

FALL 2016

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

EDUCATION *matters*



Student California Teachers Associations **pg. 6**



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DIRECTOR'S *corner*



Dr. Deborah Summers
Director, School of Education

Inclusive learning
and teaching
practices are critical
now more than ever.

Dear friends of the School of Education,

Greetings! I thought I would take a few minutes to get you up to speed on some exciting changes here at Chico in the School of Education and also statewide. First of all, now more than ever before, teachers who earn their elementary or secondary general education credential will be required to demonstrate their competency in ways to engage and support all students in learning. Specifically, they will be asked to:

- 1) Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning
- 2) Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress
- 3) Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning
- 4) Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

Visit us at

www.csuchico.edu/soe

Given that our population is increasingly more and more diverse, inclusive learning and teaching practices are critical now more than ever. Butte County, California public schools have a diversity score of 0.47, which is higher than the California average of 0.42. That means that the chance that two students selected at random would be of a different ethnic group is higher than the state average. Scored from 0 to 1, a score closer to 1 indicates a more diverse student body. Minority enrollment is 40% (majority Hispanic) (<http://www.publicschoolreview.com/california/butte-county>).

The recognition that all our students should be treated with respect and provided access to the curriculum comes at this very important time when our recent election results have inspired fear in some of our students and their parents (Lambert, D. *The Sacramento Bee*, Saturday, November 12, 2016, p.1B). As a community of educators and friends of education I implore you to continue your generous support of all students, particularly those donations that provide opportunities for our underserved students to pursue careers in education and become teachers. Now more than ever our students need to see hope and possibility.

Sincerely,

A handwritten signature in black ink that reads "Dr. Deborah Summers".

Dr. Deborah Summers
Director, School of Education



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Serving

Our School Partners

Cooperating Teacher Autumn Workshop:

Innovations in Teacher Preparation

By Lynne Bercaw

Cooperating Teachers representing several districts across the North State gathered on September 29, 2016, to engage in professional development focused on supporting teacher candidates through effective mentoring.

The Edcamp model, described as organic, participant-driven professional learning, was used to engage mentor teachers in conversations focused on several participant-driven topics. These included: Co-Teaching Strategies, How to Conduct Useful Observations and Provide Formative Feedback, Building Confidence in Your Candidate, Helping Candidates Work with Underrepresented Populations, Connecting Through Social

Media, Providing Guidance: Supporting vs. Hand-Holding, and Classroom Management/Time Management. Several University faculty members, trained by Edcamp specialist Sandra Allen, facilitated the sessions.

Feedback from the autumn workshop was overwhelmingly positive. CT Shannon Krelle, a second-grade teacher at Marigold Elementary School in the Chico Unified School District, shared her thoughts on the experience: "I thoroughly enjoyed this year's workshop. We had professional conversations based on topics that we chose. This type of collaboration is meaningful and specific to our needs and issues. Plus, it is interactive and relational."



Chico States Hosts Second Annual

Better Together: California Teachers Summit

By Lynne Bercaw

On July 29, 2016, Chico State was one of 35 campuses across the state to host the second annual Better Together: California Teachers Summit. Nearly 14,000 teachers across the state met for this professional development opportunity; over 300 teachers met in the BMU at Chico State to share innovative strategies, access proven resources, and build lasting networks in support of the new California Standards. The day included an innovative strategy for professional development. In addition, there were several keynote addresses. Actor Ernie Hudson and high school teacher Kelly Gallagher, gave the statewide keynote addresses, which were livestreamed from Cal State Fullerton. Two teachers gave the local keynotes at Chico State: Reta Rickmers (Pleasant Valley High School, Chico) and Danielle Reynolds (Inspire School of Arts and Sciences, Chico). There were also opportunities for teachers to discuss with others through Edcamp, where teachers decide the topic of sessions. Throughout the day, teachers also posted to #WhyITeach with reflections of why they teach such as, "To help students gain the confidence to pursue their dreams. I teach to empower students and decrease barriers to education and life for each one!" and "I teach because I want to make a difference in my life—My students and my career are my passion!"

It was a powerful day, and we look forward to seeing you next summer for the third annual Better Together: California Teachers Summit on July 28, 2017 (#CATeachersSummit).

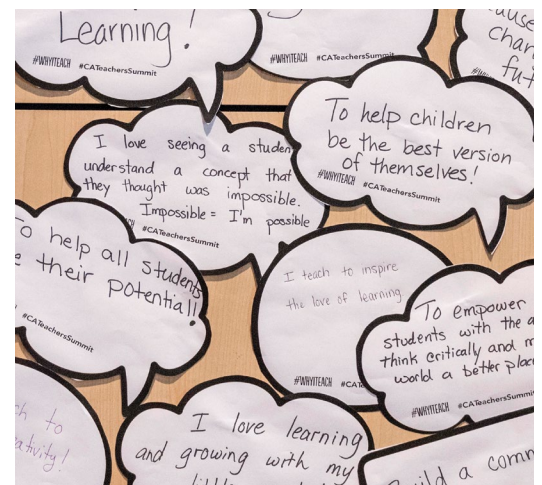
Teacher-Recommended Resources

1. ClassDojo
2. Kahoot!
3. Edmodo
4. NewsELA
5. Nearpod
6. Plickers
7. Khan Academy
8. Remind
9. GoNoodle
10. Buck Institute of Education

TOP
10

Learning Topics Selected by Teachers

1. Technology
2. Common Core State Standards
3. Differentiated Instruction
4. English Language Arts
5. Professional Development or Learning
6. STEM
7. Classroom Management
8. Math Instruction
9. Supporting Positive Learning Environments
10. Next Generation Science Standards



Student California Teachers Associations

California State University, Chico Chapter By Randi Rovetto

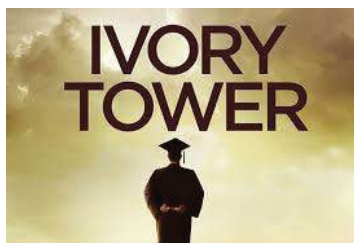
What is Student CTA?

Student CTA strives to be a collaborative organization recognized locally, statewide, and nationally. Our organization aims to inspire, educate, and foster future teachers and leaders in education. We work toward developing qualified, skilled, and passionate leaders in education by providing professional development opportunities for prospective students, encouraging positive change for our future teachers and their students through political action, and promoting diversity not just in our organization but in our public school system as well.

Student CTA offers many benefits to prospective leaders in education. Some include scholarship opportunities, liability insurance for participation in classrooms, possible car and renters insurance, potential CSET/CBEST reimbursement, free teacher resources online and through the mail, conference opportunities at a reduced rate, representation at the state and national level, and more! Students who are interested in becoming an SCTA member can join at www.studentcta.org. Membership is \$30 a year and students can apply for membership reimbursement through SCTA once they are an official CTA member.

What Are We Doing?

At CSU, Chico and throughout our community, our Student CTA local chapter participates in a wide variety of volunteer opportunities and political action projects, and hosts several on campus events. Recently, our students volunteered at our local CTA service center by phone banking and spreading the word regarding the importance of propositions 55 and 58. During the month of October, our chapter (as well as other neighboring schools) hosted a northern regional meeting for the state of California. This meeting included topics regarding the election, economic injustices in our public education system, as well as workshops on how to increase membership. For those that could not attend this meeting, small workshops were held on campus discussing the topics. At the end of October, Chico State's local chapter sent one delegate to Los Angeles to work on spreading campaign information and materials for CTA Field-Based State Council. For the month of November, our Chico State chapter sent five members to SCTA's fall leadership conference in Burlingame, California. This was a wonderful experience and we are excited to hear what our students learned and how they can apply that to our local chapter!



For more information, please feel free to contact our co-advisors: Pamela Morrell at pmorell@csuchico.edu and Linda Mobilio-Kelling at lmobilio-keeling@csuchico.edu.





Andrew Nichols, School of Education pre-credential program advisor.

Always positive. Inspiring. Innovative. Thoughtful. Other-oriented. Engaging. Forward thinking. Collaborative. Amazing. These are just some of the words used to describe the winner of the first annual Customer Service Award.

This staff member single-handedly serves hundreds of new students each year with the highest integrity and professionalism. His unparalleled commitment to student success is his highest priority. He provides each and every student the utmost focused attention and is responsive to their particular concerns and unique situations. His customers include not only students, faculty, and staff, as well as a wide range of programs within his department, but also multiple departments and offices on and off campus. His influence is far reaching, to say the least, and his dedication to achieving the goals and mission of his department is inspiring.

With an overwhelming support for the nomination for the Customer Service Award, it was clear that this staff member is exceedingly exceptional in every way. He has a demonstrated ability to work positively and collaboratively with everyone he interacts with, to go above and beyond daily responsibilities, and to place the highest priority on customer needs and concerns. His work is described as "outstanding by every measure but certainly by the most important measure of customer satisfaction."

Will you please join me in congratulating the 2015 Customer Service Award winner, from the College of Communication and Education and the School of Education, Andrew Nichols. We thank you for your unwavering service to California State University, Chico.

New Coordinator for Multiple Subject Program



Linda Mobilio-Keeling, SOE multiple subject program coordinator.

Linda Mobilio-Keeling is a true Chico native. Born and raised in the area, she attended Notre Dame Catholic School (K–9), Chico Senior High School (10–12), and CSU, Chico (BA, Liberal Studies, '95; MS, Preliminary Teaching Credential, '96; MA, Education, Curriculum and Instruction, '02; and Authorization for the Administrative Services Credential, '02). She has been a member of the School of Education faculty since the fall of 2006 where she has worked as a multiple subject pathway instructor and university supervisor for student teacher candidates. Prior to coming to the University, Linda taught grades 4–6 at Evergreen Elementary and Middle Schools in Cottonwood and grades 2–3 at the Pines School in Magalia. In addition to teaching, she worked as a teacher consultant for the Northern California Writing Project, delivering staff development workshops to teachers across the North State. In 2011, her children's book, *Feeling Safe with Officer Frank*, was published by Mascot Books. She has two sons, Luke (15) and Brock (9). When she is not spending time with her family and friends in the area, she enjoys traveling to the ocean and the mountains.

Course *Spotlight*

Walking the Talk: Taking Co-Teaching to the University Classroom

By Mimi Miller and Rebecca Justeson

In fall 2016, Rebecca Justeson and Mimi Miller cotaught two sections of a literacy methods class to students in the Multiple Subject Credential Program. Justeson (an expert in primary literacy) teamed with Miller (an expert in upper elementary literacy) to redesign a course that prepares elementary teachers to support literacy from transitional kindergarten through eighth grade.

For several years, programs across the School of Education have been teaching candidates specific strategies for co-teaching with their mentor teachers during their student teaching placements. According to Justeson, “Co-teaching, when used effectively, is more than just two teachers standing in the front of the room. It’s being strategic about how to structure and best use instructional time to meet student needs.” Justeson and Miller made a point of explicitly modeling co-teaching strategies. Miller explained, “One of our favorites was the use of ‘parallel teaching’ in which we split the class in two, and taught the same content in smaller groups. We found that this was a very effective way to engage candidates in deep, meaningful discussion.”

Co-teaching gave Justeson and Miller an opportunity to “flip” the content. In the past, during class they each would deliver content and have students apply their knowledge. Then, on their own, students would engage in deeper evaluation and synthesis of material. This semester, candidates came to class

having engaged with an interactive, online textbook, and class time was spent engaged in higher-level thinking. Candidates analyzed case studies of students, compared and evaluated instructional methods, and applied their learning to scenarios.

“We both think that engaging in guided synthesis with two instructors creates a richness in learning,” Miller commented. Justeson added “And by co-teaching, we are modeling the collaboration that we expect candidates to engage in throughout their careers as teachers.”





US Department of Education *Awards* Chico State More Than \$1 Million to Improve Indian Education and Professional Development

By Michelle Cepello

In a competitive grant process, the School of Education at California State University, Chico, in partnership with Mooretown Rancheria of Maidu Indians, Tyme Maidu Tribe-Berry Creek Rancheria, Enterprise Rancheria Estom Yumeka Maidu Tribe, Mechoopda Indian Tribe of Chico Rancheria, and Four Winds of Indian Education, Inc. has recently been awarded one of 20 national grants to improve educational opportunities and achievement for American Indian and Native Alaskan students. The Northern California Preparation and Retention of Indian Educators II (NorCAL PRIE II) project builds on the previous four-year federal NorCAL PRIE grant and will continue to provide financial, academic, and cultural support for individuals of American Indian and Native Alaskan descent who desire to enter into the field of education and teach Native American students. CSU, Chico is honored to be the only university in California to receive this unique professional development grant. NorCAL PRIE II has been awarded a total of \$1,097,550 million to recruit, prepare,

and support 20 American Indian/Alaskan Native individuals pursuing the profession of teaching. NorCAL PRIE II-program faculty and the tribal consortium will work together to provide a long-term, substantive response to the challenges of improving the preparation of teachers and meeting the needs of American Indian/Alaskan Native students. School of Education faculty Michelle Cepello, director, and Chuck Zartman, associate director, will be responsible for this four-year project. Securing this federal grant from the Office of Indian Education addresses CSU, Chico's value statements of pursuing a diverse student population and meeting the unique needs of our community. Implementation of the NorCAL PRIE II grant will support the University's efforts to collaborate with regional tribal partners in strengthening University enrollment of underrepresented individuals of American Indian and Native Alaskan descent.

Grant Updates

The Triad Project: Building Partnerships for NGSS, One Unit at a Time... By Rachael Beyers

After establishing credibility as a necessary and effective professional development program, the Triad Project has returned! Following last year's success, California State University, Chico has partnered with the Chico Unified School District (CUSD) in securing a new grant. The S.D. Bechtel, Jr. Foundation has awarded this three-year grant to help the University and local school district expand support and training to existing and future science teachers. Triad Codirectors and Chico State School of Education faculty Al Schademan and Mimi Miller agree this collaboration is well-timed, as teachers of science begin to navigate the challenges of implementing the new Next Generation Science Standards (NGSS) in their classrooms.

"A central goal of Triad is to not only help teachers meet these new standards, but in doing so, improve science education in Northern California and beyond, one science unit at a time," Schademan says. During the month of September, the Triad Project hosted a series of weekly workshops to introduce NGSS to the new fall 2016 participants as well as any additional CUSD teachers interested in attending. Through scientific inquiry and group discussion, Schademan breaks down key concepts into tangible classroom practices and lessons in order to explore the ways that the challenges of NGSS can be used to benefit

both teachers and students. The workshops serve as an introduction from which an individual Triad group can begin generating a new comprehensive unit for use in a classroom as well as within a broader academic community.

Named for its three-pronged structure, an individual Triad is made up of one science "mentor" teacher from CUSD, one Chico State science teacher candidate, and a Chico State science educator or "content specialist." This non-hierarchical arrangement fosters stronger University and school district partnerships in shaping the next generation of highly qualified science educators, simultaneously reinforcing existing supports for future teachers. Triads work collaboratively over a semester to design, implement, reflect upon, revise, and submit a field-tested, integrated, and instructional NGSS unit that follows a template designed by science educators at CSU, Chico. The result is a freely downloadable and classroom-ready unit that contains formative and summative assessments, rubrics, and student work samples. What's more exciting about these accessible units is that each also includes a chart of lesson plans, along with support materials all geared toward engaging students deeply in all three dimensions of the NGSS: science and engineering standards, core ideas, and cross-cutting concepts. As Miller points out, "Now that the Triad Project has been expanded to include elementary educators, the units will range from kindergarten through high school, providing resources for all classrooms."

The semester's work for each of the Triad Project's cohorts culminates in a presentation where participants have the opportunity to share their completed units, further engaging all participants in the pedagogical practice at the heart of the project. After this final presentation, the units are then uploaded to the Triad website and shared publicly through the Triad Facebook page.

To access or download units from previous Triads, please visit the Triad website at <http://mysoe.net/triad/>. For more information, current events, and highlighted units, please like the Triad Facebook page at www.facebook.com/triadpd/.



CUSD teachers and SOE teacher candidates participate in the fall 2016 triad workshop series

RiSE Cohort By Cheryl Ordorica

The Residency in Secondary Education (RiSE) program, part of the PRISMS Grant, would like to introduce our Cohort 2 Residents! One of the main goals of the PRISMS Grant is to find innovative and results-driven methods to attract a broad and diverse applicant pool. We have really succeeded in this goal with our current cohort. This group is a mixture of students who come from all different walks of life and are more than what we asked for. A total of 24 residents are actively completing their residency within our five partner districts. RiSE is currently working with Corning, Hamilton City, Los Molinos, Orland, and Oroville. This year, we have 11 English, 4 math, 1 special education, and 8 science pairs. RiSE has grown this year by a substantial number of participants, and we are looking forward to finishing out strong.

"In order to diversify our candidate pool, we collaborated with multiple agencies, local and statewide, to employ various forms of outreach meant to target a wide, yet qualified, audience," said PRISMS Recruiter/Grants Project Assistant, Cheryl Ordorica. "I really enjoyed the outreach and finally meeting with all the wonderful RiSE candidates this year. I valued advising and the

support I gave to them during the application process. It has been very inspiring in my career, and I feel as if I'm really making a difference with future teacher success stories," said PRISMS Recruiter/Grants Project Assistant, Cheryl Ordorica. For further information about RiSE, please visit the website at www.csuchico.edu/soe/rise or contact Cheryl Ordorica at cordorica@csuchico.edu or at 530-898-3246.



RiSE Cohort 2016

Project ESTEEM Fall Workshop By Mike Kotar

Project ESTEEM held its fall workshop at the Red Bluff Community/Senior Center on Friday, October 14. Teams of elementary teachers and their principals were recruited to participate in Project ESTEEM, Elementary Science Teachers, Educating, Elevating, and Meliorating, a two-year professional learning grant secured last winter by the School of Education.

Project ESTEEM aims to improve instructional practice and leadership in elementary science by engaging educators in developing locally focused, California Next Generation Science Standards (NGSS)-aligned curriculum. Another goal is to increase collaboration among schools, the University,

and science and technology resources in our rural region. Curriculum is being developed by cross-district, grade-level teams. Lessons and units produced will be publicly available.

Educators participating in Project ESTEEM are learning about the California NGSS, Project-Based Interdisciplinary Instruction, Universal Design for Learning, integrating Common Core content literacy and reading comprehension with science, and the science-related resources and expertise in northeastern California, including those of agriculture, industry, museums, natural areas, and higher education, so they can improve instruction for their students.



ESTEEM is serving 75 teachers and principals at 13 schools throughout northeastern California, and is funded through the California Department of Education's Elementary Mathematics and Science Professional Learning Initiative. Project codirectors are professors Michael Kotar and Ben Seipel. Supporting school districts are the Red Bluff Union Elementary District, and the Paradise Unified School District. Expertise in science education and content literacy is being supported by a large group of local classroom teacher-leaders, county office of education staff, and CSU faculty and partners.



Partners in Education

Over a Decade of Recognition



For over a decade, the School of Education has recognized and celebrated the hard work, contributions, and support of our school partners by hosting an annual event called Partners in Education (PIE). The event includes a catered dinner in an elegant location, such as the Canyon Oaks Country Club. The evening is kicked off with a talk from a renowned scholar and includes opportunities for educators to engage in meaningful dialogue about education and professional preparation of teachers. The School of Education purchases and provides resources authored by the keynote speaker and the evening closes with a book signing. Recent speakers have included Yvette Jackson (*Pedagogy of Confidence*), The Freemans (*Between Worlds*), Kevin Kumashiro (*Against Common Sense*), and Jabahri Mahiri (*Digital Tools in Urban Schools*). PIE is one small way that faculty and supervisors in the School of Education express our gratitude for the service of our cooperating teachers, mentors, and support providers.



The SOE Serves Guests at the *Torres Shelter*

By Al Schademan

On the second Thursday of every month, you can find a crew of committed School of Education faculty, supervisors, staff, and family members feeding the guests at the Torres Shelter. The School of Education feeds over 1,000 guests each year through this effort. In an example of a SOE-wide collaboration, leadership teams from across the SOE take turns taking the lead each month. In October, Lori Stevens and Debi Durham, two retired teachers turned University supervisors, led their team of supervisor Jan Petersen and Debi's granddaughter, Lucca. They cooked pasta, sauce, garlic bread, and salad for 100 people. Obviously, our University supervisors are an invaluable asset to the SOE in so many ways.

Each month, the teams are responsible for planning, preparing and serving for upwards of 100 people. As you can imagine, this is no easy task, but it is so worth the effort. The people at the shelter are so appreciative, and it makes every volunteer feel special that they have contributed to such an important effort. And the Torres Shelter has just made things even better with a state-of-the-art, fully stocked commercial kitchen and dining hall. Torres has also increased its living space, so it can now accommodate 130 people. If anyone wants to donate time or money to help fund this effort, please reach Al Schademan through the SOE. If anyone would like to donate directly to the Torres Shelter, just visit its webpage at <http://chicosshelter.org/donate/>.



Teacher Candidate Receives Scholarships for Two-Way Immersion Program

By Sarah Fry



Teaching credential candidate Hernan Hernandez loves his assignment teaching kindergarten students at Rosedale Elementary School. Hernandez earned a bachelor's degree in liberal studies with a pathway in the Bilingual, Crosscultural, Language, and Academic Development (BCLAD) Professional Preparation Program. His goal is to teach in a two-way language immersion classroom, like the one at Rosedale.

Hernandez received two teacher-candidate scholarships for the 2016–2017 academic year. He received the Maydole and Barr Student Teacher Scholarship and the Charles Millis Elementary Education Scholarship. He has maintained at least a 3.0 GPA, and he has volunteered through Community Action Volunteers in Education (CAVE) and as an aid in a special education classroom at Chapman Elementary School.

When asked how the scholarships will aid him in achieving his goals, he said, “They came at a great time because books and online things for

courses are expensive.” He went on to explain, “I see how cooperating teachers’ books are really helpful to kindergarten students in the classroom.” Hernandez said that he plans to loan his cooperating teacher some of his books until the time when he has a classroom of his own.

Originally from Morro Bay, Hernandez hopes to return to his hometown and teach in an immersion school in Pacheco that has a K–6 program. Hernandez said that the students in the bilingual pathway have formed a close bond and have even started a student-teacher soccer team called BCLAD United.

The College of Communication awarded more than 100 students scholarship totaling \$127,000 for the 2016–2017 academic year. If you would like to contribute to a student scholarship, or name a scholarship for yourself or a loved one, contact External Relations Director Sarah Fry at sfry@csuchico.edu or 530-898-4547.

Then & Now

John Martin (1992) earned a master's degree in history. He currently teaches at Butte College in Chico and Shasta College in Redding.

Angela Stegall (Hillery) (1996) has been teaching English in grades 9-12 for the past 20 years at Marysville High School. She sponsors her school's academic decathlon team. She currently serves as department chair, her union's vice president and as an ILC member. Angela has been recognized as an Educator Who Makes a Difference.

Kenneth Howes (1996) currently teaches 9th, 11th and 12th grade English as well as AP Literature at Fall River Jr/Sr High in McArthur, California. He sponsors journalism and video production. Kenneth currently serves as a union negotiator.

Roslyn Curan (2003) majored in liberal studies and has gone on to earn a nursing degree from Yuba College. She has been teaching 6th grade math at Foothill Intermediate in Marysville for the past two years. She has also coordinated an eighth grade trip.

Linda Streng (Speer) (2014) earned a multiple subject teaching credential. She has been teaching special education classes in grades 6-8 at Foothill in Loma Rica for 20 years.

Caryn Kennedy (1994) majored in history. She currently teaches eighth grade US History at Wilson C. Riles Middle School in Roseville. She serves as a secretary for her union. Caryn has been certified to be a WEB advisor.

Justin Byxbe (2003) earned a master's in education. He currently teaches physical education at Pacheco Elementary and Junior High School in Redding. He also coaches two sport teams. Justin serves as treasurer for CTA.

Tim Sain (2013) majored in Liberal Studies. He teaches second grade at Bidwell Elementary. He sponsors the tech club and softball. Tim serves as the site representative for CTA.

Lesley Leigh Hardee (Milliron) (2005) is currently a speech therapist for ages 3-22 at Virginia School in Wheatland. She serves as the vice president for the Yuba County Certified Employees Association. Lesley has been recognized as an Educator Who Makes a Difference.

Jonelle Kauovel (2016) currently teaches fifth grade at Janesville Elementary. She has coordinates the Geography Bowl. Jonelle serves as the President of the Teacher's Association.

Sharon Vogel (Holleman) (1995) has earned a master's in nursing. She has been teaching nursing at Butte College in Oroville for 27 years. Sharon has been recognized as Teacher of the Year. She has also had multiple conferences and publications under the Academic Senate California. She currently serves as the vice president for her union and president for FACCC (Faculty Association for California Community Colleges).



*To be featured in our newsletter,
please stay connected with us at*

<http://www/cme/alumni/stayConnected.shtml>

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

EDUCATION *matters*



CALIFORNIA
STATE
UNIVERSITY
CHICO

SCHOOL OF
EDUCATION

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).