Dear friends of the School of Education,

Spring is a time of hope. New growth appears on plants and trees that appeared dead in winter. With sunlight and rain, brown grass turns shades of impossibly brilliant green. The longer days of light signal more time and mark possibilities. The effect is reinvigorating and energizing, much like the effect of the kinds of professional development highlighted in this issue that send messages of hope for educators.

We all need to feel hopeful. I think that’s why professional development opportunities, such as Dr. Yvette Jackson’s workshop on March 12, described in this issue, resonated with the more than 200 teachers, administrators, credential students, and international teachers in attendance. It’s also the reason that Dr. Carolyn Musselwhite’s workshop on using assistive technology to meet the needs of all learners, also featured in this issue, was welcomed by our educational community.

As educators, we also feel hope when we discover stories of the resilience of our students and student teachers. For instance, as you read “Jessica Lee’s Story” or “Packing Hope,” I believe that you will join me in applauding the efforts of a few to change the circumstances of others. Similarly, in reading testimonials from recipients of the Teacher Candidate Assistance Fund, you’ll experience feeling the revitalization of our profession and an appreciation for the resiliency of teachers.

This issue of Education Matters, appropriately themed Teacher Resilience, describes the necessary and transformational kinds of professional development that are needed to cultivate resilience to combat the variety of stresses faced by teachers in the workplace. As Albert Bandura says, “People who believe they have the power to exercise some measure of control over their lives are healthier, more effective and more successful than those who lack faith in their ability to effect changes in their lives.” With your generous support and donations we “are gifting” all education professionals with rejuvenation and agency.

Making or renewing a gift to the School of Education is only a click away. Simply go to the College of Communication and Education web page at http://www.csuchico.edu/cme/ and click on “Give to CME”.

Thank you for the gift of your time and your friendship. We hope you enjoy this issue of Education Matters.

Sincerely,

Dr. Deborah Summers, Director
School of Education

http://www.csuchico.edu/cme/
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Introducing the New Dean of the College of Communication and Education

ANGELA TRETHEWEY

The School of Education is pleased to welcome Angela Trethewey (PhD, Purdue University, 1994) as the dean of the College of Communication and Education at California State University, Chico. Trethewey’s interest in communication, specifically narrative, and its impact on our professional and personal lives began at Chico State where she earned both her bachelor’s and master’s degrees. Her research adopts a critical perspective to explore the relationships among discourses, power, and identity and has been published in flagship journals in communication, including the *Journal of Applied Communication Research*, *Communication Monographs*, and *Management Communication Quarterly*. She is co-author of *Organizational Communication: Balancing Creativity and Constraint*, 7th ed. (Bedford/St. Martin’s, 2014). Trethewey’s background and research interests are a perfect match with the School of Education. We welcome her to the CSU, Chico School of Education.

Tal Slemrod

Tal Slemrod is very excited to be joining our faculty after completing his PhD from the University of Washington. His research focuses on identifying effective educational interventions and supports for adolescents and young adults with disabilities. Specifically, he is working with schools to find effective strategies for increasing access to general curriculum in the STEM subjects for middle and high school students with mild and moderate disabilities. A complementary research interest is encompassing assistive technology to increase the academic success and engagement of students with disabilities.

Denise Whitford

Denise Whitford is originally from Southern California and has a background in psychology, social work, and special education. She recently completed her PhD in special education with an emphasis in emotional and behavioral disorders and a minor in educational psychology from the University of Arizona. Her research focus is on discipline disproportionality. Her most recent research has been centered on the office disciplinary referral characteristics of American Indian students. She is a member of the Council for Exceptional Children Student Committee and the secretary of the California Subdivision of the Council for Children with Behavioral Disorders.

Maria Rodriguez-Larrain

Maria Rodriguez-Larrain joined the School of Education in March 2014 as the new field placement coordinator. She mostly grew up in the Bay Area and graduated from UC Santa Cruz with a BA in politics and Latin American and Latino studies. Her graduate work focused on online teaching and learning at CSU, East Bay and ethnic studies at San Francisco State. She brings over 10 years’ experience working with Northern California and Washington State schools managing educational programs and delivering professional development on topics including standardized testing, curriculum, and student information systems. She is passionate about supporting students and improving education in public schools.

Michael Gonsalves

Michael Gonsalves joined the School of Education in November 2013 as the new administrative support coordinator. He grew up in Massachusetts and lived there for most of his life. He earned a Bachelor of Science in music and sound recording from the University of New Haven. Before moving to Chico, he worked at Lesley University for over six years. All of his post-college work experience has been in higher education—from front desk support to managing offices at the college or department level. Outside of work he is a board member of the Chico Running Club, and he is taking computer science courses at CSU, Chico. He hopes to earn his Masters of Science in computer science from CSU, Chico.
Chungcheongbuk Province Governor of Education Lee Kee Yong visited Chico on Dec. 3, 2013, to celebrate the 25th anniversary of the Chico Family Program (video link below). He had a full itinerary for the day that included three primary events.

He first met with the mayor of Chico, Scott Gruendl, who presented Governor Lee with a “Key to the City” in honor of the more than 900 Chungcheongbuk teachers and 100 students from Konkuk University’s GLOCAL campus who have made the trip to Chico to participate in the one-month program.

CSU, Chico President Paul Zingg pictured below) then greeted the governor on campus and expressed directly the meaning of the 25-year program to a campus community that strongly values internationalization efforts.

The governor concluded the day at a gathering held at a local restaurant, where he conveyed personal thanks to the families who have hosted the teachers.

Dr. Charles Zartman, director of the Center for Bilingual/Multicultural Studies and professor in the School of Education, has been involved with the program since its inception in 1988 and hosted Governor Lee throughout the visit. The Chico Family Program continues to move forward as the 26th group of teachers participated in the program from Jan. 5 through Jan. 31, 2014. The sixth group of Konkuk University students took part in the program from Jan. 27 through Feb. 25.

President Paul Zingg, Provost Belle Wei, and university personnel meet with Governor Lee Kee Yong.
The fifth annual Assistive Technology Workshop, hosted by the School of Education and held this past February, was designed to help teacher candidates learn how to support all students through the effective use of assistive technology. Throughout the day hundreds of teacher candidates across credential programs, as well as dozens of students from speech language pathology and school psychology programs, formed interdisciplinary teams. During the morning sessions, specialists in the field presented ways to infuse assistive technology into the classroom. In the afternoon, candidates applied these understandings to case studies of struggling learners. The day was imparted with collaborative activities in order to help our teacher candidates learn how to integrate assistive technology into their everyday practice.

The keynote speaker was internationally renowned assistive technology specialist Dr. Caroline Musselwhite. Local presenters included Dr. Shelley Von Berg, Associate Professor and Clinic Director of Communication Sciences and Disorders at CSU, Chico; Jeremy Olguin, Alternative Media/Assistive Technology Coordinator for the Accessibility Resource Center, CSU, Chico; Maria Sudduth, Dr. Mary Soto and Dr. Talya Kemper, faculty from the School of Education; and Glenda Anderson, assistive technology consultant from the Butte County Office of Education.

We are proud as a university to be able to bring additional expertise to the region and provide to our district partners the opportunity to participate in professional development opportunities that are at the forefront of educational technology and evidence-based practices in the field of special education. We are thrilled to continue this collaborative work across programs and departments in years to come and watch this day grow and evolve with the School of Education’s mission and vision. The day was cosponsored by the Northern California Collaboration for Low Incidence Personnel Preparation (NorCal CLIPP) grant and the School of Education.

Creating Opportunities for HMONG IMMERSION CLASSROOM EXPERIENCES

Maria Sudduth

In the fall 2013 semester, Chia Yang was researching Hmong culture and literacy for her “EDTE 673 Literacy for English Learners” course. She was curious to see if there were any successful Hmong Immersion schools in our area. She decided to go on a field trip to visit Susan B. Anthony Hmong Immersion School in Sacramento.

At the school, Yang was inspired by children learning to read and write in Hmong. As she presented her PowerPoint on Hmong Immersion, it was clear that Yang had found her passion. She could see herself teaching at Susan B. Anthony School for her Phase II field experience.

Her supervisor, Maria Sudduth, thought this would be a wonderful learning experience and petitioned for Yang’s placement at the Hmong Immersion school, with the full support of SOE Director, Dr. Summers. The school’s principal welcomed Yang as a student teacher for the spring 2014 semester.

Yang is thriving in her first grade classroom with cooperating teacher Mai Her. When Yang completes her credential year, she plans to take the requisite California testing to be awarded the addition of a bilingual authorization to her Multiple Subject Credential.

The school was recently highlighted in the Sacramento Bee. The classroom pictured in the article is Ms. Her’s first grade classroom, in which Yang is completing her Phase II experience. We see a bright future for Ms. Yang!

Sacramento Bee article available at http://tiny.cc/gf48ex

Assistive Technology Workshop Expands in Its Fifth Year!

Dr. Talya Kemper

The fifth annual Assistive Technology Workshop, hosted by the School of Education and held this past February, was designed to help teacher candidates learn how to support all students through the effective use of assistive technology. Throughout the day hundreds of teacher candidates across credential programs, as well as dozens of students from speech language pathology and school psychology programs, formed interdisciplinary teams. During the morning sessions, specialists in the field presented ways to infuse assistive technology into the classroom. In the afternoon, candidates applied these understandings to case studies of struggling learners. The day was imparted with collaborative activities in order to help our teacher candidates learn how to integrate assistive technology into their everyday practice.

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Two years ago, I spoke with a student who wanted to return to Chico State to finish her credential. Five years prior, she had to take a leave from her program for financial reasons. Since then, she has worked two jobs to save enough money so that she could return and finish her credential. This is just one of many stories we hear from our teacher candidates.

Two often, outstanding teacher education students face financial difficulty, which delays or even stops their progress toward earning their credentials. In addition to the expected costs of tuition, books, and living expenses, teacher candidates incur costs specific to becoming a teacher. Given our service area, candidates might have to travel to school sites 30–45 minutes away, greatly affecting their fuel costs. For every student, standardized tests required by the state of California total over $1,000.

Because of this pressing need, the School of Education has established an assistance fund called the School of Education Teacher Candidate Assistance Fund (TCAF). This fund assists education students who are experiencing urgent financial needs. 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.

The Teacher Candidate Assistance Fund is made possible by donations from faculty, staff, and friends of the School of Education at Chico State. As of March 2014, we have given over $4,000 to 12 candidates from five different credential pathways. One candidate wrote:

“Thank you for your generous support of my academic goals through your scholarship. This scholarship will help me to achieve my teaching credential. I plan to be teaching high school science in August of 2014. I am a single mother and a disabled veteran. I could not possibly afford to finish my credential without the help of outside scholarships. I have worked hard to keep my head above water in order to finish my credential, but there is no way to work during the credential since I am there full time and have classes at night. Any scholarship is cherished and put to use paying for books, childcare, gas, and school supplies. I am grateful for the opportunity to have a new career teaching. I hope that I will be able to have an impact on students’ lives that will better our society as a whole.”

Another candidate shared:

“This fund is helping me in difficult time in my life where money is tight and with the help of the School of Education I can afford my rent and gas money which is helping relieve stress.”
On March 12, 2014, the School of Education and the Rural Teacher Residency program sponsored a day of regional professional development for our school district partners and teacher candidates. The speaker for this event was Dr. Yvette Jackson, former director of gifted education for New York City public schools. Currently, Dr. Jackson is the author of *The Pedagogy of Confidence* and is the chief executive officer of the National Urban Alliance for Effective Education. She often speaks to both national and international audiences about bringing a more strengths-based curriculum to the most underserved student populations in our schools.

This event was attended by over 200 people, including administrators and teachers from the Chico Unified School District, the Palermo Union School District, the Marysville Joint Unified School District, the Orland Unified School District, the Cascade School District, the Oroville School District, and the Redwood City School district, among others. Also in attendance was a group of 18 international teachers representing 16 different countries who shared the educational experiences of students in those countries. Finally, pre-service teachers from across all programs in the School of Education participated in the day. This dynamic group, representing a variety of perspectives on education, engaged in lively dialogue about how to best meet the needs of both the high-need students in our region and the teachers who serve those children.

Dr. Jackson’s presentation, titled "High Operational Practices: Helping Underserved Students to Thrive," outlined the mindsets, approaches, and strategies that achieve the best results in high poverty schools. Dr. Jackson advocates for a curriculum focused on the development of critical thinking skills, culturally relevant pedagogy, and hands-on learning for all students. She believes these strategies, when paired with strong teacher-student relationships and high expectations, will help educators to develop the giftedness in each of our children. Dr. Jackson synthesizes research from a variety of fields, with a particular emphasis on the neuroscience research,
to provide support for her ideas. Dr. Rebecca Justeson and Professor Maria Sudduth from the School of Education are partnering with Dr. Jackson to think about how teachers can be supported in maintaining their passion and resilience when working with underserved populations. Teachers are critically important to the success of high-need student populations, yet often focus is placed exclusively on programs or curriculum and not on the role of the teacher. The hope is that through collaboration and ongoing professional development we can think more deeply about supporting teachers in the work they do with underserved students.

Participants in this event provided written feedback on the day to convey what resonated most with them. One teacher shared, “I’ve realized that ALL my students are gifted, so my job is to determine how to appeal to their strengths in my instruction.” Another commented, “The teacher-student relationship is reciprocal, and I now realize that the belief I hold about my students will determine how invested they become in the learning program I have to offer.” Another teacher shared that they “hunger for continued conversation and continued sharing of experiences.” Finally, one teacher wrote, “I plan to make sure I change my attitude towards certain students. I plan to tell my students that I learn from them, and to convey how lucky I feel to have them in my classroom.” All in all, this was a powerful day of learning!
In collaboration with the School of Education and the Special Education credential pathway, the NorCal CLIPP grant program (Northern California Collaboration for Low Incidence Personnel Preparation) at CSU, Chico had the honor of hosting internationally renowned educator, researcher, and speaker Dr. Caroline Musselwhite.

Dr. Musselwhite led an all-day workshop for educators focusing on teaching writing to students with moderate to severe disabilities. The event had over 100 participants who traveled from as far south as San Francisco and as far north as Trinity County to attend. The participants represented broad teams of professionals including teachers, students, administrators, speech language pathologists, assistive technology specialists, and faculty from CSU, Chico. This wide array of professionals eagerly traveled in order to have the unique opportunity to attend a training that provided 21st-century solutions for special needs students who in too many cases are left as the last group in a school to benefit from new technologies. This workshop built upon last year’s focus on teaching literacy to students with severe disabilities and now delved further into the instructional skills that support emergent writing.

The NorCal CLIPP grant will continue to bring Dr. Musselwhite to the region in order to strengthen the collaboration and professional development between CSU, Chico and the region. This collaboration shows the School of Education’s commitment to bringing high-quality training in the area of teaching academic skills to students with moderate to severe disabilities.
Chico Rural Teacher Pathway (CRTP):

Jessica Lee’s Story

Dr. Al Schademan

Coming to CSU, Chico was a “huge transition filled with big changes” according to Jessica Lee, a brand new CSU, Chico transfer student from Butte College. Lee began at Butte College in the Chico Rural Teacher Pathway (CRTP), a grant directed by Dr. Al Schademan in the School of Education. “We are so proud of Jessica,” says Schademan. “She is CSU, Chico & the School of Education’s first CRTP transfer student. She excelled at Butte, and we are hoping for more of the same here at CSU, Chico.” Lee, who is in the Liberal Studies Program, is working toward her multiple subject credential. She also loves science and is planning on adding the foundational-level science credential after she earns her first one.

Although Lee is enjoying her classes, coming to a large university presents challenges. “Butte was very welcoming,” she says. “If I had a question, I could go to my friends in my CRTP cohort. It has been harder to get to know people here at CSU, Chico.” The CRTP builds support and community through cohorted classes so that students feel a sense of connection. Perhaps Lee has something to teach us about support systems for our transfer students who want to become teachers. The CRTP is part of a larger statewide effort called the California Teacher Pathway. To learn more about this innovative effort to diversify the teacher workforce in California, go to http://californiateacherpathway.org/.

Assessment Update:

Listening to your feedback

Dr. Mimi Miller

Throughout the newsletter, you will see evidence of news and events that capture the mission of the School of Education—to prepare professional educators to meet the diverse needs of students. What you may not see is how you have helped to shape what we do. Behind the scenes, many of these decisions and directions have been informed by data, including feedback from you: program completers, employers of CSU, Chico graduates, and educators in the community.

Data collected from program finishers told us that candidates earning general education credentials wanted more preparation in teaching students with special needs. We listened. Programs in the School of Education are revising courses to ensure that our candidates are ready to make curriculum accessible to all students. We are seeking student teaching placements in inclusive classrooms, classrooms in which students with a wide range of abilities work side by side. We are hiring additional faculty with a focus in special education. We are holding workshops in which all candidates learn about new technologies to help students access curriculum. And, based on feedback, we will continue to refine our practices.

You have shaped the School of Education. Together, we will continue to serve the needs of students and schools, always asking ourselves how we can do better.
Every month the School of Education faculty and staff donate their time and money in order to cook a meal for the homeless in Chico. In many of our experiences serving Torres Community Shelter residents, we have all commented on their kindness, resilience, humor and strength. But what strikes you the most is the number of children who are in that line for dinner. And as unbelievable as this sounds, they never complain about what’s being served or about cleaning up. They are charming and gracious and just happen to be going through a pretty tough situation.

As educators, we saw them and thought about what they might need beyond the typical toys of the holiday season. One of the hardest parts of being homeless or unstable as a child is constantly losing your things as you move from place to place while simultaneously having to gather your things in order to make it to school each day. Several staff and faculty members of the School of Education donated their time and money to buy backpacks and fill them with the things these children would need so that they could feel safe about their belongings and excited about going to school.

What began as a small project grew when the School of Education partnered with the campus chapter of the Student California Teachers Association (SCTA). With their added support and enthusiasm, more backpacks could be purchased and each was filled with paper, binders, pens, pencils, markers, stickers, and other school materials with their favorite cartoon and superhero characters. The backpacks were also filled with reading books of all levels and interests. Staff members at the Torres Community Shelter also let us know that children often arrive without any pajamas, so we also provided various sizes and types of pajamas for them to give to their residents. The School of Education partnering with SCTA demonstrates the ways in which people who are committed to education can pool together to benefit the community.
The Torres Community Shelter is a local nonprofit center that provides food, shelter, and support services to many. Please consider donating to them at:

www.chicoshelter.org/get-involved/donate
Eleven Northern California Preparation and Retention of Indian Educators (NorCAL PRIE) students spent the early part of their spring break interacting with over 500 American Indian educators at the 37th annual California Conference on American Indian Education. The three-day conference in Santa Rosa provided participants with the opportunity to acknowledge the wisdom of the elders, celebrate native languages and traditions, and work together to plan better futures for Native youth and the American Indian community as a whole. As future teachers who will be working with American Indian students, families and communities, participating in sessions that promoted enhanced and equitable education, cultural awareness and commitment to preserve Native American cultures enriched NorCAL PRIE students.

NorCal PRIE students joined NorCal PRIE faculty, Dr. Michelle Cepello and Mr. Rick Stout in leading a conference session, "Student Voices: Supporting and Preparing Native American Students Entering Into Teacher Credential Programs." Students discussed how the federally funded Office of Indian Education NorCAL PRIE grant has provided them with the financial, academic, and professional development support needed for successful entry into the teaching profession and answered questions from American Indian high school students about admission and successful graduation from a state university.

Attendance at the state conference was integral to a better understanding of the important role American Indian teachers play in strengthening the education systems serving American Indian students and proved to be an experience that will continue to shape the students’ perspective of being an American Indian educator.

In attendance were (pictured above) Bonnie Sorsby, Kenneth Dotson, Natasha Hoaglen, Mr. Stout, Alysha D’Amico, Rochelle Brown, Andra D’Amico, Kaitlin Wilcox, Dr. Cepello, Curtis Azevedo and (pictured left) Paige Finley, Eddie Vedolla, and Clyde Kladt.
Courtney Aldrich  
**Present teaching position:**  
Resource, K-6 at Franklin Elementary School in San Jose, CA. Aldrich is just beginning her career. This is her first teaching position.  
**Additional certification/degrees earned:**  
General Education Credential K-12, Special Education Credential K-12.  
**Additional Activities:**  
BTSA participant

Libbie Bronzan  
**Present teaching position:**  
Freshman Algebra at Clayton Valley Charter High School in Concord, CA. This is her first year in this position.

Antonia Enriquez-Bryant  
**Present teaching position:**  
Third grade at Sierra Avenue School in Thermalito, CA. This is her first year teaching third grade in her 21-year career.  
**Extracurricular activities:**  
Steel drum band director; helped to start the program at California State University Chico.  
**Leadership/service positions:**  
Representative, BTSA mentor  
**Recognition/awards:**  
California League of Middle Schools Educator of the Year, 1996.

Jennifer Flory  
**Present teaching position:**  
Ninth and tenth grade English at Pleasant Valley High School in Chico, CA.  
**Additional certification/degrees received:**  
Multiple Subject, Single Subject-English, and Certificate of Eligibility for Administration  
**Leadership/service positions held:**  
Chico Unified Teachers Association head rep, CUTA E-Board, CUTA Organizing Chairperson; BTSA support provider; Cooperating Teacher.

Sharon Huggins  
**Present teaching position:**  
Second grade at Minnie Camon Elementary School in Middletown, CA. This is her first teaching position.  
**Leadership/service positions:**  
Assistant vice president of Corporate Training for Wachovia Bank.

Colette Johnson  
**Present teaching position:**  
Third grade at Castro Elementary School in Mountain View, CA. This is her first year in this position and third year teaching.

Summer Landon  
**Present teaching position:**  
Fifth grade at Windmill Springs Elementary School in San Jose, CA.

Shellena Mangione  
**Present teaching position:**  
Kindergarten at Alto Vista School in Los Gatos, CA. This is her fourth year in this position and her fourth year teaching.

Ann Osburn  
**Present teaching position:**  
Sixth and seventh grade Language Arts, Gerber Elementary School, Gerber, CA. Thir-ty-one years in present position; 34 years total.  
**Additional Activities:**  
She has coached basketball, volleyball, physical fitness, soccer, and football for 26 years and also served as union vice president, BTSA mentor, and physical education mentor.

Ruel Osburn  
**Present teaching position:**  
Sixth and eighth grade Math, Gerber Elementary School, Gerber, CA. Twenty-seven total years in present position; 32 years total.  
**Additional Activities:**  
She has coached baseball, basketball, soccer, and football and also served as union president and vice president, and as a math mentor for the Tehama County Math Curriculum Team/Task Force.

Lauren (Sutherland) Rodriguez  
**Present teaching position:**  
Sixth grade ELA, math and science at Sunnyvale Middle School in Sunnyvale, CA. This is her first teaching position.

Jill Wilhelm  
**Present teaching position:**  
First grade ELD teacher, Luther Elementary, Live Oak, CA. This is her eighth year in her current position and her 13th year teaching.
Donation and Address Change

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.

Performance Assessment for California Teachers (PACT) Scorers Needed

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, history/social science, 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.