

Education MATTERS

New Mission & Vision for
the School of Education
pg. 10

Inclusive
Civically-Engaged
Democratic SUSTAINABLE
Effective
Collaborative
ENGAGED
REFLECTIVE
Socially Just
Diverse
Ecological
Innovative
Student-Centered

CALIFORNIA
STATE
UNIVERSITY
CHICO

SCHOOL OF
EDUCATION



North State Together
pg. 11



Director's CORNER



Lynne Bercaw



Rebecca Justeson

Dear School of Education friends,

This year has seen a great deal of change globally, nationally and locally. We also experienced several changes in the School of Education with our former director, Deborah Summers, becoming the associate dean of the College of Communication and Education and my becoming the new director of the School of Education. We also have several new program coordinators, and we hired several new staff and faculty members. We revised our conceptual framework (see Erin Whitney's article), hosted over 300 teachers for the Better Together Teachers' Summit, and recommended over 350 candidates for credentials.

As this academic year draws to a close, we have yet more change. In June, I will be stepping down as the director of the School of Education and moving to San Diego State University, where I will be serving in a similar capacity. I am thrilled to announce that our new director, elected by faculty and staff, is Rebecca Justeson. Justeson has extensive experience in leading several programs (Tri-Placement, RTR, and RISE) and has served as the assistant director of the School of Education for the past 18 months. Justeson is excited to work with the School of Education, our school partners, and the region.

Change is inevitable, but what is constant is our commitment, together with our partners, to preparing the highest caliber of educators. Thank you for partnering with us!

Sincerely,

Dr. Lynne Bercaw
Director, School of Education

Visit us at

www.csuchico.edu/soe

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

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Serving OUR PARTNERS

Better Together

By Lynne Bercaw

On July 28, 2017, Chico State was one of 35 campuses across the state to host the third annual Better Together: California Teachers Summit. Nearly 14,000 teachers across the state met to for this professional development opportunity; over 300 teachers met in the Bell Memorial Union 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, the keynote speaker was Dr. Jill Biden, whose insightful talk was livestreamed from St. Mary's College of California. The local keynotes were Shannon Krelle and Kristen Schroeder (Marigold Elementary School, Chico) and Ger Thao (Wilson Elementary School, Gridley). There were also opportunities for teachers to discuss with

others through Edcamp, where teachers decide the topic of sessions. Some of topics included "Inclusive Classroom," "Trauma-Informed Practice," "Digital Citizenship," "Technology and iPads" and "Teacher Well-Being." It was a powerful day, and the same can be expected for the fourth annual Better Together: California Teachers Summit being held July 27, 2018, #CATEachersSummit.

For registration, go to
cateacherssummit.com



Secure your spot for this statewide day of learning by teachers, for teachers

REGISTER TODAY
FRIDAY, JULY 27, 2018
CATEACHERSSUMMIT.COM #BETTERTOGETHERCA

 **BETTER TOGETHER:**
CALIFORNIA TEACHERS SUMMIT 2018

Cooperating Teacher Workshop

By Tal Slemrod



Many exciting updates of how we support our teacher candidates and partner teachers have started this academic year. Cooperating Teachers representing several districts across the North State gathered on September 19, 2017, to engage in professional development focused on supporting teacher candidates through effective mentoring and the introduction of a new observation instrument.

With updates to new Teacher Education Standards (TPE), the School of Education has transitioned to a new observation rubric called Chico Observation Rubric for Educators (CORE) that aligns both to the new TPE's as well as the Common Core State Standards. This instrument enables faculty, supervisors, and cooperating teachers to support our teacher candidates in the classroom by observing how students are learning, and the initiation to the new tool has been a great success!

Led by Mimi Miller and Tal Slemrod, the School of Education has held three trainings, hosting over 200 participants.

Feedback about the workshop, as well as the new observation tool, has been overwhelmingly positive.



Message FROM A DACA STUDENT

by Maritzi Bywater

Twenty-two years ago, a young Mexican girl decided exactly what she wanted to be for the rest of her life. She loved learning, and she loved showing others how. She could only dream of standing in the front of the class as attentive students admired her with the same anticipation and eagerness she saw in herself. That girl never lost sight of what she wanted, and now she finds herself in her second year of her dream.

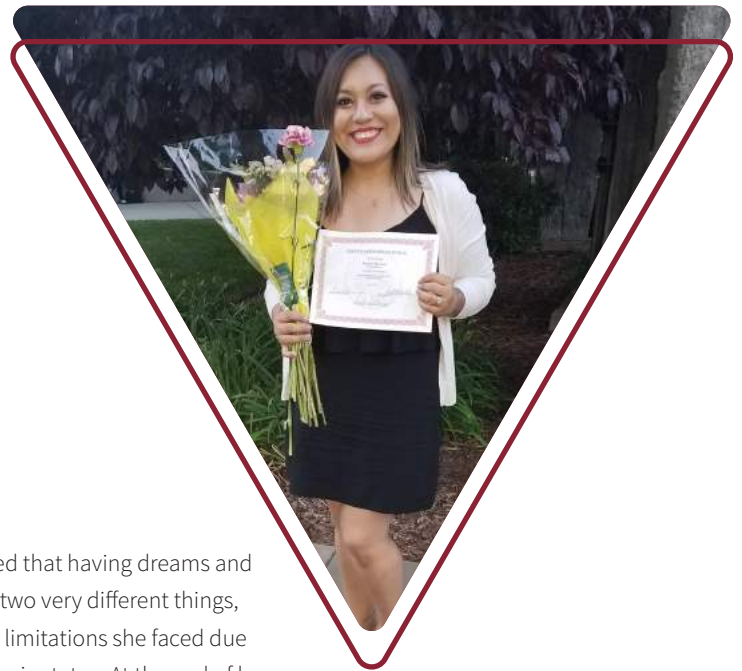
Maritzi Bywater graduated from high school with honors and scholarships to pursue that dream. However, her road wasn't easy. Her father, a dairy farm employee and sole provider for a family of six, was violently injured on the job, leaving him disabled and unable to work. Maritzi knew that if she wanted to pursue higher education, she had to work hard to make up for the financial deficit she was about to face to pay for her education.

Maritzi maintained a heavy course load to achieve a high GPA. She also participated in several activities, such as being president of both California Scholarship Federation and Key Club, theatre, journalism, and kept a small part-time job on the weekends to pay for tests, school materials, and to help her family. Her greatest accomplishment was getting accepted into California State University, Chico. A triumph not only for herself, but also for her family because she was not only the first member to graduate from high school, but the first to pursue higher education.

Maritzi soon realized that having dreams and facing reality were two very different things, especially with the limitations she faced due to her socio-economic status. At the end of her fourth and final year as an undergraduate, she had to make the difficult decision to put her dreams on hold.

Six years later, Maritzi was hired as a student guidance specialist for the Chico Unified School District. It was a job that reignited her passion for wanting to work with children through a new lens. Because of this job, Maritzi found her new philosophy in education: It's more than "just teaching." It's about building relationships, helping students learn to be resilient against the adversities of life, and find their inner worth and strengths to be successful.

Maritzi saw herself in her students. After these two years of renewed self-discovery, Maritzi picked up where she left off and applied to be an intern candidate for the credential program at Chico State.



Dinner AT THE TORRES SHELTER

by Vicki Shadd



The School of Education prepares and serves dinner at the local Torres Shelter on a monthly basis. In January, the Special Education Pathway (Concurrent and Educational Specialist) faculty, staff, and students had the pleasure of providing a home cooked meal for those dining at the Torres Shelter.

Approximately 150 meals were served and were appreciated by everyone who participated in the dinner. Many smiles, thank yous, help in the kitchen, and empty plates were all indicators of the evening's success. Thank you to all who contributed in making the effort a success. "Great opportunities to help others seldom come, but small ones surround us every day."

PACT AND TPA NEWS

PACT is being retired!

Fall 2018 finishers will be the last group of candidates using the PACT, and the new Teaching Performance Assessment selected by the School of Education at Chico State will be CalTPA.

CalTPA was recently completely redeveloped by the California Commission on Teacher Credentialing and will be fully operational for new candidates beginning fall 2018. If you are interested in learning more about the CalTPA or signing up to become a paid assessor for this assessment, please visit the CalTPA [website](#).

SOE WELCOMES...



Nora Aguilar-McKay
Bilingual Credential Program
Coordinator

Nora Aguilar-McKay joined the School of Education as a member of the Bilingual Credential Program in 2014. Nora has taught courses within the pathway, supervised teacher candidates, and joined two grant projects. In fall 2017, Nora became the coordinator for the bilingual pathway. Prior to joining the CSU, Chico faculty, Nora taught elementary school for 11 years. For the last 9 years, Nora was director of special programs at a Chico charter school. Nora hopes to continue the legacy of preparing teacher candidates to serve culturally diverse populations.



Erin Whitney
Concurrent Credential Pathway
Program Coordinator

Erin Whitney began her role as the coordinator for the Concurrent credential pathway program in fall 2017. It's been a great year for Erin so far, as she has gotten to know her students by working closely with them throughout the program. She is a faculty member in the School of Education, having started teaching at Chico State in 2016. She taught K-12 special education and literacy in New York and Pennsylvania for 18 years before completing her PhD and becoming a professor. She loves having the opportunity to share her knowledge and experience with her students, and she keeps learning from them as well.



**Vicki Marie
Nagos Shadd**
Education Specialist Pathway
Coordinator

Vicki Shadd began coordinating the Education Specialist Pathway for the School of Education this academic year. Over the years, she has been adjunct faculty, both at CSU, Chico and Chapman University in multiple credentialing programs. Recently, she transitioned from her full-time position as a special education local plan area director (SELPA) and assistant superintendent in the K-12 system to being more fully involved in the School of Education. She has worked in teaching and administration in special education, alternative education, career and technical education, and general education. She obtained her bachelor's degree, teaching credential, and administrative credential at CSU, Chico and her master's degree in education and special education credentials at CSU, Sacramento.



Dr. Maris Thompson
Single Subject Program
Coordinator

Dr. Maris Thompson is the new Coordinator of the Single Subject Program. Maris has been a faculty member in the School of Education since 2008, teaching courses in the Single Subject and MA in Education programs. Before coming to CSU, Chico she completed her Ph.D. at UC Berkeley in the Language, Literacy, and Culture Program in the Graduate School of Education. Prior to graduate school, she taught English as a Second Language in Portland, Oregon, Oakland, California and the Galápagos Islands, Ecuador. Her research interests focus on language equity in current and historical contexts, the role of narrative in discourse practices at home and in school, the experiences of first generation students in higher education, and co-teaching as an activity based model for agency and enhanced professional development. She just completed her first book, *Narratives of Immigration and Language Loss: Lessons from the German American Midwest* with Lexington Books. She is excited to serve as Coordinator of Single Subject and continuing the good work with our many dedicated credential candidates, partner teachers, and schools.

STUDENTS FOR SOCIAL CHANGE

TEACHING SUMMER
Santiago, Chile

by Maris Thompson

LESSONS FROM A VISITING PROFESSOR

This past summer 2017, I had the immense pleasure of teaching a course in Santiago, Chile, through the USAC Study Abroad Teaching Program. The course, “Student Movements for Democracy and Social Change,” engaged US students in an intensive, four-week seminar that considered student protest movements for democracy in a comparative framework—focusing on Chile, Argentina, Brazil, México, the United States, Egypt, and Tunisia. Through films, podcasts, readings, field trips to local museums and memorials, and dialogue with past and present Chilean student movement leaders, we considered the following questions: In what ways can educational movements impact broader social change and to what ends? In what ways can student movements respond to rapidly changing political, cultural, and social conditions, and help students, teachers, and communities confront them effectively? What are key approaches and mechanisms of protest across educational institutions and cultural/national contexts? Santiago offered a powerful place to situate our intellectual and cultural journey. As a site of one of the most extreme examples of student movements that confronted authoritarianism under Augustin Pinochet and continues to confront neo-liberal educational policy today, Chile taught us much about the power of student movements in bringing about broader societal change and key conversations about the role of education in democracy.



An *amazing* side note:

CSU, Chico Study Abroad programs are currently ranked No. 2 in the nation for the number of students sent abroad for a full academic year, sending over 300 students across all majors abroad in 2016–17. Wow!

Course Spotlight



NEW MISSION AND VISION FOR THE SCHOOL OF EDUCATION

Over the course of the 2016–17 academic year, a team of faculty members worked together to revise the School of Education mission and vision statements. That team included Al Schademan, Annie Adamian, Erin Whitney, Esther Larocca, and Frances Kidwell. They used the book *EcoJustice Education: Toward Diverse, Democratic, and Sustainable Communities* by Martusewicz, Edmundson, and Lupinacci as a springboard for discussions about the importance of social and ecological justice in our world and our schools. They also drew from

social justice in education scholars, including Freire, Brayboy, and Cammarota. They had many rich discussions about the purpose of education and the School's priorities as teacher candidates are prepared to meet the needs of children and communities in the local region and beyond. In addition, to the vision and mission, a conceptual framework was developed, based on concepts of inclusivity, democracy, sustainability, service, inquiry, and a praxis-based pedagogy linking theory and practice. The new mission and vision were adopted by the School of Education in spring 2017.

VISION STATEMENT

The School of Education is a recognized leader in preparing educators to meet the needs of a diverse, democratic, and sustainable society through inquiry, collaboration, and service toward a socially and ecologically just world.

MISSION STATEMENT

We believe in the power of education to create a strong democratic and sustainable society that honors diversity and inclusivity. The mission of the School of Education, in collaboration with our community partners, is to support the development of effective, reflective, and engaged educators who value the identities of all students, their families, and the communities they serve. We are committed to scholar-practitioner inquiry and responsible praxis-based pedagogies that serve as tools toward cultivating socially and ecologically just practices in classrooms, local communities, and beyond.

NST

NORTH STATE TOGETHER

The School of Education is excited to partner with [North State Together](#), an initiative that supports community collaborations in rural areas to increase educational options in our region. North State Together received \$2.5 million from the McConnell Foundation to create Cradle to Career partnerships that focus on increasing educational opportunities at all levels, which ultimately impacts the overall economic health of communities. North State Together will provide direct funding to rural counties and serve as support to collaborations like [Reach Higher Shasta](#) and [Expect More Tehama](#), providing funding and resources to help them make even a bigger difference in the lives of youth in

the region. The newly-formed partnership between North State Together and Chico State serves as a [model hub](#) for the [Rural Schools Collaborative](#). Rural Schools Collaborative seeks to connect, highlight and empower the voices of rural teachers. Join their [Facebook group](#) or follow their [network](#). Through this collaboration, the School of Education is able to support regional teachers in using place-based education in their classrooms. Last year, teachers from French Gulch-Whiskeytown were awarded a grant. Deadlines for next year's grant cycle are coming soon.



Ember Swan and Linda Swayne, primary teachers at French-Gulch-Whiskeytown, being awarded a \$750 [Grants in Place](#) award by the Chico State-North State Together hub to be used for a native plants and butterfly garden for their outdoor classroom. Also pictured are Ann Schulte, Sharron Strazzo, Kevin O'Rorke and Kate Mahar. Learn more [here](#)!



Preliminary Administrative Services Credential Program (PASC)

CSU, Chico

By Rick Stout

In 2014, the California Commission on Teacher Credentialing (CCTC) announced new expectations for the credentialing of future California administrators. These expectations included six specific domains for the preliminary administrators and services credential and approximately 80 California Administrative Performance Expectations (CAPES).

With these in mind, Michael Kotar and Rick Stout designed a new, innovative program for our PASC candidates. Building on the existing Educational Leadership Program, they developed a unique, cutting edge program that meets the qualifications set out by CCTC for preparing educational leaders for California's future. With the support of the PASC team, many of our graduates have already accepted positions throughout the North State and beyond. We are currently seeking new candidates for our third cohort. For more information, please contact Michael Gulbransen mgulbransen@csuchico.edu or John Shepherd jshepherd2@csuchico.edu.

The six identified domains that future administrators must be practicing are:

1. Development and implementation of a shared vision
2. Instructional leadership
3. Management and the learning environment
4. Family and community involvement
5. Ethics and integrity
6. External context and policy

Masters in Education

STUDENTS LEARN ABOUT NORTH STATE PARTNERSHIPS

By Ann Schulte

In only the second time being offered, the class “Rural and Small School Education,” has gained popularity with 21 Masters in Education students enrolled. Taught by Dr. Ann Schulte, the class focuses on the importance of a deeper understanding of rural and community development. Students investigate the challenges and strengths that are experienced by those who work in rural and small schools, specifically in the North State.

As part of this class, students hear from regional partners about the collaborations already happening. On February 10, Patricia Esparza from Expect More Tehama told the students about goals for a Latinx teacher pipeline that will encourage and support more of our youth in the region, especially those from underrepresented backgrounds, to become teachers. Kevin O’Rourke from North State Together, described the network of collective impact initiatives in five northern counties. These initiatives all work to increase educational options at all levels with the ultimate impact on overall economic and community health.

Karyn Cornell, a public administration Masters student, and Amy Rhoades, a social work major, enthusiastically shared their successes with Town Hall 2.0., a mentorship program, modeled on Chico State’s Town Hall Meeting. Chico state students work with students at Salisbury continuation high school in Red Bluff, California. The program is designed to provide young people from North State communities and Chico State students the opportunity to interact and learn from one another. The goals are to provide all student participants with skills in collaboration, research, and community engagement, and potentially encourage more young people to attend college and then return to their communities to continue their civic work.

The final project for EDCI 656 is for the students to conduct small-scale case studies about a rural educational partnership. The goal is to learn more about what is happening, what makes it successful, and to share these successes with our region and potentially the country.

LIFE AFTER HIGH SCHOOL

By Ann Schulte

Tuesday, May 30 our English 12 class Las Plumas High School welcomed four guest speakers to serve on the panel discussion “Life After High School.” Featured in the photo is RiSE mentor teacher Celeste Dunn. She has modeled how to incorporate community members into the classroom. Dunn opened up to students about how compassion has been the driving force behind her work as an English teacher. Also on the panel is the founder of Chico Chai, Sarah Adams. She shared her passion for organic, fair trade tea ingredients as well as what it takes to own a business through attention to detail and high quality production. Josh Funk is a new faculty member at Chico State. He teaches ARTS 250, “Intro to Digital Media,” and ARTS 350, “Intermediate Digital Media.” Funk shared his passion for filmmaking, stop motion animation, collaboration, and how he found his “spark.” Dana Funk (Josh’s dad) is a financial advisor. He shared his knowledge on budgeting, filing taxes, and emphasized the importance of being kind to everyone we meet. As the African proverb goes, “It takes a village to raise a child.” Therefore, it is with the utmost gratitude that I thank these wonderful community members for their wisdom and being part of our village!



—Kendall Enns, RiSE Cohort II

PRACTICUM PODIUM

FIELD UPDATES

by Laura Lorianio

The School of Education (SOE) would like to express deep gratitude to our community partners in education. Your collaborative efforts have allowed us to fulfill our mission to support the development of effective, reflective, and engaged professional educators for another successful year! In the 2017–18 academic year, almost 400 cooperating and local support teachers at 119 school sites located in 12 counties guided and supported SOE credential candidates. Our school site teaching partners continue to model effective, inclusive, and dynamic teaching strategies, evidenced in the exceptional quality of our highly sought after credential candidates!

As our credential pathways continue to grow, in an effort to fill the chasm of unmet need for professional educators in California, we would like to invite accomplished educators to consider becoming a cooperating teacher.

Some of the benefits include:

Re-energizing yourself. Credential candidates are brimming with enthusiasm, energy, and ideas. It's contagious.

Keeping yourself current. Do you know your way around the Google Classroom, 3D printer or augmented reality (AR) apps? Chances are your credential candidate will be your guide.

Co-teaching, co-teaching, and co-teaching! Mentoring a credential candidate is your opportunity to hone this essential 21st century skill. As a cooperating teacher, you can take advantage of the SOE's innovative co-teaching workshops, support, and specialized training. Please visit www.csuchico.edu/soe/co-teaching.shtml.

Know thyself. Self-reflection is an integral component of effective teaching. The process of mentoring necessitates a reflective feedback loop. By modeling what works best in your classroom, you strengthen your craft with each iteration.

Small perquisites. Many grant-funded programs and districts offer a modest stipend for cooperating teachers. SOE cooperating teachers receive a Meriam Library card and recognition at our annual Partners in Education dinner.

Shaping the future. Whether you are in year three or 33 of teaching, the ripple effect of your mentorship is limitless!

Prospective Cooperating Teachers and interested school site administrators, please contact Laura Lorianio, field placement coordinator, at llorinao@csuchico.edu for detailed information. For SOE cooperating/mentor teacher qualifications and responsibilities, please visit www.csuchico.edu/soe/documents/mentor-teacher-qualifications-responsibilities.pdf

Project ESTEEM Science for Elementary Teachers and Principals Completed

Project ESTEEM, a two-year science professional learning project for K–6 teachers and principals was wrapped up in fall 2017. Participants gathered at CSU, Chico in October to present overviews and activities from the science instructional units they wrote. ESTEEM's primary purpose was to help elementary schools in Northeastern California transition to Next Generation Science Standards and improve instruction in elementary science. The project served 75 teachers and principals from 15 schools, who collaborated in teams to develop locally-focused standards-aligned instructional units. Professional learning in the project was guided by K–6 and University faculty, who offered carefully designed workshops and consulted with each teacher and principal team. Units produced by Project ESTEEM participants can be accessed for free at mysoe.net. One can also access Triad Project science units at this site.

At the end of the project, participants were surveyed and consultants engaged in a SWOT Analysis focused on professional

GRANT UPDATES

by Michael Kotar



learning in rural schools. The data highlighted important features to consider in planning effective professional learning for educators who work in rural schools. A copy of the results of this research can be requested from Michael Kotar at mkotar@csuchico.edu. Project ESTEEM was funded through the California Department of Education Mathematics and Science Professional Learning Initiative. Michael Kotar and Ben Seipel were co-directors. The project operated through the College of Communication and Education Grants Office directed by Joleen Barnhill. Primary staff member to the project was Dana Johnston.

The Center Comes Through for Students Once Again—CIELO Project

by Charles G. Zartman, Jr., PhD

California State University, Chico's Center for Bilingual/Multicultural Studies in the School of Education has secured a \$2,952,133 five-year grant from the US Department of Education Office of English Language Acquisition (OELA). The Community and Instruction for Expanding English Learners' Opportunities (CIELO) Project seeks to improve instructional practice and educational outcomes for English Learners within Dual Language Immersion Programs. The partnership with the Orland Unified School District will increase the pool of bilingual educators, provide tuition support for bilingual student teachers, develop culturally responsive lessons for Dual Immersion and English Language Development settings, increase the target language proficiency of educators, and increase bilingual pre-service educators' family-community engagement knowledge and skills.

OELA received 269 grant applications and funded 42 of these proposed projects. The CIELO Project received the [highest ranking](#) of all 269 applications. The faculty of the Center for Bilingual/Multicultural Studies received initial federal funding in 1982. With receipt of this five-year grant (2017–22), the Center is assured external funding from either federal or international sources for forty consecutive years (1982–2022). Center director Charles Zartman has been a part of each externally funded project since 1985, amounts that have totaled over \$16 million since his arrival on campus.

"The CIELO Project is significant for a variety of reasons. First, it provides stipends to help support the bilingual student teachers and also delivers professional development for teachers in Dual Language Immersion schools in Orland, Chico, Hamilton City, Redding, and Williams. CIELO is a wonderful gift to our service area. In addition, the project serves as a distinctive marker for the Center for Bilingual/Multicultural Studies. Ranking No. 1 in an extremely competitive national grant competition, while also assuring external funding for 40 consecutive years, demonstrates the sustained excellence of the Center faculty and staff."

A SUCCESS STORY

The RiSE Program to Produce over 70 Future Teachers

By: Cheryl Ordorica

RiSE is currently in their fourth year of the grant, and we are moving along stronger than ever. Throughout the years, we've built long-lasting collaborations with our partner districts, content supervisors, and mentor teachers. RiSE is now an acknowledged, successful program and by the time the grant is complete, we will have produced over 70 high-quality future teachers, all in high-need subject areas. We are very happy with our work, and we appreciate everyone who has been a part of it. We want to congratulate our Cohort 3 RiSE graduates, who will be successfully completing the program in June 2018, and we are also very eager to meet our Cohort 4 residents!



RiSE Cohort 3 Residents, 2017-18

Below are some written tributes to the RiSE Program from our current Cohort 3 RiSE residents and mentor teachers.

Jesica McLain: Special Education Moderate/Severe RiSE Resident

“Being involved in Cohort 3 of the RiSE program has challenged me in more ways than I could have ever imagined. In this program, I have become a better first-year teacher, while acquiring a master’s degree in education and an education specialist credential, all at the same time. Although the workload has felt intense, I believe that I will come out stronger and better in my practice. Teaching in rural Northern California has been fulfilling and engaging. Studying how to become a teacher through action research has also been an exhilarating attribute that has lit a passion in the entire cohort. The staff, professors, and mentor teachers, who are a part of the program, are all a tremendous and valuable asset to us, and I am so thankful for their knowledge and willingness to help us grow into the best educators that we can be.”

Cohort 3, 2017–18 Residency: Hamilton High School, Hamilton USD, Glenn County

Krystina Garcia-Sandoval: Math RiSE Resident

“RiSE appealed to me from the moment I first heard about it, and now, more than halfway through the program, I do not have the words to express how thankful I am to be a part of it. Although RiSE is not an easy program, there is a great deal of support built in both from the professors and the other residents. My favorite aspect about RiSE, however, is the integration of the co-teaching model. The RiSE directors believe strongly in this model and pair residents with mentor teachers that do as well. I have never felt like just an observer within my classroom placement and instead have been a part of everything including planning, teaching, grading and school professional development trainings. I am fortunate that both my mentor teachers take their role of mentor teacher very seriously and take the time to help me identify areas where I struggle and then work to help me improve. I have no doubt that RiSE is truly preparing me to be the best educator that I can be.”

Cohort 3, 2017–18 Residency: Corning High School, Corning USD, Tehama County

Kelley Jardin: Math RiSE Mentor Teacher

“RiSE allows both mentor and resident teachers to create a positive impact in the classroom. Students benefit from having two teachers to help them grow as learners. Together, we can gain on the spot feedback and help us both become better at our practice. I enjoy having someone to share ideas with. It is a win-win for everyone involved.”

Corning High School, Corning USD, Tehama County

Kile Taylor: Special Education RiSE Mentor Teacher

“RiSE has been a unique growth opportunity to my teaching practice. Learning about and practicing co-teaching and action research has provided benefits to my teaching practice while at the same time enriching the learning experience of the students I serve.”

Glenn County Office of Education, Hamilton USD

For more information, please visit the RiSE website at <http://www.csuchico.edu/soe/rise> or contact PRISM recruiter Cheryl Ordorica at cordorica@csuchico.edu

WHERE ARE THEY NOW?

Carolyn Bradshaw (McKenzie) (1989) - Majored in Psychology. She currently teaches AP Psychology for 11 and 12th grade students at Redlands East Valley High School. She also serves as department chair and union chair.

Daniel Gunther (2005) - Has been teaching 7th grade science at Sequoia Middle School for five and a half years. Daniel is currently the president for Redding Teacher's Association.

Hanna Clark - Is currently a substitute teacher at Carlsbad/ San Marcos in San Diego.

Terri Pevsner (Sirena) (1981) - Majored in Liberal Studies. She is currently a Resource Specialist.

Lynnette Ristine (Maples) (1999) - Currently teaches Independent Study for grades 9-12 at Feather River Academy. In addition to her credential, Lynnette has earned a VPSS in Science, English, and Math. She is also head of ISP, the vice president for her union, and lead negotiator.

Kate Pease (Pummill) (2004) - Has been teaching Kindergarten at Calpella Elementary for the past 10 years.

Lindsay Ahlberg (Fontes) (2013) - Majored in Liberal Studies. She is currently teaching 5th grade at Art Freiler School.

Jennifer Ryan (2008) - Is currently teaching 5th grade at Center Elementary School.

Pamela Bunthoff (Merrill) (1976) - Earned a Multiple Subject Credential. She is teaching 3rd grade at Marks Elementary School. In addition to her credential, Pamela earned a Masters in Curriculum Assessment and Design. She also serves as union secretary.

Caryn Kennedy (1994) - Is currently teaching 8th grade Social Studies. She is the sponsor for STEAM and coordinates the PTA. She also serves as department chair and is the ELA curriculum trainer for Open Court.

Courtney Garcia (2007) - Majored in Liberal Studies and is currently teaching 3rd grade at Irene M. Snow Elementary. In addition to teaching, she is the Human Rights Director for Napa Valley Educators Association.

Kelly M. Lawrence (2017) - Is currently teaching 1st grade at Highland Elementary School. She also sponsors Girls on the Run.

Danielle Aylesworth (2015) - Is currently teaching 1st grade. Additionally, she sponsors STEM.

Caitlyn Millerick (2015) - Majored in Liberal Studies. She is currently teaching 3rd grade at Glen View. Additionally, she sponsors Girls on the Run.

Alyssa Esposito (2013) - Majored in Liberal Studies. She is currently teaching third grade. In addition to her credential, Alyssa has earned a Masters in Teaching.

Autumn Chesebro (Kleinert) (2015) - Is currently teaching 6th grade at Woodson Elementary in Corning, California.

Angela Gamblin (Love) (1991) - Is currently teaching STEAM for K-5 students. Additionally, she is a union representative.

Chelsea Grisson (2016) - Earned her Education Specialist Teaching Credential and is currently teaching 3rd and 4th graders at Taylor Mountain in Santa Rosa, California.

Chris Goniea (1982) - Earned a Bachelor of Science in Horticulture. In addition to his Bachelor's he has been certified for grounds maintenance.

Kimberly Furman (2011) - Is currently teaching Physical Education at New Vista Middle School in Lancaster.

Erica Hurst (Paule) (2010) - Majored in Liberal Studies and is currently teaching Kindergarten at William Collier.

Tamara Whitney (Mirr) (1991) - Majored in Journalism and has been teaching Video Production and Journalism for the past 12 years at Mission Middle School in Escondido.

Scott Webber (1996) - Is currently teaching High School English at Madera South High School. In addition to teaching, he also coaches and is a CSF advisor.

Amber Fisk (2013) - Earned a Multiple Subject credential and is currently teaching at San Jose State.

Suzanne Myers (Klamerus) (1982) - Teaches speech for Pre-School to 8th grade students. She also serves as union negotiator.

**Stay connected with CSU, Chico and the College of Education and Communication.
Use this alumni update form to keep us informed about your life after Chico State:**

In Memory

Emeritus Leo Kirchhoff | 1938 - 2017

By University Communications

It is with great sadness we share the news that professor emeritus Leo Kirchhoff, who taught in the School of Education for 34 years and remained connected to the University throughout his retirement, passed away October 24, 2017. He was 79.

Emeritus James Overholt | 1940 - 2017

From: Public Affairs And Publications

We are saddened to share the news that Professor Emeritus James “Jim” Overholt, who taught in the School of Education for 45 years, passed away November 28. He was 77.

Richard Stout | 1946 – 2018



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

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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).