

SPRING 2016

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

EDUCATION *matters*



21st Century
ePortfolios
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Chico Mechatronics Pathway **pg. 6**

DIRECTOR'S *corner*



Dr. Deborah Summers
Director, School of Education

We need to reduce
barriers to teaching
While maintaining
the quality
and rigor of our
preparation programs.

Dear friends of the School of Education,

As you have well heard by now, the teacher shortage that was rumored to be approaching has hit the North State in full force. The state now faces a major teacher shortage. This year, school districts project the need to hire 21,500 teachers in California. All credential programs prepared 13,300 candidates the previous year, leaving a shortfall of over 8,000 newly trained teachers to take available positions. The shortage of teachers during the next three years is projected at over 25,000. Subject areas of acute need are in math, science, and special education—all with projected shortages of more than 2,000 teachers each year.

The regions in the state having the largest shortages are rural areas, particularly Central and Northern California. As residents of this region, you also know that K–12 schooling in the North State happens more likely than not in small schools and spans many rural districts in more than 13 counties. The teachers who teach in those schools and who call those communities home were most likely prepared through a credential program in the School of Education at Chico State and hope to give back to their local communities.

In light of the serious reduction in the number of teachers produced to staff our schools and teach future generations of problem-solvers, informed citizens, world-class scientists, and mathematicians, we need to reduce barriers to teaching while maintaining the quality and rigor of our preparation programs. But how? The answer is not to eliminate state requirements, but certainly to reevaluate them in light of some of the unintended consequences and burgeoning unmet demands for teachers, particularly in hard-to-hire areas such as special education, STEM disciplines, agriculture, and bilingual education.

Visit us at

www.csuchico.edu/soe

One approach we've taken in the School of Education is **CLEAR**. As a learning organization, we are committed to

Communicating information about the shortage and suggestions to facilitate employment. Thus far, 800 district partners have been contacted electronically and faculty have met with various stakeholders to share approaches to help address the unmet demand.

Learning continually about ways to streamline our own practices and experiment with technologies that allow greater access to our programs.

Educating our school partners and alums about the not-so-hidden costs associated with becoming a teacher and how to seek opportunities for support.

Advocating for quality teacher preparation programs by participating in state task forces, work groups, and feedback sessions on policy documents.

Researching by conducting project evaluations and educational studies that use data from our region to inform our practices and larger state and federal policies.

You will find evidence of our **CLEAR** approach throughout the articles and feature stories in this edition of *Education Matters*. Together, we will be a part of the solution.

Sincerely,

Dr. Deborah Summers
Director, School of Education



WHAT'S *inside*

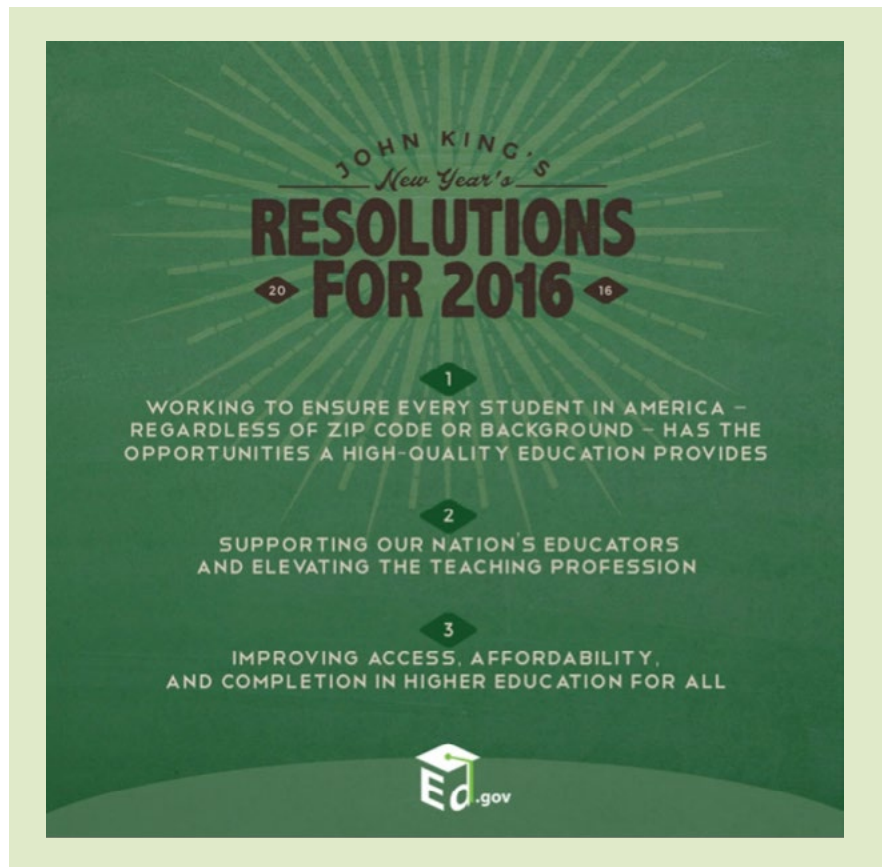
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A Seat at the Table

It's not every day that teachers are afforded the opportunity I have been given — let alone teachers from rural Northern California. I have the unique opportunity to be a full-time 5th and 6th grade teacher at Bend Elementary School in Cottonwood, adjunct faculty for the CSU, Chico School of Education, and a part-time fellow for the US Department of Education. I am humbled to represent my colleagues across the nation in this way. I understand and face the challenges and joys of teaching on a daily basis; I am then invited to communicate my first-hand knowledge to the discussion about national educational policy in writing, virtually and at face-to-face meetings in Washington, DC.

Since last fall, I have had the opportunity to support the department in many ways and have expanded my knowledge about national education issues. My fellow teaching ambassadors and I work in the Office of Communications and Outreach; therefore, most of our work centers around providing support to Secretary John King's 2016 resolutions.

We have engaged in supporting digital media by initiating and holding monthly Twitter Chats (#TeachersAtEd) and bringing improvements to the weekly electronic newsletter, *The Teachers Edition* (www.ed.gov/teaching/teachers-edition-archive). We also frequently write for the Department's blog (blog.ed.gov) (goo.gl/yZ8m8H) and write *Voices from the Classroom* articles for *The Teachers Edition* (goo.gl/dZ3EBY). We are asked to brief letters, speeches, and policies, taking on the role of a critical friend. Weekly, we attend virtual meetings and are asked to provide our feedback and insight. We also support *Teach to Lead* (teachtolead.org) (a joint partnership between the US Department of Education, ASCD, and the National Board for Professional Teaching Standards) aimed at bringing change to the culture of schools



"Practicing educators who understand the realities of teaching have a seat at the table and are asked to share their voice to better inform policy."

and the culture of teaching so that teachers play a more central role in transforming teaching and learning. Support is also provided for *Leadership Labs* which seek to build stakeholder support and momentum for a specific teacher leadership idea from *Teach to Lead*. We attend conferences and reach out to stakeholders in the field, reflecting with ED staff on knowledge gained.

Most recently, I have been working with ED to organize and facilitate Every Student Succeeds Act (ESSA) Listening Sessions in California. The US Department of Education is seeking to collect feedback from a diverse range of stakeholders that will help inform ESSA implementation. I traveled to the UCLA Curtis Center Mathematics and Teaching Conference where I presented the

My Year as a United States Department of Education Fellow

by Nancy Veatch



Jennifer Oloff-Lewis, Rochelle Ramay, Maris Thompson, Lynne Bercaw, DAS Amerikaner, Talya Kemper, Al Schademan, Charlie Troughton, Mimi Miller, and Nancy Veatch at Corning Union High School.

keynote on ESSA and supported a listening session. Additionally, I planned and facilitated a visit by the Deputy Assistant Secretary (DAS) for Policy and Strategic Initiatives (Office of Elementary and Secondary Education) across the North State. DAS Ary Amerikaner visited Evergreen Middle School, where students presented the research they are conducting in coordination with NASA on an extremely rare Mars geologic feature (an Esker). She

was also able to visit the first Makerspace in a California Juvenile Detention Facility in Tehama County, designed and made a reality by Michelle Carlson, Future Development Group LLC. The DAS also conducted three roundtable discussions: Shasta County Office of Education (including stakeholders from several rural northern counties), Corning Union High School (including stakeholders from the School of Education), and at the

California State Department of Education (including stakeholders from CDE as well as UC Davis and local county offices). These listening sessions provide educators in the field with opportunities to ask questions and give feedback regarding the law.

Thus far, it has been an incredible experience. In January, I was teaching in my classroom on Monday, looking out toward Mt. Lassen and across the pasture as we analyzed different types of clouds; the next day, prior to State of the Union, I was sitting at the table next to Secretary John King in a fellows meeting discussing how we can support our nation's educators and elevate the teaching profession. This fellowship is an important component of the US Department of Education's mission and vision — practicing educators who understand the realities of teaching have a seat at the table and are asked to share their voice to better inform policy.

To visit Nancy's US Department of Education page, click [Here!](#)
Contact Info: email: Nancy.Veatch@ed.gov, Twitter: [@veatch_nancy](https://twitter.com/veatch_nancy)



Pictured are Nancy Veatch, 2015 Teaching Ambassador Fellow, US Department of Education and Secretary John King at the United States Department of Education, January 12, 2016.

"This fellowship is an important component of the US Department of Education's mission and vision..."

Chico Mechatronics Pathway Showcased at Verizon Innovation Center

by Al Schademan

Dr. Al Schademan was recently selected to showcase his project called the *Chico Mechatronics Pathway* at the Verizon Innovation Center in San Francisco on February 18 at an exclusive VIP reception for select alumni and parents. The purpose of the presentations were to showcase the best and brightest students and faculty and their innovative projects so that alumni, parents, and donors could tangibly see the excellent work Chico State is doing. Two other professors from Chico State were also invited to present. To foreground the work of his students, Dr. Schademan invited Nancy McCoy, Felicia Perez, and Samantha Wanner from the multiple subject credential pathway. All three students excelled in their use of robots and other STEM tools in his science methods class during the Fall 2015 semester. The School of Education team presented their work to a large group of Chico State alumni, each taking a turn to highlight a different robot used in class and at Parkview Elementary with students. Following the presentation, the guests were invited to get a hands-on experience with robots guided by Al and his students.



Felicia Perez, Samantha Wanner, Dr. Al Schademan, and Nancy McCoy showcase their robots!

The experience was a huge success for all involved. Afterwards, Schademan said, “We were all honored to be chosen for this prestigious event. Nancy, Felicia and Samantha represented the SOE with high levels of professionalism and with deep knowledge of teaching and STEM education. The student presentations were the highlight of the evening for the entire crowd.” The team even made connections with one of the teams from the engineering department. Dr. Schademan and McCoy are currently designing a unit on windmills for sixth graders with Dr. David Alexander and his senior engineering student, Angelina Teel Jonson. Building these cross campus connections was an unforeseen but fortuitous outcome of this wonderful experience.

Click here to watch the robots in action!



Clothes the Gap: Future Teachers Support Homeless Youth

by Talya Kemper

This winter, the School of Education collaborated with the Student California Teacher Association (SCTA) to host the Clothes the Gap fundraiser for School Ties. This organization provides support for Butte County students and their families that are homeless or housing insecure. School Ties provides advocacy, mentoring, tutoring, and assistance to provide students with the opportunity for educational success.

In Butte County, 3.3 percent of the students attending school are homeless or in a transitional housing situation, with a steady increase in recent years (kidsdata.org). The Department of Education defines youth homelessness as lacking a fixed, regular, and adequate nighttime residence, including those families in shared housing due to economic hardship, youth awaiting foster care placement, and families living in hotels, motels, shelters, and transitional housing in addition to those that are living completely unsheltered or outdoors.

SCTA is a student organization for aspiring teachers that values teacher quality, political action, community service, and diversity. Student members of SCTA planned the Clothes the Gap event, elicited donations, sold tickets, and organized all the evening's components including dinner for 75 attendees, a silent auction, a band, and speakers who had experienced homelessness in their youth. The event was supported by a CREATE grant from the National Education Association, and received generous donations from Bidwell Presbyterian Church and Roots Catering.



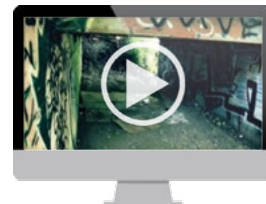
SCTA president Randi Rovetto with treasurer Sarah Barker provided opening remarks.

SCTA president Randi Rovetto shared that "being involved in the community and collaborating with School Ties has allowed me to learn more about different situations my students may be experiencing and how to direct them to available resources. I have a deeper understanding of students experiencing homelessness and I plan to bring all that I have learned into my future classroom!" This outreach project not only brought needed money and school supplies to children in need, it also provided future teachers the opportunity to connect with their community and exercise their leadership skills.



SCTA members Sarah Brooks, Paige O'Callaghan-Jones, and Jill Onorato gather around SCTA advisor Pamela Morrell.

[Click here to view the "When Students are Homeless" video or to donate to School Ties.](#)



**STUDENT
CALIFORNIA
TEACHERS
ASSOCIATION**

Reading Pals

Community Volunteers

Teaching

Young Readers

by Mimi Miller

The ability to read is fundamental to success—in school, in the workplace, and in becoming an engaged citizen. Unfortunately, many elementary students struggle with reading and a high percentage of those who have difficulty are students from underserved populations. Students who struggle with reading are five times more likely to drop out of school than those who don't, perpetuating an educational system in which all students are not equitably served.

In Chico, citizens in the local Rotary Club recognized the potential of community volunteers to support teachers, students, and schools; they began to serve as reading tutors for elementary students. This idea grew into Reading Pals, an organized partnership in Chico between community members and four local elementary schools—Chapman, Citrus, McManus, and Rosedale. According to Reading Pals Director Michelle Curran, the program aims to see every child enter 7th grade reading at grade level, equipped with the tools they need to learn and to engage as citizen stewards of their community. In 2014–2015, 136 citizen volunteers mentored young students in reading for one hour each week. These volunteers reached 158 second and third grade students, all together volunteering more than 4,100 hours!

“Students enrolled in Reading Pals gained an average of 2.2 months of growth in literacy skills for each month they were enrolled in the program.”



A student and a Reading Pals volunteer read together at Citrus Elementary

Students are identified as candidates for the program by school staff and connected to a Reading Pals volunteer for 30 minutes, twice weekly using *Flying Start* literacy curriculum, published by Okapi Educational Publishing. Scott Chalmer, a volunteer with Reading Pals, said “only an hour of our time can touch the spirit of these students in two ways: 1) that someone cares about them personally and 2) that reading is building a foundation for success for the rest of their life. There is no greater investment than that.”

Results with Reading Pals have been remarkable. Data from 2014–15 demonstrates that the students enrolled in Reading Pals gained an average of 2.2 months of literacy skills for each month they were enrolled in the program. So far, academic gains have been measured, but the program has partnered with Mimi Miller, professor at CSU, Chico, to measure the impact of the program on students' motivation and interest.

Katie Good, Reading Pals coordinator, trains volunteers, introducing them to materials and lesson plans. Volunteers and students meet in a room at the elementary school where students practice using reading strategies as they read books that are at an ideal level for each student. A credentialed elementary teacher, working with Good, supervises the pairs of adults and elementary students as they read together.

Reading Pals is an example of how partnerships among the community, schools, and university can lead to powerful change. According to Good, “Reading Pals volunteers are community members who believe that it is our responsibility to partner with local schools to make sure the kids in our neighborhoods have the best chance for success, ensuring success of our community as well.” Curran and Good hope to increase the number of volunteers to reach more students in Chico schools and throughout the North State. Individuals interested in volunteering should visit their website, www.readingpalschico.org.

SOE *Welcomes ...*



The New President of CSU, Chico

DR. GAYLE HUTCHINSON

The School of Education welcomes Dr. Gayle E. Hutchinson as president of CSU, Chico. Hutchinson is currently the provost and vice president for Academic Affairs at CSU, Channel Islands. Prior to that, she spent 20 years in various instructional and leadership roles at Chico State, including teaching kinesiology with a specialty in teacher preparation. Hutchinson's scholarship and grant writing focused on teacher socialization, social psychology of sport, comprehensive school-based wellness programs, and equity in sport and physical education. With her roots as a PE teacher and a teacher educator, we welcome her back to Chico!

New Faculty in the School of Education



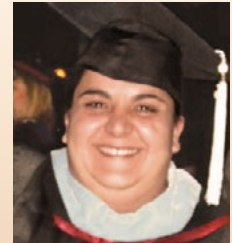
Erin Whitney

Erin Whitney is very excited to be joining our faculty after completing her EdD in reading, writing, and literacy at the University of Pennsylvania. Her research interests lie at the intersection of literacy, identity, and disability studies. More specifically, she uses qualitative methods to understand the possibilities for multimodal and digital literacies to engage and empower diverse learners within inclusive K-12 classrooms. Her complementary research interests include teacher inquiry, coteaching, and collaboration.



Dori Wall

Dori Wall will be coming to us from the University of Texas at Austin after completing her PhD in curriculum and instruction (bilingual and bicultural education). She is delighted to be joining the School of Education faculty and to be returning to the state where she began her career as a bilingual educator. Dori's work, as both a teacher educator and as a researcher, focuses on building relationships with preservice and in-service teachers to expand student learning. Specifically, her research explores the ways in which teachers' life histories intersect with the participant structures they implement with linguistically and culturally diverse students.



Annie Adamian

Annie S. Adamian is honored to be joining the School of Education family after receiving her doctorate from the University of San Francisco following the completion of her MA in education, curriculum and instruction, at CSU, Chico. Her scholarship examines race and educational equity, focusing on how decolonizing schooling practices and participatory action research shape humanizing relationships, access, and educational experiences and outcomes. Annie's teaching and research are rooted in transforming public schools into spaces that people look to for freedom, hope, agency, and care.

Leaving a Legacy for *Excellence*

Today Decides Tomorrow

It takes thought and consideration to create an effective strategy for your legacy gift. We would like to assist in identifying which gift option is best suited to meet your needs and goals. Chico State's motto is "Today Decides Tomorrow." Make the decision today to create a better tomorrow, and let us help you by establishing a plan.

Create your plan based on your values

Plan for your future while also shaping the future of California State University, Chico. Legacy gifts have a meaningful impact on our mission to provide quality education and opportunities for civic engagement and service to others for generations to come. They preserve the past while looking toward the future, and you may be surprised at how easy it is to create a legacy of your own through this process. University staff are committed to working closely with you in order to ensure that your interests are protected and that your generosity is applied to an area of your choosing.

Maximize your giving impact

Your gift can inspire excellence in others and make a difference for generations. Legacy gifts can celebrate student success through endowed scholarships and professorships, or build funds to support award-winning programs and faculty research.

For more information, contact

Sarah Fry, Advancement Director

sfry@csuchico.edu

530-898-4547

"The Shirley Maxine Whalen Trust has allowed for significant and meaningful program improvements that directly benefit the students in the teacher credential programs at Chico State."

—Dean Angela Trethewey

Legacy gift options include

- › Appreciable Assets
- › Bequest by Will or Living Trust
- › Charitable Gift Annuity
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- › Retirement Accounts



If you would like to make a secure, online gift to the School of Education Teacher Candidate Assistance Fund, go to <http://tinyurl.com/Chico-gift> and choose "College of Communication and Education" followed by "Designation:17027."

make a **plan.**

give a **gift.**

leave a **legacy.**

Chico Grad *Honored* as Art Educator of the Year!

by Cris Guenter

The National Art Education Association (NAEA) has named Reta Rickmers to receive the 2016 Pacific Region Secondary Art Educator of the Year Award. Reta graduated from the School of Education with her single subject art credential in 1989. This prestigious award, determined through a peer review of nominations, recognizes the exemplary contributions, service, and achievements of an outstanding NAEA member annually at the regional level within their division.

NAEA President Patricia Franklin states, "This award is being given to recognize excellence in professional accomplishment and service by a dedicated art educator. Reta Rickmers exemplifies the highly qualified art educators active in education today: leaders, teachers, students, scholars, and advocates who give their best to their students and the profession."

Since 2006, Reta has brought in over \$420,000 in grant funding to not only keep her program alive, but also allow it to be innovative.



For more information about the association and its awards program, visit the NAEA website at www.arteducators.org



NATIONAL **ART EDUCATION** ASSOCIATION
SHAPING HUMAN POTENTIAL



Course Spotlight

Place-Based Learning Supported by Rural Schools Collaborative

by Ann Schulte



collaboration, and targeted philanthropy to strengthen the fabric of rural places. Recently, Gary Funk, director of RSC, reached out to the School of Education's Ann Schulte and Rebecca Justeson to learn about Chico State's Rural Teacher Residency (RTR) and Promoting Rural Improvement in Secondary Mathematics and Science (PRISMS) programs. This initial conversation turned into an ongoing relationship, and in June, Schulte will take two graduates of our programs to participate in RSC's Rural Teacher Corps Co-design event. The event will be held at Dakota Wesleyan University in Mitchell, South Dakota, coincidentally the town in which Schulte was a classroom teacher over 20 years ago!


The Rural Schools Collaborative (RSC) is an organization comprised of people who recognize the value of local schools and small communities. They support innovative instruction, thoughtful

RSC partners believe that the renewal of rural communities depends, in part, on committed efforts to strengthen rural education, construct thoughtful approaches to community development, and nurture local cultural heritage. Developing a sense of place in our rural communities is a successful way to connect students and teachers to their context and focus on the strengths and assets that these communities offer. Place-based education combines relevance with academic rigor by promoting deep thinking in content areas connected to community issues. Gregory A. Smith, coauthor of the book *Ecological Education in Action*, offers five approaches to place-based education that could be both research-based and include accountability models that should be sufficient. These practices include local cultural studies, local nature studies, community-issue investigation, local internships and entrepreneurial opportunities, and induction into community decision making.


In support of place-based education, RSC supports a Grants in Place program where K-12 teachers can submit proposals for grants up to \$1,000 to conduct activities that feature the basic tenets of place-based education. To learn more about the Rural Schools Collaborative and the important work they do, visit ruralschoolscollaborative.org.


21st Century Teachers in the Making With ePortfolios

by Linda Mobilio-Keeling



Jesse Zitrin's Portfolio





Who I Am

I was so proud when, at age 39, I called my little sister to tell her I was going to become a teacher. She said, "You already are."

It's always been my goal to make people's lives richer -- but teaching hasn't always been my profession. I majored in English / Creative Writing, and took a job as a teacher and coach after graduation. But from that year to this, I've gained a world of experience elsewhere. I traveled the globe as a ballplayer, coach

Image taken from Jesse Zitrin's ePortfolio site. Jesse is currently enrolled in Linda Mobilio-Keeling's class: EDTE 255-02.

21st century educators require 21st century skills, and the faculty in the School of Education value and embrace the mission of preparing our teacher candidates to be effective, reflective, and engaged.

One way we are doing this is by guiding our teacher candidates to apply the use of technology in the development of electronic teaching portfolios. After a few years of piloting the new assignment in sections cotaught by Dr. Michelle Cepello and Linda Mobilio-Keeling, all of the EDTE 255: *Introduction to Democratic Perspectives in K-12 Education* courses are now requiring students to create an ePortfolio as their culminating project. The ePortfolio, which houses assignments such as a professional biography, a personal teaching metaphor, and a brief teaching philosophy statement, provides a space where students can paint a genuine picture of who they are as unique individuals and future educators. In addition, students are required to link a professional teaching blog to their site where they can reflect on the lessons learned during their 45 hours of volunteer time in a public school classroom.

As students become more comfortable with the ePortfolio's format, instructors of the course have seen first-hand how creativity takes hold and the sites flourish. Many students choose to add additional resources to those already required, further demonstrating their knowledge, skills,

and dispositions. Oftentimes, these resources include artifacts such as resumes, lesson plans, and academic papers related to education. It is a place where pedagogy and instruction come together — a place where learning across the CSU campus in all disciplines is directly related to and representative of the learning happening out in public school classrooms. And, as our teacher candidates continue to learn and grow throughout their years at Chico State, the ePortfolios have the ability to grow and change with them.

Bev Landers, one of the instructors of EDTE 255, believes the culminating project has greatly enhanced the learning happening in her classroom and shifted her students toward more prepared and professional teacher candidates. Bev feels, "the creation of this ePortfolio becomes the canvas on which teacher candidates begin to form and express their knowledge, beliefs, and values as they relate to education."

The ePortfolios offer an authentic opportunity for students to think at more complex levels. By having to analyze, synthesize, and create, our students are developing an expanded view of learning that is shaping who they are as future teachers.



Where are

An Interview With Marcus Tessier

Marcus Tessier graduated with a bachelor's degree in biological sciences in 2005. He then earned a Single Subject Credential in science, despite having been twice interrupted in his education for two involuntary recalls of active duty service in support of Operation Enduring Freedom. This year, Marcus is planning on completing the Administrative Credential Program at Chico State to earn an MA in Educational Leadership.

WHAT ARE YOU TEACHING NOW?

Currently, I am the program coordinator and co-principal investigator for the San Mateo County Office of Education's (SMCOE) Partnership for Excellence in Teaching and Learning in STEM (PETALS) Project. In 2015, the PETALS Project, in partnership with Stanford University's Center to Support Excellence in Teaching (CSET), was awarded the 2015 California Math and Science Partnership grant (CaMSP). CaMSP is a three-year grant to support K–8 teachers as they prepare to implement Next Generation Science Standards (NGSS). The PETALS team, which includes SMCOE STEM Center coordinators and staff and several Stanford University education and STEM professors, is preparing the foundational work for the PETALS Project, which will be implemented this May.

Prior to working with SMCOE, I taught science for eight years serving students in grades 6 through 10 in both Bay Area and Sacramento public schools. I also served on the Board of Directors for the California Science Teachers Association on the Legislative Oversight Committee.

WHAT LESSONS HAVE STUCK WITH YOU FROM YOUR CREDENTIAL PROGRAM?

Effective public schools are relevant learning environments for all children. I strive to create safe, rigorous, and relevant learning environments where the whole child is valued. My primary purpose is to guide students by facilitating inquiry and engaging students in active learning within an interdisciplinary learning space. By facilitating cognitive process and reasoning, I engage and guide students in their

pursuit of solving authentic human problems. As students grow and develop, I encourage them to ask questions, design solutions, and create arguments supported by reasoning. Curriculum is designed to support student access to content-rich learning environments. I support a three-dimensional model of learning: practices, crosscutting concepts, and content. Practices describe behaviors that students engage in as they investigate and build models and theories about the natural world. Crosscutting concepts emphasize organizational schema for interrelating knowledge into a coherent and interdisciplinary view of the world. Content has broad importance and extends across multiple disciplines engaging student interests and life experiences on a societal and personal level.

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

Know your content. Regardless of intervention — and specifically in the case of STEM - teacher knowledge was found to be the largest significant teacher-level predictor of student achievement outcomes. Research suggests that elementary school teachers face challenges in teaching science effectively (Davis, Petish, and Smithey, 2006). Many elementary school teachers lack science content knowledge (Anderson and Mitchener, 1994), which plays a role in teachers avoiding teaching science altogether. A recent survey by the National Science Teachers Association determined only 36 percent of elementary teachers met the minimum requirement of four science courses at the undergraduate level, and six percent had not taken any science coursework at all (NSF Science and Engineering Indicators, 2014). As we prepare the next generation to solve 21st century human problems, STEM literacy will become all the more crucial for sustaining a democratic society and knowing our content in mathematics and science will be crucial.

they now?

An Interview With C.G. Watson



C.G. Watson earned her Single Subject Credential in Spanish in 1987 and went on to receive an MA in education in 1994 in the School of Education at Chico State.

WHAT ARE YOU TEACHING NOW?

My career in education began in 1987 and, since then, I have taught Spanish at the high school, junior high school, and college level. I have also taught education courses at the university level.

In 2005, I wrote a character study in response to frustrations with the culture of teasing and bullying in the classroom. That character study very quickly turned into a full-length novel, which then turned into my first published novel, *QUAD*. I haven't looked back.

This past February, my second novel, *Ascending the Boneyard*, came out. Considered a work of speculative fiction, with broad strokes of *Donnie Darko* and *The Matrix*, *Ascending the Boneyard* is a meditation on grief and loss as told by sixteen-year-old gamer, Caleb Tosh. He slips into a world of blurred lines between his devastating reality and the only coping tool he knows: a video game called *The Boneyard*. While Tosh gets lost in his favorite game, it becomes an allegory for any form of escapism that allows us to manage our own personal maps of loss. For more information visit authorcgwatson.com.

Being in connection with young people is the best part of being an educator. They are hilarious, yes, but they are also complex and deep and inspirational and messy. And this is a pretty complicated, challenging time to be coming up through adolescence. Now, more than ever, young adult literature needs to hold a mirror up to young people and let them know they are seen in their experiences, that their hurts and struggles are real and worth exploring.

Based on this ideology, I cofounded a nonprofit in 2014 with fellow young adult author and filmmaker e.E. Charlton-Trujillo, called Never Counted Out (NCO) (nevercountedout.com). The idea of NCO is to find young people in communities or circumstances who do not have access to the arts or creative mentorship and connect them with creative mentors who can help them find and nurture their artistic voice. NCO provides books to schools, libraries, and programs, and is also in the process of setting up a network to match schools and programs with creative mentors from all avenues of art. Mentors would contribute their knowledge by donating one hour a year in the matched program. We are also developing a series of creative mentorship camps, the first of which will take place in Pennsylvania in December 2016.

WHAT LESSONS AND EXPERIENCES HAVE STUCK WITH YOU FROM YOUR CREDENTIAL PROGRAM?

The most striking experience or lesson came from a teen during an empowerment workshop that involved youth, seasoned teachers, and preservice teachers. One of the teens asked a preservice teacher why they wanted to go into teaching, and the teacher said without hesitation, "Because I love history." The teen replied, "But how do you feel about kids?" I will never forget that. Kids come first. Their lives, their humanity, their experiences and struggles, these will take the foreground to any lesson we're teaching—whether we like it or not.

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

Humanity first. Always.

Grant Updates

MySOE.net Launches With Teacher Resources

by Lynne Bercaw and Al Schademan

The School of Education, in promoting access to current research and teacher resources, has launched the MySOE.net website this semester. This website will allow us to widely share educational resources both regionally and nationally, starting with our recent efforts in co-teaching and science education. It has been developed with generous support by Teacher Quality Partnership Grants from the US Department of Education, and in particular, the Promoting Rural Improvement in Secondary Mathematics and Science (PRISMS) program.

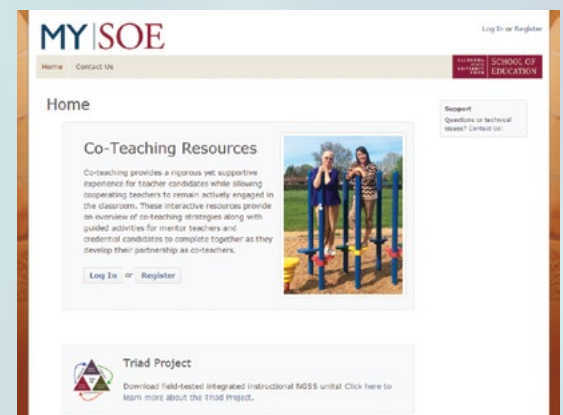
MySOE allows credential candidates and their cooperating teachers to access our new Co-Teaching Online Workshop to support co-teaching pairs as the School of Education transitions from traditional student teaching to co-teaching as our model for field experience. This series of engaging online modules follows the content of our summer workshop and provides the introduction necessary for a successful co-teaching partnership throughout the semester. Candidates and cooperating teachers learn about co-teaching strategies, engage in partnership-developing activities, and gain support in lesson planning.



Co-teaching is defined as two teachers sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. Research on co-teaching has shown significant achievement outcomes for students in co-taught classes as well as enhanced professional development opportunities for both student teachers and cooperating teachers, referred to as “mentor teachers.” Additional benefits of co-teaching include

- Increased small group instructional options for students
- Better ability to meet the needs of diverse learners in the classroom
- Improved classroom management
- Enhanced energy for teaching for both candidates and mentors
- More opportunities for candidates to teach
- Deeper understanding of the curriculum
- Better ability to mentor and induct candidates without giving up the classroom

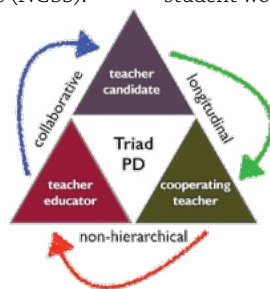
This semester, we piloted the Co-Teaching Online Workshop with over 50 co-teaching pairs across the multiple, single, and bilingual credential pathways. The online workshop will be available to all candidates and cooperating teacher partners fall 2016.



MySOE is also where teachers can access the latest field-tested integrated instructional NGSS units developed by the Triad Project. The Triad Project is based on the idea that effective science teacher professional development occurs through activity systems that are collaborative, non-hierarchical, and longitudinal. It builds university and school district partnerships to create the next generation of science educators. Each Triad consists of a science teacher candidate, a cooperating teacher, and a science education professor who simultaneously engage in professional development around the Next Generation Science Standards (NGSS).

The Triads work collaboratively over a semester to design, implement, reflect upon, revise, and submit a field-tested integrated instructional NGSS unit. The units are designed using a template created by science educators at CSU, Chico. Each freely downloadable NGSS unit includes a chart of lesson plans along with support materials all geared towards engaging students deeply in all three dimensions of the NGSS: science and engineering standards, core ideas, and cross-cutting concepts. Each unit also contains formative and summative assessments, rubrics, and student work samples.

The Triad Project is funded by a generous grant from the S. D. Bechtel Foundation through the CSU Chancellor's Office.



Visit us at <http://mysoe.net/triad/> or at www.facebook.com/triadpd/ !

Co-Teaching Updates

An exciting new development in the SOE co-teaching rollout efforts began this spring 2016, when Chico Unified School District (CUSD) partnered with faculty members, Drs. Lynne Bercaw and Maris Thompson, to provide monthly co-teaching

professional development workshops for CUSD faculty. Sessions included co-teaching foundations and strategies, pairs work on communication and relationship building, and going deeper with co-teaching planning and assessment. Participants included general

and special education faculty from elementary and secondary schools, principals, and CUSD district administrators. Conversations are currently underway about providing similar co-teaching professional development workshops to additional partner districts.



Project ESTEEM: Grant Awarded to Aid Elementary Science Teachers

by Ben Seipel

Many people have heard about the recent implementation of Common Core State Standards that address math and English language arts curriculum in the State of California. Fewer people are aware that new content standards exist for science as well: the Next Generation Science Standards (NGSS). These new standards are being implemented in California and they focus more on the process of science rather than on rote memorization of knowledge and facts. To implement the new science standards, teachers and principals need professional learning opportunities with the standards and access to innovative curriculum.

Recently, Drs. Mike Kotar and Ben Seipel were awarded a two-year \$500,000 grant that will focus on professional learning for teachers and principals on elementary science, language and literacy, curriculum development, and a system for continuous school improvement. Project ESTEEM (Elementary Science Teachers—Educating, Elevating, and Meliorating) is a professional development grant awarded as a part of the California Elementary Mathematics and Science Professional Learning Initiative, funded through the Improving Teacher Quality State Grants Program through the California Department of Education.

Project ESTEEM will fund approximately 14 school-based teams across nine counties in northeastern California. Each school-based team is a collaborative of classroom teachers, education specialists, and principals. In addition, each team member is also a member of a grade-level team

from the region. These grade-level teams will meet regularly in person and online (via video chat, etc.) to develop grade-level, science-based interdisciplinary units that can be shared and tested.

Project ESTEEM will provide professional learning opportunities to teams via workshops and annual conferences. Workshops are designed to help teachers and principals understand the new standards and how they are articulated across grade levels. The workshops will include training on Universal Design for Learning (UDL) and content literacy to help make content and materials accessible to a diverse student population, as well as hands-on experiences with project-based learning that can then be implemented in classrooms.

College of Communication and Education Grants Office staff Joleen Barnhill and Dana Johnston are providing essential support to the project. An advisory board of area school teachers, administrators, and university faculty is helping to make decisions, review content, plan workshops, and nurture connections to industry in the area. Finally, Project ESTEEM is supported by consultants who will aid in content development and implementation of the grant goals.

For further information, please contact Dana Johnston at djohnston@csuchico.edu. Be on the lookout for further information regarding the annual conferences scheduled for June.

“Recently, Drs. Mike Kotar and Ben Seipel were awarded a two-year \$500,000 grant that will focus on professional learning for teachers and principals on elementary science, language and literacy, curriculum development, and a system for continuous school improvement.”



Advisory Board Members:

Name	Position	Location
Suzanne Adkins	Principal	Bidwell Elementary, Red Bluff ESD
Betsy Amis	Principal	Pine Ridge School, Paradise USD
Brandi Aranguren	Director, Center for Math and Science Education	CSU, Chico
Kathleen Gabriel	SOE Faculty	CSU, Chico
Cris Guenter	SOE Faculty	CSU, Chico
Anna Johnson	Teacher	Golden Hills Elementary, Palermo USD
William McCoy	District Superintendent	Red Bluff ESD
Julie Monet	Chair Science Education Department & Faculty	CSU, Chico
Marian Murphy-Shaw	Regional Director	Siskiyou County Office of Education, California Science Teachers Association
Kristi Robinson	Teacher	Golden Hills Elementary, Palermo USD
Michelle Sanchez	Superintendent and Principal	Manzanita Elementary School
Tom Taylor	Principal	Ponderosa Elementary, Paradise USD

Then & Now

Vanessa Ceccarelli (2008) currently teaches 7th grade English and language arts at Poynter Middle School in Hillsboro, Oregon. She also serves as department chair, leads the afterschool drama program, and initiated the first GSA in her school. In addition to her bachelor's degree and teaching credential, Vanessa also earned an MA in Education from Portland State University.

Laura DeWitt (Perkins) (1984) has taught 5th grade for 22 years at Spring Grove School in Hollister. She earned a graduate degree in administration and has served as union president negotiations leader.

Barbara Nelson teaches kindergarten in a dual immersion Spanish program at Jefferson Elementary in Santa Ana. She graduated with a degree in liberal studies and has been teaching for 34 years.

Jackie Omstead (Worthen) (1985) has taught integrated science for 14 years at Washington High School in Fremont. In addition to receiving additional certifications and supplemental authorizations, Jackie has also served as a BTSA mentor.

Catherine Ramirez (2012) earned a bachelor's degree in liberal studies. She currently teaches kindergarten at Maxwell Elementary in Duarte.

Lynette Ristine (Maples) (1998) earned a bachelor's degree in history and currently teaches independent study at Feather River Academy in Yuba City.

Lindsey Williams (2007) majored in child development and currently instructs 4th – 8th grade reading intervention at Tully C. Knoles Elementary in Stockton. She has also received a permit to serve as the early childhood site supervisor. She has been teaching for eight years.

Benjamin Salcido (2008) has been teaching 9th–12th grade Spanish for the past five years at River City High School in West Sacramento. He majored in Spanish and Latin American studies. Additionally, Benjamin coaches men's junior varsity and varsity soccer.

Lynn Pitman (Havens) (1989) majored in liberal studies and currently teaches 2nd grade at Paradise Elementary School in Paradise.

Jenessa Bilbro (2009) earned her Multiple Subject Teaching Credential and is currently teaching kindergarten at Jefferson Elementary School in Cloverdale.

Jill Bratton (Pinto) (1982) has been teaching for the past 34 years and is currently an instructional coach for grades K–6 at Lawrence Elementary School in Lodi. She has also been recognized as an A+ Teacher.

Caitlyn Millerick majored in liberal studies and earned a Multiple Subject Teaching Credential. She teaches 3rd grade at Glen View Elementary School in Gilroy.

Kelly Dant (1989) majored in social science and teaches 7th and 8th grade history in South Lake Tahoe. She also serves as the activities director and coaches sports. She has been teaching for 25 years.

Pamela Bunthoff (Merrill) (1976) majored in liberal studies and teaches 3rd grade at Bernhard Marks Elementary in Dos Palos. In addition to her teaching credential, Pamela earned her master's degree. She also has served as CTA secretary and has coordinated a variety of activities including math, science, drama, and art.

Deborah Rodriguez (2013) majored in Spanish and Latin American studies. She currently teaches high school Spanish at River City High School in West Sacramento. Deborah also coordinates the chess club, dance club, and archery club.

Kellie Sabaska (Dotson) earned her bachelor's degree in child development and a Multiple Subject Teaching Credential. She has been teaching for five years and is currently teaching 1st grade at Gabilan Hills in Hollister. Kellie has also served on school and district leadership committees and on school site council.

Angela Stegall (Hillery) (1996) earned her bachelor's degree in English and a Single Subject Credential in English. She has been teaching English at Marysville High School for the past 19 years. Additionally, she has served as a department chair, MUTA Vice President, and has worked on the textbook/curriculum adoption committee. Angela is also an advocate for the Educators Who Make a Difference Committee.

Elaine Vollmer (Downs) (1991) majored in liberal studies and has been teaching for 22 years. She currently teaches at Wicklund Mountain House Elementary School in Lammersville. Elaine has also served on PAC and the wellness committee.

Kathryn Barros (Champlin) (1999) earned a Multiple Subject Teaching Credential and has been 4th grade at Brentwood Elementary School in Brentwood for the 16 years. She has also served as grade-level chair and on the district language arts committee.

Elizabeth Lanfranki started her teaching career in Tulare County but then moved to the Bay Area where she began teaching English at the middle school level. She is currently studying at UC Berkeley in the Principal Leadership program with plans of finishing with her master's degree and administrative credential this August. In 2014, Elizabeth was honored as Teacher of the Year, both at the district level and for Contra Costa County.



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

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