

FALL 2015

A Newsletter for School of Education Alumni and Friends of CSU, Chico

EDUCATION *matters*



REACH Receives the
Michelli Award **pg. 9**



Why RISE Now?
pg. 4

DIRECTOR'S *corner*

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*Dr. Deborah Summers
Director, School of Education*

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Dear friends of the School of Education,

The holiday season is an appropriate time to reflect on the gifts of support provided by our loved ones, family, and friends. Friends like all of you help the CSU, Chico School of Education to support teachers and schools through your commitment to education and the deep partnerships that help us to maintain the quality of our programs. You'll read several articles in this issue of Education Matters that showcase those partnerships including our hosting this year's annual conference for the National Network for Educational Renewal and the first annual statewide Better Together "unconference".

Our partner schools support SOE every time their doors open to welcome our teacher candidates. Read

an update from the field with quotes from the first cohort of the Residency in Secondary Education program and watch our Cooperating Teachers reflect on the success of co-teaching in their classrooms. Thank you to all of our current Cooperating Teachers for considering co-teaching as yet another strategy that supports our mutually beneficial partnerships! We know our ability to prepare the next generation of effective, reflective and engaged educators is directly related to your support and involvement.

Thank you for the gift of your supportive partnerships and friendship. I encourage you to remember that we are a community of educators and I hope you enjoy this issue of Education Matters.

Sincerely,

Dr. Deborah Summers
Director, School of Education



*Watch our mentor teachers reflect
on their co-teaching experiences!
<https://goo.gl/4xC5SU>*





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Why RISE now?

By Deborah Summers

The RISE (Resources for International Studies in Education) Library hosted an open house to mark its renewed role in the North State educational community on September 23rd. Through the generous support of emeritus anthropology faculty member Thomas Johnson, the library, managed by former teacher Sandy Shepard, offers local P-12 teachers, future teachers, and university faculty access to resources from around the world.

The open house showcased the beautiful eclectic library setting that includes a 35-person classroom that is ideal for groups. The library itself contains hundreds of books, games, clothing, musical instruments, and fabrics that all reflect the culture and country of origin. Featured in the library are 3,000 children's literature books, including versions of the Cinderella story in Korean, African, Cambodian, Egyptian, and Native American settings. Also on display are fascinating artifacts, maps, games, and instruments—from Indonesian masks to Japanese kimonos to Ethiopian drums.

The books and artifacts have been purchased over the past 30 years or donated by local world travelers or visiting teachers, and all are on free loan to any educator in Northern California. RISE Library staff also support teachers by making available lesson plans and curriculum aligned with the new Common Core standards. Because the RISE Library is located on Chico's wonderfully diverse college campus, it also has a history of offering international guest speakers who can talk to the children about their country and culture.



According to Shepard, "the importance of the RISE Library is simple: from Alaska to Zimbabwe, RISE truly brings the world into the classroom." As a veteran educator herself, Shepard often talks to future teachers about the role that the RISE Library can play in raising students' awareness and increasing their understanding about those who may come from backgrounds or cultures different from their own. For example, she tells teacher candidates, "Children sometimes fear what they do not know or understand, like the time my 4th graders were so afraid of a 'strange' man who was walking by the school. He was Sikh and was wearing the typical turban, which they had never seen before. Of course I headed for the RISE Library to check out the artifacts from India. We looked at books about children of India, food, ceremonies and religions. What a difference it made." These are important lessons learned.

There are many other reasons to include international studies in education across grade levels and disciplines, including the following: the U.S. increasingly affects and is affected by events in other parts of the world; issues which were once bi-national or regional are increasingly international; and migration, immigration, and international trade have made California acutely aware of its place in the Pacific Rim. Additionally, an international emphasis on education also helps to increase our cross-cultural understanding in an ethnically diverse California and develop and nurture students who will become informed citizens and effective contributors in a democratic society.



College of Communication and Education Dean Angela Trethewey, RISE Librarian Sandy Shepard, Emeritus Faculty Member Thomas Johnson, and SOE Director Deborah Summers

Triads Create Awesome Science Units

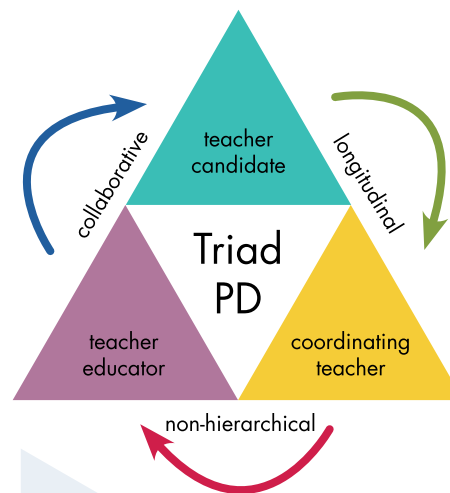
By Al Schademan

What do you get when three science educators combine forces to improve science education for students? Engaging and innovative science units, that's what! You also get professional development for all involved. This is what the Triad Project is doing right now at several schools across the North State.

As you may know, California recently adopted the Next Generation Science Standards (NGSS). Each NGSS has three dimensions: a science and engineering practice, a core concept, and a cross-cutting concept. Such a novel and complex way of approaching science education has created the need for professional development at all levels in science education.

The Triad Project is a professional development approach that brings together a science teacher, a teacher candidate, and a university science educator to create an engaging and innovative science unit. Six Triads are currently designing units at Pleasant Valley High and Las Plumas High Schools, CK Price Middle School, Bidwell Junior High School, and Marsh Junior High School.

Here is one example of the Triad Project taking place at Pleasant Valley High School. Veteran science teacher Bill Flory, teacher candidate Chelsea Mitchell, and science educator Al Schademan are designing a



unit to teach photosynthesis to biology students designed around two questions: How does a tiny seed grow into the world's largest tree? Where does all that mass come from? By engaging students in a series of activities, students will draw increasingly complex models about how plants actually use a gas, carbon dioxide, to create almost all of the mass of the huge tree. This unintuitive but seemingly simple concept has troubled both science teachers and students for decades, but this Triad unit is poised to change that by using model-based instruction. By involving students in the modeling process, they hope to change how students think about where the mass of trees actually comes from: out of thin air!

Examples of innovative science units created by these six different Triads were demonstrated at an early December workshop and will be again at an upcoming spring 2016 workshop, details to be announced. The units will also be made available online through our SOE website to be available for all science teachers.

Local Educator Selected by the US Department of Education

By Mimi Miller

Nancy Veatch, teacher in Cottonwood and part-time instructor in the School of Education has been chosen by the U.S. Department of Education to serve as a Teaching Ambassador Fellow for the 2015–2016 school year. Nine teachers were chosen, three to work full time in Washington, D.C., and six, including Nancy Veatch, as “Classroom Fellows” to remain in their classrooms and participate on a part-time basis. In its eighth year, the Teaching Ambassador Fellowship Program was created to give outstanding teachers a chance to contribute their knowledge to the development of national education policy and to learn about national education issues. The fellows learn about federal education policy, reach out to teachers and schools in the field, and reflect with staff on knowledge gained.

The group launched their year with the “Ready for Success” bus tour, in which U.S. Secretary of Education Arne Duncan led a tour of schools in states from Missouri to Pennsylvania. On the tour, Veatch focused on

visiting a highly successful rural school and meeting with student teachers at Purdue University who are preparing to teach in rural settings. Veatch noted, “The Back-to-School bus tour allowed the

Department of Education to highlight some of the amazing programs that are happening across the nation. It was energizing to see the department recognizing significant contributions of the rural educational community.”

During the remainder of her fellowship, Veatch will continue with her teaching responsibilities in northern California as well as support the department by attending meetings in Washington, D.C., and events across the nation.



Nancy Veatch, 2015 Teaching Ambassador Fellow, US Department of Education and Secretary Arne Duncan on the Back-to-School Bus Tour, Williamsfield, Illinois; September 15, 2015.

Better Together “Unconference” Brings Together North State Teachers

By Jennifer Shelley

On July 31, 2015, nearly 200 teachers gathered on the CSU, Chico campus to participate in a statewide teacher summit. The focus of the event, aptly titled Better Together, was to create community amongst teachers by giving them a time and space to come together and share their ideas and experiences related to current issues in education. Organized by Angela Trethewey, Deborah Summers, Talya Kemper and the College of Communication and Education’s Office of Outreach, Research and Grants, the statewide summit was the first in what is hoped to be an annual event bringing educators together to invigorate and innovate.

Following the “unconference” EdCamp model, the day consisted of a variety of engaging activities, the most notable of which were the breakout sessions. The topics for each of the sessions, as designated by the teacher participants, ranged from behavior management to using Google for education. These sessions gave teachers the chance to share their expertise with and learn directly from their fellow teachers on the topics in which they were interested. In addition, keynote speakers actor Yvette Nicole Brown and athlete/astronaut Leland Melvin, who were telecast to 33 locations across California, shared stories on the importance of passion in the teaching profession. Local EDTalk presenters included teachers Laurel Holman from Chico Unified School District, Angela Stegall from Marysville Joint Unified School District, and Nancy Veatch from Evergreen Union School District.

The summit was a great success, not only on the Chico State campus, but across all of California. Teachers left feeling “empowered” and “inspired” by the new connections they made during the event and the new resources they shared with one another. The conversations were carried into social media, as Twitter and Instagram were buzzing with insightful and thoughtful comments about the ideas presented during the day. There was a feeling of excitement and positivity toward teaching and learning generated by the event—a great way to begin the new school year and a reminder that teaching is a social profession in which we truly are...Better Together!

Stay tuned for details on the 2016 Summit coming to Chico State July 29, 2016!



Remember teachers: you teach kids, not curriculum! Nancy Veatch at
[#CATeachersSummit](#) [#csuc](#) [#BetterTogether](#)



“Common core is giving teachers the opportunity to take back their role as teacher-leaders”
[#CATeachersSummit](#) [#csuc](#) [#BetterTogether](#)



“There is power in groups.” [#CATeachersSummit](#)
[#csuc](#) [#BetterTogether](#)



Fear surrounding common core can be alleviated by sharing resources and ideas with other teachers. [#CATeachersSummit](#) [#csuc](#)



Teaching shouldn’t be a solitary profession. Expertise of other teachers is the greatest resources. [#CATeachersSummit](#) [#csuc](#)



TeachLivE

Virtual Learning Environment

By Aaron and Steve Koch

TeachLivE has come to Chico State! TeachLivE is a classroom simulator that serves as a virtual learning environment for teacher training. This virtual platform was developed for pre-service and in-service teachers to interact with five real-time, life-like avatar students and practice teaching skills. Training scenarios allow rehearsal of classroom behavior management skills and content-related pedagogy.

The simulator is being launched at Chico State this spring 2016 semester by Aaron Koch, a CSU, Chico alum in the moderate/severe education specialist credential and master's programs. Aaron is working on the final phase of his dissertation research study and seeking teaching candidates (pre-service) and local teachers (in-service) as participants for the study. Jim Aird of the Technology and Learning Program (TLP) has provided essential tech support and will be working with Aaron to keep all things running smoothly.

TeachLivE was developed at the University of Central Florida, (<http://teachlive.org/>), in Orlando, for teacher training purposes. In 2012, UCF was awarded a \$1.5 million grant from the Bill & Melinda Gates Foundation to study high leverage teaching practices with university and school district partners across the nation. Aaron Koch was a lead graduate assistant on the research team and has brought his passion for training simulators to Chico State.



If you are interested in learning more about TeachLivE or the research, please visit TeachLivEChicoState, (<https://goo.gl/sK50ZD>), or contact Aaron Koch at aaron_koch@knights.ucf.edu.

teach live



Chico State Proudly Hosts NNER Conference

By Ann Schulte

In October, California State University, Chico, and the School of Education were proud to host the 2015 National Network for Educational Renewal (NNER) Annual Conference. The NNER is a network that is dedicated to the simultaneous renewal of the schools and institutions that prepare teachers. Additionally, the NNER strives to provide equal access to quality learning for all students by promoting responsible stewardship of our schools and universities, improving teaching and learning through nurturing and challenging, and providing students with the knowledge and skills to become fully engaged participants in our democratic society. John Goodlad, founder of the organization, passed away this past year and the conference included events that memorialized Goodlad's contributions to education and focused on ways to move the mission of NNER forward (www.nnerpartnerships.org).



This year's NNER conference theme was "Diversity, Equity, and Democracy in Education" and featured six strands: Education for Everyone; Place—How Does Where I Live Impact How I Live; Digital Media and Social Justice; Racial Justice; Immigrant Communities; and Policy Implications for Education in a Democracy. Each strand was addressed through various keynotes and presentations and provided context for learning and discussion amongst conference participants.

Some notable speakers included conference opener Nicholas Michelli, Presidential Professor in the PhD program in Urban Education at The Graduate Center, City University of New York and Jabari Mahiri, a professor of education and holder of the William and Mary Jane Brinton Chair in Urban Teaching at UC Berkeley. Mahiri's talk, "Diversity and Democracy in Education—Beyond 'Race'", considered how multicultural educational research continues to operate within limited or fixed racial categories. Another key speaker was Kevin Kumashiro, dean of the School of Education at the University of San Francisco, who discussed how often "commonsensical" ways of thinking about education get in the way of seeing the bigger picture. Kumashiro urged conference attendees to look behind the rhetoric that shapes educational policies and practices in order to see the larger systems at work.

Conference participants who stayed for the evening presentations were treated to a beautiful and energizing performance by Grupo Folklórico Los Alteños. The mission of Los Alteños is to instruct, educate, and entertain our communities about Mexican culture and traditions through dance.

The conference concluded with a special DREAMer panel: Voices of Experience: "Pathways to Legal Status in the Current Political Climate." Panel members included Sergio Garcia, an attorney whose landmark case allowed undocumented professionals to obtain their professional licenses; Andrea Gaytan, the director of the AB540 & Undocumented Student Center at UC Davis; Jessica Torres who currently works as a kindergarten teacher, dual immersion, at Puesta Del Sol Elementary School, in Bellevue, Washington; and Ofelia Landeros, a kindergarten teacher at Rosedale Two-Way Immersion Elementary School in Chico.

REACH Receives the Michelli Award for Promoting **SOCIAL JUSTICE**

By Al Schademan

Raising Educational Achievement through Collaborative Hubs (REACH), a program run through the Chico State Student Success Center, received the Michelli Award for Promoting Social Justice at the 2015 NNER Conference. Director Deanna Pierro accepted the award for all REACH participants, many of whom attended the ceremony. The award recognizes both NNER's and REACH's commitment of equitable access to knowledge and nurturing learning environments for all students. The award is named after Nicholas Michelli, a member of the NNER whose work on social justice issues in education spans decades. Michelli believes that, "ultimately, our moral responsibility is to children—we must be able to justify our positions and actions in the context of kids' best interests."

At the level of higher education, REACH lives up to this moral responsibility. REACH recruits first-year students, most of whom are first-generation students from low-income families, and places them into hubs of ten students. A trained student-peer mentor and a faculty mentor work with each hub to help them transition to college and experience success during their first year. The peer and faculty mentors advise students by connecting students to valuable resources available at the university, helping them set and meet concrete goals, and giving career advice.

The School of Education plays a central role in the success of REACH. A significant percentage of the faculty mentors in REACH are SOE faculty including Kathleen Gabriel, Talya Kemper, Maris Thompson, Ann Schulte, Tal Slemrod, Rick Stout, Chuck Zartman, and Al Schademan, who nominated REACH for the award. It is another wonderful example of how the SOE plays a central role in helping Chico State meet its strategic goal of increasing and supporting student diversity!



Conference participants came from approximately 15 states, including colleagues from nearby institutions such as Butte College and Sacramento State University. The School of Education was represented in 18 sessions that included 30 faculty and 12 school partners.

Special thanks goes to the local conference planning team made up of Annie Adamian, Kim Jaxon, Ofelia Landeros, Ann Schulte, Maria Sudduth, and Maris Thompson. Additional thanks to Heather Quilici from the Center for Regional and Continue Education for her conference support and Emily Sheffield and her students in the Department of Recreation, Hospitality, and Parks Management.

Next year's NNER conference will be held in Arlington, Texas, hosted by the University of Texas–Arlington, October 27-29, 2016.

Course Spotlight

Education Faculty Members Excel in Quality Online Learning and Teaching

By Ben Seipel

Given its large service area and quality programs, Chico State has a rich and lauded history of distance and online education. Distance education programs have existed at Chico State since 1972. Recently, with improved technology, online education/course offerings have increased greatly across campus. This rich history and expanded online course offerings are evident in the School of Education.

Recently, two SOE faculty, Dorothy Kennedy and Ben Seipel, were formally recognized for their exemplary efforts in teaching quality online courses. They were recognized at the 2015 Center for Learning and Teaching (CELT) Conference with the award for Exemplary Online Instruction. Additionally, Dorothy was recognized for her efforts at the CSU system level. She received the Quality Online Learning and Teaching (<http://goo.gl/xBo3gW>) award for 2015.

Dorothy originally retired to Chico after being a classroom teacher and principal in the Bay Area to spend more time with her family. However, Dorothy found her way to the SOE where she has

quickly taken on more service and teaching responsibilities including Fundamentals of Teaching Practice. This course is designed to teach future elementary educators about lesson planning and classroom management and is the course for which Dorothy won the Exemplary Online Instruction award.

The course was taught entirely online—the students in this course never met in person. It may seem awkward to learn about classroom management online; however, Dorothy was recognized for her ability to make her online class highly interactive to build a sense of community. The committee presenting the award to Dorothy noted that “She did more than take her course online, she embraced the medium to make a dynamic learning environment for her students.” Dorothy wants to recognize the collaborative effort of developing this course for online students. Specifically, she says, “Many thanks to Mike Kotar, Cris Guenter, Linda Mobilio-Keeling, Ben Seipel, Cricket Kidwell, and the Technology and Learning Program designed to help faculty (TLP)”.

Ben is an assistant professor in the SOE and is the Chico State campus coordinator for quality assurance for online education. He moved to Chico in 2011 to teach courses in his fields of expertise: Assessment and Education Psychology. Ben Seipel was recognized for his course Introduction to Inquiry in Education. This course is an introductory course for master’s level students and is designed to teach students how to write a literature review, how to conduct basic research in education, and how calculate and interpret basic/intermediate educational statistics. The course was a “hybrid,” meaning that some class sessions were face-to-face and some sessions were completely online. The committee presenting the award to Ben noted that “The course is beautifully organized with wonderful linkages between assignments and objectives.” Ben wants to recognize the assistance and resources that his peers provided, specifically Mike Kotar, Cris Guenter, Steve Koch, and the instructional technology consultants in TLP. Ben was also previously recognized at the 2013 CELT Conference with the Exemplary Online Instruction and Quality Online Learning Teaching awards for his fully online course Educational Psychology.





Quality online education utilizes the same pedagogical principles and methods that are effective with in-person classes, such as measureable objectives, assessments and activities that align with course objectives, student-to-student interaction, quality feedback, etc. The challenge is to utilize technologies that embrace those principles while

promoting student interactions (both synchronously and asynchronously). Both Dorothy and Ben utilized a variety of technology tools such as video chat (Google Hangouts), discussion boards, video casting/presentations by students (YouTube, Vimeo), and collaboration tools (such as Dropbox, Google Docs, and Google Spreadsheets) in their courses.

Teachers who do not exclusively teach online can include online teaching techniques to meet the needs of their students. For example, traditional classroom teachers can utilize a teacher webpage (e.g., a school district-generated page, Edmodo (www.edmodo.com), or Blendspace (www.tes.com/lessons) to post class materials, just-in-time modules, or other resources to support students who are absent or need additional help.

Tips for Teachers! ★

Start Small, but Jump In! Start small with the resources you have, such as a teacher website. The best time to start is now!

Assess Needs. Consider the needs of your school and students, then determine how online education can meet those needs.

Explore and Share. Are you aware of free videos that can be used as just-in-time tools for students? Check out the Kahn Academy (www.khanacademy.org)!

Realistic Expectations. We all experience technology failures. Don't let a glitch or broken link frustrate you. Also, be mindful of your own learning curve with new technologies.

Teach How. Recognize that your students may not know how to use the technology that you use. YouTube (www.youtube.com) has a rich repository of how-to videos (e.g., how to take a screen shot, how to copy and paste.)

Mind Access Issues. Beware that not all students have equal access to online resources outside of school. How can your school support access to technology?

For further information, please visit the embedded sites or contact Ben Seipel at bseipel@mail.csuchico.edu

Chico State Campus Grounds: Images From My iPhone

By Cris Guenter



Cris Guenter, professor in the School of Education, has recently published an iBook, *Chico State Campus Grounds: Images from My iPhone* (<https://goo.gl/INOH0T>) featuring over 120 of her photographs. This iBook features a collection of photographs of the Chico State campus grounds taken by Cris using her iPhone. She created this iBook during spring 2015 semester to learn the entire process of iBook publication from creating the iBook content, to getting an ISBN number, to going through Apple's quality evaluation—so she could, in turn, share it with her students. Cris has always included the use of current technologies in her instruction for her undergraduate, credential, and graduate courses. She plans on sharing what she has learned with the MA in Education graduate students in EDCI 675: Digital Media and Online Learning during the fall 2015 semester and then expanding as appropriate to her other courses in the SOE. The images are scenes and objects that caught her eye as she walked to and from her university classes, office, and campus meetings.

This book is available for download with iBooks on your Mac or iOS device for a nominal fee. It requires OS X 10.9 or later.

The background of the page is a photograph of the Chico State Administration building. The building is constructed of red brick with tan-colored stone accents around the arched windows and doorways. The word "ADMINISTRATION" is visible in stone lettering above one of the arches. The sky above the building is blue with scattered white clouds. In the foreground, there are green bushes and trees.

The Alumni Association Welcomes All Alumni as Members

By Kaitlin Tillet

This past summer, the Chico State Alumni Association announced that they have expanded the association to include all alumni as members—there are no longer annual dues to participate! Instead, the association is channeling their efforts to provide valuable programming, benefits, and communications for alumni across the nation. The association invites all College of Communication and Education alumni to their upcoming events to connect with other alumni and experience the new association.

The Sacramento alumni chapter hosted a mixer at de Vere's Irish Pub in early December. This event allowed alumni in the Sacramento area to reconnect and reminisce on their days spent at Chico State. The chapter also collected non-perishable food items at this event, which will be donated to the Hungry Wildcats Food Pantry. This food pantry aims to distribute 4,000 food items to Wildcats in need this academic year—alumni can help support this great cause!

On January 16, the Chico alumni chapter is hosting their annual basketball reception to cheer on the women's and men's basketball team as they play Sonoma State. The chapter will host a pre-game reception at Mom's in downtown Chico for alumni to socialize before the game from 4–6 p.m. The women's basketball game starts at 5:30 p.m. and the men's game starts at 7:30 p.m. in Acker Gym.

For more information on events such as these, or to find out more about the new Chico State Alumni Association, please visit their website at www.csuchico.edu/alumni/. You can also visit the new SOE alumni webpage for more information on staying connected at www.csuchico.edu/soe/alumni.shtml.

WHERE ARE THEY NOW?

RTR Alumni Awarded Teacher of the Year!

By Ann Schulte

When Adam Lane isn't playing ultimate frisbee at weddings, he's busy teaching middle school science at Pomolita Middle School in Ukiah, California. This is his third year at Pomolita after graduating from Chico State's Rural Teacher Residency (RTR) program. Adam came to the RTR program after teaching English for nearly three years in Korea with his wife, Melidy (also a teacher at Pomolita). At Pomolita Middle School, Adam is the science department chair in charge of professional learning communities, curriculum piloting, and adoption of the upcoming Next Generation Science Standards. He also runs a science club that competes in Science Olympiad and Science Bowl events in Sacramento and the Bay Area. Last summer, he received Pomolita's Teacher of the Year award during the eighth grade promotion ceremony. Adam credits his professors in the RTR program as well as his mentor teacher, Deborah Burfeind.



THEN AND NOW

Pamela Bunthoff (Merrill) (1977) currently teaches third grade at Bernhard Marks Elementary in the Dos Palos Oro Loma Joint Unified School District.

Nicole Eads (2010) earned her bachelor's degree in liberal studies, a Concurrent Special Education Credential, and a Master's of Arts degree in education. She currently teaches a moderate/severe class, kindergarten-second, at Sierra Avenue Elementary in Oroville. Nicole is also a trainer for common core in moderate/severe populations for the state of California.

Maria Trujillo (Klimek) (1986) earned a Single Subject Credential and currently teaches biology at Red Bluff Union High School.

Angela Stegall (Hillery) (1996) earned her bachelor's degree in English and a Single Subject

Credential in English. In addition to having taught English at Marysville High School for the past 18 years, Angela serves as a Common Core advocate and member of Instructional Leadership Cohort (ILC) affiliated with the California Teacher's Association and Stanford University. This past July, Angela also led a presentation at the Better Together: California Teachers Summit, held at Chico State.

Laura Ontiveras (Cartner) (1994) currently serves as a speech language pathologist with Yuba County Office of Education.

Julie Shipman (1981) earned a Single Subject Credential and currently teaches English and German at Turlock High School. She also serves as president of the Turlock Teacher's Association.

Jessica Tubbs (Findley) (1998) earned a Multiple Subject Credential and currently teaches kindergarten at Fall River Elementary in Burney.

Tim Thompson (2000) earned a Single Subject Credential and teaches eighth grade science at Central Middle School in Oroville.

Forrest Anders (Frasier) (1998) has taught for 14 years and currently teaches SDC/RSP at Fall River Elementary in Burney.

David Villafana (1979) earned his bachelor's degree in Liberal Studies and currently teaches sixth grade in Cupertino. He also serves as president of the Cupertino Education Association.

From the Field

Quotes From RiSE's First Cohort

By Jennifer Oloff-Lewis

The Residency in Secondary Education (RiSE) program launched its first cohort this summer and currently has seven pairs of mathematics, science, and English single-subject residents and mentors in the Corning, Los Molinos, and Orland school districts. These pairs went through an intensive co-teaching workshop in August to help prepare them for this academic year. During this workshop, they developed a deeper understanding of co-planning and co-teaching. Here is what the residents and mentors have to say about the RiSE program.



Right to Left Top Row: Tanner Bloom, Jessa McCarty, Hailey Maxfield-Kowaiski, Natalie Benthin, Alex Smith; Bottom Row: Christa Georgeson, Bettyjo Wright

Christa Georgeson

"The experience has been good so far. I am greatly appreciating the interaction and collaboration with my co-teacher, Ms. Coon. I wish there was more time in the day to plan, debrief, and discuss our work in the classroom. We both enjoy bouncing ideas off each other and brainstorming ways to improve on how things are done in the classroom. Currently, we would like to rethink how we grade as well as narrow our focus in the curriculum to create more opportunities for interactive learning and deep understanding. I am enjoying having a partner to work with in the classroom and I have greatly appreciated her flexibility and willingness to experiment and try new things. I have enjoyed and learned much from our conversations about how to best serve our students. I am learning more and more how interesting, elaborate, and multi-faceted teaching is, and through the co-teaching model, I have been able to better understand and adapt to the demands because of the opportunities for discussion. I believe these opportunities for meaningful discussion are the greatest strength of my experience."

— RiSE Resident, 2015–16, Cohort 1

Kelly Haight

"In my 20 years in education, I have extensive experience with student teachers from a variety of university programs. The biggest difference in the RiSE co-teaching model is that the resident teachers truly become a member of the school setting. They have an email address, a name badge, and name plate. They attend every professional development offered, cover school duties, and attend extracurricular events. They co-facilitate parent conferences and attend every IEP. They have an equal voice in the classroom, in PLC meetings, and in faculty meetings. I have not experienced the same level of inclusion with the standard student teaching program."

—Principal at CK Price Intermediate School

Charlie Troughton

"The RiSE program participants are thrust into a setting of full-time co-teaching that does not exist in a traditional student-teaching scenario. The three CSU Chico students are gaining phenomenal time and experience that far exceeds the opportunities that traditional student-teachers obtain. These RiSE participants will have a full year of full-time practice, collaboration, and experimentation that would likely take them about three years to obtain in the regular process that currently exists. In addition, the benefit is not only for the RiSE teachers, but also for our own seasoned veterans who are able to clarify, solidify, and articulate their own effective practices by the collaborative co-teaching model that is being used in the program. Also, our students benefit from having two dedicated professionals in the room to teach and interact with students, and that inevitably leads kids to a higher, deeper level of learning."

— Principal at Corning Union High School

Grant Updates

Shawni McBride



"I would never want to go back to any other model of working with a student teacher. My experiences with my resident teacher have been unlike any other teaching or coaching experience I have ever had before. We plan together, we problem-solve together, we reflect on our teaching practices together, we assist students more efficiently and effectively. There is so much to be learned in the complex practice of teaching, and we are both learning so much through this teaching model. We have an energized classroom with students (and teachers) actively learning."

—RiSE Mentor/Teacher, 2015–16, Cohort 1

Natalie Benthin



"Four days a week I get to plan lessons, grade papers, and build relationships with students. I get to collaborate with colleagues about their experiences; my co-teacher gives me daily professional feedback and I am supported through all the exciting challenges that come my way as a teacher. I get to teach. The RiSE program has provided me with rich, actual teaching experience that is, in no doubt, preparing me for my future career."

—RiSE Resident, 2015–16, Cohort 1

Tanner Bloom



"The best thing about the RiSE program is how we are immediately given the opportunity to actually practice teaching. Instead of watching and waiting for months, creating theories that may or may not work, we get the chance to realize our strengths and weaknesses as teachers from the very beginning. The co-teaching model gives us so much more time to learn from our mistakes and refine our practice. With my mentor teacher offering advice and assistance along the way, it has not been overwhelming either. After just a few months, I feel very comfortable in front of a class, and I already feel prepared to begin my teaching career next year."

—RiSE Resident, 2015–16, Cohort 1

Rochelle Ramay



"Mentoring the spirit of teaching is the coolest part of this whole project—teaching isn't a job, it's a life, and because we work shoulder-to-shoulder every day, that most important aspect of teaching comes through. It isn't difficult to show a person the mechanics of teaching, it's the intentional moves we make as we enact our theories about teaching and learning that build true professional educators. RiSE creates an environment that encourages me to examine my own practices so that I might provide a rich co-teaching experience and position my mentee to confidently take on the life of a professional educator."

—RiSE Mentor/Teacher, 2015–16, Cohort 1

School of Education
College of Communication and Education
California State University, Chico
400 W. First Street
Chico, California 95929-0145

www.csuchico.edu/soe/



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The School of Education is proud to announce that CSU, Chico's professional education programs meet the high standards of National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CTC).