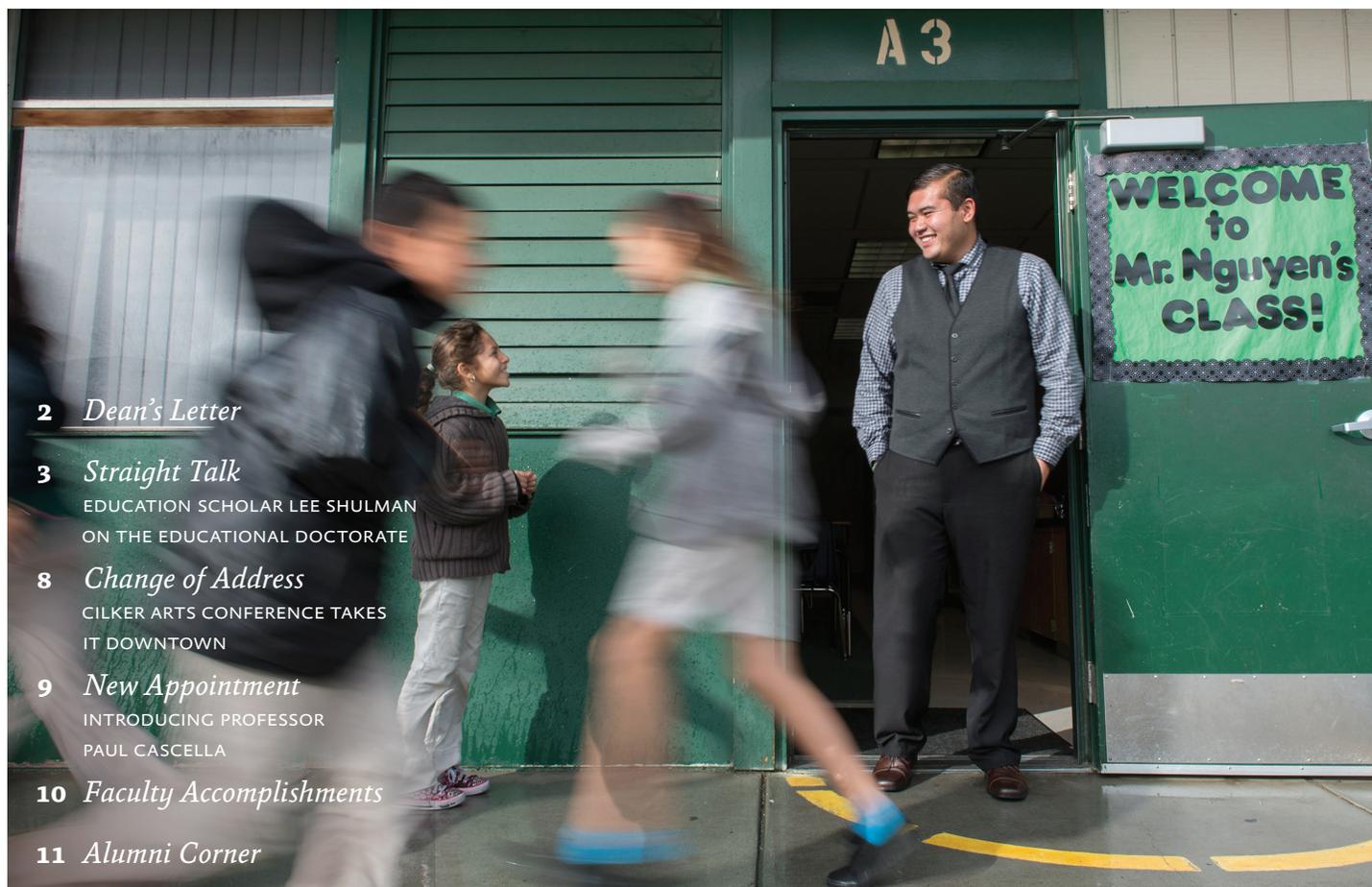


IMPACT

*Preparing tomorrow's educators
and teachers today*



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HEARTS & MINDS

CRITICAL RESEARCH ACADEMY COMBINES RIGOR AND COMPASSION

IN HIS FIRST year on the job, Tim Nguyen's enthusiasm for teaching is infectious. "I love it," he says of teaching fourth-graders at Lairon College Preparatory Academy in San José's Franklin-McKinley School District.

"I wake up looking forward to going in. I'm usually the first one on campus and one of the last to leave. Just being around the kids and hearing what they have to say—they telling you about their lives and seeing them when they're working so hard. They think they can't get it and it clicks and they say, 'Mr. Nguyen, it's so great!'"

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ROBERT BAIN

FROM THE DEAN

THE U.S. DEPARTMENT of Education recently proposed new regulations for teacher preparation programs in all 50 states. These proposed regulations will have a significant impact on how teacher preparation programs are “rated” and how such ratings will be used to determine their students’ eligibility to receive TEACH grants, which support students seeking a career in teaching.

People have asked me why so many K-12 teachers and faculty and administrators in higher education submitted comments opposed to or critical of these proposed regulations. Isn’t the federal government just trying to ensure that teachers are well prepared? Aren’t we concerned about the quality of our programs?

Yes and yes. We strongly believe that teacher preparation programs should be accountable. We analyze data on the performance of our teacher candidates every year to evaluate the quality of our programs. Faculty spend time reviewing these data, as well as feedback from the employers of our alumni, to make changes to their programs. The results of our efforts are evident in the Lurie College alums featured in this issue of Impact.

However, the federal government’s proposed regulations would require the overhaul of how teacher preparation programs do their annual progress reports to the state and federal governments. It would result in the rating of teacher preparation programs based upon the test scores of K-12 students in the classrooms of graduates as many as three years after they have earned their credentials. Problems with the valid-

ity of such measures have been well documented by well-respected psychometricians, statisticians and other assessment experts.

The California Commission for Teacher Credentialing, the California Board of Education and the California Department of Education estimated the cost of implementing the federal regulations in California. They concluded the state would have to spend more than \$232 million just to implement the new reporting system, and more than \$485 million a year to maintain it. These costs do not include what each university and campus program would have to spend to meet the federal regulations. The California State Universities estimated it would cost an additional \$4.7 million each year for all the campuses to meet these requirements—money spent on reports, not on instruction.

Something that costs more and is less effective is no one’s idea of a bargain.

My friends in agriculture remind me that if you want to fatten livestock, you don’t keep weighing them—you feed them. Let’s do a little less weighing and more feeding of our instructional programs. We are all committed to the same goal—preparing excellent and effective teachers for all children.

Elaine Chin

Elaine Chin, Dean
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MESSING WITH THE WORLD

LEE SHULMAN ZEROS IN ON ED.D.

THE STUDENTS IN the Lurie College’s inaugural doctorate class have heard their mission described in a number of ways: They are the stewards of the discipline of education. Deep thinkers. Leaders of the future.

Education scholar Lee Shulman has another, more provocative, description: People who will mess with the world.

Shulman, a professor emeritus at Stanford University and the former president of the Carnegie Foundation for the Advancement of Teaching, asked members of the Ed.D. program to consider the depth and consequences of the work they plan to do in education.

“Once you get that doctorate, somebody gives you the right to mess with the lives of other people that you can’t mess with now. It’s a privilege,” said Shulman, who spoke on campus in February to the Ed.D. students and Lurie College faculty and SJSU administrators.

Shulman’s theme of messing with the world comes from a study he did of the

engineering doctorate at the University of Michigan. He asked a group of students there to define “engineer.”

Their answer was “somebody who uses math and the sciences to mess with the world by designing and making things that other people will buy and use.” It was the second half of their answer that Shulman remembers to this day, and what he asked the future Lurie College Ed.D.s to consider: “And once you mess with the world, you’re responsible for the mess you have made.”

At Carnegie, Shulman studied doctoral programs in a number of areas, including education. He was blunt about what he found. “The Ph.D. in education is a fraud,” Shulman said.

While the Ph.D. develops skills to prepare for careers in research, most people seeking a terminal degree in education are preparing for careers in educational leadership. Therefore, Shulman says, the Ed.D. must be as demanding as the Ph.D., but structured to turn out effective practi-

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New teacher Tim Nguyen lives for the aha moments when his fourth-graders and the material click.

Hearts and minds, from page 1

Nguyen, 25, who graduated last spring from the Critical Research Academy in the Lurie College with his master's degree and a multiple subject teaching credential, identifies with the experiences of his students, 90 percent of whom are English language learners.

"I remember when I was going through school, it was, 'You gotta do it in English, you gotta do it in English,' and I lost my ability to speak fluent Vietnamese," he says. "I tell my students all the time, 'Really embrace your culture. Don't lose that part of you where you came from or where your family came from.'"

Nguyen's passion, engagement and clear vision that each of his students brings a unique self into the classroom are just what the Critical Research Academy program intends to instill in new teachers.

The Lurie College program overseen by Colette Rabin, an associate professor in the Department of Elementary Education, emphasizes critical research in language, culture and society for K-8 teachers who are interested in exploring social justice and the development of cultural literacy and pedagogy for teaching in urban schools.

It is a demanding two-year M.A. program that aims to engage future teachers in deep thought and quantitative research while they also meet the requirements to earn a California teaching credential.

"When they first come into the program," Rabin says, "they begin to think about what really drives them to become teachers, what really keeps them up at night about how they could improve the field and better meet the needs of their students."

Rabin, a former teacher herself, says the Critical Research Academy's approach is designed to launch enthusiastic, committed new teachers into Bay Area school districts—teachers steeped in ethics, social justice and a commitment to developing culturally and linguistically sensitive curriculum.

"I felt I came out better prepared to teach," Nguyen says. "We really got to take apart curriculum and analyze pedagogy and ways of teaching and how things are done and how to connect with students. I really bought into that. I felt the best way to reach my students and teach my students is to know them as a person."

Again, he relates what he learned in the Lurie College to his own educational journey. "I've had teachers in the past who I felt didn't really know me," he says. "They didn't know who I was or what I was interested in. It wasn't until I got into the master's program that I realized there was a different dimension."

Nguyen, who grew up just a few miles from where he now works, was the middle of three children raised by parents who came to the U.S. from Vietnam in the late 1970s. His parents, who started a plumbing business, always emphasized the importance of getting an education as an avenue to success.

"They really were on all of us," he says. "They said, 'You need to do well in school. This is going to lead you to a better life, because you don't want to have to struggle like we did.'"

After he graduated from a small private high school, his parents hoped he would

become a doctor. When he enrolled as an undergraduate at San José State University, he started out as a biochemistry major.

"I was taking the courses, but I just lacked motivation," he says. A stint working as a summer day camp counselor was a revelation. "I was just loving what I did. I thought, 'Where can I do this and work with kids and just be a kid myself?'"

Before long he had switched to a major in child and adolescent development—without telling his parents. As graduation approached, he was torn between pleasing his parents and finding a career that he found personally fulfilling. "Deep down inside, I knew I wanted to be a teacher," he says.

Nguyen gets his greatest satisfaction from helping students surmount familiar impediments to learning.

Earlier this year, he told a mother that her daughter had one of the highest reading scores in the class—a girl who until just a couple of years ago didn't know any English.

"The mom, the daughter and my fellow teacher started crying," he remembers. "She was just thanking us, thanking us, thanking us. It was really emotional. Seeing that, I thought, 'That's what it looks like. That's why I wanted to be a teacher.'"

Daisy Alicante grew up in a family of Filipino immigrants in East San José and was drawn to teaching by her own feeling of being shortchanged as a student.

"What really drew me to teaching was this need to go back and teach students who were pretty similar to me," the 27-year-old says. "Growing up minority, low-income in East San José, I felt like we were always lacking something."

When she finished her bachelor's degree in social science in preparation for teaching, she wasn't necessarily looking for a master's degree, but the tenets of the Critical Research Academy lined up perfectly with her ideas about what teaching should be.

"It was that social justice aspect," she says. "It was already in my heart. I remember taking those classes and not being able to

sleep, worrying about how are we going to change the current climate of education."

Alicante received her master's in 2014 and is in her first year teaching eighth grade English at the Alum Rock campus of Downtown College Prep, a public charter school whose mission is to prepare first-generation students for college success. And she truly has come full circle: The school is across the street from where Alicante grew up.

Alicante entered the Critical Research Academy thinking that one of its core components—recognizing that children are unique individuals with lives, languages and cultures outside the classroom that influence how they learn—should be obvious to any teacher.

"At the beginning I was like, 'Of course they're kids and they have their own lives,'" Alicante says. Then she became a new teacher in a full classroom. "When you teach, when you are one teacher with 30 children looking at you, it's very easy to lose sight of human beings sitting in front of you. It can turn into a power struggle."

With that in mind, Alicante started a "dialogic circle" early in the year. She sits in a circle with her students each morning and checks in with a question: How ready are you to learn today?

Each student does a silent rating using a scale of one to five—from "I'd rather not be here" to "I'm so excited to learn today." Then she passes around a stuffed S.J. Sharkie, the mascot of the San José Sharks NHL team, and they talk about why they're feeling that way.

"At first I didn't get a lot of answers," Alicante says. "But after a while some students started opening up and then some students could relate, so they would give advice or tell their stories."

After that, she lets the class pick an issue to discuss. "Anything goes," she says. "We went from bullying to racism. We talked about teen pregnancy at one point. It's a bit of Russian roulette because they like racy topics."

But the process of drawing out her students and engaging with them as people has



In addition to teaching 8th grade, Daisy Alicante coaches the girl's basketball team.

paid dividends in classroom engagement and behavior.

"I honestly think if I didn't start doing those circles, the trust in my classroom would have been minimal," she says.

Alicante says she's grateful she has the theories of the Critical Research Academy ingrained in her.

"I feel like it's a part of me. I have the theories in my pocket and that's how I approach teaching. When I think back to the classes, especially in my moments of frustration, it reminds me of the purpose of teaching. It's about the love and understanding that they're humans. To be aware that my job is not to be the one in power, but to educate."

Rabin says that's a core component of the master's program, which doesn't stop at quick fixes and demands that its students develop habits that will have them analyz-

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“Having the tools and the agency from the beginning of one’s career to study one’s practice from an intellectual stance, is empowering. They can make informed choices and justify them with what they know and not get stuck in one way of teaching.”

—Collette Rabin



“When I graduated from here,” says Lurie grad Esther Cho, “my heart was in second and third grade. Then I got fifth grade and I love it.”



Joy Paterson’s first teaching job is in a diverse public school in San Francisco. “It became pretty clear to me pretty fast,” she says, “that this was the right fit.”



Collette Rabin directs the Critical Research Academy.

Hearts and minds, from page 5

ing and testing their teaching throughout their careers.

“Rather than come out with a bag of tricks or a set of strategies that we assume works, we think about our larger aims and consider those in terms of both how we teach and what we teach,” Rabin says. If teachers aren’t doing that, she says, “then all we’re doing is teaching for teaching’s sake and it’s the performance of teaching rather than real learning.”

Esther Cho, a child of Korean immigrants who started first grade not knowing a word of English, was drawn to the program’s focus on preparing teachers to work in schools with students from poorer neighborhoods and with English language learners.

But through the luck of where she landed her first job—at Loyola Elementary in the affluent Los Altos School District—she is applying the same concepts in a much different school environment.

“With me, my current challenge is challenging the students because they get bored,” says Cho, who is 26 and in her second year at Loyola. “They have so much help at home

and they go to tutoring. My challenge is being able to make it creative enough that I keep them interested, so they don’t finish in 20 minutes.”

Cho, who graduated with a B.A. from the Lurie College’s Department of Child and Adolescent Development before seeking a master’s, found the degrees prepared her for the practical challenge of walking into a classroom alone for the first time.

“I was very confident. I never felt like I was drowning, which is how people describe first-year teaching. I felt like I had a strong foundation,” Cho says. “We knew what kind of teachers we wanted to be. We had our philosophy. It was very clear to us because that’s what we focused on for those two years, trying to develop who we were as a teacher.”

For Cho, who had wanted to be a teacher from her earliest memories, that translates into a calm, positive classroom where positivity grows from compliments and reinforcement of good behavior.

“I never have to raise my voice. That’s not who I am in the classroom,” she says.

On the first day of school, she adopted one of Rabin’s signature moves, a classroom

practice called “rocks in the basket.” When students observe someone doing something caring and positive, they put a rock in a basket and in the day’s closing circle they talk about the action.

“I feel like that completely changed the dynamic in my classroom,” Cho says. “Kids were willing to help each other. There was no competitiveness. We were focused on learning and being there for one another. It was amazing to see that theory in practice.”

Alumni of the Critical Research Academy often say that on a scale of one to 10, the program is an 11 in terms of rigor. But, Rabin says, alums also say they find their best friends in the program and the fellow teachers they can count on to take that 3 a.m. phone call about tomorrow’s lesson or to help talk through the emotional demands of the job.

When Joy Paterson returned to San José State to finish her undergraduate degree after six years working in web design and marketing for high-tech firms in San Francisco, she was searching for a more fulfilling career.

She’s found it, and some of Paterson’s toughest new-teacher challenges have had

nothing to do with managing a classroom or developing lessons.

“I’m learning what to take home and what to set aside,” says the second-year teacher. “And keeping in mind that I’m not a therapist or a psychologist. That’s been one of the greatest challenges.”

Paterson has relied on a network of Lurie College alums for support and ideas and looks to many of her Lurie professors as role models.

“Teaching is hard work, obviously, but there’s this emotional part that they really tried to prepare us for,” she says. “Our professors are models of authentic, caring and intelligent educators. So that for me was high, high value.”

The master’s program went just where she wanted to go: deeper into theory and research.

“It’s really more a change in philosophy and values than, ‘Here’s this lesson that will change everything,’” Paterson found. “It’s more about thinking really critically about the bigger issues and how to translate that into teaching.”

When Paterson, who is now 36, received her master’s and went looking for

jobs in San Francisco, she got three offers. She chose the San Francisco Community School, a public K-8 elementary school near the Mission District, over two more-affluent schools.

The San Francisco Community School is truly diverse—with Latinos from Mexico and Central America, Filipinos, Chinese and Caucasians. Paterson teaches a classroom of 22 students, half second-graders and half third-graders.

“I came in wanting to promote urban education and wanting to promote social justice, but I really didn’t know what it meant,” Paterson says.

She called on one of the core theories of the Critical Research Academy to help make sense of the community of children gathered in her classroom.

“One of the biggest takeaways was looking at the social-emotional side of students and learning that it’s really hard to learn when there’s a lot going on at home,” Paterson says. “As a teacher I’m warm and loving, but also strict and clear. My students are excited to come into my classroom and they see it as a safe, welcoming place.”

Rabin hopes the master’s program promotes long and successful careers in the classroom.

“From the beginning of one’s career, it’s coming at it from the understanding that it’s a possibility and it’s our deep responsibility to consistently revisit and think about one’s own approach to teaching every concept,” Rabin says. “Having the tools and the agency from the beginning of one’s career to study one’s practice from an intellectual stance, is empowering. They can make informed choices and justify them with what they know and not get stuck in one way of teaching.”

Being that kind of teacher takes more work, but it also pays dividends that Rabin hopes will keep the program’s alumni excited about teaching over long careers.

“The irony though is when our students are learning in our classrooms, it’s energizing for teachers. I think it makes the work more meaningful and it feeds you.”



TAKING IT TO THE STREETS

NEW VENUES ENERGIZE CILKER CONFERENCE

IN ITS SIXTH year, the annual Marion Cilker Conference for the Arts in Education decided to shake up its Saturday session for working professionals. Instead of having teachers gather for workshops in one place, the conference spread out across arts venues peppered throughout downtown San José.

The result was an infusion of excitement, enthusiasm and fun, highlighted by a rousing session built around parachuting Gummi bears.

Funded for 10 years by the late artist, SJSU alumna and Lurie College of Education friend Marion Cilker, the conference is a joint venture of San José State University and the Santa Clara County Office of Education that pairs education students and Bay Area teachers with music, dance, theater and visual arts each November.

The Saturday Gummi bear kickoff session last November brought together 138 participants at the San José Museum of Art in a design challenge called “Thrill-Seeking Gummi Bears.”

The teachers’ mission? To design and build a parachute and basket from a pile of art materials, then send them airborne to see whose aircraft kept the sticky little candy bears aloft the longest.

Teachers were able to get a hands-on lesson in learning from art. And organizer Robin Love, an associate professor in the Lurie

College Department of Child and Adolescent Development, said everyone had a blast.

“They seemed to have such a good time. It got everybody so energized,” she said. “It really got everybody jazzed.”

From there, participants fanned out to museums throughout the downtown core and participated in a 90-minute workshop from a menu of offerings all designed to use art to teach standard academic concepts.

At the Museum of Quilts and Textiles, for example, the topic was how to use Amish quilts to teach patterning, color and shape. The San José Symphony demonstrated how to employ music to understand fractions. The Children’s Discovery Museum used dance to teach mapping.

The previous day, 250 students had taken advantage of 20 free workshops on campus that were geared toward using the arts to teach science, technology, engineering and mathematics concepts.

The experiment in fanning out into downtown venues was such a big success that Love said it is sure to become a staple of the conference, which will be held this year Nov. 13-14.

“The teachers said it was like a field trip for teachers,” Love said. “They loved the new venues.”

COMMUNICATING COAST TO COAST

PAUL CASCELLA TRADES IN NEW YORK FOR SAN JOSÉ

IT’S A LONG way from Manhattan’s Upper East Side to downtown San José, but Paul Cascella doesn’t seem to be having any difficulty making the transition.

Cascella, who recently joined the Department of Communicative Disorders and Sciences as a tenured full professor, spent the previous eight years at Hunter College, a campus of the City University of New York. Most recently, he served as chair of the Department of Speech-Language Pathology and Audiology there.

Relaxing outside Sweeney Hall on a warm February afternoon, Cascella reflects on the two colleges as they relate to his research into the communication challenges faced by people with severe disabilities, such as autism spectrum disorders, intellectual disabilities and cerebral palsy.

“The population in California is different for me from a multi-cultural standpoint than the population in New York,” says Cascella, who grew up on Staten Island. “I think this population will be different, and so I’m going to have to think about how it fits within the cultural context here. That’s fun for me. I like thinking about that kind of stuff.”

Most of his research has to do with communication patterns for people who are blind or deaf and blind. His work tends to be therapy-focused, aimed at identifying the most effective assessment methodologies and treatment models.

Recently, he and two colleagues have been studying the use of tangible object symbols by public school teachers in educating people who are both visually impaired and intellectually disabled.

Like many who are drawn to the field of communication disorders, he had a family member who faced challenges communicating. “As a young person, I met any number of speech-language pathologists who I was impressed by,” Cascella says. “I’ve always liked the service element of the discipline, but I also liked that it was rooted in science and research.”

He earned his undergraduate degree at Marquette University and his master’s from SUNY Buffalo. He worked in a variety of clinical settings, including public schools, schools for special needs, a state institution, group homes and private practice before starting his Ph.D. program at the University of Connecticut.

With his doctorate in hand, he joined the faculty of Southern Connecticut University, where he spent 11 years before moving to CUNY. Those educational experiences help explain why he feels at home at San José State. “Honestly, I’ve always liked state schools,” Cascella says. “I like the opportunities that state schools provide students.”

His studies into the nuances of communication inform what he does in the classroom, Cascella says.

“A lot of my teaching is embedded with the same strategies I would use with my clients.”

Working at the intersection of service and education fulfills multiple interests at once, he adds. “I like community engagement,” he says. “I like social justice issues—people who may be devalued because they can’t communicate. It’s not easy stuff. It’s complicated. It’s serious.”



FACULTY & STAFF ACCOMPLISHMENTS

FACULTY RESEARCH

Roberta Ahlquist and Virginia Lea presented “Critical Questions that Disrupt and Transform Oppressive Power Relations in School and Beyond,” at the National Association for Multicultural Education in Tucson, Ariz. (November 2014). At the same conference, Ahlquist also presented “Basic Tenets of Neoliberalism.”

Manny Barbara presented “STEM/STEAM: Endless Possibilities” at the California School Boards Association conference in San Francisco (December 2014). He also created and coordinated the East Side Alliance, a consortium of the East Side Union High School District and seven feeder districts serving 85,000 students. The alliance, which received \$424,000 in private foundation funding for 2014-2015, aims to leverage resources to improve student success.

Rebeca Burciaga and Gerardo R. López published “The Troublesome Legacy of Brown v. Board of Education,” in *Educational Administration Quarterly*, 50(5): 796-811, 2014. Burciaga also presented “The Educational Cultural/Racial Autoethnography: Critical Pedagogy in Educational Leadership” and “A Social Justice Leadership Dilemma: Confronting Low Academic Expectations and the Challenge of College Readiness” at the meeting of the University Council for Education Administration in Washington, D.C. (November 2014). She also presented “When Research is Insufficient: A Pedagogy to Address Deficit Thinking in the Field of Education” to the Department of Education at University of California, Santa Cruz (December 2014) and “Junior Faculty Success: Humanities and Qualitative Methodologies” to the Ford Foundation (2014).

Steve Drouin presented “Arts Integration in History Classrooms” to the California Council for Social Studies in Oakland, Calif. (March 2015).

Brent Duckor, Jonathan Lovell and **Carrie Holmberg** had an article entitled “Rewriting Our Teaching Practices in Our Own Voices” accepted for the July 2015 issue of *English Journal*. Duckor also presented “Supporting Beginning Teachers in Formative Assessment” to the Collaborative for the Council of Chief State School Officers in Austin, Texas (February 2015).

Katya Karathanos and **Dolores D. Mena** published “Exploring the Experiences of Linguistically Diverse College of Education Student Writers” in *Journal of University Teaching & Learning Practice*, 11(3):2014. With Rebekah Sidman-Taveau, she presented, “Effective, Efficient, and Enjoyable Paper Correction in TESOL,” to the California Association of Teachers of English to Speakers of Other Languages in San José (October 2014).

Resa Kelly, Hsiaowei Cristina Chang and **Ellen Metzger** published “A Case Study of Teachers’ Understanding of Sustainability,” in *Advances in Early Childhood and K-12 Education* book series, Michael Urban and David Falvo, eds., 2015. Kelly also published “Using Variation Theory with Metacognition Monitoring to Develop Insights Into How Students Learn from Molecular Visualizations” in *Journal of Chemical Education*, 91(8) (2014): 1152-1161. Kelly presented “Insights Into How Students Learn From Molecular Visualizations” to the Society for Advancement of Hispanics/Chicanos and Native Americans in Science in Los Angeles (October 2014).

Sharmin Khan presented “English as a Global Language: Possibilities, Potentials and Perils,” to the Bangladesh English Language Teachers’ Seventh Conference (sponsored by the British Council and the American Center) in Dhaka, Bangladesh (January 2015).

Michael Kimbarow edited the forthcoming *Cognitive Communication Disorders* (2nd Ed.), (San Diego, Plural Publishing 2016). With Sarah E. Wallace, he published a chapter titled, “Traumatic Brain Injury” in the same volume.

Jason Laker has been selected to receive an American College Personnel Association Standing Committee Advocate Award from the Overall Standing Committees. The award will be presented at the ACPA annual convention in Tampa, Fla.

Judith Lessow-Hurley delivered a speech, “Meeting the Needs of English Learners: Five Big Ideas,” to the Billie J. Askew Reading Recovery and K-6 Literacy Institute at Texas Women’s University in Dallas (November 2014).

Kathryn Lindholm-Leary and Fred Genesee published “Student Outcomes in One-Way and Two-Way Immersion and Indigenous Language Education” in *Journal of Immersion and Content-Based Language Education*, Vol. 2 (2014): 165-180. She presented a keynote address titled, “Ten Things You Should Know about Promoting Success in Two-Way/Dual Language Education” to the 22nd annual National Two-Way Bilingual Immersion Summer Conference in Sacramento, Calif. (June 2014). She presented “Latest Research on Pre-K through Grade 12 English Learner Students in Dual Language Programs” to the San Diego Dual Language Institute in San Diego (April 2014). And she presented “Critical Components of a Successful Dual Language Program” California Association for Bilingual Education in Anaheim, Calif. (April 2014).

Cara Maffini and Joel Wong published “Feelings About Culture Scales: Development, Factor Structure, Reliability, and Validity,” in *Cultural Diversity and Ethnic Minority Psychology* (advance online) (2014). With Wong and Ellen L. Vaughan, she wrote, “Life Transitions and Smoking Among Asian Americans” in the *Asian American Journal of Psychology* (advance online,

2014). Maffini also delivered a presentation on counseling bicultural clients to the California LPCC in San Francisco (October 2014).

Colette Rabin’s article in *Journal of Research in Childhood Education* received an Honorable Mention in the Association for Childhood Education International 2014 Distinguished Education Research Award Program. The award will be officially announced at the Institute for Global Education Diplomacy.

Ferdinand D. Rivera published *Teaching to the Math Common Core Standards: Focus on Grade 5 to Grade 8 and Algebra I*, (New York, Sense Publishers, 2015). He also published an article, “The Distributed Nature of Pattern Generalization” in *PNA* (Vol. 9) 2015, and contributed a chapter titled “Abduction and the Emergence of Necessary Mathematical Knowledge” in *Springer Handbook of Modeling in Science*, L. Magnani and T. Bertolotti (eds.) (New York, Springer, 2015). He presented “Multiplicative Structures in the K-12 Common Core State Standards in Mathematics” and “Supporting Coherent, Rigorous, and Focused Mathematics Teaching and Learning Through the CCSSM,” to the California STEM Symposium in San Diego (September 2014).

Maureen Smith and three other San José State University principal investigators received a \$2.25 million U.S. Department of Education grant for Project Succeed: 2014 Title III Strengthening Institutions. The project aims to strengthen SJSU’s core academic performance in the retention and graduation of freshman and transfer students, provide an academically supportive environment for underrepresented students and improve delivery and integration of academic and co-curricular support services for students to enhance student success and improve retention and graduation rates. The grant runs from Spring 2015 through Spring 2019.

Carol Zepecki presented “Speech and Language Development for Ages 0-6” to advocates for foster children at the Court-Appointed Special Advocates office in Milpitas, Calif. (September 2014).

Roxana Marachi and Dewey Cornell contributed a chapter, “National and State Level Approaches to Youth Suicide and Bullying Prevention,” to *Youth Suicide and Bullying: Challenges and Strategies for Prevention and Intervention* (New York, Oxford University Press, 2015).

FACULTY SERVICE

Roberta Ahlquist is a member of the Stop the Ban Committee, which supports low-income housing and help for the homeless. The ban to prohibit people from sleeping in vehicles was rescinded in November 2014. She also received the 2014 Cesar Chavez Social Justice Award from the American Muslim Voice Foundation (December 2014).

Rebeca Burciaga is a member of the committee for the establishment of the National Alliance for the Study of Latino Leadership Center with the University Council for Educational Administration. She is also a member of the board of directors at Escuela Popular in San José and co-chair of the American Association of Hispanics in Higher Education Multidisciplinary Junior Faculty Fellows Program. With Rita Kohli and Marcos Pizarro, she also co-founded and is co-coordinator of the Institute for Teachers of Color Committed to Racial Justice.

Carol Downs-Taylor sold her Los Altos-based tutoring business, Pacific Learning, in August 2014. She continues to work with students with special needs 16 hours each week.

Brent Duckor serves as an advisory committee member for the College and Career Readiness Evaluation Consortium for the National Council for Community and Education Partnerships, Washington, D.C.

Michael Kimbarow serves on the Committee on Nominations and Elections of the American Speech-Language Hearing Association. He was also appointed to the program committee of the 2015 Clinical Aphasiology Conference, to be held in Monterey, Calif., in June 2015.

Resa Kelly served as secretary and counselor for the American Chemical Society’s Division of Chemical Education. She also attended the society’s Leadership Institute in Dallas (January 2015).

Judith Lessow-Hurley presented to a group of parents and prospective parents at the International School of the Peninsula in Palo Alto, Calif. Her talk was titled “Language Development and Your Child.” She also contributed an entry to the school’s blog emphasizing the value of a bilingual education.

Kathryn Lindholm-Leary presented workshops on establishing partnerships for pre-K-16 dual language education for faculty, school administrators and teachers at East Carolina University in Greenville, N.C. The university is developing rural community partnerships to implement dual language programs.

Noni Mendoza Reis chairs the Cesar Chavez Scholarship committee for the California Faculty Association/California Teachers Association. The committee awards \$40,000 in scholarships to students each year. She is also on the planning committee for the Good Teaching Conference (North and South). She served as the senior editor for the 26th issue of *Educational Leadership and Teaching and Program Development*, the journal of the California Association of Professors of Educational Administration.

Shulman, from page 3

cal researchers and thinkers who will work as principals, program directors, superintendents or even secretaries of education.

Shulman was instrumental in helping revise the doctorate in education nationally to reflect its unique mission and combine a focus on inquiry and research with the practical challenges of working professionals.

“How can you be responsible for the mess you will make if you don’t have the skills to observe and document, measure and analyze the mess you’ve made?” he asked. “Educational leaders have to develop habits of mind and habits of practice that give them the tools to interrogate what seems obvious, to question what seems unquestionable—without being a pain in the ass. You’ve got to learn to be lovable and annoying at the same time. That’s what it means to be a leader, often.”

San José’s program is practicing what Shulman preaches. The new doctorate in educational leadership accepts working professionals in school districts in the region and puts them through a rigorous degree program that uses their real-world experience as a core of its mission.

Arnold Danzig, the program’s director, said he hoped Shulman’s perspective gave the students a better understanding of their mission.

“To have him—a founding thinker in the Ed.D. program—here to articulate what the meaning of an Ed.D. program is gives them the sense that they are participating in an important professional program to enhance their own practice,” Danzig said.

For his part, Shulman closed with a reminder that the students are swimming in deep waters and with an endorsement of the program they chose.

“My message is that you are pioneers engaged in a long-overdue exercise in reinventing the highest degree that universities are capable of offering,” he said. “As pioneers, you’ve also got the responsibility to dignify the degree that you’re earning and the respect that will be accorded in the world around you. You’re in very good hands.” ☞



By Cherie Donahue, Alumni Board Secretary

Hello again, from our corner of Impact. The Connie Lurie College of Education alumni board of directors has been busy, busy.

Our Scholarship Gala Wine Tasting in November raised more than \$1,200. We thank the food committee for the lavish spread, and Marcella McCollum and Marla Lenz for chairing our major fundraiser. Our two scholarship recipients, Gary Ortega and David Calderon, appreciate all the hard work and the \$1,250 scholarships.

The Faculty Grant committee met in February to award grants to Colette Rabin, Maureen Smith, Marcela de Souza, Nancy Markowitz, Grinell Smith, Michael Kimbarow and Lewis Aptekar. SJSU faculty amaze us with their dedication to the students and the university.

Calling young alums! Our board invites recent graduates of the College to learn more about our activities and ways to support the College. Marcella and Robin Love have created a survey to gather information to help create a young alumni network. If you are asked to participate, please do so. For more information, leave a message for us with the College at 408-924-3600. We always want to hear from you.

The board will honor three local educators at the Honored Teacher Reception on May 21, at the One Room School House at History Park San José. The reception hosts new and former honorees who have served our community by educating our children and young adults. Please let us know if you have someone you would like us to honor.

If you have a hankering for a look at San José life in the days of yore, our reception will be held in the front yard of the gem of a schoolhouse in History Park in Kelley Park off Senter Road. Your alumni board has maintained the building and kept it true to the era of the 1890s.

Please, keep us in mind. We would love for you to become a volunteer for the Lurie College of Education and help to promote San José State University.

Connie L. Lurie
College of Education

One Washington Square
San José, CA 95192-0071

Change service requested



TAKE A HAND IN SHAPING THE FUTURE

The students in the Lurie College's inaugural doctorate class have heard their mission described in a number of ways: They are the stewards of the discipline of education. Deep thinkers. Leaders of the future. Your investment in the Lurie College of Education will help us prepare the next generation of inspiring educators. Please consider making an investment in tomorrow's educators by going to sjsu.edu/giving to give to the college's annual fund. If you are considering a planned gift, please email Betty Tseng at betty.tseng@sjsu.edu.

If you would prefer to receive this newsletter in an electronic format, please email your preference along with your name and zip code to pat.cunningham@sjsu.edu. We will replace your paper copy with an e-copy.

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IMPACT

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