

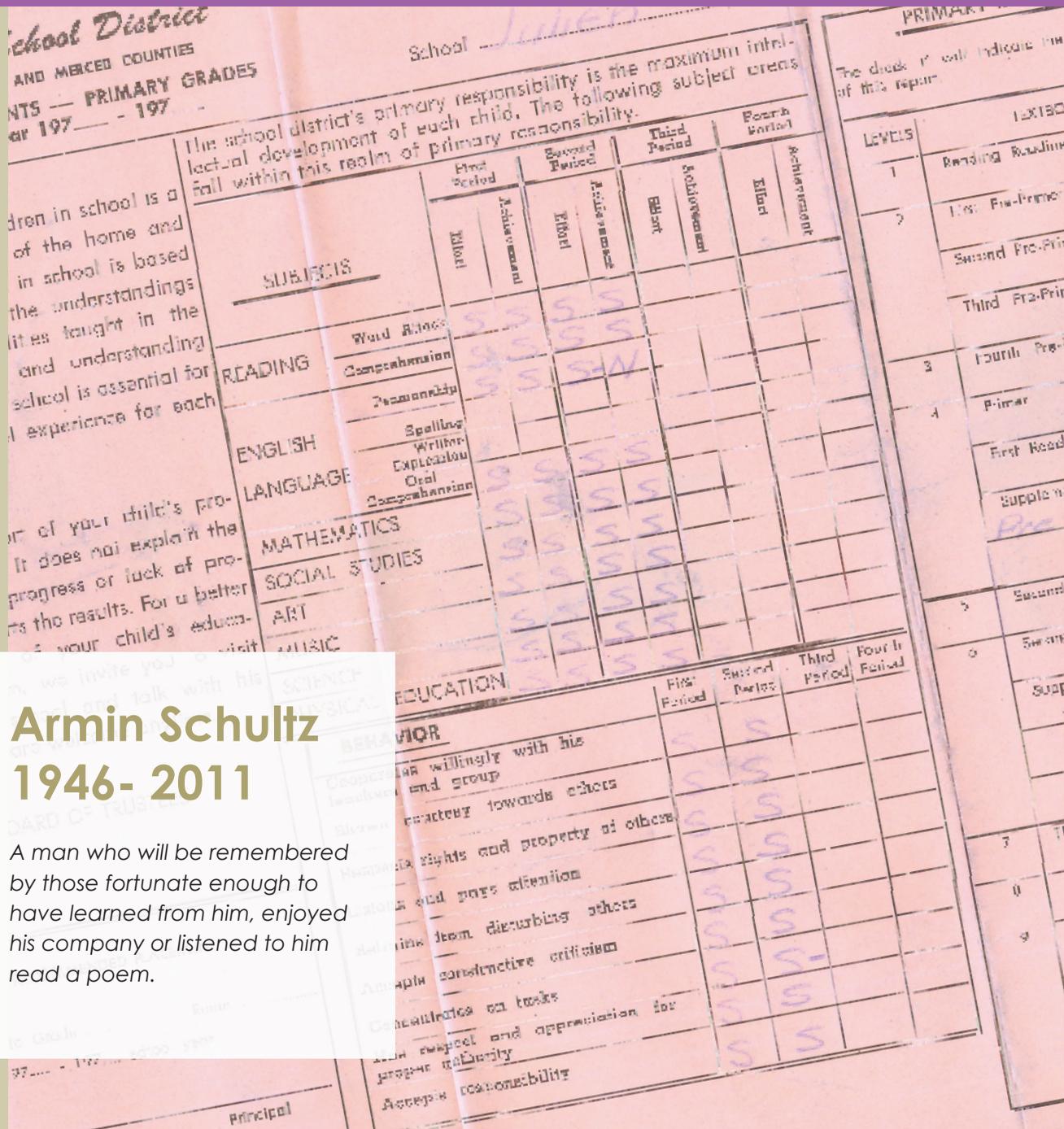
COE

REPORT CARD

Fall 2011

INSIDE THIS ISSUE:

- Message from the new Dean
- Interview with Dr. Susan Neufeld
- Community partners
- Ed.D. Program news
- Accreditation updates
- Alumni news
- ... and much more!



Armin Schultz 1946- 2011

A man who will be remembered by those fortunate enough to have learned from him, enjoyed his company or listened to him read a poem.



In Memoriam

Dr. Armin R. Schulz spent more than 40 years in education, from a two-room school in rural Indiana to an administrator in the Sylvan Union School District in Modesto, to the faculty in the College of Education at CSU Stanislaus. He touched the lives of countless children and teachers with his humor, understanding and passion for reading and children's literature. He epitomized life-long learning and encouraged all who knew him with professional development, through his numerous presentations, locally as well as at national and international conferences. He will be remembered as a teacher, scholar, colleague, mentor, cheerleader, and a great friend.

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At the Blackboard

Message from the Dean



It is my pleasure to welcome you to the College of Education's Fall 2011 issue of *COE Report Card*. We are delighted to present our programs, faculty, staff and students to you, our community and our partners in teaching, learning, and educational research.

Throughout the following pages we chronicle our vibrant work at the university, in the public schools, and in the surrounding region. We are confident that, together with our partners, we will successfully achieve our mission, values and goals. We appreciate your interest in the College of Education, and we invite you to visit us and explore the opportunities we offer.

The College of Education's commitment to developing "diverse educational leaders who meet the needs of a multicultural and

multilingual society" is reflected in our mission, values, and activities. Vital to our commitment is our focus on high standards, student success, and accountability in everything we do. The College is accredited by the National Council on the Accreditation of Teacher Education. Our credential programs are accredited by the California Commission on Teacher Credentialing, and all of our degree programs are fully accredited by the Western Association of Schools and Colleges.

During this academic year we will begin sponsoring our "Dean's Fireside Chats" (The first will take place November 3 from 5:30 to 7:00 p.m. in the Faculty Development Center) to which we invite our school, business, and community partners to visit the University for an update on College of Education activities and to hear from our faculty about their outstanding research projects and community collaborations.

We are dedicated to serving our region and to promoting innovative teaching and learning opportunities for the people of California's Central Valley and beyond. What will the future look like for education and for our community? We invite you to assist us in imagining our future, to work with us in designing a College of Education for the future, and to step into that future beside us.

Sincerely,
Dr. Kathy I. Norman, Dean

"We invite you to assist us in imagining our future, to work with us in designing a College of Education for the future..."

Show and Tell

Special Recognition

University-wide Title V Grant

Several College of Education faculty members – **Drs. Juan Flores, Shawna Young, Oddmund Myhre,** and **Dawn Poole** – have been instrumentally involved in the University’s successful application for and implementation of nearly \$2.8 million in federal grant funding to promote post-baccalaureate opportunities for Hispanic and low-income students. The grant is one of two five-year Title V grants for Hispanic-serving institutions that the University was awarded in October 2010 for a total of \$5.8 million. (A Hispanic-serving institution is defined as having at least 25 percent Hispanic full-time equivalent undergraduate enrollment. CSU Stanislaus’ student body population is 30.7 percent Hispanic.)

Dr. Flores, Professor of Teacher Education, played key roles in the application process by serving as the original Project Director and writing the needs section of the grant.

Dr. Young, Professor of Kinesiology coordinated the development and writing of the section on infrastructure support and cultivating an academic scholarly culture for graduate student success and engagement.

Dr. Myhre, Professor of Advanced Studies, has provided leadership in the development and implementation of the assessment of graduate student learning outcomes. This aspect of the project seeks to strengthen University-wide graduate program assessment systems, implement a University-wide graduate assessment plan, and increase use of direct measures of student learning outcomes.

Another focus for the project, led by the Office of Service Learning, is designed to strengthen engagement and increase retention at the graduate level through the development of community based curriculum and community based research opportunities that engage graduate students to become active learners

The advisory board for the grant project is the University-wide Graduate Council. As the Council’s Chair, Dr. Poole, Professor of Advanced Studies in Education, has provided extensive consultation and implementation assistance on grant-related activities.

The team also found the connections between our programs and the community quite extraordinary.

NCATE and CTC Accreditation Updates

The California Commission on Teacher Credentialing (CCTC) voted for reaccreditation of the College of Education credential programs in Spring 2011. The committee members were very impressed with our programs and the work we do, especially in light of the limited resources that we have available at this point in time. **Drs. Chris Boosalis** and **Oddmund Myhre** had the experience of listening to one person after another praising the College and the work they have done. The College had more “on target” ratings than any other institution that has been up for review!

The College of Education was recommended for continuing NCATE accreditation. The accreditation team was extremely impressed with the high quality of our programs, faculty, staff, students, and our school and community partners. They commended the leadership of our programs, departments, and the college, and they feel that we are doing incredible work here, particularly in the face of limited resources. The team also found the connections between our programs and the community quite extraordinary. Approximately 150 students and school partners came to meet with the team and countless numbers of them reported that they had come because they wanted to honor and recognize particular faculty members who had made a difference in their lives. NCATE will return in the spring to examine our unit and program assessment systems and processes. We are very busy preparing for that review.

Gold Stars

Faculty & Student Achievements

Faculty Achievements

Dr. Mary Borba was selected as CSU Stanislaus “Outstanding Professor” for 2010-2011. **Dr. Anne Weisenberg** was nominated for the Elizabeth Papageorge Award and participated in an NCATE visit for University of La Verne. **Dr. Elmano and Albertina Costa** presented at Preconference Institute at the California Kindergarten Association State Conference in January 2011. **Dr. Nancy Jean Smith** participated in a CCTC/TEAC Accreditation Site Visit for Chapman University.

Dr. Dawn Poole received funding from the National Education Association for Project PEERS (Professors of Education Engaging in Research and Scholarship). The grant provides resources to COE faculty to form a study group to advance skills and competencies associated with both qualitative and quantitative research practices. The year-long activity will contribute to successful teaching and advising of students in the doctoral and master’s programs.

Dr. Mary Borba and **Dr. Anne Weisenberg**, both of Teacher Education, had the opportunity to present in Dublin, Ireland at the 34th Annual Conference for the “Reading Association of Ireland.” The conference theme, “Promoting Effective Language and Literacy Instruction in the 21st Century Classrooms” compliments their research with reading instruction and English learners. Dr. Borba’s presentation, *Supporting Struggling Emergent Readers* and Dr. Weisenberg’s presentation, *Language Experience*

Approach – A Fun Way to Link Language and Literacy blended well with the conference theme.

New Faculty

Dr. Sue Eastham, Kinesiology has been with us for 16 years as a lecturer. Dr. Eastham received her Ed.D. from University of San Francisco in Education with an emphasis in Learning and Instruction.

Dr. Brent Powell, Kinesiology received his Ph.D. from University of Alabama and the University of Alabama at Birmingham in 2010 through an interdisciplinary and University program. A Health Education and Health Promotion major, Brent’s doctoral dissertation focused on assessing knowledge, attitudes and beliefs of Alabama teachers grades 5-12 concerning comprehensive HIV prevention education.

Dr. Kimy Liu, Advanced Studies is the newest member of Advanced Studies in Education. She will be teaching courses in the Special Education program. Dr. Liu received her Ph.D. and M.A. from the University of Oregon, an M.A. from Simmons College in Boston, and a B.A. from the National University in Taiwan.

Dr. Katie Olivant, Liberal Studies currently teaches Liberal Studies writing proficiency and senior seminar courses. She holds a Doctorate in Educational Leadership from

a Joint Doctoral program from UC Davis and CSU Fresno, a Masters of Management from Northwestern University and a BA in Journalism from Indiana University.

Dr. Daniel Soodjinda, Liberal Studies hails from Washington DC, University of the District of Columbia. He holds a Doctor of Education from the University of Southern California, a Masters of Arts in Teaching and Instruction from National University and a BA in Social Science from UC Irvine.

Dr. Christy Gonzales, Liberal Studies has 26 years of experience as an administrator, consultant, facilitator, and faculty. She holds a Master’s Degree in Organizational Communication and Program Development from the California State University Stanislaus. She completed her Doctorate in Summer 2011.

Faculty Promotions:

Dr. Christopher Vang
Teacher Education
Promoted to: Professor

Dr. Whitney Donnelly
Teacher Education
Promoted to: Associate Professor

Dr. Christopher Roe
Teacher Education
Promoted to: Associate Professor

Dr. Noelle Won
Teacher Education
Promoted to: Associate Professor

Faculty Entering Early Retirement:

Dr. Chet Jenkins
Advanced Studies

Dr. Mary Borba
Teacher Education

Dr. Mildred Murray-Ward
Teacher Education

Dr. Mary Salisbury
Teacher Education

Student Achievements

Cory Simpson won first place in the fall 2010 Student Research Colloquium on campus.

Donald Jordan won the Doctoral student proposal division.

Cheri Lloyd, an Educational Technology graduate student presented a session, “Tech Tips and Tricks Across the Curriculum” at the Educational Technology Conference in Modesto, CA in February 2011.

Carolyn Viss, Nancy Petty, and Helen Aleksani, all Educational Technology MA students, also presented a session at the conference.

Yardsticks

Departmental Progress

Department of Advanced Studies

Dr. Dawn Poole, Chair

The Department implemented several changes in master's programs, effective Fall 2010. School Counseling and School Administration students now have the choice of taking a comprehensive exam or completing a thesis. The comprehensive exam option requires students to take a state-administered test, with a passing score determined by an outside agency. Students who choose the comprehensive exam take electives instead of some previously required research and thesis units.

Special Education and Educational Technology master's programs were also revised. Both programs now fall under that Master of Arts in Education, Curriculum and Instruction major, with emphasis in either Special Education or Educational Technology. Some admission requirements have changed slightly, as have research course options.

Dr. Granger Dinwiddie will coordinate the Special Education program beginning fall 2011.

Department of Teacher Education

Dr. Elmano Costa, Interim Chair

A major trend in teacher education has been to move programs and classes to school sites where future teachers can work with students and practice the skills that they are learning in their classes. Our Single Subject Credential Program pioneered and expanded this approach in recent years. Principals are now eager to receive our student teachers because they provide a valuable resource to assist at risk students.

Our Multiple Subject Program joined this effort some years ago, and now reading and mathematics methods courses are taught at schools throughout Turlock. Future teachers get the opportunity to work individually, with small groups and even to teach whole class lessons while taking their methods courses. Of course, the semester of student teaching is the highlight for most of them. We are most thankful that we have so many partner schools in the region that willingly accept our student teachers. Preparing future teachers is truly a collaborative effort between the university and local school districts.

Department of Kinesiology

Dr. Erin Hall, Chair

Major changes occurring have been to the department name and degrees awarded. We have officially changed our name from Physical Education and Health to Kinesiology, which is now going to be reflected on our student diplomas.

Kinesiology students are committed to putting their knowledge into practice and serving the community. At least 40 volunteered to conduct fitness assessments and balance testing on senior citizens at the 9th Annual Healthy Aging Summit in Modesto, as well as the annual Walk-a-ton and Fitness Fair. Students volunteered at the AMGEN Cycling Tour of California, getting a front row seat to viewing some of the world's most elite endurance athletes. Volunteers also staffed our department's fitness booth at the 3rd Annual Hughson Children's Health Festival.

On campus, students assisted with the annual Great Lakes Fitness Rally, as well as the Associated Students Wellness Challenge. The Kinesiology club was awarded a \$2,000 IRA grant for community outreach, in which they will continue to offer various webinars on a wide range of health related topics.

Kudos to Dr. Shawna Young for being part of a team awarded a 5-year \$2.75 million institutional grant. She is currently serving as the Project Director. Melanie Johnson our department coordinator was temporarily reassigned to assist the Dean's office. We appreciated her continued help from across campus, and are ecstatic about her return.

Department of Liberal Studies

Dr. Christy Gonzales, Chair

Liberal Studies welcomes three tenure track faculty members to its ranks: Drs. Daniel Soodjinda, Katie Olivant, and Christy Gonzales.

In other developments, The Liberal Studies: Elementary Teaching Content Preparation Program is committed to preparation of pre-service elementary teachers who are competent in subject matter areas, capable of integrating knowledge across discipline boundaries, culturally sensitive to diverse learners, effective communicators, sound critical thinkers, and skilled in educational technology. To meet this commitment the Department of Liberal Studies continues to create new ways to enrich the mission and learning goals of its majors. Coming fall 2011, is a new course – LIBS 3500: Navigating University Requirements, and in spring 2012 another new LIBS course – LIBS 4000: Exploring Careers in Education.

Making the Grade

Special Initiatives & Activities

Credential Services

Major changes have been occurring in the Credential Processing Center's office. The office name was officially changed to Credential Services. The credential analysts, **Cristina Ponce** and **Sheri Biasca**, have expanded their duties to include pre-program advising for Multiple Subject, Single Subject, and the Education Specialist programs. Walk-in advising is available for students as well as scheduled appointments. Student feedback to this new process has been very positive as the individual attention has been very beneficial with class selection and navigating through the required university and state requirements. Administrative Support Assistant, **Julie Magana**, has been busy updating the Credential Services website and revising program flyers and application forms for Multiple and Single Subject Programs. In the near future, the office will also be doing some remodeling in order to more effectively meet the needs of our students.

June 30, 2011, marked the last day of **Alice Fuentes'** (Director of Credential Processing Center) tenure at CSU Stanislaus. She retired after 37 years and is enjoying her retirement immensely.

Walk-in preprogram advising for Multiple Subject, Single Subject, and the Educational Specialist programs is available.

Education and Technology

James Enochs High School in Modesto was the host of the 11th annual ETC! conference in February 2011, which featured sessions focused on technology in the K-12 educational environment. The conference theme, "Content Standards + Effective Technology Integration = Student Achievement" emphasized the importance of using technology in ways that address student learning. Nearly 500 area educators attended the conference, which included many hands-on sessions.



Dr. Dawn Poole, Advanced Studies in Education, presented a session titled, "The New Breed of Students". During the session, Poole discussed how today's learners are different from past students simply because of the technology-infused environment in which they were born. She described how the technology-infused environment at home differs from the resources available to students in schools, contributing to boredom and a general disconnect from learning. The session continued by providing examples of how teachers can use the technology students are accustomed to in order to create rich and meaningful instructional activities that engage students.

Head of the Class

Featuring College Faculty

Interview with Dr. Susan Neufeld



On any given day, without doubt, **Dr. Susan Neufeld** is on campus doing what she does best – meeting the needs of students. Dr. Neufeld clearly understands that education is a people business. She invests several hours every week working with graduate students in the College of Education. She is always visible, accessible and approachable.

Mary Lorraine Asgill, a student, recently wrote the following to Dr. Neufeld: *“Thank you for being so special in that you actually care about us as people – not just students.”*

This philosophy attracts students, many of whom are the first in their families, to the Reading Specialist credential and Master’s degree in Education:

Curriculum and Instruction, programs that she coordinates. Similar to all levels of education, students seek professional relationships with their instructors. Dr. Neufeld sets the standard for developing these relationships that not only generate mutual trust and respect between student and professor, but also satisfy student needs that involve mentoring and guidance beyond the classroom.

Furthermore, strong interpersonal skills enable this full professor to serve as a role model for teamwork and collaboration. **Dr. Donna Andrews**, a colleague, refers to Neufeld as “Dr. Obi-Wan because she is my go-to-person when I need advice and professional guidance. I credit her for my desire to take professional risks, which have directly helped our credential students learn more about the emotional and academic needs of the children in our community.” Professors such as Dr. Neufeld, with similar social and skill competence, are changing the culture of colleges by encouraging others to remove themselves from the isolation of their offices and classrooms and work together to improve the quality of candidates who graduate from credential and advanced degree programs in education.

Dr. Neufeld earned her Bachelors’ degree and teaching credential at California State University, Fresno. She began her

career when it was difficult to find a full-time teaching position and can relate to students who are searching for their first teaching position during this current and difficult economic downturn. Dr. Neufeld returned to the Central Valley where she taught grades Kindergarten through 8th, for sixteen years. During the initial years of teaching at the elementary level, Dr. Neufeld quickly learned the importance of teaching reading. She returned to CSU Fresno where she earned a Master’s degree and a reading specialist credential and became an English Language Development (ELD) and Reading Intervention Specialist.

In the early 1990s, she completed her Ed.D. at the University of Southern California and was quickly appointed to a faculty position at Missouri South State University in Joplin, Missouri.

In 2001, Dr. Neufeld jumped at the opportunity to return to the Central Valley and accepted a tenured-track position in teacher education at California State University, Stanislaus. Dr. Neufeld fondly remembers opportunities to work with **Drs. Janet Towell** and **Armin Schulz**, premier specialists in reading. She attributes much of her success as a professor to these two individuals.

In addition to her numerous accomplishments as an instructor, Dr. Neufeld maintains a stellar scholarship record. She has published three books (co-edited with **Dr. Jonnie Shawkey**). In addition to teaching, guiding thesis students, and serving on academic committees, she is the director of the Abundant Books for Children (ABC Project).

Q. Has the demand for higher academic accountability in schools changed university preparation of teachers in the past few years?

A. Preparation of teachers has changed to meet higher accountability standards in the field. We strive to introduce best classroom practices to our student teachers. However, I believe there can be a disconnect with school sites when new teachers are handed a manual, a pacing guide, and told to bring children to grade level within a year. The problem is teachers are not given enough time to adequately cover all of the grade level standards. Also, scripted approaches to teaching sometimes cause teachers in the field to believe that “their professional judgments and decisions” are no longer valued in their classrooms.

I don’t believe any of us in the field of teacher preparation would disagree that there needs to be accountability. I believe the issue is how accountability is being implemented. The

children do not enter school on a level playing field. We have children coming into kindergarten without exposure to books or reading, without color or number sense. Also, some children have not developed the fine motor skills needed to correctly hold a pencil to write or scissors to cut, and the requirement is to bring these children to grade level by the end of the year? I don't disagree with having standards, but give teachers the time to allow the children in their classes to reach those standards. We have not yet developed a pill to give to all 5-year-olds that allow them to have the skills to be successful readers overnight. I taught Kindergarten for 6 years and loved it. But I left because of the need to do everything in 3 ½ hours and in 2 languages, there simply wasn't enough time in the day to get all of it done, effectively. I believe that many teachers in the field feel the same way.

Q. What is your position regarding the movement to change current tenure and seniority practices and base teacher evaluation on student performance?

A. I don't think you really want me to answer this question. I have been on both sides of the tenure issue. My past answer to new teachers . . . do what you are told to do until you have tenure. My real answer would be "if it is good enough for me as a tenured teacher, it should be good enough for you as well" but that doesn't fly in most instances. Should we hold teachers accountable? See my previous answer. Should they be accountable to reach the standards? Yes—but be aware of the unlevel playing field. Students who have fallen behind typically are not going to catch up in the same amount of time it takes grade level students to master the same standard. It is often difficult for children to make 2 or more years' growth in one year of instruction to reach grade level because they are not capable of making nine months of growth in any given school year, through no fault of their own or the classroom teacher.

Let's look at individual student performance—a child who cannot correctly spell the 20 words on the spelling test each week needs additional work. So let's look at what he can do. The child can correctly spell 8 words; then let's work up to 10, then 12, then 14 and so on. At the end of the year, he is spelling 16 words correctly. He has doubled the amount from where he started—celebrate that goal!

To base teacher evaluation on student performance, usually a standardized test taken over several days at the end of a school year, reduces the children to a number—which they aren't—and teachers to a collection of numbers, which is also not appropriate.

Q. What should universities do differently, particularly during this chronic recession, to attract highly qualified individuals to the field of teaching?

A. The current economic climate makes it difficult to get students to choose a career in education. They can read the paper any day of the week and find school districts laying off teachers, or talk to recently credentialed students who are unable to find a job. We try to remind them of the prediction about a teacher shortage in the next few years, as teachers retire. However, they need to pay the bills, which makes it hard to imagine a future of multiple job opportunities. I have long cringed at the thought that many people hold, that anyone can teach; it becomes the fall-back position for anyone and everyone. Teaching should be a calling, a profession, a career, not just a job. When

discussing this topic with college students recently, they told me that I didn't see it as a just a career; for me, it was a lifestyle. Last week a 7-year-old asked me, "What would you do if you weren't a teacher?" I was hard pressed for an answer—maybe a librarian or own a bookstore. Honestly, I don't know what I would do.

I hope that students who are passionate about the field of education, continue to enter the teaching profession and that those of us who do love it, continue to encourage those to 'come on down' and join the ranks of teachers who touch the lives of children on a daily basis.

Q. What are the advantages and disadvantages of offering teacher credentialing programs online?

A. As a colleague once said, "When we begin to teach our K-12 students online, then we can have an on-line credential program." How am I supposed to model student interaction on-line? Where are those rich discussions? How is classroom management addressed? I would like to see some research done that compares the future success of credential students who completed the program online and those who completed it through the traditional approach. Which group of students would feel better prepared, experience more success, and stay in the profession longer?

Q. What advice do you have for anyone who wishes to enter the field of teaching?

A. Be prepared for hard work and long hours, and don't expect it to be an 8 to 3 job, with summers off. Be prepared to be surprised by your students, and treasure those ah-ha moments that come few and far between. Save the little notes you get from students or parents, both good and bad, because there will be days when the good ones get you through to the next day, and the bad ones help you to realize the bad days could be worse. Talk to your children everyday, share a book with them everyday, and remember the hours they spend with you may be the most safe and consistent ones they have in their lives each day.

I have a coffee mug that reads "Those who can, teach. Those who can't, find some less significant line of work." Fortunately, I have found a significant line of work.

This interview was conducted by Dr. John Borba.

"I hope that students who are passionate about the field of education, continue to enter the teaching profession and that those of us who do love it, continue to encourage those to 'come on down' and join the ranks of teachers who touch the lives of children on a daily basis."

- Susan Neufeld

Good Citizenship

Featuring Our Community Partners

CSU Stanislaus & Ceres USD Partnership

The CSU Stanislaus Department of Teacher Education and Ceres Unified School District are collaborating to recruit, educate and train future teachers from Ceres and Central Valley High Schools. The new Ceres “Student Educators Program” will partner with Teacher Recruitment and Retention, California Mini-Corps, and the Math and Science Teacher Initiative to identify students who show an interest in teaching and provide them with information, support, relevant, real life experiences, and professional development opportunities. The program hopes to build and support a *College-Going Culture* among low-income and underrepresented students from Ceres communities with historically low college-going rates.

Identified Student Educators will attend monthly sessions that focus on the characteristics of a highly qualified teacher, instructional strategies used by the district, and specifically designed professional development requirements necessary to enter a CSU. They will serve

as peer tutors to other Ceres Unified students, allowing them to strengthen their own academic and teaching skills while providing support to others. Once enrolled at CSU Stanislaus the future teachers will be advised on teacher preparation programs, supported and tracked for progress, and offered an opportunity to return to Ceres Unified School District as a tutor/mentor.

A third partner, the Stanislaus County Office of Education Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) will focus on ensuring Ceres middle school students are prepared to take and pass Algebra and Geometry by the 9th grade. Ceres Student Educators who complete a teaching credential at CSU Stanislaus will be provided an opportunity to return to Ceres Unified School District to teach in the community in which they grew up.

Monthly sessions focus on the characteristics of highly qualified teachers.

Team LEARN

CSU Stanislaus Team LEARN (**L**eaders in **E**ducation **A**imed at **R**egional **N**eeds) an advisory board of diverse educational leaders, work in collaboration with the College of Education (COE) faculty and staff to maximize the effectiveness of COE programs in “Preparing Leaders in Lifelong Learning”.

Committee Members:

Kathy Norman
Dean
College of Education

Isabel-Cabral Johnson
Superintendent
Hilmar Unified School District

Vicki Bauman
Director
Stanislaus County Office of Education

Emily Lawrence
Director Assessment and Evaluation
Modesto City Schools

Kathy Northington
Superintendent
Calaveras County Office of Education

Anne Newins
VP Student Personnel Services
Merced College

Eva Chavez
Assistant Superintendent
Merced County Office of Education

George Railey
VP of Academic Services
Chabot College

Sonny Da Marto
Superintendent
Turlock Unified School District

Mary Jones
Deputy Superintendent, Educational Services
Ceres Unified School District

Gary Dei Rossi
Assistant Superintendent
San Joaquin College of Education

Cathy Nichols-Washer
Superintendent, Lodi Unified School District

Rosemary Parga-Duran
Superintendent Merced City School district

Kandy Woerz
Program Coordinator, Stanislaus County Office of Education

Pam Able
Superintendent
Modesto City Schools

Randy Fillpot
Associate Superintendent
Modesto City Schools

Steve Gomes
Superintendent
Merced County Office of Education

Dr. Everett Lovelace
Dean of Students
Merced College

Keith Griffith
Senior Manager, Education
The Alliance

Dr. Esther Corral-Carlson
Superintendent
Patterson Unified School District

Kris Helton
President
Denton Incorporated

Gaye Riggs
Asst. Superintendent
Merced County Office of Education

Extra Credit

Professional Contributions



ABC Project

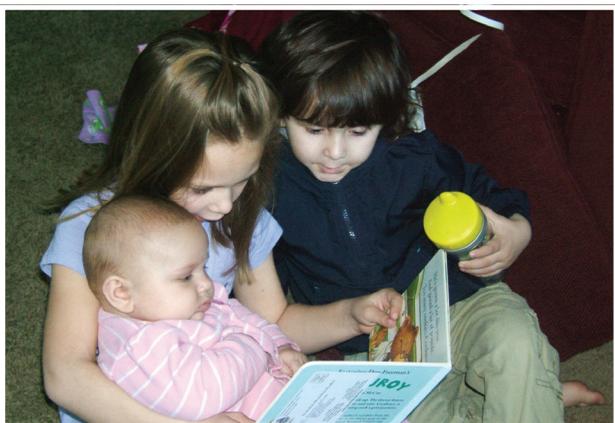
ABC: Abundant Books for Children

Affectionately known as the ABC Project, this program began in Turlock in February 2002. College of Education faculty member **Dr. Janet Towell** and graduate student **Karen Barham**, working in conjunction with the Dolly Parton Imagination Library, became the 23rd site in the country to raise funds to put books in the hands of preschool children who have registered for the program before their 5th birthday. There are

now over 1,350 sites in the United States, Canada and the United Kingdom, and 6 additional sites in California and nearly 600,000 books are mailed out each month. The Imagination Library mails a book each month to registered children at a cost just under \$30 a year—12 books to each child—allowing them to develop the love of books and the knowledge of literacy before arriving on the school house steps.

When Dr. Janet Towell moved to Florida, faculty member **Dr. Susan Neufeld** stepped up to take on the project and hasn't looked back. The ABC Project currently serves more than 450 Turlock children each month, and Dr. Neufeld has been busy with fundraising activities to keep the project moving forward.

Relying on private donations, fundraisers, and small grants has at times been a struggle. The project suspended operation for 2 years due to funding issues, but regrouped and has continued to meet the needs of Turlock children. Dr. Neufeld contends the program could be expanded into neighboring communities with additional funding, and in fact hopes to add children in the Highway 4 corridor (Angels Camp to Arnold). Recently Dr. Neufeld has been meeting with a group from Stockton who want to establish an Imagination Library site there. For additional information about the program check out the ABC Project website at www.abcproject-ca.com or the Imagination Library site at www.imaginationlibrary.com or contact Dr. Neufeld at sneufeld@csustan.edu.



Hope House Project Yields Insights on Poverty

Dr. Donna Andrews' goal for her Hope House Project, funded by a Service Learning Mini-Grant is to provide credential candidates with an opportunity to understand how poverty and parental hardships affect a child's ability to succeed in school. By supporting the construction of a two-way mirror at the Hope House in Turlock, students from the Single Subject Credential Program at CSU Stanislaus have been providing academic support to the children who live at the Hope House, using a book study format. The opportunity to observe our students working with these children without the children knowing that they are being observed will assist instructors in the evaluation of credential student's use of differentiated instruction. It will also provide the director of Hope House with a mechanism to teach the mothers effective strategies to help their children with reading-based activities. The Hope House provides a recovery-based housing program to women who are working on a 12-Step program designed to help them recover from drug and alcohol addictions. The families can remain at the Hope House as long as the mothers continue to work on their sobriety program with support of community agencies.

Learning Leadership

Ed.D. Program News

Interim Director Appointed

Retired community college president, **Dr. Kenneth B. White** has been appointed as the interim director of the Ed.D. program at California State University, Stanislaus. Dr. White, who retired from the Yosemite Community College District in 2010, has over forty years of community college leadership experience, including service as president of Columbia College and most recently, as interim president at Modesto Junior College.

Prior to his appointment as interim director, Dr. White taught in the Ed.D. program as an adjunct faculty member. White has worked in community colleges in three states and has served successfully as a full-time professor, an academic dean, a chief instructional officer, and a college president.

Reception 2nd Annual

In December the Ed.D. Program honored students from its three cohorts and recognized those students in cohort 2 who advanced to doctoral candidacy. Advancing were **Marie Bruley, Nancy Sill, Diane Harris, Christine Hollister, Robert Kratochvil, James Lake, Samia Luo, Clarissa Lonn-Nichols, Lanisha Redic, Caroline Featherston, and Mark Skujins**. Each student received a Certificate of Achievement for passing the Written Qualifying Examination. Members of the Community Advisory Board, adjunct and core doctoral faculty, and other distinguished guests were also recognized.

Fourth Ed.D. Cohort Begins

The fourth Ed.D. Cohort commenced this summer. This Turlock-based, three-year program with core courses offered on alternate weekends began in June. The weekend format, which started with the Stockton based 3rd cohort, has proved to be a popular model for Ed.D. students, most of whom are already employed in education institutions ranging from elementary, and community, to four year colleges.

Faculty and Grant News

Doctoral program faculty have joined forces with their COE colleagues on two new grant-funded projects:

- The Fund for the Improvement of Postsecondary Education (FIPSE) called Stanislaus Asociación de Investigación Latina, supports building a research community among graduate faculty, including doctoral faculty, their students and the community partners in K-12 schools that serve Latinos.
- Project PEERS (Professors of Education Engaging in Research and Scholarship), a National Educational Association-funded study group of graduate program faculty in the College of Education focuses on quantitative and qualitative research design and data analysis techniques. Obtained by **Dr. Dawn Poole**, the project provides College of Education faculty members opportunities to advance skills and competencies associated with both qualitative and quantitative research practices.

Commencement

The Ed.D. program, which accepted its first group of students in 2008, had its first graduates receive their diplomas at the university's May 27 commencement exercises. A special hooding celebration was held at the Event Center on May 25.

Hooding Ceremony

On Wednesday, May 25th, 2011 the graduates of Cohort One in the University's Doctoral Program in Educational Leadership were hooded before a large gathering of friends and family. The students, who started the program in 2008, were honored as the inaugural graduates of the University's lone doctoral program.

Twenty one students participated in the ceremony. President Shirvani gave the opening remarks followed by a thoughtful presentation by Provost Strong. The majority of the evening was dedicated to the hooding of the graduates. The doctoral faculty who directed the successful candidates dissertations recognized each of their graduates, noted the title of their dissertation and then proceeded to install the hood.

The ceremony also featured a video presentation from the class. Students commented on their experiences and the relationships they had developed in their three year journey through the program. At the conclusion the graduates recognized those key faculty and staff who they felt had been particularly important in their three year sojourn.

Enhancing a Strong Doctoral Culture

In November 2010, a Doctoral Research Colloquium was held on the Turlock Campus. The Colloquium featured speaker was **Steven Charbonneau** who presented a talk on his recently completed dissertation study entitled: *Becoming Culturally Proficient: A crosscultural study on the public school experience of Sikh students*. This is the first dissertation ever completed at CSU Stanislaus. The colloquium also included a panel discussion with four Cohort 1 Ed.D. students who are well on their way to dissertation completion.

The Commitment to Excellence in the Graduate Education Center continues to sponsor events and encourage scholarships designed to enhance the doctoral culture of CSU Stanislaus. Doctoral candidate **Donald Jordan** presented his dissertation proposal at the "Commitment to Excellence in Graduate Education" (CEGE) center's "Graduate Student Research Colloquium" December 2010. Donald's proposal titled "*Re-thinking student written comments in course evaluations: Text mining unstructured data for program and institutional assessment*" was awarded a prize by the four judges as the most promising doctoral dissertation proposal.

The focus of Donald's research is on university and community college course evaluations. Technological advances have made it possible to systematically and quantitatively study the unstructured data from these written responses through the algorithmic use of text and data mining. The results of his research may suggest a need to rethink the design, implementation, and approach to the student course evaluation that may yield valuable assessment data at the program and institutional level.

News and Notes

Clarissa Lonn-Nichols (cohort 2) is the new student representative on the Ed.D. Executive Council

Jesse De La Cruz (cohort 3) is a new Graduate Assistant. He presented at the Alliance for Multilingual/Multicultural Education (AMME) with **Dr. Nancy Jean Smith** in April.

Christine Hollister (cohort 2) recently published an article entitled, "Building Career Services: Connections and Collaborations" in the *National Association of Colleges and Employers NACE Journal*.

Tessa McIntire and **Jessica Kaven** (cohort 3) received a CEGE Center Graduate Assistantship in spring, 2011.

Teresa Chevalier-Metzger (cohort 3) was a graduate assistant in the Ed.D. program for spring, 2011.

Kay Vang and **Stephanie Alvarez** (cohort 1) also received graduate assistantships in the Ed.D. program

Dissertation News

Lula Abusalih, "A Research Synthesis of Student Achievement in High School Chemistry"

Adrenna Alkhas, "An Examination of Internet Social Media Marketing in Higher Education Institutions"

Steve Charbonneau, "Becoming Culturally Proficient: A crosscultural study on the public school experience of Sikh students"

Heather Contreras, "Title I Programs and the Impact on Student Achievement"

Steve Gomes, "The Relationship Between Board and Superintendent Responsibilities and Student Academic Achievement"

Steve Graham, "Contextualized Teaching and Learning: Subsequent Sequence Outcomes of Math and English"

Lisa Herrin, "Impact of Title I Funded Services on Student Achievement"

Kristina Hoffman, "Effects of Increased Class Size on Teacher Perceptions and Kindergarten Literacy Achievement"

Donald Jordan, "Using Text Mining for Analysis of Student Written Comments in Course Evaluations"

Margaret Kingori, "An Exploration of English Academic Unpreparedness and its Effects on Persistence at a Large Urban California Community College"

Laura Lembo, "The Effect of Gender-based Classroom Placement on the Academic Achievement of boys and Girls at the Elementary Level"

Cynthia Lopez, "Early Intensive Behavior Treatment for Children with Autism: A Multiple Case Study of Long Term Outcomes"

Lena Moua, "Hmong American Women Leaders: A Qualitative Study of Successful Hmong Women in the Leadership Roles"

Myshel Pimentel, "Perceptions and Realities of Academic Entitlement Behaviors, Beliefs, and Actions Within the Basic Skills Student Population at the Two-Year College"

Constance Tate, "A Study of Reading Culture in Rural Schools Post Reading First"

Debbie Tavernler, "Critical Thinking Development: Using Student Narrative to Understand Woman's/ Evolving Role in the Birth Experience"

Kay Vang, "English Learners Interaction in Elementary Classrooms and its Implications on English Language Acquisition"

Danielle Waite, "Professional Development to Classroom Implementation: An Inquiry into Early Childhood Educators' Obstacles to Innovation"



The graduates of Cohort One of the Doctoral Program in Educational Leadership (Ed.D.)

Lunch Money

Building College Resources

A College of Education and College of Natural Sciences Collaborative Robert Noyce Scholarship

There is currently a high demand for math and science teachers in California. CSU Stanislaus is committed to addressing this need by providing teacher candidates the necessary tools for entering the workplace as the most highly qualified teachers in the region. To encourage talented science and mathematics majors, degree holders and career professionals to enter into the teaching profession, the National Science Foundation (NSF) has provided scholarship funding for math and science teacher candidates in exchange for a teaching service commitment in a high-need school district in California. CSU Stanislaus will train the Noyce Scholars to be the best prepared and provisioned new teachers in the Central Valley by providing fiscal resources and academic experiences designed to increase success in the workplace. Scholarship recipients will benefit from a cohort support system, learning and professional development opportunities, and one-on-one mentoring from CSU Stanislaus Math, Science, and Teacher Education Faculty. Students and professionals who meet the program eligibility requirements and are of Jr. Level standing or higher are invited to apply for scholarship funds. For each \$10,000 scholarship that is awarded, recipients must commit to teaching math or science in a high-need school district in California for 2 years.

For application and scholarship eligibility requirements contact the Teacher Recruitment and Retention Office, located in DBH322 or visit the Robert Noyce Scholarship website at <http://www.csustan.edu/NoyceScholarship/>.

15th Annual Transition from Student to Teacher Conference

The Transition from Student to Teacher Conference hosted over 300 prospective and future teachers. Student Support Services, Teacher Recruitment & Retention Program, Student Outreach, Nu Alpha Kappa Fraternity, Inc., and the Student California Teachers Association sponsored the February 2011 event at California State University, Stanislaus. The largest and most-attended teacher conference at CSU Stanislaus offered over 30 workshops and sessions focused on college and high school programs. Presenters and conference facilitators included CSU Stanislaus Teacher Education faculty, alumni, teacher candidates, staff, and regional educators. Attendees were provided information on real issues that confront and affect new and prospective teachers.

Great Graduates

Alumni News

Class Notes

70's

Linda Martin, '70 Spanish and Teaching Credential, retired in 2010 as a third-grade teacher at Sherwood Elementary School in Modesto. She has been a teacher for 39 years.

Henry Escobar, '72 Liberal Studies/Education, retired as Livingston School District Superintendent on June 30, 2010, after 16 years in the district's top post.

Brent Bohlender, '73 PE, Education and MA Education '86, has been selected as one of the members of the first class to be inducted into the California Interscholastic Federation (CIF) Sac-Joaquin Section Sports Hall of Fame.

Sandie Sing, '73 Teaching Credential, taught at Walnut Elementary Education Center and retired after 36 years in 2009.

Tony Leo, '76 Teaching Credential, retired as Chief Executive Officer of the Stanislaus County Fair in December 2009 and served as interim CEO in early 2010 until a successor was named.

Carol L. Niblett, '76 Credential Elementary Education, teaches Kindergarten at Ripon Elementary School.

Thomas P. Mitchell, '77 Teaching Credential, retired after 31 years in the Lake Tahoe School District

Steven Stinnett, '79 Social Sciences, '86 MA Special Major, '88 Teaching Credential, retired and moved to St. Cloud, Florida, in 2008 after serving as a social studies teacher at Mae Hensley Junior High School in Ceres and a youth counselor with the California Youth Authority.

80's

Nancy B. Mckim, '83 BA Liberal Studies, teaches second grade at Virginia Parks Elementary School in Ceres.

Mick Founts, '89 MA Education and Counseling, who has served as Deputy Superintendent of San Joaquin County Schools, became Superintendent in January 2011, having worked in education for more than 30 years.

90's

Abigail Casteel, '94 Teaching Credential, is a fourth grade teacher at Dent Elementary School in Escalon. She was named Escalon's "Teacher of the Year" for 2009.

Kevin R. Wilson, '94 BA Physical Education, is the new athletics director at North Mecklenburg High School in North Carolina.

Cynthia "Cindy" Kasper, '95 BA Liberal Studies, is a resource specialist at Elliott Alternative Education Center.

Marilyn Farrens, '96 BA Liberal Studies, teaches third grade at Salida Elementary School.

Jared Gibson, '99 BA Physical Education, guided the Verdugo Hills High School boys basketball team to its first league championship since 1959 as head coach. Gibson still holds the Cal State Stanislaus team record of 10 three-pointers in a game against Chico State in 1999.

00's

Jorge Perez, '00 BA Liberal Studies, is an outreach coordinator for Modesto City Schools. He serves at-risk youth through counseling and leading gang-awareness meetings.

Jessica L. Weatherman, '00 BA Liberal Studies, teaches at Dairyland School in Chowchilla.

Lauren M. Casey, '02 BA Liberal Studies, teaches in the Stockton Unified School District.

Danny Glenn, '02 BA Liberal Studies, is a sixth-grade teacher at Wilson Elementary School where he has drawn praise for his active involvement and great relationships with students, co-workers, parents, and administrators.

Ericka Kiriakou, '02 BA Liberal Studies, is a Kindergarten teacher at Chrysler Elementary School.

Yumi Soares, '03 Liberal Studies, is in her fifth year as a second-grade teacher at Modesto's Beard Elementary School. Her previous experience includes a teaching stint at a Japanese cultural school in Cressey.

Buz Olson, '05 Teaching Credential, is a third grade teacher and track & field coach at Stanfield Elementary School in Stanfield, Oregon.

Kate Lynn Nelson, '06 Liberal Studies, was recently appointed new volunteer coordinator of the Humane Society of Ventura County.

Mark P. Campbell, '08 MA Education, is the new Superintendent of the Calaveras Unified School District

Heather A. Costa, '04 BA Liberal Studies, teaches second grade at Monticello Elementary School in Tracy.

Ashlee F. Hess, '08 BA Liberal Studies, she is a substitute teacher for the Tracy Unified School District.

Robin L. Stromberg, '08 BA Liberal Studies, is a substitute teacher for Tracy Unified School District.

In Memoriam

James M. Chapman, '62 BA Education, May 14, 2009

Janet M. Gathright, '68 Credential, Education, Jan. 31, 2010

Myrna J. Jones, '78 MA Education, Dec. 2, 2009

Penny Lynn Tyrell, '82 Liberal Studies and Teaching Credential, March 17, 2010

Brendy A. B. Lundquist, '90 BA Liberal Studies, Nov. 6, 2009

Brenda A. Bressler, '94 BA Liberal Studies, June, 2009

Teresa G. Chaves, '94 BA Liberal Studies, Sept. 12, 2009

E-mail personal and address updates to us at: collegeofeducation@csustan.edu.

