Dear Friends of the School of Education,

In his letter introducing the critical document, *Greatness by Design* (September 2012) California State Superintendent of Public Instruction Tom Torlakson declared:

“Every child deserves a great teacher. It is our most important profession. Teachers gather the collected wisdom and skills of our world and pass them on to the next generation in hopes they prove useful in meeting the difficult uncertainties of an uncertain future.”

How true. These are the reasons that *Education Matters*. These words remind us why we teach, why we continue to fight for quality education, and why we continually challenge ourselves to be better. However, Torlakson then goes on to acknowledge what many of us are thinking and feeling:

“Sadly, ours has become a profession under siege. At the very moment the need for outstanding educators seems most urgent, talented teachers are being displaced by budget cuts and discouraged working conditions.”

Despite these challenging times, Torlakson is hopeful. He points out that some of the best research and ideas on how to prepare teachers for this demanding profession are generated in California. The purpose of *Greatness by Design* was to call together experts in the field of education and ask them to address the challenge of how we recruit, support, and inspire the very best people to become teachers. The result is a series of recommendations that could potentially shift the landscape of teacher preparation.

As I read the recommendations, I recognized existing exemplary practices in School of Education teacher credential programs. For example, one recommendation had to do with the area of teacher recruitment. In order to create a culturally diverse, high-quality teaching force that can provide a foundation for student success, the task force recommends providing subsidies for recruiting a “diverse pool of high-ability educators for high-need fields and high-need locations” who will then teach for these schools to repay that investment in their futures.

As you read Dr. Michelle Cepello’s story about the $1.2 million grant award from the U.S. Department of Education specifically for the recruitment and support of American Indian students seeking to be teachers or administrators, you’ll agree that we are making strides toward this worthy goal.

Dr. Rebecca Justeson’s article about the Rural Teacher Residency Program presents a fine example of another recommendation California should also expand “grow your own” pathways into teaching that align the resources of higher education with supports for academically capable candidates willing to commit to working in high-need schools. My hope is that these stories, along with the others in this issue, paint a picture of all the ways that *Education Matters* to us.

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

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Treasures of Teaching / Arts and Democracy</td>
</tr>
<tr>
<td>5</td>
<td>Rural Teacher Residency Program / Teachers Are Heroes Award</td>
</tr>
<tr>
<td>6</td>
<td>A Convergence of Thought</td>
</tr>
<tr>
<td>7</td>
<td>Professional Development Grant Expands to Serve More Teachers</td>
</tr>
<tr>
<td>8</td>
<td>Assessment Update / Digital Technology</td>
</tr>
<tr>
<td>9</td>
<td>Talya Kemper Joins the Faculty / Welcoming Supervisors</td>
</tr>
<tr>
<td>10</td>
<td>Alumni Report Back From the Field / Then and Now: Alumni Updates</td>
</tr>
<tr>
<td>11</td>
<td>Don Deshler Presentation / In Memory</td>
</tr>
</tbody>
</table>

### EVENTS

#### Ed Shop
- **March 15, 8 a.m. – 3 p.m.**
  - Career workshop for credential candidates. (EDUC 510-01) Co-sponsored by Career Center, BMU Auditorium.

#### Partners in Education Dinner
- **April 18, 5–8 p.m.**
  - Dinner to honor CTs and administrators held at Canyon Oaks.

#### Career Fair
- **April 13, 9 a.m.–3 p.m.**
  - Statewide K–12 personnel meet for recruitment of SOE credential candidates.

#### Assistive Tech Fair
- **April 27, 8 a.m.–4 p.m.**
  - Assistive Technology workshops/speakers. All credential candidates required to attend.

#### Recognition Ceremony
- **May 23, 6:30 p.m.–7:30 p.m.**
  - Held in Laxson Theater. Reception immediately following.

#### SOE Retreat
- **May–TBA, 9 a.m.–3 p.m.**
  - Annual SOE workshops and planning hosted by Shelley’s Catering.

#### Advisory Board
- **May TBA, 9 a.m.–3 p.m.**
  - Selected faculty, students, & K–12 personnel meet for advisory purposes at Shelley’s Catering.
Curriculum Theory & Practice–Arts is one of the very last courses that multiple subject candidates take before completing their credential work. As an opening activity for this course, we discuss the connection between arts education and democracy. Connections are made to their early prerequisite courses that addressed access and equity as well as to other courses within the credential. Pushing a bit further, we consider how the arts give a voice, a song, and/or an image to people that cannot typically be heard. What are the historical cultural connections? How do the arts move people to action? After this discussion, candidates each make an artist trading card that exemplifies to them the connection between the arts and democracy. This semester we collected our artist trading cards and made a short video using Animoto. We thought you might appreciate what we had to say.
On June 12, 2012, the second cohort of students in the Rural Teacher Residency (RTR) program hosted a poster presentation session to showcase what they learned through their year-long classroom action research projects. The presentations were attended by CSU, Chico faculty, our district partners (mentor teachers and administrators), and international students visiting CSU, Chico for summer teaching programs, as well as the students’ family and friends. The poster session was an opportunity for candidates to share their research with a broad audience. The session also served as preparation for the candidates’ upcoming thesis defense meetings. It was a high-energy event, and the room buzzed with conversation as students enthusiastically shared their new learning with visitors.

The Rural Teacher Residency Program is a blended pathway in which candidates earn a teaching credential (either multiple subject or education specialist) and a Master of Arts in Education. Candidates in this pathway co-teach with an experienced mentor teacher during a one-year residency in a high need rural school district. During this residency year, each candidate also conducts an action research study within his or her classroom, school site, or assigned district. The action research project contributes, in part, toward the fulfillment of MA requirements. The RTR Program is one of two programs funded by Project Co-STARS, a Teacher Quality Partnership grant received from the U.S. Department of Education in 2009.

Margie Taresh, a graduate from the CSU, Chico Bilingual Credential Program, has been selected as the first recipient of the Teachers Are Heroes Award, given by Golden Apple Insurance and Financial Services. Margie is a bilingual kindergarten teacher for the Rosedale Elementary School’s Two-Way Immersion Program. Parents have attested to the high quality of her teaching and the way she wins her students over with her quiet, warm demeanor. Tim Carris, the Rosedale Elementary School principal, stated that Margie is recognized for her “dedication to our students, fellow staff members and school-wide community. You are a very important part of our kindergarten team charged with welcoming our students into Rosedale and in many cases introducing them to a new language. Congratulations!” The Bilingual Program is proud to recognize her achievement, not only as a graduate of the program, but also as a bilingual cooperating teacher of more than 10 years. She guides bilingual teacher candidates through their student-teaching experience with the same skill and expertise that she brings to her students. Thank you, Margie, and congratulations!

Please click on the link below to view a short video of Megan McDonald’s (Channel 12 KHSL) Sept. 10 interview with Margie. www.khsltv.com
On Sept. 24, School of Education faculty and local school districts’ faculty attended Dr. Laurie Olsen’s one-day summit on Creating Pathways for the Academic Achievement of Long Term English Learners, sponsored by Butte County Office of Education. Dr. Olsen presented her research highlighted in her recent publication, *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for Long Term English Learners*. One of the most startling findings is that 59 percent of secondary English Learners are Long Term English Learners (students in US schools for more than six years without reaching sufficient language proficiency to be reclassified). Throughout the one-day summit, faculty discussed characteristics of long-term English learners, how they became long term, and how to better serve English Learners in our schools. (Olsen, 2012). They explored their roles as educators in reflecting on their own practices, current programs and policies in place, and exploring models that show promise for addressing this challenge.

During this same time frame, the Bilingual Pathway Teacher Candidates had the good fortune of having the renowned researchers and authors, Drs. Yvonne and David Freeman guest present in EDTE 673: Access to Literacy for English Learners. They explored factors affecting the academic success of English Learners living between worlds. Specifically, we discussed how the American school experience exists within the family, community, state, and national context; that these contexts are complex and that no one factor can be attributed to the success or failure of English Learners. Some of the key understandings students shared after the presentation were

- After having read about the potential for impacting student achievement by understanding and recognizing the influence of culture, the Freeman talk was really what helped give context for real-life application.
- Yvonne and David Freeman spoke about the factors that affect success in school for English language learners. These factors include the student’s language proficiency, family and neighborhood conditions, and national and state outlook and attitude towards immigrants. Freeman and Freeman emphasized having confidence in your students and showing them that you care. I believe that taking an interest in your students and making an effort to make connections between their native language and English. We shouldn’t limit ourselves to only greeting them in their native language, but also helping them understand context. Spending time explaining and debriefing in their native tongue can help their understanding of assignments.

• To enhance the education of the students, the school and community must work together. I like how the Freeman’s began their presentation introducing the elementary school in Texas and then describing the community around the school. Then they went into how it is necessary for the school and community to go hand in hand and work as a unit. A topic I learned a lot about from their presentation is acquisition vs. learning and that is why it is important to teach language through content. As a future teacher I will need to incorporate my student’s cultures and experiences into the classroom and bring in our cultural community.

We hope to continue this conversation throughout the year and plan to bring important issues raised in both presentations to a wider audience in the spring.

Dr. Laurie Olson

Yvonne and David Freeman guest present to bilingual teacher candidates on key factors that influence educational outcomes for English Learners.
Professional Development Grant
Expands to Serve More Teachers

When teachers identify student needs and then are supported with sustained professional development to address those needs, students benefit. Chico Unified School District librarians, Liesl Jones, Gale Morgan, Linda Elliot, and former Chico librarian Michael Specchierla wondered if teaching media literacy skills to junior high and high school students would improve student learning. They sought and were awarded a Teachers’ PD INC professional development grant. The grant is providing funding for the librarians to attend technology, literacy, and learning conferences. Back home, the librarians and more. They have developed new ways for students to make book reports and evaluate web pages and online information. They have even presented to Dr. Cris Guenter’s educational technology graduate courses twice.

To understand the impact of the changes that are happening, the librarians are collecting data and conducting action research. Even here they are using technology with services such as Google Surveys and Survey Monkey to get feedback from teachers and students that is helping them better understand technology use and how to improve the workshops they provide.

As the Chico librarians move into year two of their project, they are developing and promoting a transliterate environment where students and teachers make choices about the types of tools they use to acquire knowledge from a variety of information sources in a variety of formats, and gain an understanding of the responsibilities, concerns, and rich possibilities of digital citizenship.

In short, the librarians want educators and students to transition from learning to use tools to having a cohesive vision about the environment in which they are used.

Teachers’ PD INC stands for Teacher’s Professional Development for Inland California. It has been funded for a second two-year cycle through the Improving Teacher Quality Program. The project is co-directed by Dr. Michael Kotar, School of Education, Dr. Julie Monet, College of Natural Sciences and Dr. Karen Villalobos, superintendent of the East Nicholas High School District. Teachers’ PD INC supports teacher-driven professional development to address questions or problems directly related to teachers’ classroom practice. Over two school years, participating teachers select professional development, create interventions, and conduct action research to assess the impact of their interventions. Teachers’ PD INC is currently supporting sustained professional development for 52 teams of teachers from San Bernardino to Weed, CA and is serving approximately 250 teachers.

The co-directors are conducting research into the effectiveness of teacher-driven, job-embedded professional development that recognizes teachers as professionals capable of making creative, data-supported choices to improve their practice and the overall education of their students.

Information about Teachers’ PD INC and the projects of teacher teams can be found on the Teacher’s PD INC website at www.csuchico.edu/teacher-grants or by contacting Dana Johnston in the College of Communication and Education Grants Office at 530-898-6146 or by emailing teacher-grants@csuchico.edu.
How are we doing?

In the School of Education, we are constantly asking this question. But we do more than just ask it; we use data to help us answer it and to lead us toward continual program improvement.

We have multiple sources of data, reaching beyond grades in courses and demographic information. Candidates earning their initial credential engage in a performance assessment (PACT: Performance Assessment for California Teachers) which evaluates each teacher’s ability to plan a series of lessons, teach students, assess student performance, and reflect on student and teacher learning. Once hired, employers of our graduates evaluate their teaching on a “year out” survey. Across programs, our graduates take exit surveys to measure their satisfaction with their experiences. Students earning a master’s degree engage in writing proficiency assessments.

How is the data used?

Our program faculty examines the data to look for strengths and areas for growth. For example, our initial credential programs have identified three goals for continual improvement, which include preparing our teachers to 1) teach students with special needs, 2) teach students who are at risk of academic failure, and 3) to use assessments to support student learning. Then, we focus our resources and take action.

To illustrate, a current focus is preparing credential candidates to teach students with special needs, specifically in the context of an inclusive classroom (one that has children both with and without identified special needs). One of our approaches is to offer courses taught by two professors, one with expertise in special education and one with expertise in general education. We will then measure the effects of this change and continue on the cycle of program improvement.

These data analyses, goals, and action plans become part of the reporting that we do to state, regional, and national accrediting agencies. But beyond meeting a requirement, this process helps us to refine the work that we do in preparing educators and administrators. We continue to get better at what we do because we are committed to creating the best educational experience for K-12 students.

Would you like to see the results?

We invite you to peruse a sample of our reports online at www.csuchico.edu/soe/performance-assessment

Where Do You Stand on Your Educational Digital Technology Use?

A survey of our recent Masters of Education graduates indicates a strong growing trend in the use of these 20 digital tools for their planning and preparation as well as making these tools available to their students. Overall, 76.5 percent of our graduate students reported they used technology tools in their planning and preparation for teaching. The three leading technology tools currently used in this planning and preparation are web searching, web resources, and presentation skills. Collaboration and communication tools followed by spreadsheet skills are also used to a great degree.

(SLO stands for student learning outcome). This information is part of a larger MA in Education annual assessment report.
We would like to introduce two new supervisors to the School of Education faculty: Merrilee Cavenecia and Dorothy Kennedy.

Merrilee Cavenecia worked as a principal, project specialist, English language development (ELD) resource teacher and teacher in the West Contra Costa Unified School District. She has a Masters Degree in both Educational Administration and Cultural Anthropology and is also a trained Montessori teacher. As a principal, she provided support and supervision to 25 faculty where she developed and facilitated a faculty team structure which focused on best practices in Literacy, Math and ELD. She and her faculty worked closely together as a professional learning community in order to meet the needs of each child in their school. As project specialist for a Title VII grant, she organized the planning and implementation of a Dual Immersion Program and a Newcomer Center. She was also a member of the National Coalition for Advocates for Students, a Southeast Asian Family School Partnership Project. When she worked as an ELD resource teacher, she initiated the Newcomer Center model, which became part of the Title VII grant. Her interest in ELD developed when she worked as a 4th-grade teacher where all of her students were Lu Mien newcomers from Laos. Cavencia has recently moved from the San Francisco Bay Area to the North State and with a deep interest in contributing to the education of children, she is now supporting and supervising new teacher candidates at Chico State.

Dorothy Kennedy comes to Chico from San Jose. She taught kindergarten through eighth grade in San Jose Unified School District (SJUSD), including three years in a fourth grade bilingual classroom. She also served as a resource teacher teaching GATE, science, library and technology at the elementary level. She initiated and developed the Homeschooling Program, which is still successfully supporting K–12 students and was hired to be the lead teacher at the 21st-Century Magnet School—a collaboration between SJUSD, San Jose State University, and Apple Computer. While working at Leland High School, in collaboration with Equal Opportunities Schools, she led a team that identified “missing students” and closed the enrollment gap in AP classes in two years. In the SJUSD, she served in administration as an assistant principal at the elementary, middle, and high school levels and as principal at the elementary and middle school levels. She was also the manager of secondary curriculum and professional development at the district office. She retired in June 2010, moved to Chico to be closer to family, and is excited to be part of the School of Education at CSU, Chico. Welcome Dr. Kemper!

The School of Education is pleased to announce that Dr. Talya Kemper has joined the faculty this fall. Dr. Kemper comes to the School of Education with an impressive background as a teacher for students with severe disabilities in the San Francisco Unified School District. She has a doctorate in special education from the University of Washington, where her research focused on reading instruction for students with severe intellectual disabilities who were nonverbal and English learners. She also supervised student teachers who were pursuing their special education credentials with a focus on individuals with severe disabilities. Dr. Kemper is teaching courses in curriculum and instruction and in the area of autism-spectrum disorders and supervising special-education interns throughout the region. As a California native, she is excited to be back in California and especially at CSU, Chico. Welcome Dr. Kemper!
I went to Edshop in April, which gave me really great tips on how to get a job. In May, I went to the education fair and had printed my résumé to take with me. I handed it to one gentleman from Marysville Unified. About two weeks later, I got a call saying they wanted to interview me. At this point I had never filled out an application before; they were simply going off my resume. When I went for the interview I brought the application with me. I ended up getting a job with Marysville Unified and just ended my second day. If I had not gone to Edshop or the education fair, I would not have a job right now. I currently work with seventh-and-eighth grade students who come from an extremely low socio-economic means. I teach a resource algebra readiness, and resource U.S. history. In Learning Center I teach most SPED students. Here we work on math, reading, and vocabulary. We also talk about character, manners, and what they need to get jobs/be in the real world. It is a hard job; jr. high is difficult, especially when you come from a elementary background, but every day I have those little moments where I know I am building a relationship with these students. I know that little by little, I am getting through— plus, I have the most amazing staff to work with.

Randall Smith, Graduated 2000
*Present Teaching Position:* Has been teaching sixth-grade math and science at Sequoia Middle School in Newbury Park for 11 years
*Extracurricular activities:* Hiking, running, climbing, and reading
*Leadership/service positions:* Department chair, bargaining representative, and site representative

Suzanne Stirling, Graduated 2001
*Present Teaching Position:* Has been teaching seventh-grade english and social studies at Quincy Jr./Sr. High School in Quincy, CA for the past 11 years
*Leadership/service positions:* PCTA Bargaining member, BTSA mentor

Camille Alfred, Graduated 2006
*Present Teaching Position:* Teaches seventh-and eighth-grade language arts and social studies at Loyalton Middle School in Loyalton, CA.
*Additional certifications/degrees:* English Single Subject Credential
*Extracurricular activities:* Yearbook, journalism, art, and cheer coach
*Leadership/service positions:* Union vice president

Jacquelyn Murray, Graduated 2004
*Present Teaching Position:* Has been teaching kindergarten at Ida Jew Academies in San Jose, CA, for six years.

Leadership/service positions: Negotiations Chair Union representative
Recognition/Awards: The Teacher of the Year Award 2012

Misty (Weagant) Howarth, Graduated 2002
*Present Teaching Position:* Math and science teacher at Gridley High
*Recognition/Awards:* Inducted in the 2012 Oroville High School Hall of Fame

Cyndee Engrahm, Graduated 1977
*Recognition/Awards:* The Teacher of the Year Award 2012

Patricia (Miller) Hamilton, Graduated 1991
*Recognition/Awards:* Inducted in the 2012 Oroville High School Hall of Fame

Jennifer (Higginbotham) Albisu, Graduated 2002
*Present Teaching Position:* PE/health as a middle school teacher; has been teaching nine years with the Elko County School District

Gloria Bracco, Graduated 1970
*Present Teaching Position:* Retired after 42 years.
*Additional certifications/degrees:* received her BA in social science and her Standard Elementary Social Science Credential in 1970.
On Wednesday, Sept. 12, the School of Education Special Education Program sponsored a special presentation for 100 regional educators by Dr. Donald Deshler, professor at the University of Kansas and a leading national authority on evidence-based practices as well as on issues and challenges facing education today. Dr. Deshler’s presentation, “High Leverage Practices That Promote Learning for All Students,” provided educators with a comprehensive review of critical and current research on learning and literacy practices. This was Dr. Deshler’s third visit to Chico sponsored by Project NEXT STEPS: Strengthening Preparation of Secondary Special Educators with funding from the Office of Special Education Programs, U.S. Department of Education.

Dr. Terri Davis, director of Project NEXT STEPS, said that Dr. Deshler brings enormous expertise to our local educators in response to the needs of the regional schools. She shares, “Dr. Deshler believes Chico to be a very special place, and he has made specific efforts to schedule visits here. We are most appreciative!”

Dr. Deshler is a Williamson Family Distinguished Professor of Special Education and the director of the Center for Research on Learning (CRL) at the University of Kansas. The work of the CRL focuses on (1) the design and validation of interventions and technologies that enable struggling learners to meet state assessment standards, successfully graduate, and succeed in post-secondary settings; (2) strategies for restructuring secondary schools to improve literacy attainment for all students; and (3) strategies for building capacity within school staffs to optimize sustainability of change initiatives.

David Teja, special education teacher at Chico High School, attended Dr. Deshler’s presentation and states, “I was trained in the Strategy Intervention Model 20+ years ago. I still use Dr. Deshler’s strategies in my classroom today…what an honor to have him with us in Chico. The effect size information he shared will be used in our staff meeting at Chico High next month. We thank Chico State for their continual support of the public school system by bringing us quality special-education leaders to present current research right here in Chico!”

Dr. Donald Deshler Provides Regional Presentation

George W. Huang, 76, passed away on May 25. He was born April 20, 1936, in Taiwan. He was a professor in the Department of Education from 1969 until his retirement in 1998.

Huang and his family came to Chico in 1969, when he was hired as a professor in the Department of Education. During his tenure at Chico State, he was instrumental in developing the Asian Studies Program. He created a highly successful exchange program with several Asian universities, in which both students and professors were involved. In 1988, he received a Fulbright Scholarship.

“George Huang was a scholar in every sense of the word,” said Jim Richmond, Professional Studies in Education. He remained current in his primary academic field of library science through reading and writing, and participated in state and national level professional organizations. He was completely dedicated to his graduate students working to receive credentials in library science. He also maintained long-term contact with students after they completed their graduate studies to be sure all was well as they entered their own professional roles.”

George W. Huang

George W. Huang, 76, passed away on May 25. He was born April 20, 1936, in Taiwan. He was a professor in the Department of Education from 1969 until his retirement in 1998.

Huang and his family came to Chico in 1969, when he was hired as a professor in the Department of Education. During his tenure at Chico State, he was instrumental in developing the Asian Studies Program. He created a highly successful exchange program with several Asian universities, in which both students and professors were involved. In 1988, he received a Fulbright Scholarship.

In Memory
Donation and Address Change

If you would like to make a secure, online gift to the School of Education, go to the link and scroll to the bottom of the page. www.csuchico.edu/cme/alumni/giving.shtml.

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