

Education Matters

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

CALIFORNIA STATE UNIVERSITY CHICO | SCHOOL OF EDUCATION



▶ The Triad Project
p. 20

Director's Corner



Dr. Rebecca Justeson



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



We have experienced many changes this year in the School of Education. During the summer of 2018, our former director moved on to a position at San Diego State and I assumed the position of SOE Director. Things were clicking along pretty well as we began the fall semester. We were setting collective goals, and focusing on new initiatives for teacher education. However, on the morning of November 8th, our focus dramatically shifted. The Camp Fire in Paradise greatly impacted our students, staff, faculty and community. The aftermath of this tragedy created many needs, some that we had not previously considered. As we gathered together to process our collective shock and to support those who had lost everything, including their sense of safety and security, we banded together in positive ways.

Before the fire we had already been focusing on resilience and trauma-sensitive practices, but after that event, we sharpened our focus. We began highlighting this content in our classes, in one-on-one interactions with students and colleagues, and this emphasis was mirrored campus-wide. On May 4th we held a conference titled, Transforming Trauma: Navigating Amidst Overwhelming Times. We hosted an audience of over 650 helping professionals from education, social work, mental health, healthcare, law enforcement, and a variety of other professions. Laura van Dernoot Lipsky, a pioneer in the field of trauma exposure, gave a talk on navigating the aftermath of trauma, and members of our community came together to discuss the next steps needed to assist our community in moving forward.

As you read this edition of our newsletter, you will see that we have many things for which to be thankful. We have dynamic new colleagues who joined the SOE this past year, we have faculty continuing to do incredibly important work, and we have the supportive relationships that sustained us during the challenges of this year. Together, we are looking forward to a bright future. We are feeling the hope that comes with starting a new chapter and, as always, we appreciate that you will be on the journey with us. Thank you for your continued partnership!

Sincerely,

Dr. Rebecca Justeson

Director, School of Education

What's Inside



Serving Our Partners	4
Reaching Out & Building Communities Of Practice in History - Social Science.....	5-6
Careers with Children	7
Ed Shop.....	8
Maris Thompson Receives Achievement Honor.....	9
Transgender Student Awareness Training	10
Moving Forward Post Camp Fire.....	11-14
Grant Updates.....	15-21
Ger's Journey.....	22
Practice Podium.....	23
In Memory	24

The School of Education

Welcomes....

Erica Colmenares is an assistant professor in the School of Education at CSU, Chico. Before coming to Chico, Erica received her doctorate in curriculum studies from Teachers College, Columbia University, and her master's degree from Harvard University. Her research interests lie in teacher education, social justice pedagogies, and theories of affect. Specifically, she is interested in finding ways to support pre-service teachers' work with diverse populations in both urban and rural communities. Originally from Caracas, Venezuela, Erica has taught abroad as an elementary school teacher in Kuwait and Indonesia. In her spare time, she loves to play the French horn and travel. She's excited to get to know the North State!



Erica Colmenares
Assistant Professor

Aaron Koch joined the School of Education's faculty in 2018. Previously, he worked as a special education administrator, lecturer, graduate research fellow, intern supervisor, education specialist, and instructional paraprofessional. He is passionate about serving students with moderate-severe disabilities in rural communities. Dr. Koch specializes in teacher recruitment and mentorship, program development and evaluation, staff management and retention, school-family partnerships within rural communities, classroom behavior management, school-based mindfulness training, conflict resolution, virtual reality simulator training, and EdTech. Dr. Koch is a NorCal native and proud alumni of CSU, Chico.



Aaron Koch
Assistant Professor

Jamie Gunderson joined the School of Education's faculty in 2018. Previously, she worked as a special education teacher, an assistive technologist, and an administrator in Las Vegas, Nevada. She is passionate about serving students with learning and intellectual disabilities and specializes in instructional and assistive technologies as well as Universal Design for Learning. Dr. Gunderson is excited to be a Chico State Wildcat and looks forward to teaching classes, mentoring pre-service teachers, and extending her research into the classroom.



Jamie Gunderson
Assistant Professor

Serving Our Partners

National Principals' Month

by Laura Lorian

Joining the National Association of Secondary School Principals, the National Association of Elementary School Principals, and the American Federation of School Administrators, the CSU, Chico School of Education celebrated National Principals' Month by hosting our 2nd Annual "Thank You, Principals!" dinner at Tres Hombres' Blue Agave Room in Chico on October 17, 2018.

40 North State elementary and secondary school principals from SOE partner sites were honored for their hard work and dedication to future educators. By recommending and guiding highly qualified cooperating teachers, principals play an integral role in assuring effective field placements across all SOE credential pathways.

One accomplished candidate from each credential pathway was selected to attend the dinner and represent their cohort. Jodi Heithecker (Concurrent), Amber McIntire (Single Subject), Susana Llamas (Bilingual), Miranda Spallino (Multiple Subject) and Lexi Gawthrop (Education Specialist) all had the opportunity to discuss their field placement experiences with the principals.



Credential candidates in all SOE pathways participate in two semester long teaching practica that provide a developmental sequence of carefully planned, substantive, supervised field experiences in K-12 classrooms. In 2018, the SOE placed almost 400 candidates in over 100 school sites in Northern California.

Julie Buck, PASSAGES' director of volunteer services, shared information on the Foster Grandparent Program (FGP). FGP volunteers spend 15-20 hours per week helping children with special and exceptional needs. FGP volunteers, cooperating teachers, credential candidates, and K-12 students span four generations in our North State classrooms.

In addition to acknowledging the North State's exceptional school leaders, Rebecca Justeson, director of the SOE, also gave an update on CalTPA, the new preliminary teaching candidate assessment tool.

The SOE plans to continue this wonderful tradition of honoring our principals' invaluable contributions. The key to student success is a great school, and the key to a great school is a great principal. Principals, we cannot thank you enough!

Reaching Out and Building Communities of Practice in History-Social Science

by Frances L. Kidwell, Ed.D.



The mission statement of the School of Education specifies intent for “collaboration with our community partners... to support the development of effective, reflective, and engaged educators” and to cultivate “socially and ecologically just practices in classrooms, local communities, and beyond.” To this end, our communities and our students require educators at all levels to be working together and facilitating collaborative conversations around the skills and foundational content of a socially just democracy and an informed citizenry. A recent initiative from the California Department of Education supports these goals through the Regional Communities of Practice (COP) in history-social science. Resources have been provided for local collaborations to begin building a deeper understanding of civic engagement, diversity in the curriculum, and inquiry-based instruction in history-social science education.

The regional COP projects, funded through the California Department of Education, provides professional development for the purpose of “... developing inquiry-based critical thinking skills through the creation of an inquiry action plan equipping teachers with knowledge and instructional strategies to promote civic engagement of students.” Based on the recently published History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve (California Dept. of Education, 2016), the projects provide resources, workshops, and planning facilitation to local K–12 educators with support from local agencies and higher education. The framework provides the rationale, the structure, and the applications of how higher-order thinking skills and inquiry-based pedagogy can support the development of evidence-based argumentation, analytical understanding of current events and the socio-political climate, media literacy, global perspectives, and living together in a society of competing interests.

The new framework is aligned to the Common Core State Standards in English-Language Arts and the College, Career and Civic Life C3 Framework for Social Studies State Standards (NCSS, 2013), the national framework for 21st century skills in history-social science.

In the North State, the Tehama County Department of Education was selected as the lead agency to deliver the program and California State University, Chico has been selected as a partner agency to provide support and expertise as needed. On November 2nd of this year, CSU, Chico hosted 34 local K–12 teachers and school administrators at the first Butte County workshop that brought together educators and university scholars to provide resources, share best practices, and facilitate collaborative planning. The participants developed instructional units that supported an inclusive set of literacy skills, historical content, and civic engagement. Presentations included the on-campus Resources in International Studies in Education (RiSE) library and CSU, Chico Professor Dr. Frances Kidwell on civic education in the K–12 curriculum. Using the new HSS Framework as a guide, the group explored strategies on inquiry-based

history-social science emphasizing deeper levels of cognitive skills, real-life connections, relevancy, community engagement, and communication through civil discourse.

The on-going program for the 2018-19 school year will expand upon the goals of high-quality social science literacy and civic education at all grade levels (K–12) with continued support and collaboration from CSU, Chico. The program includes additional days of face-to-face workshops, online webinars, and visitations to local historical venues. Focus areas include some of the legislative mandates such as the FAIR Act, Armenian Genocide, the Bracero Program, contributions of Filipino-Americans, financial literacy, and others. The educators will continue to develop units of study at all grade levels that support student engagement, civic learning, literacy skills, and thinking skills.

For more information on this and future programs, you may contact Kendra Tyler at the Tehama County Dept. of Education at kt Tyler@tehamaschools.org or Frances Kidwell at fkidwell@csuchico.edu



Careers with Children....

by Paula Selvester

The Liberal Studies Department and the Child Development Department joined Butte College in hosting thirty two Pleasant Valley High students who are interested in careers with children. On February 19, 2019, students arrived the Chico State campus at 9:30 am and were greeted with hot chocolate, muffins, granola bars, and fruit-infused water. Information tables were set with brochures, handouts, and lots of swag. Tabling included the MISTI Project (Brandi Aranguren), the Butte College Early Childhood Education Department (Terri Hutton, Brenda Rodriguez, Karen McIntyre) the Butte County Office of Education (Julie Jarrett) the CSUC Child Development (Cindy Ratekin, Val Singleton), and Liberal Studies program (Paula Selvester, Rena Marino, Jamie Cinquini), the CSUC School of Education (Amanda Taylor), and CSUC Admissions (Jacob Long) and Financial Aid (Kentiner David). Students were treated to a presentation on the BA in Liberal Studies, the BA in Child Development the Associate of Arts in Liberal Studies and Associate of Arts Degree for Transfer in Elementary Teacher Education. They also learned about a new grant-funded program at the Butte County Office of Education that offers

students the opportunity to get paid while working with children in a new afterschool program. After the presentations, students rotated through five stations: Applying to Chico State, Living, Eating, and Having Fun in Chico, Applying to Butte's Tuition Free Program, Financial Aid, Starting at Butte and Transferring to Chico State. Representatives were at each table to answer questions and discuss concerns and offer encouragement and clarification. After the rotation stations, students visited the information tables to gather more ideas and talk to more representatives. At lunch, the students were set free to explore the campus and eat lunch. They finished with a scavenger hunt walk to their bus to go home. Next year's plan will include surrounding high schools from Butte, Glen, Yuba, and Sutter County. It will be exciting to see them again, we hope, at Choose Chico!

EdShop

by Amanda Taylor

On February 22, 2019, the School of Education and the Career Center collaborated to present EdShop. EdShop is an all-day workshop for credential candidates to gain knowledge and expertise on the process of applying for a teaching position.

During the workshop, school administrators were available to answer questions, give insight on the interview processes for their district, and participate with credential candidates in practice interviews.

Additionally, Jeffrey Harrington, a Career Center advisor, presented tips and tricks on how to build resumes, write cover letters, and dress professionally for interviews.

This year, we also celebrate 12 years of collaboration between Andrew Nichols from the School of Education, and Kate Buckley from the Career Center. EdShop would not be what it is today without Andrew and Kate's hard work. Congratulations to this amazing duo!



Maris Thompson

Receives Professional Achievement Honor

by Sarah Fry

Maris Thompson, associate professor and coordinator of the Single Subject Program, is one of seven honorees to be recognized with the University's Professional Achievement Honor. The honor is in recognition of exemplary teacher-scholar achievement on campus. The honorees are selected by peers who serve on the University's Faculty Recognition and Support Committee.

When asked how it felt to be recognized by her peers, Thompson said, "I'm very honored by this professional achievement award. It always feels good to be recognized for the work that so many of us do on this campus."

Thompson won a Maggie Award from the Associated Students Gender and Sexuality Equity Center in spring 2015 and an Excellence in Teaching Award from the National Society for Leadership and Success in spring 2018, and has continuously pursued excellence in teaching and scholarship. Her three research areas are immigration and schooling, literacy and teacher education, and diversity and equity in education. She is also interested in the German American experience and understanding the connections between previous histories of anti-immigrant sentiment with today's immigration climate. She has actively published in all

of these areas, completing a book and three journal articles since she was tenured in 2014. She has also worked to research co-teaching pedagogy and conduct a number of workshops in our region around co-teaching for K-12 partner schools.

As for the future, "Currently, I'm working on publishing findings from a study of residency based co-teaching pairs in our rural partner schools," Thompson said. "I'm also focused on building more partnerships with local districts to provide residency-based student teaching experiences for more teacher candidates in the School of Education."

The honorees were recognized at Inspired '19, Bridges to Knowledge, a Celebration of Research, Scholarship and Creative Activity on March 27.



Transgender Student Awareness Training

by Erin Whitney, Ed.D.

The imperative for addressing the needs of gender expansive students has come to school districts in recent years as more and more young people are asserting identities as transgender or gender non-conforming. While media stars such as Laverne Cox, Jazz Jennings, and Chaz Bono are paving the way for young people to share their true identities, school spaces are not always safe or supportive for transgender youth. Given the amount of time that students spend in school, educators are in a unique position to help all students to navigate new understandings of gender and to create supportive and inclusive classrooms where gender expansive students feel supported. However, educators do not always feel comfortable addressing these topics in schools, and benefit from discussions, training, and resources.

With the support of Chico Unified School District, an amazing team has been working together to facilitate trainings for educators on how to support transgender and gender expansive students in schools. The team includes Chico

State professor Erin Whitney, Chico educator Julie Nilsson, Orland school district administrator (and part-time Chico State faculty member) Jennifer Cox, and community outreach educators from Stonewall Alliance Chico including Conner Wenzel, and Marin Hambley. We began leading sessions in February 2018 and we have met with over 120 teachers, counselors, and administrators to discuss terms and definitions, the Gender Unicorn (see image), laws, and resources. We hope to continue this work in Chico and to expand to outlying districts with the goal of increasing understanding of transgender and gender expansive students and knowledge of approaches for creating welcoming and supportive schools.

The Gender Unicorn Graphic by: TSER

Gender Identity

- Female/Woman/Girl
- Male/Man/Boy
- Gender(s) Not Listed

Gender Expression

- Feminine
- Masculine
- Gender Expressions Unlisted

Sex Assigned at Birth

- Female
- Male
- Intersex

Physically Attracted to

- Women
- Men
- Gender(s) Not Listed

Emotionally Attracted to

- Women
- Men
- Gender(s) Not Listed

To learn more, go to: www.transstudent.org/gender

Design by Landyn Pan and Anna Moore
Edited by Briggs and Wenzel

Moving Forward

Post Camp Fire

Here are two amazing stories of CSU, Chico- SOE Credential Candidates: Erin Suttles, an Education Specialist Intern at Paradise Intermediate School and Travis Prendergast, a Single Subject Social Science Practicum 2 Candidate at Paradise Charter Middle School. This is their story of how they made it through the fire, helped bring their schools back together and now forge a path forward.

November 8th, 2018
by Travis Prendergast

The drive to Paradise the morning of November 8th, 2018 began the same as every other day. As the car made its way up the winding road, my mind jumped from potential lesson plans, scheduled supervised visits, and the looming grade of my PACT that was recently submitted. Off in the distance, I noticed a faint trail of smoke billowing from somewhere beyond the town of Paradise. I looked over at my fellow credential candidate and carpool buddy as we both joked that classes may be called off due to air quality. However, as I pulled into the parking lot of Paradise Charter Middle School (PCMS), the gravity of the situation became apparent.

I gathered with PCMS principal, Chris Reid, outside of the school while the sky around us darkened at an alarming rate. We tried to assess the location of the fire as the level of smoke grew, creating a luminous glow as it crept in front of the rising sun. At this point, students were beginning to arrive for the school day. Although, instead of playing on the basketball courts or hanging out in the classrooms, everyone gathered in the quad with their eyes drawn toward the orange, ominous

horizon. Large bits of debris began to rain around us, some still burning as they touched down.

Principal Reid suggested we consolidate the students within the gym and front office, where we would have them contact their parents to retrieve them. After downloading a police scanner app, we anxiously listened and heard a dispatcher report that the falling debris created spot fires all over the city, and they were spreading due to the high-speed winds. Teachers and staff assisted the students in contacting their parents, and we expediently directed the parents to their children as they arrived to pick them up. I remained outside in the parent pick-up area to retrieve students as parents arrived.

By 8:30 AM, only a handful of students remained in the office. A fire started directly behind the school only 30 yards from one of the mobile classrooms. The noon aid Sean Paul, science teacher Chris Palmer, math teacher Mike Blashke, and I recovered hoses and rakes from the tool shed. Hurriedly, we attached hoses to every available outlet and dragged them to the perimeter

of the fence where the flames began to creep up to the school property line. We frantically tried to rake the pine needles and leaves on the fence line with the hope that it would provide a sufficient fire line and rob the fire of additional accelerant. Wielding a garden hose, I attempted to soak the fence line to prevent the blaze from creeping onto the school grounds. Once all but one student was recovered by their parents, more staff members recovered fire extinguishers from every classroom preparing to extinguish any additional fires started by the raining embers that were now falling down in even greater succession.

What seemed to be a stalemate that lasted hours, only managed to be about 45 minutes. We were finally forced to retreat when the neighboring structure was fully engulfed in flames and the propane tanks on the property threatened to explode from the intense heat. The drive down the mountain was a somber one, and little was spoken as we drove alongside the flames and

destruction. As we drove down Skyway, I was awestruck to see the once open valley ridge carpeted in flames. Once back in cell phone reception, I contacted my family to let them know I was safe, as were the students.

The town of Paradise may have been destroyed, but the sense of community and compassion for others that was fostered at PCMS remained. The days and weeks following the fire consisted of staff meetings and phone calls to students to ensure that they and their families were safe in a secure location. At our staff meetings, we planned our next steps moving forward despite the trauma we had experienced together. Due to the proactive efforts of principal Chris Reid, PCMS secured a location at Core Butte Charter School. PCMS has retained over ninety percent of its student population after the Camp Fire, and students commute from across county lines to continue their education with their peers and staff who share unconditional compassion for one another.



My Story

by Erin Suttle

On the morning of Thursday, November 8, 2018, at 7:00 a.m., I was driving up the hill to Paradise Intermediate School where I am an intern teacher for students with moderate-severe disabilities. I was talking with my mom on the phone and I told her about the plume of smoke I saw off in the distance. At the time, I was not worried. But this was no ordinary fire. It would soon erupt into the most devastating fire in California's history that would wipe out the town of Paradise and surrounding communities. It has been months since the fire, and not a day has gone by without me thinking about that morning.

I got to my classroom around 7:10 and started preparing for the day as I normally would. It was not until I went to the office at around 7:45 that I saw ash falling onto the school grounds. Despite this, parents were continuing to drop off their children at school. I went back to my classroom and called my husband to let him know about the fire in Paradise, and assured him not to worry because they had not canceled school yet. On my way back to the office, I noticed that it was even darker outside and bigger flecks of ash and embers were falling all over. Over the loudspeaker, the students were instructed to get inside and go to the cafeteria. Around 8:15, we were told that school was being canceled for the day and not to allow parents to drop off their children. I called my husband back and said they were canceling school and to call his dad who lived in Magalia to inform him of the fire. He asked me if I was leaving, and I told him I couldn't because I needed to make sure all of my students, their families, and my aides were informed.

It was getting darker and darker by the minute and by 9:00 a.m. it turned as dark as midnight, and the smoke

was so thick that it was hard to breathe. One of our teachers went to the woodshop and provided us with face masks because we were breathing in the thick smoke and soot. We could hear the propane tanks exploding all around us. The booms were getting louder and closer to us—it sounded like a war zone. I can remember a huge boom went off and my vice principal and I just turned and looked at each other and realized that that must have been a big tank!

Once we had about three-quarters of our students picked up, we gathered everyone back into the cafeteria. At around 10:45, the police arrived and said we had to evacuate immediately and to pile the remaining students into staff cars. I asked him if seatbelt laws applied, he stated no and to get the students and leave now. This was when I began to really worry. We organized who was going to drive with who, and we all took kids with us out of the cafeteria. We were told we were being evacuated to the Chico Fairgrounds. I put four girls in my back seat and one in the front. One girl said she couldn't leave because her mom was at the gas station on her way to pick her up. I told her we had to leave and assured her that she would reunite with her at the fairgrounds. A bus pulled up just as we were getting ready to go, and I was told to have the students in my car get on the bus, so they piled out of my car and onto the bus. I got right behind that bus and did not let it out of my sight. It took about an hour to get down the hill to the fairgrounds. Parents and their children had emotional reunions, and I'm thankful that we got all of the PUSD students out safely.

The night of the fire, I called every one of my students' families and my aides to make sure they got out okay. For those I could get in touch with, I listened to each

of their stories. Some had narrowly escaped the Camp Fire, and a few had to drive through flames to get down the hill. For the ones I wasn't able to get a hold of, I left messages asking them to call me as soon as they could to let me know they were alright.

Later we found out that three of my aides and most of my students lost their homes that day. I was calling, texting, and emailing my students' families almost daily to see if they needed anything. Most of them had either found housing with family or were staying in hotels. But after a week, one mom reached out to me in tears. They were down to their last \$15 and didn't know what to do. She said they were in Modesto without any warm clothes, and they didn't have a way to get to back to Chico. I sent out an email and social media announcement to my fellow PUSD staff asking for assistance for this family. Within 15 minutes, I picked up a friend who responded to the post and we went to the Mormon church to pick out warm clothes for the family. While I was at the church, a teacher called me to say she had a \$50 gift card, and soon after the Athletic Director from Chico High School called saying she had gift cards and some clothes. Within less than two hours, we had \$800 in gift cards and a carload of warm clothes to help this family.

Additionally, we received a donation of school supplies from a couple in the Scott Valley area. The picture below shows me loading over 100 filled backpacks into my car. They donated over 200 backpacks, over 100 lunch pails, loads and loads of school supplies.

The school supplies were taken to the Hooker Oak School's Color My Classroom event where teachers from

the Paradise area could get free supplies to rebuild their classrooms after the fire. The outpouring of love and generosity for PUSD has been amazing!

My first year of teaching has sure been a challenging one. I started out having an amazing classroom at Paradise Intermediate School, was then placed at the Chico fairgrounds for three weeks after the fire, and then moved again to another classroom at the old Orchard Supply Hardware (OSH) warehouse where we were reunited with our entire school. We have been there for four weeks now. Recently, we were informed that my classroom will move once again to Pine Ridge School in Magalia. I am ready to get back to a new normal routine in a regular classroom. I am going to keep putting one foot in front of the other and keep walking forward on this journey to getting my teaching credential.



Grant Updates

NorCal CLIPP Special Education Grant Ends with Regional Conference at Chico

by David Teja

NorCal CLIPP Special Education Grant Ends with Regional Conference at Chico State

The Northern California Collaboration for Low Incidence Personnel Preparation (NorCal CLIPP) Grant sponsored a conference for the North State on the California State University, Chico campus on November 3, 2018. The conference, "Empowering students with disabilities: A path to pride and success," featured keynote speaker, LeDerick Horne from New Jersey. LeDerick, a world-renowned poet, motivational speaker, and activist for people with learning disabilities, was labeled as a neurologically impaired student in third grade due to his difficulties with reading.

Close to 200 conference participants were exposed to deep empathy skills, personal stakeholder advocacy formation, and strategies to employ with exceptional learners through LeDerick's powerful keynote address. One conference attendee, a general education teacher stated, "Even as a general education teacher, I can work toward helping my students with disabilities succeed at self-advocacy." A teacher candidate shared, "Hearing LeDerick's story made me reflect on how important it is to help our students self-advocate and empower them. He offered so many great resources that I will want to use once I start teaching."

More information on LeDerick Horne is available at www.lederick.com.

The conference also included afternoon break-out sessions featuring North State educators and CSU, Chico special education faculty. The sessions covered several topics including: research-based strategies in working effectively with paraprofessionals, an administrator round table of current issues in special education, self-advocacy and student-led individual education plans, the Unique Learning System, and workplace wellness.

The regional conference marks the close of the five-year NorCal CLIPP Grant that provided scholarships to 100 special education teacher candidates earning the Education Specialist Credential in Moderate-Severe Disabilities. The funding for the NorCal CLIPP grant came from the Office of Special Education Programs (OSEP) and the U.S. Department of Education, and is one of many federal scholarship projects awarded to the CSU, Chico Special Education program over a 25-year time span. The faculty of CSU, Chico's Special Education program is dedicated to serving the region by preparing highly qualified special educators, collaborating with regional educators, and promoting advocacy for students with disabilities.

Northstate Two-Way Immersion Consortium Takes Flight

by Charles G. Zartman, Jr., Ph.D., director of CSU, Chico's Center for Bilingual/Multicultural Studies

As Dr. Esther Larocco prepared for retirement, she wanted to give one final gift to the educational professionals in the service area where she devoted the last three decades of her career. Through a number of conversations with me, her long-time colleague, she stressed the importance of creating a lasting forum where educators serving in the field of bilingual education could gather and exchange useful ideas to improve the educational experience for students enrolled in Two-Way Immersion (TWI) programs.

Those conversations, and an additional important one with Orland Unified School District Superintendent, Dr. Ken Geisick, enabled the initial idea for the Consortium to take shape. Following outreach efforts to each North State school offering Two-Way Immersion bilingual instruction for students, the Consortium held its first meeting on the CSU, Chico campus on September 17, 2018. The Consortium includes an administrator and a teacher from each North State school site that houses a Two-Way Immersion program. The event attendees included representatives from CSU, Chico School of Education, Nora Aguilar-McKay, Erica Colmenares, Elizabeth Stevens, Chuck Zartman, and Esther Larocco; Williams Elementary School, Williams Unified School District; Rosedale Elementary and Chico Junior High Schools, Chico Unified School District; Hamilton Elementary School, Hamilton Unified School District; Mill Street and Fairview Elementary Schools, Orland

Unified School District; Tree of Life International Charter School, Cascade Union Elementary School District in Anderson; and Sycamore Elementary School, Redding Unified School District.

The Consortium members agreed to meet four times each academic year (twice per semester) and address topics that emerge from the requests of Consortium members. The meetings in September, November, and February (the first meeting held on the CSU, Chico campus, the second held at Mill Street Elementary School in Orland, and the third held at Hamilton Elementary School in Hamilton City) have included topics ranging from program start-up logistics, parental engagement, Spanish language assessments, to Program Self-Assessment. The fourth 2018-2019 meeting will be held this April at the Tree of Life Charter School in Anderson.

It should be noted that this Consortium has met such a significant professional need that the Natomas Unified School District heard about the gatherings, and as they prepare to launch their Two-Way Immersion program in the fall of 2020, inquired to receive an invitation to the February meeting. Their representative was so touched by the invitation that the district brought food for the entire group! Dr. Larocco's idea for a lasting gift seems to have been a perfect contribution because it has struck a chord, filled a void, and met a great need. Thank you, Esther!

Residency: Co-Teaching Residencies and Taylor Fellows in Palermo and Corning Unified

by Maris Thompson

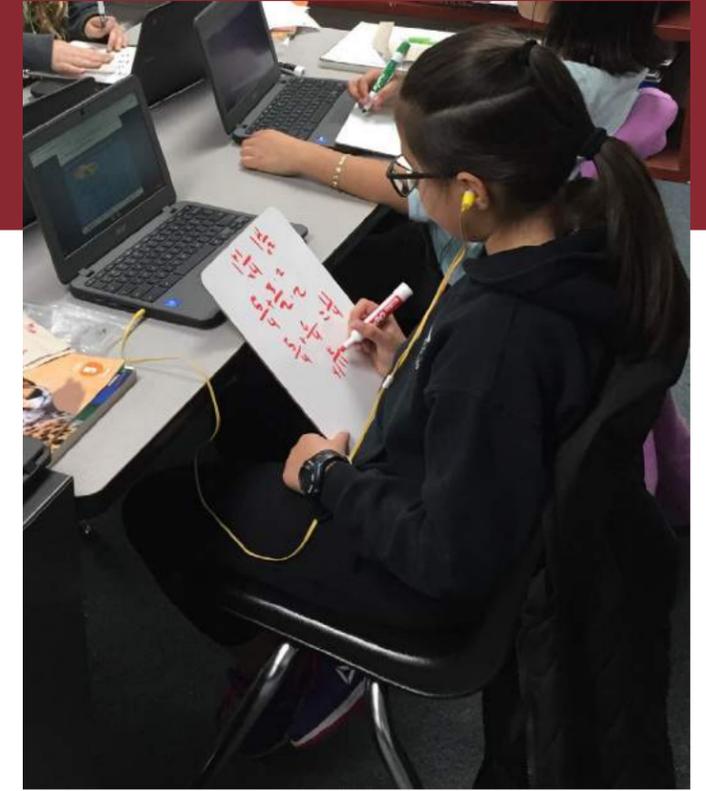
In MAY 2018-19, the Palermo and Corning school districts began a collaboration with the School of Education (SOE) that resulted in co-teaching residency programs for candidates in elementary and middle schools across both districts. Teacher residency programs are, by definition, district-serving teacher education programs that pair a rigorous full-year classroom apprenticeship with credential or master's level coursework. Building on the medical residency model, teacher preparation programs provide residents with both the underlying theory of effective teaching and a year-long, in-school "residency" in which they practice and hone their skills and knowledge alongside an effective teacher-mentor in a high-need classroom. In a key stakeholder report from the National Center for Teaching Residencies (NCTR), 91% of principals reported that residents are better prepared in classroom practice and pedagogy and 96% of residents shared they feel better prepared to be effective teachers (NCTR Data Brief, 2018).

The Palermo and Corning Residencies are not separate programs or pathways, rather they work within the existing multiple and single subject programs focusing on a small cadre of student teachers paired with a strong mentor teacher for a full year using a co-teaching model. Student teaching residents are expected to be in their classroom as a co-teacher all day from the first day of school to the last. This year's residents included: Molly Bertz, Alexandra Cisneros, Shannon Grover, Samantha Linford, Alison Zuris, Alexandria Spoonemore, Lindsey

Watt, Jesus Gomez, Genevieve Millin, Dalton Morley, Chris Souza, Rebecca Brushwood, and Kaitlyn Huntley.

Mentor teachers are dedicated professionals who work closely with the University partners to help residents become successful teachers through coaching and daily co-planning, co-teaching, and co-assessment. This year's mentor teachers included: Caitlin Webb, Chelsea Smith, Chris Sharp, Sandra Schlanser, Victor Borquez, Ali Betts, Carol Cole, Christy Allsup, Kimberly Solano, Emily Pendell, Sarah Smock, Jennifer Craig-Hardwick, and Jenny Reilly. SOE supervisors are assigned as liaisons for a designated residency school and support communication between institutions. This year's supervisors included: Bev Landers, Suzanne Michelony, and Carolyn Adkisson. Both Palermo and Corning districts support mentor teachers with a stipend to coach a resident for the year and attend co-teaching training in the summer.

Residents are supported by the generous gift from the Taylor Family, and as such are now known as "Taylor Fellows." Residencies in both districts will continue next year. The School of Education is currently in conversation with additional districts about starting residencies next year, as well. The future looks bright!



"Being selected as a co-teacher in the Palermo Residency Program has truly been a gift. I was able to spend valuable time getting to know my cooperating teacher to ensure that we were a good match, understand what it takes to set up and break down a classroom, and welcome students into a room which quickly shifted from "hers" to "ours." As a co-teacher, I will have had the unique experience of watching my students flourish from the first day of school in August to the last day of their time in third grade, as I will be able to truly understand their growth which measures far beyond the increased scores of assessments. Because of my co-teaching role in a single classroom, I have been able to truly understand what an entire school year feels like as an educator, preparing me for the reality of my future as a teacher."

-- Resident, Lindsey Watt

RiSE Program

by Cheryl Ordorica

The CSU, Chico Residency in Secondary Education (RiSE) program continues to positively impact students while collaborating with the Northern California rural educational community. One of the many benefits this grant offers is a professional development budget throughout the teacher residency program. Many graduate students travel to local and national conferences covering important educational topics. They are also able to start a professional network to expand future career development. The grant also hosts various effective workshops throughout the year-long residency, such as the Secondary Trauma Workshop, the Argument Driven Inquiry (ADI) Workshop, and the Co-Teaching Workshop.



RiSE invests in our residents, mentor teachers, and content supervisors' academic and professional experience, and also contributes to the overall foundation for a true educator and leader.

We are looking forward to announcing our final cohort starting in June 2019!

The Triad Project Impacts How Science is Taught in Local Schools

by Al Schademan & Mimi Miller

The Triad Project is having a significant impact on how science is being taught in the Chico Unified School District (CUSD). The idea is simple: pair a teacher candidate with an experienced teacher, then add a science education specialist to the mix, and you have the Triad Project! Then give the team a concrete goal—to create an engaging unit that teaches to the Next Generation Science Standards (NGSS) and meets the needs of all students in the classroom.

Over the past three years, this simple yet powerful

idea has blossomed into an amazing partnership between the School of Education and CUSD with some significant outcomes. The Triad Project has created 67 NGSS units, all of which are fully downloadable from our website. The units are teacher created, free, and field-tested to be highly engaging and impactful on both student engagement and learning. Even more exciting are the project's efforts to scale up the use of the units throughout the school district. During CUSD's fall 2018 district-wide professional development day, Triad teacher leaders presented their best units to all of

their grade level peers. In addition, each elementary school received material kits for a triad unit for every grade level. The expectation from the district is that every elementary teacher will teach one NGSS Triad science unit during this school year. Now that's having an impact!

And the Triad Project's impacts are not going unnoticed. Last October, Dr. Marquita Grenot-Scheyer, the Assistant Vice Chancellor for the CSU System, came to visit our campus. First on her list was meeting with representatives of the Triad Project at Little Chico Creek Elementary School. Members of the Triad Leadership team along with teachers Seana Velasco and Linda Wren and two triad teacher candidates, Hailee Van Housen and Alison Shrank, shared their experiences with the Vice Chancellor. Marquita

was extremely impressed with the program, calling it an exemplary model of an effective program and partnership in teacher education.

The Triad Project, supported by a grant from the S.D. Bechtel Jr. Foundation under CSU's New Generation of Educators Initiative (NGEI), began as a pilot in 2015-16 and will continue through June 2019. But even after the grant ends, the Triad Project will have lasting effects with the use of units in both schools and science methods courses, and the adoption of the new Chico CORE Rubric, a new observation tool used by supervisors across all SOE Programs. Long live the Triad!



Back row: Dr. Al Schademan (Triad Co-Director; Associate Professor, CSU Chico), Seana Velasco (Teacher, Little Chico Creek), Kristen Schrock (Principal, Little Chico Creek), Christi Bangsund (Teacher on Special Assignment, CUSD; Teacher, Little Chico Creek), Hayley Van Housen (Teacher Candidate, CSU Chico), Dr. Marquita Grenot-Scheyer (Assistant Vice Chancellor of the California State University System), Dr. Angela Trethewey (Dean, College of Communication and Education, CSU Chico).

Front row: Dr. Tal Slemrod (Triad Clinical Coordinator; Assistant Professor, CSU Chico), Linda Wren (Teacher, Little Chico Creek), Dr. Mimi Miller (Triad Co-Director; Professor, CSU Chico), Dr. Deborah Summers (Associate Dean, College of Communication and Education, CSU Chico), Alison Shrank (Teacher Candidate, CSU Chico)

Robert Noyce Scholarship

by Jennifer Oloff-Lewis

Jennifer Oloff-Lewis from the School of Education in conjunction with Brandi Aranguren, M.E. Matthews, and Anne Stephens from the College of Natural Science were awarded a \$1,200,000 Robert Noyce Scholarship grant from the National Science Foundation in May 2018. The Robert Noyce Scholars program aims to encourage talented Science, Technology, Engineering, and Mathematics (STEM) majors and professionals to enter into the teaching profession and teach mathematics or science at the secondary level.

The new Noyce Scholarship program provides funding for both undergraduate and post-baccalaureate future math and science teachers. Undergraduate Noyce Scholars receive \$12,250 toward tuition and fees, and an additional \$2,000 to fund other extended learning opportunities,

such as: working in the Chico State Hands-On Learning (HOL) Lab, Chico State Summer Research Institutes, the Science Teacher Researcher (STAR) program, and the Learning Assistant (LA) Program. The Credential, or post-baccalaureate, Noyce Scholars receive \$13,250 toward tuition and fees.

The Noyce scholarship funded 2 undergraduate students and 3 teacher candidates during the 2018-19 academic year. Andy Beronillia and Kirk Williams, both seniors at Chico State are majoring in physics. Daniel Caravez, Nancy Caravez, and Jennifer Culver are teacher candidates working on becoming secondary math teachers in the School of Education.



Andy Beronillia & Kirk Williams



Nancy Caravez, Daniel Caravez, & Jennifer Culver

Ger's Journey

by Ger Thao

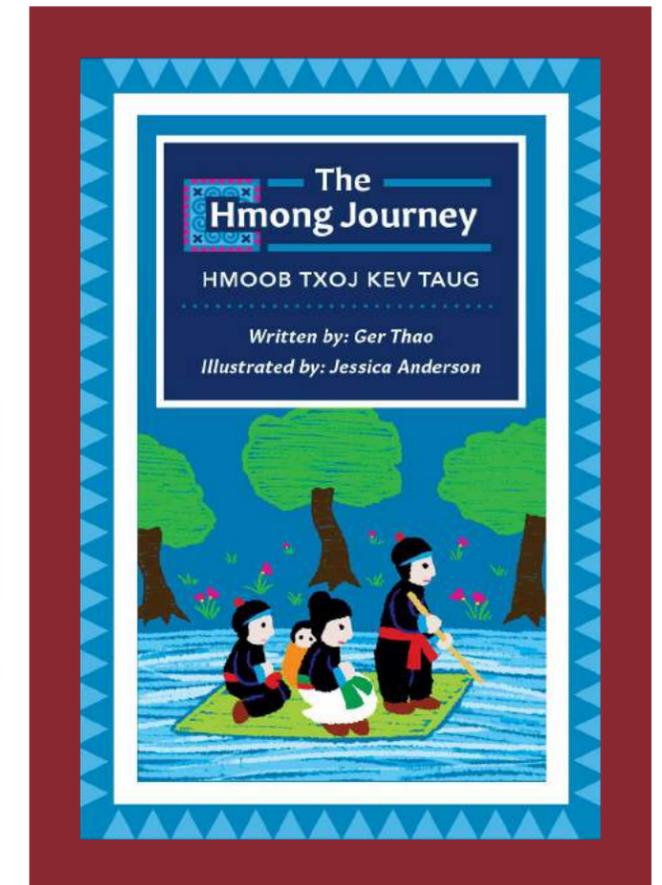
Ger Thao's journey began in Thailand, where she was born. Thirteen years ago, she began a new path as a liberal studies undergraduate at California State University, Chico. Since then, her journey has taken remarkable turns and unexpected twists as she continues her career as an educator, speaker, author, and a PhD candidate. After receiving her undergraduate degree, Thao earned her multiple-subject credential from CSU, Chico and began teaching at Gridley Unified School District, where she was named Teacher of the Year.

While teaching, Thao realized that her students knew very little of her culture and ethnicity. She realized there were not many books published for children that highlighted the Hmong culture or experience. She set out to change that by earning her master's degree in curriculum and instruction at CSU, Chico, and proceeded to design a project that addressed the need for all children to hear about the Hmong journey. Her project, *The Hmong Journey—A Children's Book on Hmong History: Cultural Curriculum Lessons for First Grade Teachers*, won the Most Outstanding Project Award in May 2015. She later spoke about her book during one of her keynote speaking events in the statewide professional

development experience Better Together.

Three years later, in 2018, Thao published her next book, *The Hmong Journey: Hmoob Txoj Kev Taug* (illustrated by Jessica Anderson). Thao records the story her grandma told her about her family's journey from Laos to Thailand to escape war and persecution, and eventually immigrating to America after Thao was born.

Thao actively leads book readings with children both here in the North State and where she now resides as a first-year PhD student at the University of Hawai'i at Mānoa. After she completes her degree, there's no doubt her journey will continue in exciting, influential ways. Wherever her journey may lead, we are proud to forever call her a Wildcat.



Practicum Podium

Field Placement Updates

by Laura Loriano

The School of Education (SOE) would like to express heartfelt gratitude to all of our community partners in education. In academic year 2018-19, almost 450 cooperating and local support teachers within 74 school districts across Northern California guided and supported SOE credential candidates. Collaborating with almost 10% of the school districts and County Offices of Education in the Golden State, the School of Education fills a vital role. Offering a robust education preparation program serving rural, urban clusters, and urbanized areas, we are truly unique.

Over 300 candidates will be, or have been, recommended for their credentials this academic year. 23 students will have earned their master's degree, along with an education specialist or single subject credential recommendation through the Residency in Secondary Education program (RiSE). The RiSE program, partnering with Corning Union High School, Hamilton City Unified, Los Molinos Unified, Orland Unified, and Oroville Unified School Districts, hosted a year long residency and engaged highly qualified mentor teachers. Bravo RiSE!

Also among those finishing the program this year will be the first cohort of Credential Candidates in Bilingual Multiple Subjects with a recommendation for a Bilingual Authorization in Hmong. California intends to have 1,200 Two-Way Language Immersion schools by the year 2030. Our bilingual multiple and single subject credential candidates are sure to be in high demand.

With 22 agriculture credential recommendations, CSU, Chico may be leading the State! The 2018-19 Commission on Teacher Credentialing (CTC) statistics are not yet available, but only 77 agriculture credentials were granted in 2016-17 from the 150 approved credentialing institutions combined. Dr. Mollie Aschenbrener took the helm this year as the agriculture education master's program coordinator in the College of Agriculture and has done a phenomenal job. Congratulations!

Prospective cooperating teachers and interested school site administrators, please contact Laura Loriano, field placement coordinator lloriano@csuchico.edu for detailed information. For SOE cooperating/mentor teacher qualifications and responsibilities, please click <https://www.csuchico.edu/soe/documents/mentor-teacher-qualifications-responsibilities.pdf>

In Memory

Diane Cariss | 1946–2018

by Andrew Nichols

Diane Cariss, the School of Education Field Placement Coordinator from August 2011 to March 2014, passed away on January 20, 2018. Diane was the first Field Placement Coordinator to provide field placements for all credential pathways under the School of Education, a gargantuan task that Diane completed with ease. A former teacher and school administrator in the Bay Area, Diane was known for her quick wit and jokes. She was always able to brighten a room, and would answer any question "for a dollar." Diane left behind a family of educators in the Chico area. Her charm and spirit will be missed by the School of Education.

Dorothy Kennedy | 1946–2018

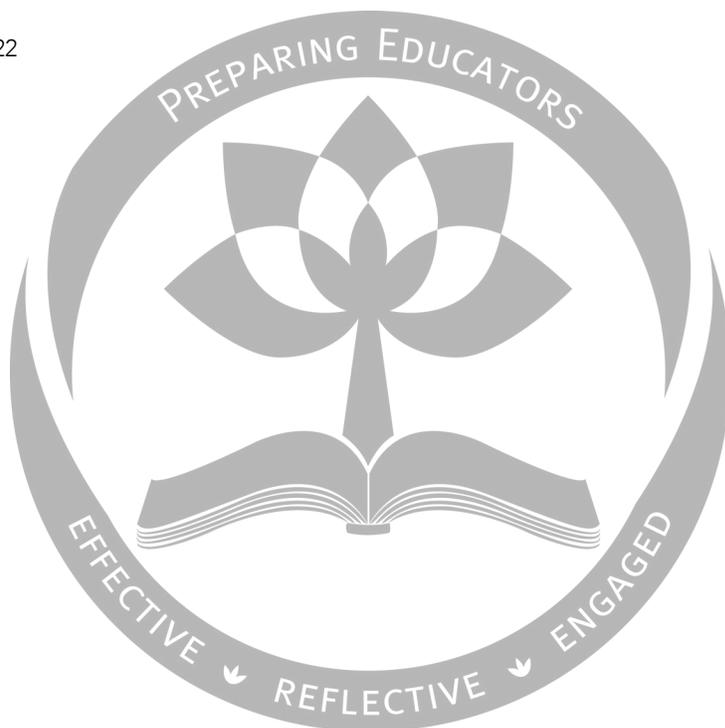
by University Communications

Kennedy was especially dedicated to ensuring students who were English-language learners had access to an equitable and accessible education, colleagues recalled. Her commitment to access extended into her "Fundamentals of Teaching Practice" course, for which she won the Exemplary Online Instruction Award. The honor recognized her for making the online class highly interactive to build a sense of community and create a dynamic learning environment for her students.



School of Education
College of Communication and Education
California State University, Chico
400 W. First Street
Chico, California 95929-0222

www.csuchico.edu/soe/



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).