Dear Friends of the School of Education,

As the weather warms up and summer approaches, I am reminded of the importance of connecting with friends. Many of us not only have wonderful memories of attending Chico, but we still have close friends that date back to those college days.

As director of the School of Education, I love meeting with students who seek career advice. These potential future teachers begin by recounting all their proud Chico State alumni family members who encouraged them to choose Chico. I never miss the opportunity to remind them that one additional reason to choose Chico State is that it has produced quality teachers for more than one hundred twenty-five years!

As School of Education Chico State alumni, I encourage you to remember what a special place Chico is by staying connected. Your generous donations support our future teachers. Thanks to your support, we are able to provide scholarships and fund alumni engaging in important workshops and events.

Are you looking for ways to connect with other Chico State grads and the university? Check out our networks: Facebook, Linkedin, Twitter, RSS News Feed, and Flickr - it’s where the Chico State alumni community comes together online to network, collaborate, share, and have fun! It’s easy to search for friends and make new connections with the CSU, Chico Online Community. Membership is exclusive and free to alumni only. All you need to do to take advantage of all the community has to offer is to proceed through the registration process to establish a User ID and password. First time visitors Register now to take advantage of all the benefits of Alumni Community membership! Membership benefits include campus privileges such as discounts on athletic tickets, Chico Performances and School of the Arts non-sponsored events, and purchases in the bookstore. Additional discounts are available for recreation, travel and entertainment through local partnerships.

Making or renewing a gift to the School of Education is only a click away. Simply go to the College of Communication and Education webpage 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
Assistive Technology Fair
April 27, 9:00 a.m.–3:15 p.m.
For credential candidates. Faculty were welcome. Held at the Masonic Family Center.

SOE Advisory Board
May 1, 4:00 p.m.–7:30 p.m.
For selected CTs, administrators, students, program coordinators and faculty. Held at Shelley’s Catering.

ELD Workshop
May 15, 9:00 a.m.–4 p.m.
For credential candidates, CTs, administrators and faculty. Held at Neighborhood Church. Sponsored by the Rural Teacher Residency Grant.

Recognition Ceremony
May 23, 6:30 p.m.–7:30 p.m.
Laxson Auditorium. Reception immediately following.

SOE Retreat
May 29, 9:00 a.m.–3 p.m.
All SOE faculty and staff, to be held at Shelley’s Catering.
Accreditation is all about quality assurance—ensuring that programs in the School of Education are certified to grant degrees and credentials to educators. Accreditation is not about checking off boxes on a list. Instead, the process is a dynamic one, in which faculty work closely with state and national accrediting bodies to continually meet and exceed educational standards.

All credential programs at Chico State are accredited by the State of California (California Commission on Teacher Credentialing). In order to earn accreditation, each program provides evidence that it is meeting a long list of standards. Standards identify what students should know and be able to do by the time they earn their degrees. Programs provide documentation showing what the programs offer plus data showing that students are actually learning what is intended. These data include, for example, performance on assessments and performance in student teaching. Faculty, staff and administrators provide documentation and data to the state on an ongoing basis.

While state accreditation is mandatory, national accreditation for teacher education is voluntary. The School of Education is voluntarily accredited by NCATE, the National Council for Accreditation of Teacher Education. Accreditation by NCATE (soon to be known as CAEP—Council for the Accreditation of Educator Preparation) allows us to demonstrate that our programs are on par with those at some of the best universities nationwide.

Much of the accreditation reporting occurs electronically. However, every seven years representatives of accrediting bodies visit to see us in action. In spring of 2015, an accreditation team composed of representatives of state and national accrediting agencies will visit the School of Education. Our goal will be to demonstrate that, in addition to meeting standards, we are continually improving our programs in an effort to exceed standards. The Assessment Update from the Fall 2012 newsletter describes the continuous improvement process, in which program coordinators use assessment data to set goals, make changes, and measure the results of those changes.

As we work to ensure quality, all of us in the School of Education understand that we have a responsibility to educate teachers who are effective, reflective, and engaged. Guided by this mission and our accreditation process, we uphold the 125-year-old tradition of excellence in teacher education at CSU, Chico.

There will be opportunities for alumni to become involved in our accreditation visit. As the visit date approaches, look for information in newsletters and on the School of Education website.
The School of Education was put on the map when Dr. Maris Thompson, Chair of the CSU Chico Faculty Staff International Task Force, and Dr. Paula Selvester, along with the other members of the Task Force, William Dantona, MaiHoua Lo, and James Luyirika-Sewagudde, conducted a successful, entertaining, and informative workshop titled, “Cultural Dialogues for Staff Development: Serving the Saudi Community.” The session was attended by 30 members of the CSU, Chico staff representing advising, admissions, and a variety of other schools and departments.

The Task Force, which was organized in response to President Zingg’s vision found in *Updating CSU, Chico’s Strategic Plan for the Future*, to “embrace the local, regional, and global communities of which we are all a part” has a mission to assist students “to be useful members of a global society”.

The CSU Chico Faculty Staff Internationalization Task Force has been working campus-wide to educate and raise awareness among faculty and staff to understand and develop the skills to work successfully with and effectively teach an increasingly culturally and linguistically diverse student population. They implemented an interactive workshop for the CSU Chico staff to help them better understand the experiences of Saudi Arabian students on campus, ways in which these students may be better served, and ways in which their knowledge and experiences can be better incorporated into university services and course curricula.

CSU Chico staff benefited from this highly interactive presentation by dialoguing directly with Saudi students who were well-prepared and professional. Some of the issues they covered included the diversity of the CSU Chico Saudi student community, cultural frames for understanding common behaviors, gender differences and most importantly, more culturally responsive ways to serve Saudi students on our campus.

We must all learn not only to support the diverse students on our campus to the best of our ability, but to incorporate all students into the academic life of the classroom and the social life of the campus. Serving diverse students effectively takes intensive efforts on the part of campus faculty and staff. It is the belief of the Internationalization Task Force that much of this work is best accomplished when staff and faculty have an opportunity to dialogue with students directly about their experiences both positive and negative thus far at the university.

This presentation was not only publicized here on campus but was also reported in the Saudi USA newspaper. See the link below. We are indeed well-known!

Visit: The Saudi USA newspaper
http://saudiusa.com/new/ar/studentnews/4189------qq-.html
This year’s representatives spent a week visiting schools and taking in the sights of Beijing and the beautiful city of Guangzhou in the Guangdong province of China. The delegation provided them with an opportunity to:

- Visit Chinese K–12 schools and postsecondary institutions, meet with Chinese educators, observe classes, and interact with students
- Establish meaningful partnerships with Chinese education institutions and network with U.S. colleagues
- Attend presentations on best practices and gather resources to build and support Chinese language and culture programs
- Experience China firsthand and marvel at the rich traditional culture set against stunning modern development

Building Bridges

CHICO VISITS CHINA

As part of this year’s Chinese Bridge for American Schools Delegation, Laurie DeBock, assistant principal of Bidwell Junior High School, Shirley Williams, principal of Citrus Avenue Elementary; and Mimi Miller and Deborah Summers from the School of Education, participated in a week-long program in China sponsored by the Hanban Confucius Institute Headquarters and the College Board.

The purpose of the delegation is to help educators start or strengthen their institution’s Chinese programs and partnerships. Chico has participated for several years in this rich exchange.

Highlights of the trip included school visits, cultural activities, and educational workshops. The delegation observed lessons at the many schools they visited and learned about the educational history of Guangzhou schools. They were treated to a breathtaking night cruise on the Pearl River. Beijing cultural events included a visit to the Great Wall, a tour of the Forbidden City, and a campus visit to Peking University.

According to Mimi Miller, “This trip provided an opportunity to build relationships leading to cultural exchange and enrichment. If future educators in the School of Education gain a greater understanding of Chinese culture, they can, in turn, teach their K–12 students to be global citizens.”

The potential positive impact of this travel, beyond serving future educators and their students, supports CSU, Chico’s mission of internationalization, “integrating an international and intercultural dimension into the teaching, research, and service functions of CSU, Chico.”

Shirley Williams, Dr.’s Mimi Miller and Deborah Summers, and Laurie DeBock travelled to China through the “Chinese Bridge for American Schools” program.

To see the beauty of China, visit Chinese educational programs and schools, and experience their trip, go to http://youtube/ml8OjzS0nR0.
Cindi Johnen, a full-time teacher at the K–8 Concow Elementary School and graduate student in the School of Education’s MA in Education: Curriculum and Instruction Option, is the recipient of the prestigious CSU Graduate Equity fellowship. The Fellowship provides a $750/semester stipend and a $2,000/semester research assistantship. Stipend monies are funded by the CSU Chancellor’s Office, while the assistantship is funded by the Office of Graduate Studies at Chico State. Johnen is eligible to receive the fellowship for a total of four semesters as long as she continues to meet the requirements of the program, including completing at least six units of graduate work per semester and demonstrating satisfactory progress toward her master’s degree.

Johnen has been paired with Dr. Cris Guenter, her designated faculty mentor, to participate in a research project to prepare her for doctoral study. Dr. Michael Kotar is serving on her graduate committee as well. Johnen’s thesis research focuses on “Applying Digital Media as an Implementation Strategy for Meeting Common Core Standards in a Low Socioeconomic Rural School.” The School of Education congratulates her on this well-deserved recognition and supports her as her research gets under way.

Ten teachers from the Rural Teacher Residency program presented their research at the American Education Research Association 2013 Annual Meeting in San Francisco this spring in a structured poster session titled, Action Research in Learning to Teach: Stories from the Rural Teacher Residency Program at California State University, Chico. The Rural Teacher Residency is a pathway that bundles the Master’s in Education with a multiple subject or education specialist preliminary credential.

The co-director of the Mills Scholars Program at Mills College, Dr. Claire Bove, noted how impressed she was at the level of rigor in the action research studies. After seeing the work of the teachers from all three cohorts and having the chance to talk with them about their posters, she said, “I came away impressed with the rigor and depth of the studies by these novice teachers. At the same time, in every case, what stood out was the personal connection these teachers had made with their students as they conducted their research, their focus on individual student learning, and the ethic of care for the students that each of the teachers clearly expressed.”

Dr. Ann Schulte, School of Education faculty said that “all of the Rural Teacher Residents presented as the teaching professionals that they are.” She encouraged them to continue to take the opportunity to share their research with others in different forums and to submit manuscripts to be considered for publication.
On April 17, 2013 the School of Education hosted the annual Partners in Education (PIE) event. The annual PIE event includes dinner and an educational speaker to honor our cooperating teachers and other public school partners for the incredibly important role they play in the preparation of teacher candidates. This year’s event featured Dr. Yvette Jackson, author of *Pedagogy of Confidence*. Over one hundred twenty-five of our cooperating teachers attended.

Dr. Yvette Jackson is the Chief Executive Officer of the National Urban Alliance for Effective Education. She teaches classes in the Education Administration program at Columbia University, and is a frequent guest lecturer at Harvard University. In addition, Dr. Jackson often speaks at both national and international conferences about bringing a more enriching and relevant curriculum to the most underserved student populations in our schools. Her inspirational presentation was titled *Best Practices for Serving Underserved Students* and she described the philosophies and techniques that achieve the best results in high poverty rural schools. Dr. Jackson advocates for high expectations for all students and for a curriculum that is focused on the development of critical thinking skills, hands-on learning, and culturally relevant pedagogy. Participants at this evening session were given a copy of Dr. Jackson’s book as a resource intended to deepen their thinking around how to support underserved students.

In addition to the PIE Dinner, Dr. Jackson held an afternoon workshop for our teacher candidates focused on the same topics. The student session was attended by over one hundred candidates enrolled in different teacher education pathways or undergraduate majors leading to a career in teaching. Dr. Jackson’s candidate session combined her inspiring message with the modeling of practical strategies that teacher candidates could immediately implement in their practicum classrooms. Candidates were pushed to expand their thinking about the capabilities of their students, and to think deeply about how a student’s home culture...
Her inspirational presentation was titled Best Practices for Serving Underserved Students.

could impact learning at school. She challenged candidates to think about students from an asset-based perspective, and created structured opportunities for participants to build a plan for how they would develop the strengths their students possess.

Dr. Jackson’s visit was funded by both the School of Education and Project Co-STARS, a federal Teacher Quality Partnership (TQP) grant received by CSU, Chico to fund innovative models of teacher preparation. Project Co-STARS supports two credential pathways, the Rural Teacher Residency (RTR) program and the Integrated Teacher Education Core (ITEC) program. This was a truly collaborative event that was enjoyed by all!
The School of Education is pleased to introduce the organization’s first assistant director, Dr. Lynne Bercaw. She brings to the position several years of leadership experience as program coordinator in the Multiple Subject Program at Chico State and the Elementary Education Program at her previous institution, Appalachian State University. The primary responsibilities of the assistant director include overseeing curriculum revisions and facilitating special School of Education events. When you see her at the next School of Education event, be sure to introduce yourself and congratulate her!

Right: Dr. Lynne Bercaw, the new Assistant Director of the School of Education and Multiple Subject Program Coordinator.

Assistant Director

The credential analyst acts as the liaison between CSU, Chico’s credential candidates and the California Commission on Teacher Credentialing. Traditionally, there has been just one credential analyst here at CSU, Chico who was responsible for processing the recommendations for all credentials offered through CSU, Chico credential programs. Recently, that changed. Rachelle Sousa was hired as the credential analyst trainee and after completing the training period, she will join Gay Maas as a CSU, Chico credential analyst. Sousa is a CSU, Chico graduate and comes to us with eight years of experience through her work within the Tehama School District. Along with her extensive expertise within the educational setting, Sousa brings a positive attitude and an energetic new perspective to the Credentialing Services Office. We are looking forward to collaborating with her on many new credential projects.

Rachelle Sousa, new Credential Analyst Trainee
Resolution Presented by the Chico City Council to the Chungcheongbuk Province

January 7, 2013

Whereas the teachers of the Chungcheongbuk Province have come for one-month visits to Chico since 1988; AND

Whereas this program has served to bring friendship, goodwill, and mutual understanding between the people of Chico and those visiting here from the Chungcheongbuk Province; AND

Whereas this program has extended in recent years to bring college students from an Institution of Higher Education in the province – Konkuk University Glocal campus - for similar one-month visits to the Chico community; AND

Whereas the teachers have taken the methods learned and experiences gained from their time in Chico back to thousands of their students; AND

Whereas the teachers have made the friendly spirit of Chico known to their families and thousands of Chungcheongbuk youth; AND

Whereas the teachers have engaged in these activities with a positive attitude dedicated toward professional and personal development; AND

Whereas today marks the Opening Ceremony for the 25th group of teachers from the Chungcheongbuk Province; AND

Whereas this 25th group will bring the 1,000th person from the province to the Chico community;

Therefore, Be It Resolved that the Chico City Council recognizes the significant social, cultural, and economic contributions made to this city by this program, and formally thanks Governor Lee Kee Yong and the teachers of the Chungcheongbuk Province for being outstanding ambassadors for the Republic of Korea and exemplary role models for the youth they serve.

In recognition of the 25th year of a successful educational partnership between CSU, Chico and the Chungcheongbuk Province in South Korea, the Vice Mayor of the City of Chico, Scott Gruendl, delivered a formal resolution on January 7, 2013 at the Opening Ceremony of what has come to be affectionately called “Chico Family”. The Chico City Council resolution, read before CSU, Chico Leaders, Program Director Charles Zartman, program staff, and the newly arrived teachers, recognizes the significant social, cultural, and economic contributions that the program provides.

For the past twenty-five years, the “Chico Family” program has offered teachers from the Chungcheongbuk Province an opportunity to come to CSU, Chico for four weeks to improve their English skills, learn teaching methodology, and experience American culture. In its third year, 1990, the program was named the outstanding professional development program in education for all of the Republic of Korea. This year’s “Chico Family” represented another significant achievement for “Chico Family” and the CSU, Center for Bilingual/Multicultural Studies, as it marked the 1,000th individual from the Chungcheongbuk Province to arrive at CSU, Chico,” said program director Charles Zartman.

Read the City Council resolution (at right) for a rich description of the program.

Members of the most current delegation from Chungcheongbuk Province and the CSU Faculty pose during the 25th anniversary of the program on their visit in January.
The Collaborative Professional Development (CPD) Grant, a five-year $1,948,000 program designed to improve learning opportunities and educational outcomes for English Learners, launched an initial Institute for 18 local educators and 18 CSU, Chico Bilingual Student Teachers. Four Institutes will follow, one each year for the remaining four years of the project.

Participating educators receive inquiry-based instruction in the STEM discipline of Science and also integrate English Language Arts (ELA) Common Core Standards and English Language Development (ELD) Standards into the development of curriculum during the four-day Institute. CPD staff members will offer follow-up assistance over a two-year period as the in-service teachers move through as a cohort to develop new lessons through the Lesson Study process. The feedback from this initial group indicates genuine satisfaction with the quality of the Institute content and long-term outlook for success.

The CPD staff members are a team of CSU, Chico faculty and staff and partners from Butte County Office of Education and the Chico Unified School District. Esther Larocco and Chuck Zartman from the School of Education serve as Co-Principal Investigators of the Project; Mary Soto, Elizabeth Stevens Omlor and Maris Thompson, also from the School of Education, comprise the Lesson Study support team and also provide input to the English Language Development project component; Holly Ahmadi and Rindy DeVoll, from Butte County Office of Education, lead teacher recruitment and also deliver English Language Development pedagogy; Michael Harris and Kathy Jones, from Chico Unified School District, along with Irene Salter, chair of the department of Science Education, make up the Science content team. Yer Thao directs the student recruiting effort; and Cheri Taylor, from the CME Office of Outreach, Research and Grants, offers expertise and support with program compliance and operation. The CPD team is off to a great start.

SOE faculty and all participants in the initial Collaborative Professional Development (CPD) Grant assembled for a picture at the initial workshop sponsored by the CPD grant.
SERVING STUDENTS WITH SIGNIFICANT DISABILITIES

This spring the School of Education special education faculty in the Moderate to Severe Credential Program sponsored a day with nationally recognized scholar, educator, and advocate for students with disabilities, Dr. Carolyn Musslewhite.

Dr. Musslewhite conducted an all-day workshop on literacy for students with severe disabilities, titled “Language literacy, and learning: Bringing it together for students with significant disabilities.” More than 80 teachers, principals, service providers and faculty of our Northern California region were in attendance.

The event was held at the Chico Masonic Lodge, and was free of charge for participants. After completing the workshop, participants received a CD of assessment/intervention resources, make-it/take-it materials, and were invited to a free, private online wiki with constantly updated literacy materials.

Dr. Caroline Musselwhite is a nationally recognized scholar, educator and advocate for individuals with disabilities. She is an assistive technology specialist with more than 30 years of experience working with individuals with severe disabilities. Dr. Musselwhite consults with numerous organizations and school districts in the area of assistive technology, literacy and the Common Core. In addition to her consulting, she has written numerous textbooks, “how-to” books and has authored numerous software programs for youth with disabilities. Dr. Musselwhite has presented thousands of workshops throughout North and South America, Australia and Europe on a variety of topics some of which include: literacy, communication and writing for individuals with severe disabilities and complex communication needs. She is also a founding member of the Board of Directors for the International Society for Augmentative and Alternative Communication.

The event was funded by the Combined Priority for Personnel Development, a Low Incidence grant sponsored by the U.S. Department of Education.

Language Literacy, and Learning

Bringing It Together for Students With Significant Disabilities

Special educators from all over the north state attended a workshop focused on literacy for student with severe disabilities.
Inclusion and school reform have transformed America’s classrooms. Teachers prepared to teach in today’s classrooms need to ensure that all students can access the curriculum, including students with disabilities in general education classrooms. In response to this need, the School of Education recently held its annual Assistive Technology Fair. The fair is a day-long workshop for general educator and special educator credential candidates to learn how teachers can use assistive technology in all kinds of classrooms to teach new skills to students with all kinds of disabilities and to provide students with access to the general education curriculum.

According to the National Center on Accessible Information Technology in Education, Assistive technology is “technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible.”

Originally the brainchild of Dr. Susan Porter and Mr. Jack Krause who were co-teaching an Academic Literacy and Assistive Technology course to education specialist teacher candidates, The School of Education Assistive Technology Fair now serves over 200 students each year. According to the director of the School of Education Dr. Deborah Summers, student exit survey data provided an impetus to expand the fair.

“Significant numbers of our credential candidates were finishing their program of study feeling that they could have been more prepared to meet the challenges of students with special needs. At the same time, advances in technological tools to support the range of exceptional learners were developing so quickly. We wanted future teachers to know the resources and tools available to help them,” Summers said.

This year’s Third Annual Assistive Technology Fair on Saturday at the Masonic Center in Chico included informative presentations by a variety of experts in the field of assistive technology and provided candidates with information on how to support students with and without disabilities in their future classrooms. Topics included: universal design, universal design for learning, How IEP’s and 504 Plans Mandate and Facilitate the Use of Assistive Technology in Daily Instruction, Formative Assessment, and STAR Testing, augmentative and alternative communication, technologies and strategies for supporting blind and visually impaired students and how to use an iPad as a learning tool.

The day ended with a shout for joy as Andrea Stevens, one of the student teachers in the Rural Teacher Residency program, waved her winning raffle ticket and claimed her new Apple iPAD! All the resources and presentations from the day have been made available to the students and can be accessed upon request. This day was made possible by the generous donations of our alums. Your donations allow us to enrich our programs and better prepare our future teachers.
Jill Burns
Present Teaching Position: 1st grade at Santa Lucia School in King City, CA.

Sarah (Randall) Davis
Present Teaching Position: 3rd grade at Children’s Community Charter School in Paradise, CA. Sarah has been teaching for 10 years.

Michele Decker
Present Teaching Position: A 5/6 combo at Miller Elementary School in Bakersfield, CA. Michele has been teaching for 7 years.
Extracurricular activities coordinated or sponsored: Oral Language Festival, volleyball coach, basketball coach
Recognition/Awards: Chevron Innovative Teacher

Julita (Cabanilla) Galleguillos
Present Teaching Position: 4th grade at Cesar Chavez School in Salinas, CA. Julita has been here for 29 of her 31 years of teaching.
Leadership/Service positions: Bargaining chair for negotiations
Recognition/Awards: W.H.O. Award for C.C.S.F., 2012

Leslie (Taylor) Granka
Present Teaching Position: 9th–12th grade English and art at Prospect High School in Oroville, CA. Leslie has held this position for 7 years of her 14 years of teaching.
Leadership/Service positions: Leadership PLC Team

Wendy (Ward) Hansen
Present Teaching Position: Kindergarten at Biggs Elementary School in Biggs, CA. Wendy has held this position for 22 years of her 23 year career.
Leadership/Service positions: Union vice president, union negotiator

Ola (King) King-Claye
Present Teaching Position: 8th grade U.S. history at Rincon Valley Middle School in Santa Rosa, CA. Ola has taught at this school for her entire career of 33 years.
Extracurricular activities coordinated or sponsored: Student activities director 1994–2011
Leadership/Service positions: Physical Education Department chair, lead middle school rep in union, CTA state rep, California League of Middle School Trustee-Region 1
Recognition/Awards: Teacher of the Year
Professional Accomplishments: President of CADA, 2004

Laurie (Skotvold) Loumena
Present Teaching Position: 9th–12th grade French and Spanish at Kelseyville High School in Kelseyville, CA. Laurie has held the position for her entire 20 year career.
Extracurricular activities coordinated or sponsored: 10 student trips to Europe, advisor for Friday Night Live and Interact
Leadership/Service: BTSA, site rep negotiator
Recognition/Awards: Teacher of the Year for Kelseyville High School

Naomi Parker
Present Teaching Position: 1st grade at Children’s Community Charter School in Paradise, CA. Naomi has held this position for 3 years of her 7 year career.
Additional certification/degrees received: Reading Specialist, Master’s (Reading and Language Arts)
Leadership/service positions: BTSA mentor, union president
Recognition/Awards: Teacher of the Month

Thuy Pham
Present Teaching Position: 6th grade at Creative Connections Arts Academy in North Highlands. Thuy has held this position for 13 years of a 14 year career.
Extracurricular activities coordinated or sponsored: Filmmaking, coaching
Recognition/Awards: Teacher of the Year

Gina (Terzino) Roberts
Present Teaching Position: Kindergarten at Vallecito School in San Rafael, CA. Gina has held this position for 1 year of her 3 year career.
Extracurricular activities coordinated or sponsored: Cooking

Rebecca (Fraley) Weatherson
Present Teaching Position: 3rd grade at Blossom Hill Elementary School in Los Gatos, CA. She has held this position her entire career of 5 years.
Leadership/service positions: Union rep, teacher leadership (curriculum)
Recognition/Awards: Silicon Valley BTSA New Teacher Award
PACT Performance Assessment for California Teachers (PACT) Scorers Needed!

For educators, retired teachers, administrators, BTSA directors and support providers, subject matter advisers, & CSU adjunct faculty & supervisors—PACT is a consortium of teacher preparation programs at 30 California universities. These institutions have joined together to develop a teacher performance assessment. Successful completion of the teaching performance assessment is required to earn a California Preliminary Multiple Subject or Single Subject Teaching Credential.

Compensation:
• $200 for 2-day training and calibration session
  $100 per day (1 PACT event scored @ $100 each, 4–6 maximum)

Qualifications:
• Hold a credential in the subject area to be scored (multiple subject, secondary social science, music, etc.) and know the K–12 California Academic Content Standards in the subject area.

Training Dates:
• The next trainings will be held on two-day sessions on a Friday and Saturday at dates to be determined. All trainings occur from 4 to 8 p.m. Friday and 9 a.m. to 4 p.m. Saturday.

CSU, Chico is seeking education professionals to be trained as scorers for the following areas:

Multiple Subject:
• (Bilingual, Concurrent, and Standard)

Single Subject:
• (Math, HSS, Science, English, Agriculture, PE, World Languages, Health, Music, Art)

Please contact Roy Dunlap at radunlap@csuchico.edu for more information and an application flyer.