Dear friends of the School of Education,

Recently, I found myself thinking about the gift of time. You might be fearful that such musings would lead to requests of you, our gracious alums, but no. Actually, the opposite is the case. As I drove home from our semiannual School of Education (SOE) Advisory Board meeting, I was grinning broadly because I was thinking about how thankful I am to the SOE Advisory Board members who are generous with their time, energy, and ideas.

The School of Education Advisory Board consists of teachers, administrators, county office of education representatives, community members, program faculty, and credential candidates. Many members are also alums of our credential and/or graduate programs. As School of Education Advisory Board members, their role is to provide support, feedback, resources, and guidance to enhance the quality and development of credential and graduate programs. For example, the theme of our last meeting was “Leveraging Our Partnership for Innovative Practices”. The meeting included a report of actions taken since last spring’s meeting when we asked for input about how to best prepare credential candidates for the new Common Core State Standards (CCSS). At this fall’s meeting, we followed up by asking what else they would like to know about the ways in which we prepare candidates for the new standards and what else they might suggest to support our candidates and classroom teachers. Great discussion and ideas ensued.

What I admire about this group of passionate, experienced, and knowledgeable supporters of teacher preparation is their willingness to be of use. They invest their precious time in the future of education and a new generation of teachers. Over time and together, we are learning how to move in a common rhythm as an advisory board and as an educational community.

In the spirit of our collective and continuous improvement, this issue of Education Matters centers on leveraging our partnership between the CSU, Chico School of Education and education in our region. We feature articles about local teachers and former candidates who are now alums. We include practical teaching ideas and tips for best practices in our new column, “Teacher Talk”. We share professional development opportunities for teachers and success stories from our alums.

Thank you for the gift of your time and your friendship. If you have any questions, suggestions, comments, or feedback, please reach us at soefeedback@csuchico.edu. We hope you enjoy this issue of Education Matters.

Sincerely,

Dr. Deborah Summers, Director
School of Education
EVENTS

Feb. 25, 2015
Rick Lavoie Workshop
Acclaimed author and advocate for children with special needs Rick Lavoie will lead a workshop on “The Motivation Breakthrough: 6 Secrets to Turning On the Tuned-Out Child” for credential candidates and educational partners.

March 13, 2015
EdShop
Career workshop for credential candidates. Sponsored by the Career Center. BMU Auditorium.

April 18, 2015
Teacher Hiring Fair
Statewide K–12 personnel meet for recruitment of SOE credential candidates. BMU Auditorium. 9 a.m.–3 p.m.

April 21, 2015
Assistive Technology Workshop
Full day of training on using the latest assistive technology in the classroom to enhance student learning. All credential candidates required to attend. Faculty welcome.

April 22, 2015
Low-Incidence Disabilities Workshop
Caroline Musselwhite, expert in the field of academics and communication for students with low-incidence disabilities, will conduct a workshop for special education teachers and administrators from Northern California.

May 7, 2015
Partners in Education Dinner
An evening of professional development and appreciation for our cooperating teachers.

May 13, 2015
Spring Recognition Ceremony
Held in Laxson Auditorium at 6:30 p.m. Reception immediately following.

For more information, please call 530-898-6421.
The ability to comprehend text is complex. In order to successfully comprehend, students need to be able to fluently recognize phonemes, decode words, access meaning of vocabulary, and access background knowledge. Even when all of those mechanisms function properly, a student may still struggle with reading comprehension because he or she may struggle with the ability to make an inference or make connections within and outside of the text. More importantly, if a student continues to struggle with making inferences while reading by late elementary grades, he or she may lose motivation to read more complex texts in advanced grades and topics.

Recently, it has been determined that not all students who struggle with making inferences struggle in the same way. Some students summarize too much when reading, whereas other make too many connections to their personal background knowledge. Both summarizing and making connections to background knowledge are important, but if done in excess, those processes can inhibit understanding of the full text.

The difficulty of differentiating instruction for these students lies in identification. Identifying these various cognitive processes in students (i.e., summarizing, making connections) can be difficult and time consuming. In recognition of the need to identify students who struggle with comprehension in different ways, SOE faculty member Ben Seipel, in conjunction with his colleagues at the University of Oregon (Gina Biancarosa and Sarah Carlson) and at the University of Minnesota (Mark Davison), was awarded a three-year, $1.6 million grant from the Institute of Education Sciences through the U.S. Department of Education to further develop and refine a test to identify these processes in students. The test that he and his colleagues are refining is MOCCA (Multiple-Choice, Online, Cloze, Comprehension Assessment). MOCCA will eventually be available to classroom teachers to quickly administer to students, identify issues in comprehension, and lead to interventions. Currently, many third-, fourth-, and fifth-grade classrooms in Chico and the Eugene, Oregon area, have been invited to participate in the reading study to improve the assessment. If you have any questions about the grant, study, or MOCCA assessment, please contact Ben Seipel at bseipel@mail.csuchico.edu.
On September 3, 2014, the School of Education hosted the third annual Cooperating Teacher Workshop and dinner. The theme for the evening was “Innovations in Teacher Preparation,” and over 70 participants discussed innovations of Co-Teaching as a model for student teaching and innovations in Common Core State Standards, including reflective practices. Co-Teaching is defined as “two teachers working together with groups of students and sharing the planning, organization, delivery, and assessment of instruction and physical space” (St. Cloud University, Teacher Quality Enhancement).

The workshop included a viewing of a Co-Teaching video created by our Rural Teacher Residency program, which has been implementing Co-Teaching for over four years. The video provided examples of what Co-Teaching looks like in the classroom: http://bit.ly/1rvA60U. Additionally, a panel of Co-Teaching mentors shared experiences in the Co-Teaching model of student teaching. The panel included Rina Gonzalez (Hamilton High School), Chris Persson (Chico High School), and Cristi Tellechea (Oroville High School).

Participants also explored what innovation looks like in a Common Core classroom while meeting the needs of diverse learners. They shared their own innovative practices and brainstormed further innovations. Finally, the participants practiced using Webb’s Depth of Knowledge to create deeply reflective questions that one could ask a teacher candidate after a lesson.

“This has been a great evening. I love the passion everyone in this room has for teaching. Everything is going great for my student teacher and I love this opportunity to help her develop into a great teacher,” one cooperating teacher remarked after the event. Others appreciated “… the opportunity to network,” “the opportunity to share and listen to the best practices from such a smart diverse group of teachers,” and the “great strategies for communicating with student teachers.”

Thank you to all who attended and engaged in discussions that will help inform and strengthen our partnership. If you are a cooperating teacher or site administrator who has not been able to attend one of our workshops, we hope you will come to future events to help strengthen our efforts in preparing candidates to be effective, reflective, and engaged teachers and future colleagues.
Gravity Stick: An Exercise in Teamwork

As part of the 2014 Rural Teacher Residency Mentor-Resident Workshop that took place July 29–31, mentors and residents practiced an exercise in teamwork called Gravity Stick. According to Ann Schulte, director of the Rural Teacher Residency program, “the workshop was carefully planned to provide information that helps the mentors and residents develop a strong, collaborative professional relationship that will benefit their students and schools.”

The Gravity Stick exercise involves a long, thin stick (or tent pole) and a group of people. Half of the group is on one side of the stick and the other half is on the other side. Each person puts their index fingers out with their palms facing downward. The stick rests on top of their index fingers. All participants must be in contact with the stick at all times. The object is to lower the stick to the ground. Due to the need to stay in contact with the stick, the natural tendency is to push up on the stick, making the stick go up, not down. Hence the name “Gravity Stick.”

“It was my hope to use the Gravity Stick exercise with the resident teachers to demonstrate how difficult it can be to work with a team, and how necessary communication is to the success of the team,” reflects the facilitator, Carol Brown, principal of Golden Hills Elementary School. However, when she learned that the residents had already performed this activity in one of their classes, she quickly changed it up in the true spirit of collaboration.

“I decided to have the mentor teachers perform the activity while the ‘experienced’ residents watched and encouraged the mentors,” she said. “I felt the exercise was a reminder to the mentors that all participants of a group are equally important and need to have an equal voice. It was really fun to watch the mentors struggle while the residents watched on as the experts!”

Problem-Based Learning With Common Core

By Ann Schulte

Many teachers have begun implementing Common Core State Standards (CCSS) in their classrooms. Changing and adapting curriculum can be challenging, but Thom Markham, in his educational blog The Whole Child, suggests teachers can use problem-based learning to effectively implement the new standards. Markham describes “six moving parts” that will need to be implemented simultaneously to get the best results. He says that when aligned, “these practices act synergistically to activate a student’s desire to learn, support growth over time, invite deeper engagement, and stimulate the reflective and critical faculties—often in a team-based, collective environment—that lead to superior solutions and analysis.”

1. Moving from instruction to inquiry – with the CCSS, the curriculum begins more with questions, and teachers will need to know how to teach problem-solving processes in different disciplines.
2. Balancing knowledge and skills – the CCSS shift the focus on mostly knowing, to a balance of knowing and demonstrating.
3. Going deep – problem-based learning allows deeper study of a few ideas rather than a cursory knowledge of more.
4. Teaching teamwork – collaboration and teamwork are two skills expected of the CCSS.
5. Establishing a culture of inquiry – teaching students to be more self-directed will assist teachers in helping them to learn processes of inquiry.
6. Blending coaching with teaching – transitioning from a “sage on the stage” to a “guide by the side” will be critical in promoting collaborative skills designated in the CCSS.

http://www.wholechileducation.org/blog/project-based-learning-and-common-core-standards
Esther Lilliam Larocco Bilingual Student Teacher Scholarship Established

By Charles Zartman and Sarah Fry

Esther Lilliam Larocco’s entire professional career has been dedicated to ensuring that bilingual student teachers receive the best possible educational opportunities. In honor of this, the Esther Lilliam Larocco Bilingual Student Teacher Scholarship has been established to offer financial support for students enrolled in the CSU, Chico Bilingual/Cross-cultural Professional Preparation Program who have made a similar commitment.

Larocco arrived with her brother in New York from their home in Cuba in 1961. Her parents and two other siblings followed five years later. The family settled in New Jersey. She began her school experience in the United States fluent only in Spanish. Through diligence, dedication, perseverance, and industriousness, she began a path of personal, academic, and professional success.

After high school graduation, Larocco enrolled as an undergraduate student at Montclair State University. As part of an exchange program, she traveled across the country to take one year of courses at CSU, Chico. She remained in Chico to receive her degree and teaching credential. After teaching for the Hilmar USD, she returned to Chico as the district’s first bilingual teacher, developing over time with district officials the two-way immersion program that exists today.

Larocco began service at CSU, Chico as a part-time lecturer in January of 1984. She earned an MA from CSU, Chico and a PhD from UC Davis. She recently retired from the University as coordinator of the Liberal Studies Program and professor in the School of Education. She served as the multiple subject coordinator for the bilingual program for over 20 years. After 30 years of teaching, Larocco has decided to enter the Faculty Early Retirement Program. She will continue to serve, in a half-time capacity, as the coordinator of the Liberal Studies Program.

This scholarship has been established to honor the work and contributions that Larocco has made and to honor and assist student teachers who may face similar challenges in their lives. We hope to endow this scholarship in perpetuity and raise $25,000 to reach our goal of awarding at least one $1,000 scholarship each year.

Teacher Candidate Assistance Fund

By Lynne Bercaw

A year ago, we initiated the School of Education Teacher Candidate Assistance Fund (TCAF) to help teacher candidates who were in need of urgent financial help. The fund began three years ago, after we spoke with a student who had to take a leave of absence from her credential program for financial reasons. Being in a credential program makes it nearly impossible to hold a job as candidates already work all day student teaching, Monday through Friday, with many classes held at night and on the weekends.

TCAF funds have helped students with everything from taking the several standardized tests required by the state (by the time they earn their credential, candidates will have spent approximately $1,000 on standardized tests) to helping with basic living needs such as food and rent. To maintain a spirit of community, we ask recipients of the TCAF funds to eventually “pay it forward” when they are able to and give back to the TCAF to help students who come after them. Thanks to the generous donations from alumni, faculty, staff, and friends of the School of Education, we have been able to help over 20 candidates from each of our credential programs, with support totaling over $6,000. One candidate wrote the following:

“I would like to express my deep appreciation for the support provided by the School of Education Teacher Candidate Assistance Fund. I come from a single-parent, low-income family and my pursuits of higher education have been a challenging experience … Thanks to the TCAF, I can now afford to pay for basic living costs such as rent, utilities, and food. I have had an incredibly encouraging experience thanks to the help of faculty and those who support the CSU, Chico School of Education.”

Ways to Give

Support student teachers in the Bilingual/Cross-cultural Professional Program by making your gift today.

Please mail checks to:

Chico State Fund
Esther Larocco Scholarship-0999
CSU, Chico
400 W. First Street
Chico, CA 95929-0999

Or online at http://bit.ly/1FMinNE
On the gift page under “department or program,” select School of Education/Liberal Studies and type “Esther Larocco Scholarship #17053.”

Ways to Contribute:

Online: http://tinyurl.com/Chico-gift
Choose “College of Communication & Education” followed by “Designation: 17027.”

By check—Please make payable to:
University Foundation, CSU, Chico Account 17027
Send to:
Chico State Fund—0999
400 W. First Street
Chico, CA 95928-9924

Esther Larocco receiving the TCAF donation made on her behalf by SOE faculty in honor of her years of service.
Lightning has struck twice at CSU, Chico, bringing a storm of activity and a rainbow of new opportunities for teacher candidates and regional schools, teachers, and students. In late September, the U.S. Department of Education announced that CSU, Chico had been awarded a five-year, multimillion-dollar Teacher Quality Partnership (TQP) Grant for the PRISMS Project, the second TQP Grant to be awarded to the university and one of only 24 such grants awarded nationwide.

The PRISMS Project (Promoting Rural Improvement in Secondary Mathematics and Science) responds to the national call to increase the number of Americans pursuing science, technology, engineering, and mathematics (STEM) career fields through the national 100Kin10 Initiative designed to provide 100,000 excellent STEM teachers by 2021, while providing support to the tens of thousands already in schools. To address this call, the PRISMS Project aims to (1) increase the pool of well-qualified teachers in mathematics, science, English, and special education for our rural schools; (2) support prospective and in-service teachers in effectively implementing the Common Core and Next Generation Science Standards; (3) promote improvement and equity in student achievement, particularly in math and science; (4) increase the number and diversity of college-bound students in the north state region; and (5) promote greater interest among those students in pursuing STEM-related majors.

“It is especially gratifying to be awarded this grant to advance the work of rural schools, whose critical role and challenges are often overshadowed by their urban counterparts,” said education professor and project director Maggie Payne. “We have assembled an outstanding coalition of university, K–12 and community college partners who will guide the development of a new generation of teachers who are more diverse and better prepared than ever to support rural student achievement, particularly in STEM-related studies.”

In addition to providing a variety of professional development opportunities to teachers in our partner districts to support implementation of the new standards and student success, the PRISMS Project will include two innovative programs: the Next Generation Mathematics Teachers (NGMT) Program and the Residency in Secondary Education (RiSE) Program.
Next Generation Mathematics Teachers (NGMT)

The shortage of excellent math teachers in California is a critical problem, not only because mathematics is an important field in its own right, but because the knowledge of mathematics is foundational to all fields related to science, technology, and engineering as well. Historically, the state has relied on teachers with alternative credentials and authorizations to fill the void. The implementation of the new Common Core State Standards for mathematics raises concerns, however, about whether these teachers have the depth of knowledge and pedagogy in math to effectively support students in achieving these new standards.

NGMT, a four-year program blending a BA in mathematics with a Foundational Level Mathematics credential, is a bold, new approach to the preparation of math teachers based on a strong collaboration between the Department of Mathematics and Statistics, the School of Education, and K–12 partner schools. This program will bring together some traditional mathematics courses with a series of new mathematics courses and school-based field experiences specifically designed for math teachers to allow candidates to experience the natural connection between the learning of mathematics and the teaching of mathematics. NGMT candidates will also find strong support systems built into the program through seminars, teamwork with student and faculty mentors and field experience cohorts.

“The coursework of our full credential program is modified for NGMT to enable students to have a greater focus on the mathematics of grades 6–10,” said NGMT program director Mary Elizabeth Matthews. “The new coursework for NGMT will develop a teacher candidate’s mathematical maturity while giving them greater depth of knowledge of the mathematics they will teach.”

We encourage anyone with strong interests in math and in teaching to visit the NGMT webpage at www.csuchico.edu/cmse/ngmt (or scan the QR Code) for more information about the program.

Residency in Secondary Education (RiSE)

RiSE is a post-baccalaureate teaching residency program leading to a secondary credential in math, science, English language arts, or special education and a master’s degree. This university- and district-based teacher education program pairs master’s-level education content and classroom-based action research with a rigorous full-year, full-time classroom practicum and is designed to meet the specific needs of rural middle and high schools. Due to the intensity and full-time requirements of this program, stipends are available to the teacher residents to assist them financially.

Our prior experience with the Rural Teacher Residency (RTR) Program in elementary and special education and the Math and Science Co-Teaching (MASCOT) in secondary education have shown that a residency built on a co-teaching model provides significant benefits for the preparation of the residents as teachers and for the academic success of the students in their residency classrooms.

“RiSE teacher residents will need to be prepared to work hard and long in their residency year,” said RiSE director Jennifer Oloff-Lewis, “but they will find the experience fulfilling and, having completed a full year of intensive and collaborative planning and teaching, will emerge as excellent teachers who are steeped in their subject matter, ready to support student success, prepared to effectively implement the new standards, and highly sought after.”

You can learn more about the RiSE Program, including how to apply, and hear what previous mentor teachers and residents have to say about their experiences by visiting http://www.csuchico.edu/soe/riise/ (or by scanning the QR Code).
I am one of many education professors who teach EDTE 302: Access and Equity in Education, a prerequisite course for credential programs in the School of Education. EDTE 302 asks teaching candidates to consider how public schools, and the many educational contexts beyond them, play a central role in shaping and organizing access and equity in society. Candidates identify, analyze, and work to minimize both personal and institutional bias and explore the complexities of living and teaching in a pluralistic, multicultural society.

As a closing exercise on the last day of class, we engage in an activity termed “web of interconnectedness” as a way of reminding ourselves about our commitments to one another, the complexities of living and teaching in a pluralistic, multicultural society, and the promotion of social justice. Here’s how we did it: Take a big ball of string. Everyone stands in a circle. One person takes the ball and speaks. Each student shares one takeaway/commitment from class as future teachers for social justice. While holding onto the string, they toss the spool to someone else, who then takes a turn. You keep going until the web builds, with the instructor sharing last. We then discussed the significance of the web and our commitments to each other and our students. A powerful way to close class—enjoy!

By Maris Thompson
Critical Perspectives in Education: Rooted in Place

This poem was submitted as part of an assignment to write a “where I’m from poem” based in a place that has particular meaning for the student and contributed to a discussion of how place shapes frame of reference in Ann Schulte’s Critical Perspectives in Education course for the fifth cohort of the Rural Teacher Residency (RTR).

Northern California

I am part Blackberry bush. As I creep along the banks of the creek.
Snaking through the Alders and Sycamores.
All I need to be happy is a hot day and a Riparian environment.
I am part river otter and Santa Barbara Sedge.
Home is where the Manzanita grows. The white or green leaf variety.
When I hike alone, I chant to myself the native as I see them; Yerba Santa,
Toyon, Valley Oak, California Poppy, Basalt, Turkey Vulture, Poison Oak.
And as the dusty wind blows through the grass,
the summer truly sings in my heart,
I count myself in that list.
- Elisabeth Johnson

“The inspiration for the poem was from a memorial plaque in the Gateway Science Museum dedicated to James W. Cornyn. Cornyn was an avid outdoorsman and his poem depicts a sense of place in the Sierra Nevada mountain range. After reading his poem many times while employed at the Gateway Science Museum, his story became part of my story.”

Elisabeth Johnson
RTR Cohort 5
A Passion for Bilingualism

Adriana Ruiz and Alfredo Oropeza graduated from the Bilingual Single Subject Pathway in 2013. They currently teach at Kennedy Middle School in Redwood City, California, in a Spanish immersion program. Adriana teaches sixth grade social studies and science in Spanish and Alfredo teaches seventh grade social studies and science in Spanish. They are both in their second year of teaching at Kennedy.

What do you enjoy about teaching?

One of the best parts about teaching in a middle school with a Spanish immersion program is seeing the influence that we have over the entire school. The students in our classroom are bilingual and are proud of that. However, one of the most rewarding parts of our job is when we are approached by students who had the potential to become bilingual but didn’t because through their elementary school experiences, their native language and culture were never accepted. These students approach us and tell us they want to be in our classes, and they want to learn Spanish. This is rewarding to us, not because they want to be in our classes, but because for the first time in their school lives, they are proud of their language and culture. For us to have such an impact on these students was something that we never expected.

Do you have any advice for current credential candidates and new teachers?

My advice for current credential candidates is to take advantage of all of the classes provided in the credential program and not take anything for granted. You never know where or what you will end up teaching. For example, we always thought that we would become high school Spanish teachers but we are far from that and we love it! Our advice for new teachers would be to, first, accept that you will never be caught up with your work because there is always something to do. Most importantly, you must build relationships with your students because those relationships are what will determine your success.

What lessons have you learned?

The most important lesson we learned that we keep in mind daily is that we must know our students’ backgrounds, interests, and prior knowledge before we can even begin to teach them. When you build relationships with students, you are able to engage them through relevant lessons. You are able to challenge students based on their individual needs. Furthermore, when students know that you care about them, they are more willing to take risks when it comes to their learning.
Kaitly Hutto and Christie Allen, two recently graduated CSU, Chico alumni, met as freshmen in the Integrated Teacher Education Core (ITEC) program and have been friends ever since. As students, they would daydream as they walked to class about how wonderful it would be to frolic around the world together and teach. Little did they know, this dream would come true this past July, when they landed in Guangzhou, China. Together, they have been living and teaching in a Chinese school for the past three months. They agreed to share their thoughts with us about this exciting adventure.

How is your experience similar and different from teaching in Chico?

During our first entire school meeting before the term started, we witnessed a very Chinese school meeting. Everyone was seated at the staff table, note pads and pens at the ready, and when the principal started speaking everyone started scribbling notes. When the foreign staff stopped to ask questions, we received funny stares. As individuals who work underneath the principal, it is not our place to ask questions. We’re all used to working in cooperative environments, where everyone’s voice is important. In a Chinese school, the administration tells the principal what they want and the principal tells the teachers what to do and that is the end of the story.

What lessons have you learned?

Working at our current school has offered us a fresh view of the school system. We have been hired to teach Chinese children with a foreign perspective. In China, children are not allowed to attend international schools and are therefore not allowed to receive an international education. The founders of our school wanted to offer Chinese citizens the opportunity to receive a Western education. Our school is now in its second year and is still going through growing pains. Because the Chinese people who run the school have not themselves had a Western education, it is our job with the rest of the foreign staff to bring that aspect to the school. This, however, can often bring along some culture clashes and starkly contrasts the differences and similarities between a Chinese and American education.

What do you enjoy about the job?

One of the nice aspects of working at our school is the difference with teacher-student relationships. Our students are so young that they need tons of hugs and kisses. When we first arrived, we were a bit standoffish towards the students, because we were used to working in schools where a certain degree of distance between the teacher and the students is prudent. Here, however, the teacher is expected to make the children love them and we are allowed to hold and hug and play with our students at every turn of the day. Unknowingly, every culture pours their own ideals into their children and being able to observe the Chinese culture from this perspective has been the most effective and rewarding learning experience. Teaching abroad in a culture that is completely different from our own is an experience that has changed our world perspective, and with the good and the bad, that we know we will cherish for the rest of our lives.
**MA Students Serving Others in the Peace Corps**

By Cris Guenter

The MA in education offers a Peace Corps Advising Pattern for those educators seeking to combine work in curriculum and instruction with Peace Corps service. Graduate students who have been admitted to this advising pattern apply to the Peace Corps at the beginning of their first semester. They complete one year of course work (seven courses) and then depart for 27 months to their assigned location with the Peace Corps. While there, they keep educational journals focused on their service and targeted education experiences and participate in discussions that will help anchor their culminating activities for their master’s degrees in education. Upon their return they have three remaining courses, including a capstone Peace Corps course that connects them with the CSU Chico service area to share what they have learned.

Currently, we have two educators in this advising pattern. Karen O’Grady and Daniel Park are both in year two of their Peace Corps service. Karen is serving as a teacher in Cambodia, specifically in Salalek Pram. It is located in the Kampong Chhnang Province, 60 kilometers north of Phnom Penh. Daniel is serving as a teacher in Satowan, a remote island in Micronesia. Daniel has produced a YouTube clip that provides a short overview of what it looks like on the island and what he does. It can be viewed at [http://bit.ly/1tTPu8](http://bit.ly/1tTPu8).

Both educators will be returning to CSU, Chico during the 2015–2016 academic year to complete their master’s degrees. If you are interested in earning the MA in education with two years of service in the Peace Corps, visit [http://www.csuchico.edu/graduatestudies/program/peacecorps.shtml](http://www.csuchico.edu/graduatestudies/program/peacecorps.shtml).
On October 10 and 11, the School of Education, the College of Communication and Education, and Undergraduate Education sponsored two free sessions in Colusa Hall by artist, author, and presenter Simón Silva to kick off the 2014 Chico Experience Week. This effort also coincided with National Hispanic Heritage Month.

On Friday evening, Silva led a campus and community presentation on his life, his lessons learned, and his art. He made direct and personal connections to our 2014 Book in Common, *The Distance Between Us* by Reyna Grande. Students, faculty, and community members were in attendance. On Saturday morning, local teachers, student teachers, students in our campus Mini Corps program, and others gathered for an education workshop centered on the creative process. From cardboard boxes to crayons to Play-Doh, the participants were able to explore processes for generating creative thinking in their own classrooms and settings. Silva did a book signing afterward for two of his books, *Cultivate a Creative Mind* and *Small Town Browny*.

**Student teachers getting creative at the October 11 education workshop.**

**Kids of all ages participated and shared their creative endeavors!**

**Simón Silva speaks about growing up as a child migrant worker in California**

**Chico State MEChA students having a great time with Simón Silva after the Friday, October 10, presentation.**

**CME Dean Angela Trethewey, Simón Silva, and School of Education Director Deborah Summers**
If you would like to make a secure, online gift to the School of Education Teacher Candidate Assistance Fund, go to http://tinyurl.com/Chico-gift and choose ‘College of Communication and Education’ followed by ‘Designation:17027.’

To update your contact or employment information, please go to www.csuchico.edu/cme/alumni/stayConnected.shtml.

CSU, Chico is seeking education professionals to be trained as PACT scorers for all areas, with immediate need in the following single-subject areas: math, world languages, music, and physical education.

If interested in becoming a scorer, please contact Roy Dunlap at radunlap@csuchico.edu for more information and an application.