Burciaga** is a reviewer of peer-review research articles for the National Association of Student Affairs Administrators in Higher Education's *Journal About Women in Higher Education and Urban Education*.

**Michele Burns** served as a planner for the 2013 annual fundraiser for The Link to Children, which raised more than \$22,000 toward mental health services for young children and families traumatized from experiencing and witnessing violence in their home or community.

**Kathryn Lindholm-Leary** was selected as one of two technical advisors and an evaluator for the Oregon State Department of Education Dual Language Collaborative. She will work with eight dual language school sites around the state to help them develop or improve a dual language program.

## SCHOLARSHIPS

Every year dozens of Lurie College of Education students benefit from generous endowed scholarships. These are the recipients of scholarships for the 2013-2014 academic year.

**Ada Louise Watters Scholarship:** Terrie Morris, Angelica Alvarez and Vonn Wilson

**Bernadine Goularte Scholarship (K-3):** Kathryn Baro

**Burbank Scholarship:** Alex Bohnhoff

**Catherine Bullock Scholarship:** Robert Gomez

**Charlotte B. Stelling Endowment:** Joyce Knezevich

**Claudia Greathead Endowment Scholarship:** Christina Perez

**Emily DeVore & Mabel Crumby Endowment:** Jules Brouillet

**Dolores Delmaestro Raneri Scholarship Endowment:** Luke Allis and Maegan Bright

**Dr. Colleen Wilcox Scholarship Endowment:** Alma Partida, Kayla Gogarty and Nicole Fulton

**E. A. Rocky College of Education Scholarship Endowment:** Maria Mesa

**Elaine Anderson Memorial Endowment:** Arron Thomas

**Elden J. & Florence G. Belanger Scholarship:** Mouna Salaheh

**Ella Robison Stalker Scholarship:** Samantha Snook

**Florian & Grace Niemczek Endowment:** Nicole Man

**Hamaguchi and Associates Scholarship:** Caitlin Stueve and Kathy Ha

**Helen Newhall Pardee Scholarship Endowment:** Daisy Pedroza-Hernandez

**Isbel O. MacKenzie Memorial Scholarship Fund:** Dawn Wright

**Jean Meredith Ellis Cady Scholarship:** Christopher Hazelton

**John & Peter Laznibat Endowment Scholarship:** Nicole Avila

**Louise Loubatiere Stewart Scholarship Fund:** Michelle Moran

**Lucy C. Arnerich Endowment:** Edlin Flores

**Lurie College of Education Alumni Board Scholarship:** Eun Ae Choi, Francisco Jose Miranda Gil

**Marion Cilker Scholarship for Infusing Arts into Education:** Jonathan Hinthorne and Kelly Hesterberg

**Marla Duino Lenz Scholarship Fund:** Finausina Tovo

**Maxine & Jack E. Fink Scholarship Endowment for K-8 Teachers:** Faith Esguerra

**Michele D. Bee Education Scholarship:** Xathrin Hoch and Carmina Alvarado

**Pamela Mallory Scholarship:** Mari Yanai

**Phyllis H. Lindstrom Scholarship Fund:** Monica Fettke, Gretchen Giuffre and Jeff Bernstein

**Richard Campbell Baugh Scholarship:** Carrie Midwin

**Robert & Lorraine Pedretti Endowment Fund:** Chen Loo

**Phil & Eleanore Anastasia Scholarship Fund:** Julie Nguyen and Lu Chen

**William H. Sweeney Scholarship:** Jose Calderon



By Cherie Donahue, Alumni Board Secretary

Welcome back to our little corner of *Impact*. Our Alumni Board, dubbed "the little Board that could," has been working hard while supporting all things SJSU. President Bob Lowry attended the Faculty Forum and recruited faculty members Lisa Oliver, Robin Love and Marcella McCullum to join us in our work for the Lurie College of Education.

We awarded two very deserving College of Education students, Eun Ae Choi and Francisco Jose Miranda Gil, \$1,400 scholarships to help them with their expenses at school. All the scholarship applicants excelled in academics and community service. We sincerely hope these two will find success at SJSU and in their chosen fields of education.

Additionally, we assisted five Lurie College faculty members in upcoming projects. David Whitenack will use his grant to award M.A. graduates at the M.A. Research Colloquium in May. Nancy Markowitz planned to use hers to support the SJSU Collaborative for Reading and Teaching the Whole Child at the first statewide institute. Mark Felton will fund a research assistant. Amna Jaffer planned to present at the National Conference of the American Society of Group Psychotherapy and Psychodrama. And Michael Kimbarow will attend the American Speech-Language-Hearing Foundation's national conference.

We could afford all this largesse is because of our generous supporters. The Inaugural Scholarship Wine Gala in November reaped more than \$2,500. We thank Marla Lenz, Marcella McCullum and her mother, Gerry Chartrand, Dede Bene, Jeff Chartrand and Joseph George Wines among others.

The Connie L. Lurie College Alumni Board will host its annual Honored Teacher Reception at 4 p.m. May 22 at the One Room Schoolhouse in History Park. The event recognizes the importance of teachers and educators in the lives of Santa Clara Valley citizens. To attend, contact Marla Lenz at marla.lenz@att.net or the Dean's office at (408) 924-3600.

We invite you to come to our next Scholarship Wine Gala on November 7, 2014. Save the date!



**SAN JOSÉ STATE**  
UNIVERSITY

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**Connie L. Lurie**  
**College of Education**

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## TAKE A HAND IN SHAPING THE FUTURE

When alumna Heidi Brenckle decided on behalf of her family's charitable foundation to create a scholarship for Lurie College students, she felt compelled to give back because she knew first-hand how hard it can be pay for an education (see story, page 3).

Maybe you can relate. Please consider making an investment in tomorrow's educators and us the enclosed envelope to give to the college's annual fund. If you are considering a planned gift, please email Betty Tseng at [betty.tseng@sjsu.edu](mailto:betty.tseng@sjsu.edu).

### **IMPACT**

Spring 2014

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