Dear friends of the School of Education,

I am writing to express my sincere thanks and gratitude for your participation in CSU, Chico’s Educator Preparation Unit accreditation visit. Over the course of the two-day visit, 13 reviewers interviewed hundreds of individuals in an effort to confirm our self-reports. Your participation, your commitment to this process, and your continuing good work are much appreciated and were certainly recognized by the team.

One reviewer commented that CSU, Chico is rooted in our Normal School but not bound by the past; instead, he described us as forward-looking and responsive. He also commented that this very positive review made clear two kinds of “LOTS.” First, we have LOTS of folks doing LOTS of good work. Second, a review of this caliber and quality takes LOTS of time because it evidences years of consistent, high-quality and collaborative effort on the part of all stakeholders. Finally, one of the terms we heard, multiple times, to describe our unit was “stellar.” This positive outcome would not have been possible without the hard work of many individuals and the support of all our school partners and friends of the School of Education.

I am happy to report, according to the public exit report of preliminary findings, that we successfully met all six standards of national accreditation (NCATE) at initial and advanced levels. Additionally, all programs have met all program standards from the California Commission on Teacher Credentialing (CTC) and have been recommended for reaccreditation with no stipulations. Although these initial findings and recommendations will not be confirmed until late April (CTC) and October (NCATE), I wanted to let you know the tentative results right away. As soon as the respective reports are made public, I will make them available to you.

The California Commission on Teacher Certification (CTC) is our mandatory state-based accreditation. The CTC serves as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California. Reaccreditation is mandatory. The National Council for Accreditation of Teacher Education (NCATE) is our national voluntary accreditation. NCATE is the profession’s mechanism to help establish high quality teacher preparation. NCATE’s performance-based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. Both agencies advance excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

For this, we all want to say again, thank you, thank you, and thank you. Your partnership and support elevates us all.

Sincerely,

Dr. Deborah Summers
Director, School of Education
WHAT’S inside

4   Successful Accreditation Visit
5   The Motivation Breakthrough: A Workshop with Rick Lavoie
6   Candidates Gather for Annual Inclusion/AT Workshop
7   ITEC Shares Success of Learning Communities
7   SOE Achievements
8–11 Onwards and Upwards! Co-Teaching in the School of Education
12  Course Spotlight: Accessing Text Through Modified Books
13  Course Spotlight: Night at the Museum
13  Course Spotlight: A "Winning" Field Experience!
14–15 Where Are They Now?
16  Grant Updates: CLIPP Financial Support for Special Educators!
17  Grant Updates: RiSE Program About to Launch
18–19 Then and Now
On March 8–10, a team of 13 visitors from state and national accreditation agencies visited CSU, Chico for the reaccreditation of educator preparation programs. In two days, two hundred individuals were interviewed to verify that our programs meet state and national standards. The Bell Memorial Union (BMU) became our interview center, with staff, faculty, and student volunteers working together to welcome interviewees and lead groups to interview rooms.

During interviews, district and county administrators, cooperating teachers, university supervisors, faculty, current candidates, and program graduates were asked to describe their experiences with educator preparation programs. Accreditors visited Chico High and Little Chico Creek Elementary to interview current student teachers and their mentors, toured the Speech and Language Clinic, and visited a course in the School Psychology Program. They spoke to campus administrators, librarians, career advisors, and others whose daily work supports education program candidates. Interviews were designed to confirm the contents of hundreds of pages of program documents and evidence (descriptions, handbooks, syllabi, data) submitted to the accreditation agencies before the visit.

The outcome of the accreditation visit was very positive—both the state and national teams recommended reaccreditation with all standards met. The finding acknowledges the good work that occurs between CSU, Chico and the public schools in preparing future educators. Education is a community endeavor, as shown through the outpouring of support during the re-accreditation efforts and in the every day efforts of educators in our region.

Quick Fact: Our programs place students in classrooms across 16 counties!
On February 25, 150 teachers, credential candidates, and education administrators from across the North state joined CSU, Chico faculty and staff for a workshop led by popular author and speaker Rick Lavoie. This free professional development event was hosted by the Rural Teacher Residency (RTR) program.

Lavoie is well known in the education community as innovative and charismatic. He holds three degrees in special education, is the author of two books, and the creator of numerous videos on helping students with learning disabilities to be successful in the classroom. After experiencing his presentation, it is easy to see why he is invited to speak all over the country. His passion for helping teachers find ways to connect with and support students is contagious. To see Lavoie in action, check out his F.A.T. City video at http://tinyurl.com/lxzp3kn.

The main focus of Lavoie’s talk was related to his most recent book, titled The Motivation Breakthrough: 6 Secrets to Turning on the Tuned-Out Child, which debunks common myths associated with motivation and provides strategies to address this common problem. His claim is that all people are motivated by different things, but that the most effective way to encourage people is to “give them a taste of success.” We can accomplish this by celebrating students’ personal bests because, as Lavoie says, “we do our best work when we compete against ourselves, not against others.”

Lavoie also spoke to the need to motivate educators, who are often so resistant to change. This attitude, he said, will fail to meet the demands of 21st century learners because, “We are in a different time, educating for a different time...our job is no longer to teach kids stuff, it’s to teach kids how to learn stuff.”

Specific to his audience, he also spoke on the mentorship model, a critical component of the RTR experience. It is his belief that many of our problems in education can be answered by mentorship, but that “it needs to change into something more dynamic.” He ended with a reminder that mentorship should be a “two-way street,” saying that mentor teachers should share their wisdom with protégés, but also that they should learn from them. He also said that everyone should learn from the kids.

Lavoie is a powerful storyteller, conjuring up images of struggling students and teachers to inspire thoughtful reflection in his listeners. Afterward, attendees said they felt “inspired” by the sincerity and simplicity with which he spoke. One RTR student said that what she learned from Lavoie will “deeply impact my teaching,” while another left saying that she “will change the world.” If we heed his ideas about cultivating empathy for students in the classroom, then we can do just that. But first we must, as he proposes, “walk a mile in their shoes.”

“This is a generation of heroes,” he said about the new teachers in the audience, “We created you: the best generation that has ever walked this planet. You can pay us back by taking care of our grandkids.”
Candidates Gather for Annual Inclusion/AT Workshop

On April 21, over 300 credential candidates, as well as students from speech language pathology and school psychology programs, gathered for an engaging workshop on best practices in the use of assistive technology (AT) to support inclusive practices. Drs. Lynne Bercaw, Talya Kemper, Steve Koch, and Tal Slemrod coordinated the event with keynote speaker Dr. Caroline Musselwhite, an internationally recognized AT expert. Dr. Musselwhite discussed how to use AT to support students with special needs who are included in general education classes, as well as all other students who might be struggling. The workshop concluded with a case study activity that allowed credential candidates to engage with the materials and apply it to possible situations in their field.
Linda Mobilio-Keeling, Multiple Subject and Integrated Teacher Education Core (ITEC) program faculty, and Pamela Morrell, Liberal Studies program advisor, presented at the 2015 National Academic Advising Association (NACADA) Region 9 Conference held March 4-6 in Honolulu, Hawaii. Participants came together to share best practices through pre-conference workshops, concurrent sessions, and poster sessions. The theme, “Advising with Aloha”, encouraged advisors and other staff/faculty working in higher education to come forward and work with unity, honesty, humility, and patience.

Linda and Pam’s presentation, titled “Student Retention and the Impact of Learning Communities on Student Growth and Retention”, provided an opportunity to share the ITEC program model at CSU, Chico. Research on the use of cohort models and the promotion of student retention and graduation was shared, as well as the benefits of establishing meaningful connections with cohort faculty. The ITEC Linked Core Collaboration was explained, and the partnerships extending beyond the University that have been formed as a result of this collaborative effort were also highlighted.

“Thank you for sharing the great things you folks are doing at Chico. I value the information shared on Linked Core Collaboration.”

Feedback From Conference Attendee

Ann Schulte
Schulte is a faculty in the Rural Teacher Residency and the graduate coordinator in the School of Education. In addition to her latest publication, she has authored a chapter in the 2004 *The International Handbook of Self-Study of Teaching and Teacher Education Practices* and is the author of *Seeking Integrity in Teacher Education* (Springer, 2009).


Annie S. Adamian
Adamian is an adjunct professor in the School of Education and is currently in her fourteenth year of teaching science at Bidwell Junior High. She is also a doctoral candidate in International and Multicultural Education with an emphasis in Human Rights Education at the University of San Francisco.


Jennifer Olof-Lewis
Olof-Lewis is an assistant professor of curriculum and instruction in the School of Education. She was awarded a PhD in curriculum and instruction with emphasis in mathematics education at the Mary Lou Fulton Institute and Graduate School of Education at Arizona State University in 2009.


Frances L. Kidwell
Kidwell is an adjunct professor in the School of Education and a curriculum specialist in civic education, history-social science, and state policy. She received her doctorate degree from the University of Southern California in Educational Leadership and has dedicated over 30 years of service to K-12 public education through teaching and administration in California.

United States educational policy changes, including those described by federal laws such as the Individuals with Disabilities Education Improvement Act (IDEIA), reauthorized in 2004, and the Common Core State Standards adopted by 48 states, requiring that students with increasingly diverse learning characteristics achieve high academic performance in the general education curriculum. This changing educational landscape points to the need for increased collaborative planning and teaching among school personnel attempting to serve an increasingly diverse student population.

Although Co-Teaching is not a new instructional pedagogy, its application to the student teaching experience is new for teacher education programs across the country. The School of Education at CSU, Chico has been using Co-Teaching as a clinical model for preparing student teachers in specific programs within various credential pathways since 2010. This includes the Rural Teacher Residency (RTR) and the Math, Science, English Co-Teaching (MASCOT) Program. This fall, the Residency in Secondary Education Program (RiSE) launches its first cohort of student teachers using Co-Teaching as its clinical model. Given the overwhelming success of Co-Teaching both for the student teacher and the learners in co-taught classrooms, the School of Education at CSU, Chico joins fifteen other CSU campuses in beginning the process of scaling up Co-Teaching across all of its credential pathways.

“Co-Teaching has transformed the student teacher and teacher relationship. Instead of throwing a student teacher into the complexities of teaching without a lifeline, student teachers are coached as they practice the art of teaching. Teaching is rocket science, and Co-Teaching is the power source!”

Julie Espe, Executive Director of Curriculum, Instruction, and Assessment, St. Cloud Area School District, Minnesota

Onwards and Upwards!

Co-Teaching in

Mentor Cristi Tellechea with Resident Patrick Cleary at Oroville High School
the School of Education

BACKGROUND TO CO-TEACHING IN STUDENT TEACHING

In Fall 2001, St. Cloud State University (SCSU), with support from a United States Department of Education Teacher Quality Enhancement Partnership grant, created a Co-Teaching model of student teaching to better meet the needs of future teachers and the learners they serve in the classroom. SCSU’s model for Co-Teaching was implemented in every content area at all grade levels in both general education and special education teacher credential pathways. Their four-year study on 826 Co-Teaching pairs and 25,000 students across pre-K, elementary, secondary, and special education classrooms in central Minnesota found increased levels of student achievement in both math and reading for learners in classrooms that were co-taught, especially for students coming from poverty, English learners and students with disabilities (St. Cloud State University, TQE Center, 2011).

WHAT IS CO-TEACHING?

Co-Teaching is an approach that helps educators meet student needs and is defined as “two teachers (Cooperating Teacher and Student Teacher) working together with groups of students, sharing the planning, organization, delivery, and assessment of instruction as well as the physical space (Villa, Thousand, & Nevin, 2008). The main goal of Co-Teaching at CSU, Chico is to ensure that both the Cooperating Teacher and the Teacher Candidate are engaged in student learning at all times through daily co-planning and Co-Teaching using the seven strategies. In this model, both teachers are actively involved in the success of all students in the classroom and student achievement improves beyond what is typically seen with a single cooperating teacher and traditional teacher candidate.

The seven CSU, Chico Co-Teaching Strategies are as follows:
1. One Teach, One Observe
2. One Teach, One Assist
3. Station Teaching
4. Parallel Teaching
5. Alternative Teaching
6. Differentiated Teaching
7. Team Teaching

Top: Mentor Annie Adamian with Resident Rudy Chavez at Bidwell Junior High School.
Bottom: Mentor Cara Langan with Resident Amanda Vandemeyde at Mill Street Elementary School.
Onwards and Upwards!

Co-Teaching in

Top Left: Mentor Tina Arons with Resident Sara Crain at Meadow Lane Elementary School. Top Middle: Mentor Debbie Rutte with Resident Alaina Elder at Meadow Lane Elementary School. Top Right: Mentor Cristi Tellechea. Bottom: Mentor Annie Adamian with Resident Rudy Chavez at Bidwell Junior High School.
Co-Teachers have been working with this clinical model through the Rural Teacher Residency (RTR) since 2009 and the Math, Science, and English Co-Teaching (MASCOT) Program since 2011. 89 Co-Teaching pairs from RTR and 22 Co-Teaching pairs from MASCOT have impacted thousands of students as they collaboratively work to design, teach and Co-Teachers in the MASCOT program have been working with this clinical model since fall 2011. Twenty-two Co-Teaching pairs have impacted hundreds of middle and high school students as they corroboratively work to design, teach, and assess instruction. Their reflections on this experience are part of a larger study currently underway in the School of Education. This is a small sample of what these cooperating Teachers and student teachers had to say about the impacts of Co-Teaching on their practice and their students.

Co-Teachers Annie Adamian and Rudy Chavez, who co-teach Life Science at Bidwell Junior High School, noted the significant increase in their ability to meet the needs of all learners:

"Co-Teaching affirms the possibilities that I used to only dream about. I used to imagine a classroom where I was truly able to meet the needs of all learners, while simultaneously generating a space for them to experience compassion, a sense of belonging, and transformation. Due to large class sizes, these were just experiences I used to dream about. Co-Teaching has turned these dreams into a reality and made the impossible possible."

Another Co-Teaching pair, Cristi Tellechea and Patrick Cleary, who teach ELD and History at Oroville High School, noted:

"Co-Teaching has had a huge impact on student achievement in our classroom. With two teachers available every day, our students are able to achieve at their highest abilities and receive the support they need whenever they need it. Student engagement and motivation has improved across the board and has allowed students more opportunities to truly excel in the classroom."

The impact of Co-Teaching on the preparation of student teachers is also significant as they have more time to teach, plan instruction and assess alongside an experienced mentor. Gina Spadorcio, who teaches English with Chris Persson at Chico High School, had this to say:

"I can confidently say that Co-Teaching has truly prepared me with the skills and the confidence to lead a classroom on my own. Co-Teaching allows you to experience things in real time rather than observe them and then encounter them yourself. I truly feel that this has been my first year of teaching rather than a year of student teaching."

Pedro Uriostegue, who teaches History with Hogan Brown at Hamilton Union High School, noted the following:

"Co-Teaching has helped me become really comfortable in front of students and not have to worry about being nervous. Co-Teaching has also helped create a great student-teacher relationship. You get the chance to know these students on a daily basis, which helps very often outside and inside the classroom."

Future Steps in Co-Teaching

The process of scaling up Co-Teaching across all credential pathways at CSU, Chico is already underway. The School of Education is designing a three-year implementation plan to fully implement Co-Teaching by 2017-2018. Pathway coordinators and program faculty are considering specific ways that Co-Teaching might work in their own unique programs. The SOE is meeting district superintendents, principals and teachers and sharing the data from the programs who have used Co-Teaching and how this might look at their own school settings. Finally, SOE is networking with other CSU campuses that have scaled Co-Teaching and have committed to establishing important Co-Teaching networks across the state. All in all, the future looks bright.
In Dr. Talya Kemper’s Curriculum and Instruction for Moderate/Severe Disabilities class (SPED 637), credential candidates are asked to take a text and modify it for students with severe disabilities. This allows the students to access text and develop their literacy and communication skills. This modification of materials also allows students with low-incidence disabilities to be included in general education classes and to participate in the least restrictive environment. Above are examples of a modified book at a high school level by Sarah Hanesworth-Castellanos.
Night at the Museum

As the doors of the museum close to the public, and the last rays of sunlight fade, the museum’s night-time adventure begins. Night at the Museum is a rare opportunity for 35 children, ages 5-11, to spend time after hours surrounded by museum exhibits and hands-on projects. Under the expert care of the museum curator and Chico State students, children delve into new topics related to museum exhibitions.

Last spring, a partnership was launched between the Valene L. Smith Museum of Anthropology and the Multiple Subject Pathway in the School of Education. Students in the elementary credential program at CSU, Chico created an action-packed, standards-based array of hands-on learning activities. “Seeing how museum/school partnerships enhance children’s learning is a powerful practice for our prospective teachers to experience as they grow and develop as teachers,” said Lynne Bercaw, pathway coordinator.

The popular children’s Night at the Museum program was designed by Adrienne Scott, curator at the Valene L. Smith Museum. Last spring, the museum exhibition told the story of the shipwreck of the Frolic off the California coast in 1850. The games, stories, food, and hands-on activities provided at the event contributed to creating something more than an ordinary visit to the museum.

This year, the Night at the Museum featured “Forensics, Fossils and Fun” with elementary students solving mysteries by investigating fossils and cave stories. “While the artifacts and dioramas don’t literally come alive, the imagination does,” remarked Scott. This is a powerful way for our future elementary teachers to experience the power of school/museum partnerships for enhancing student learning.

A "Winning" Field Experience!

Congratulations to Kelli Voss’ 5th grade class at Shasta Elementary for winning the grand prize in the Cal Water H₂O Challenge! For the statewide STEM grant competition, Ms. Voss’ class designed a rain collection system and drought resistant garden using the NGSS design and engineering process. Sarah Greenberg, a multiple subject credential candidate, was able to student teach in Ms. Voss’ class and support students in this water conservation project. “Our students worked so hard and their collaboration and engagement was amazing,” Sarah said. “It was such a great way for me to dive head first into student teaching, and I really got to experience learning at its finest!” Sarah’s next challenge will be supervising 33 kids on their grand prize, 3-day camping trip to the Channel Islands!
Lindsay Anzelc received her BA in liberal arts and then graduated from the Multiple Subject Concurrent Credential Program in 2002. She returned to CSU, Chico and earned her MA in 2008!

WHAT ARE YOU TEACHING NOW?

My career in education has included nine years as a special education teacher, one year as a special education curriculum coach, and three years as an administrator.

I began my career in education as a special education teacher. I remember attending 11 interviews within a couple of months of graduating from the credential program (I received offers from about half of them). That was my first celebration — the opportunity to be provided with so many options. After moving a few times, I landed where I spent most of my career; Tahoe Truckee Unified School District. In Lake Tahoe, I worked as a special education teacher K-12 and had the opportunity to be part of varied leadership teams within my school sites and district. I’m grateful for the opportunities and encouragement the district provided me — it also inspired me to continue to be involved with leadership and administration and ultimately led me to where I am today in my career.

My current position is an assistant principal of curriculum and instruction at Natomas Pacific Pathways Prep Middle, located in Sacramento. The middle school is in its sixth year of operation and enrolls just over 500 students. I love the community of the school and the constant hunger the teachers have for building relationships, professional growth, and commitment to improving student learning. It is an inspiring place to work. I love that the teachers have become my students and we all share the love for continuing our education.

I don’t think I anticipated being where I am now in my career. I feel very fortunate to have a position where I can exercise and stretch my skills and fulfill my passion. My favorite part of my current position is the same as when I was teaching; I love that moment when a teacher has an ah-ha moment of a new key learning — how it finally clicks to the point where it’s ready for meaningful application in the classroom and the celebration and sharing of the success with colleagues.

WHAT LESSONS HAVE STUCK WITH YOU FROM YOUR CREDENTIAL PROGRAM?

I appreciate the amount of experiences the Concurrent Program provided me: the placements, range in instructional strategies, and relationships that were built. I love that I had three varied placements for student teaching accompanied by an extensive amount of support and encouragement on pedagogy and reflection. Every teacher and supervisor that I had were involved in my work, placements, and reflection of my instructional choices. Everyone’s involvement helped me believe in myself and affected my level of confidence in the skills I was developing.

WHAT ADVICE DO YOU HAVE FOR CURRENT CREDENTIAL CANDIDATES AND/OR NEW TEACHERS?

My advice for new teachers is to create and celebrate small goals. There is a lot to consider when describing skills of an effective teacher; knowledge of content and pedagogy, class management, building relationships, communication, just to name a few. It’s difficult to do it all really well, all at once. It’s important to remember that every skill is different and involves its own nuances, given the variation in environment and student needs. To be effective at a skill, it takes practice! It takes multiple experiences, reflection, and repeated application to sharpen those nuances.

One of the purposes of the Common Core State Standards is to create a focus on what’s important; to focus student learning on depth of a skill or key learning, instead of breadth. I think this focus is also well suited for any teacher; to focus on learning one skill in depth prior to moving onto the next. In due time, it’ll all come together.

Alongside making small goals, is the achievement of those goals. I would encourage any teacher to enjoy the experiences along the way because they hold so much value about what was effective or ineffective. Talk about your experience with a colleague! Be proud of all the hard work that went into every achievement and celebrate!

An interview with Lindsay Anzelc

Education Matters
Danielle Reynolds graduated from the CSU, Chico Single Subject credential program in Mathematics in 2011 and was a Noyce Scholarship recipient.

WHAT ARE YOU TEACHING NOW?
Currently, I teach Math C (8th grade common core), Algebra 2, AP Calculus and Engineering Design at Inspire School of the Arts in Chico. Inspire is a college-prep collaboration between teachers, parents, students and community members, dedicated to creating a school that empowers students to explore and discover their personal talents and passions.

WHAT LESSONS HAVE STUCK WITH YOU FROM YOUR CREDENTIAL PROGRAM?
From Al Schademan’s courses: formative assessment is what drives instruction. I didn’t know what that meant at the time, but now that I have been teaching for a few years I have learned what formative assessment looks like and how to utilize LOTS of different strategies to drive my instruction and reach more students. It’s not just about quizzes and exit slips. There is so much more we can do under the umbrella of formative assessment. Dylan Wiliam and AFL strategies have helped me build on what I learned about Formative Assessment in the credential program.

From Michael Mann’s Health class: I will never forget that class. Not only was it hilarious and inspiring, I learned so much about what is going on in these teenagers’ brains and bodies that made a huge impact on how I interact with them in the classroom. It’s really amazing they come out of high school knowing anything. As educators, we cannot forget our empathy and understand that our content, our class, MAY be the most important thing for the time they are in our classrooms, but is NOT the only thing going on in their lives.

From Bob Kohen’s courses: the importance of routine and procedures — another thing I took for granted my first and second year teaching. This year I went back to my roots and what I learned in the credential program. Things are so much easier when you teach procedure. It’s close to impossible to teach ALL students your content if first they don’t understand you expectations, clearly, and understand the procedures for your class. It is February and I still reteach and remind student, about my procedures.

WHAT ADVICE DO YOU HAVE FOR CURRENT CREDENTIAL CANDIDATES AND/OR NEW TEACHERS?
Take advantage of any and all professional development that is available to you. I had the great fortune of being a Noyce Scholar while attending CSU, Chico. Not only did I receive a generous scholarship, but I was also given several opportunities to go to conferences, attend workshops, and meet with experienced teachers who are trying innovative things in their classrooms and working with struggling students in high needs schools. Even after I got my job teaching at Inspire, I was given further opportunities through Noyce to attend conferences and meet with the existing Noyce cohort. The opportunities they offered were invaluable and taught me a great lesson: Don’t stop learning and educating yourself just because you leave college.

This job is hard. If you do it right, it’s hard. You will fail; you will fail more than you succeed, at first. Keep asking yourself, “What can I do better? What is that teacher doing that I am not?” Then go ask them or observe them. Observe colleagues as much as you can! Ask your administrators to send you to conferences and buy you books like Carol Dweck’s Mindset; read them your second or third year of teaching. Read good education research, both about your content and about good teaching. Your first year is survival, give yourself time. The summer before I started my first year I read that your first year teaching is like learning how to fly a plane while you are reading the instructor’s manual. So focus on stockpiling this information and education and applying it little by little as you move forward in your career. This job is hard, but it is so incredibly worth it. Have high expectations of yourself, but know that this is a career in education and that you should always be growing and educating yourself.

An interview with Danielle Reynolds
The Northern California Collaboration for Low Incidence Personnel Preparation (NorCal CLIPP) is a grant program designed to address California’s chronic shortage of highly qualified special education teachers. The grant helps its scholars pay for up to $8,125 in program costs related to earning the Education Specialist Moderate/Severe Credential. Eligible costs for reimbursement by the CLIPP grant are tuition, books, and mileage for attending remote classes.

Currently, in the second year of a five-year grant, CLIPP enjoyed a successful first year. 13 Scholars completed the program successfully, and 18 more are on track to finish in the spring 2015 semester. Many of these first scholars took advantage of the add-on program, in which teachers with a Mild/Moderate credential can add the Moderate/Severe authorization in as little as one semester.

Currently, in the second year of a five-year grant, CLIPP enjoyed a successful first year. 13 Scholars completed the program successfully, and 18 more are on track to finish in the spring 2015 semester. Many of these first scholars took advantage of the add-on program, in which teachers with a Mild/Moderate credential can add the Moderate/Severe authorization in as little as one semester.

The CLIPP grant program will be available for Education Specialist candidates through the 2017–2018 academic year. For more information, please contact Jennifer Elliott at jlelliott@csuchico.edu or visit www.csuchico.edu/soe/clipp.
Applications are in, and the Residency in Secondary Education (RiSE) Program is about to launch its first cohort this summer. Funded by the multi-million dollar PRISMS Project grant, RiSE is a 12–18-month-long master’s degree and either an education specialist credential or a single subject credential in mathematics, science, or English built around a full-time, full academic year school residency experience. Residents selected for RiSE Cohort 1 will be paired with a mentor teacher at one of four partner schools in Corning, Los Molinos, and Orland school districts.

“Our partner district administrators have helped us to identify a really outstanding group of mentor teachers for Cohort 1,” said RiSE program director Dr. Jennifer Oloff-Lewis. “These are experienced teachers who are deeply knowledgeable about their content, highly skilled in their teaching, and thoroughly committed to supporting their students. They are also very enthusiastic about partnering with their residents in the coming school year.”

The relationship between the residents and mentors is a critical one, as the pairs will work side-by-side daily, co-planning and co-teaching and engaging in all the activities outside the classroom that are part of a teacher’s job. There is considerable research indicating that the academic achievement of students in co-taught classrooms is significantly increased, as two teachers are better able to meet the learning needs of all students.

The resident and mentor pairs will also participate together with other faculty in a variety of professional development activities throughout the school year. These activities will focus on developing curriculum and pedagogy to address the new standards and on supporting all learners.

As part of their master’s degree requirements, the residents, with the support of their mentors, will develop an inquiry plan and conduct action research in their residency classrooms. This action research can help the mentor/resident pair solve a problem, address a learning need, or try a new strategy and, in general, improve their teaching practice. The residents will present the results of their research in a professional paper and poster presentation in June 2016.

Corning High School Principal Charlie Troughton described the RiSE Program as “Win-win-win. It’s good for the school, good for the residents, and good for our students.”

It is also a very intensive program. Residents must be prepared for a program that allows them very little in the way of free time, between teaching in their residency and courses for their master’s and credential programs. Supports for residents include a cohort of peers, the expertise of faculty and mentors, and a $15,000 living stipend to help defray expenses.

If you are planning to teach math, science, English, or special education at the middle or high school level, you might want to consider the RiSE Program. If so, please keep in mind that special education candidates begin their program coursework in the spring semester, so their applications are due September 15, 2015. Math, science, and English candidates begin their program coursework in the summer session, so their applications will be due March 1, 2016. Also keep in mind that all prerequisite courses and qualifying tests must be completed before entry into the program, so special education candidates may need to enroll in prerequisite courses in Fall 2015 and all other candidates in Spring 2016.

For further information about RiSE, please visit the website at www.csuchico.edu/soe/rise or contact Cheryl Ordorica at cordorica@csuchico.edu or at 530-898-3246.
Alana Williams (2013) earned a bachelor’s degree in liberal studies and a Multiple Subject Credential. Currently, Alana teaches second grade at Apricot Valley Elementary School in Patterson.

Amanda McClellan (Roark) (1998) earned her bachelor’s degree in child development and liberal studies. She currently teaches kindergarten at Luther Elementary in Live Oak. She has been teaching for six years.

Angela Stegall (Hillery) (1996) earned her bachelor’s degree in English and a Single Subject Credential in English. She has been teaching English at Marysville High School for the past 18 years. Angela organizes the academic decathlon and has led the team to become division three state champions. Additionally, she has served as a department chair, MUTA Vice President, and has been recognized three times as Yuba County’s Teacher of the Year.

Anna Oliver (1986) earned her bachelor’s degree in both Spanish and geography and a master’s degree in Spanish literature. She is BCLAD authorized and currently teaches Spanish and ELD at Lindhurst High School in Olivehurst. Anna sponsors the Culture Club and has served as department chair and representative for the union.

Antonia Enriguez-Bryan earned her bachelor’s degree in liberal studies. She currently teaches third grade at Sierra Avenue Elementary in Thermalito. Antonia has been teaching for 20 years.

Brian Blakely (1985) earned his bachelor’s degree in agronomy. He is currently teaching eighth grade science at Barstow Junior High in Barstow. Brian also sponsors AVID and GATE and has served as chair for his department.

Cassandra Ventura (2014) earned her bachelor’s degree in child development and a Multiple Subject Credential. Additionally, she went on to complete a master of arts degree in education. Cassandra currently teaches second grade at Windmill Springs Elementary School in San Jose.

Cathie Matzinger (2003) earned her degree in speech pathology and has served as a speech language pathologist for Butte County Office of Education for the past 11 years.

Christina Jacobs (2011) earned her bachelor’s degree in kinesiology and a Single Subject Credential. She is currently teaching leadership and PE at Jordan Middle School in Palo Alto.

Christine Caine-Crispin (1998) currently serves as the program coordinator for migrant education (PK – 12th) for Butte County Office of Education. She has been teaching for 12 years.

David Martinez (1995) currently serves as the program coordinator for migrant education (PK – 12th) for Butte County Office of Education. He earned his bachelor’s degree in Spanish and a master of arts degree in English, as well as a master of fine arts degree in poetry. David coordinates the speech and debate program and has served as a union representative.

Greg Price (1986) earned his bachelor’s degree in business administration. He currently teaches a 5th/6th combo at Mineral King Elementary in the Visalia Unified School District.
James Carpenter (1993) earned a bachelor’s degree in liberal studies and is currently the program supervisor for American Indian Education through Marysville Joint Unified School District. James has also served the union both as treasurer and as a member of the bargaining team. He has been teaching for 22 years.

Janet Ashley (1990) earned her bachelor’s degree in psychology. She currently teaches third grade for Palermo Union School District in Palermo. Janet has been teaching for 20 years.

Janice Mohler (1988) earned her bachelor’s degree in health care management and gerontology, and a Multiple Subject Credential. She currently teaches third grade at Walter Woodward Elementary in Manteca. Additionally, Janice has organized and served as a teacher consultant for the Great Valley Writing Project.

Joseph Crispin (1996) earned his bachelor’s degree in liberal studies and a Multiple Subject Credential. He currently teaches at Table Mountain School in Oroville through Butte County Office of Education.

Julie Kuehl (Hoffman) (2014) earned her Mild/Moderate Education Specialist Credential and currently serves as the behavior consultant for Shasta SELPA through Shasta County Office of Education. Additionally, she has served as the CTA site representative assisting in membership and negotiations and has been honored as a KRKR Teacher of the Week. She has taught for 14 years.

Karla Glover (Cusick) (2002) earned her credential and currently teaches first grade at Lewis Elementary in Fort Irwin. She has organized FBIS, SST, and has served as a coordinator for the yearbook. Additionally, she has served the local union both as a site representative and treasurer. Karla has been teaching for 11 years.

Kate Stewart (2005) earned a Multiple Subject Credential and teaches first grade at Brooktree Elementary in Berryessa Union School District, San Jose.

LeeAnn Saenz (2011) earned her Multiple Subject Credential and currently teaches first grade at Johnson Park Elementary in Olivehurst. She has been teaching for three years.

Marina Nix (Barcus) (1999) earned her bachelor’s degree in liberal arts and a Multiple Subject Credential. She has been teaching fourth grade for the past 15 years at Azeveda Elementary in Fremont.

Marisa Furtado (2013) earned her bachelor’s degree in liberal studies. She currently teaches second grade at Edwin Markham Elementary in Vacaville.

Martin de Grier (2014) earned his Single Subject Credential in social sciences and currently teaches social sciences at Walter Colton Middle School in Monterey.

Martin Svec (2012) earned a bachelor’s degree in English education and a Single Subject Credential. He currently teaches seventh grade English at Live Oak Middle School in Live Oak. In addition to teaching, Martin coaches soccer and basketball and organizes the Yearbook Committee. He has also assisted in migrant education tutoring, leadership and cultural enrichment, and presented a Google Drive training as part of staff development.

Molly McKay (1992) has been teaching second grade at Kynoch Elementary in Marysville for the past 19 years. She earned her bachelor’s degree in child development and a Multiple Subject Credential. Additionally, she completed her master’s in education administration in 2005. She has served as secretary for the Marysville Unified Teachers Association (MUTA) and was awarded the Gold Award for Outstanding Educator through the Feather River Service Center.

Nicole Eads (2010) earned her bachelor’s degree in liberal studies and two teaching credentials through the concurrent program. Additionally, she completed her master’s degree in education. She has been teaching a moderate/severe class at Sierra Avenue Elementary in Oroville for the past 12 years. Additionally, Nicole was awarded the Golden Bell Award in 2013 and has presented the Common Core for Special Populations to Special Education Administrators of County Offices (SEACO).

Trayce Norman (2001) earned a bachelor’s degree in psychology and is currently a school psychologist for Redding School District. Additionally, Trayce is certified in pupil personnel services: psychology and counseling, and has served as a human rights contact and RTA organizing chair.

Veronica Kent (Llerenas) (2003) earned her bachelor’s degree in liberal studies with an emphasis in BCLAD. She currently teaches first grade at Luther Elementary School in Live Oak.
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, 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.