

SPOTLIGHT

Vol 7 No.1



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...and much more!

SPEAKER'S REPORT

By Elmano Costa

Fall 2008 has been a time of incredible challenges and accomplishments. We began by welcoming our new Dean of the College of Education, Dr. Ruth Fassinger,

who came from the University of Maryland (Dean Carl Brown, who was with us for two years retired in June). She is a well-known researcher in her field. In her short time, she has already impressed us with her ability to learn quickly, her unabashed enthusiasm, and her willingness to listen.

This fall we also initiated the new Doctorate in Education Program. New legislation allowed the California State University system to offer the Ed. D. without needing to partner with a UC campus. CSU Stanislaus was one of the first campuses to obtain permission to offer this new program. The founding cohort of students is already on its way to obtaining doctorates.

The College of Education began to plan in earnest for the next accreditation that will occur in 2010. We are most appreciative that Dr. Oddmund Myhre of the Department of Advanced Studies has agreed to chair this project. Program coordinators will also play a major role, as will department chairs. In the next few months they

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DR. ARMIN SCHULZ ANNOUNCES RETIREMENT

Recently, Dr. Armin Schulz announced his plans for retirement, commencing Winter term, 2009. His retirement presents a larger-than-life vacancy to our college and department, our university and the Faculty Center, where he has resided for the past seven years. Dr. Schulz has been an integral part of so much of the College of Education. Faculty, staff, and most importantly, students will truly miss him. Below he responded to questions posed to him relating to his career, moments of pride and what he will be doing during his well-deserved retirement.

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Speakers Report, continued

will be collecting information, some of which must come from the employing school districts, to determine the effectiveness of our preparation programs. We will undergo a joint accreditation review by the California Commission on Teacher Credentialing (CCTC) and the National Council on Accreditation of Teacher Education (NCATE). We are proud to be the only campus in our service region that has national accreditation and are working hard to meet its standards.

And like all school districts, we have faced challenges mostly in the areas of budget. Not being protected by Proposition 98, the California State University is subject to deeper cuts that are only partially ameliorated by increased student fees. The fall semester began with several cuts in course offerings and the prognosis is that more cuts will need to be made in spring to accommodate the deeper cuts planned by the governor and the recently reconvened legislature. We can say with pride that

up to this point we have been able to admit all qualified applicants. Just like the K-12 system, our commitment is to first and foremost serve the needs of the students.

On a personal note, I assumed the position this fall semester of Coordinator of Field Services for the Multiple Subject Credential Program. I am most impressed with the school principals and teachers in our service region who have been so willing to accept student teachers in their schools and classrooms. The preparation of future educators is indeed a joint effort between the university and the schools, and the ability to place student teachers with experienced professionals is the highlight of the program. To all administrators and teachers, I wish to extend a sincere thank you knowing that words can never truly express the deep appreciation we feel for you.

~ Elmano Costa
Speaker of the Faculty, College of Education

Armin Schulz, continued

A brief background of my tenure here at CSU Stanislaus...

I arrived on campus in Fall of 1991 after serving as an adjunct professor teaching reading methodology courses for the Single Subject Credential Program (SSCP) while still working as the director of Curriculum for Sylvan Union School district. During my tenure on campus, I served as the founding Regional Director of the California Literature Project, one of the state's Subject Matter Projects. That role involved very intensive 3-4 week institutes held each summer. We were the first campus to offer year-round

institutes during the three months of summer. I have also served as Speaker of the College, Planning Committee member of the NCATE Accreditation process, Program Coordinator for the Master of Arts in Education: Curriculum & Instruction, the Program Coordinator for the Reading and Language Arts Specialist Credential Program, the Program Coordinator for the MA in Reading program, and the coordinator of the Graduate Certificate in Middle School Studies program. I had the wonderful opportunity of serving as the Director of the Faculty Center for Excellence in Teaching and

Learning when it opened its new facilities at the John Stuart Rogers Faculty Development Center. I was named the Interim Dean of the College of Education in July of 2004 and served in that role until August of 2005 while the College conducted a national search to secure a new dean. I have been an Academic Senator and the Chair of the University Faculty Affairs Committee as well as serving on the University Retention, Promotion and Tenure Committee (URPTC) for 3 two-year terms. I have served as Chair of the URPTC on four different occasions. I was honored at being named the

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educators, and physical and health educators. Faculty are committed to meeting the rightful expectation of the public regarding the education of effective and dedicated educators who exhibit competence, reflection, and a professional passion manifested in their advocacy for children and their communities.



Outstanding Professor of the Year (2003-04). Currently, in addition to being the Director of the Faculty Center for Excellence in Teaching and Learning, I serve on the WASC Self-Study Team and Inquiry Circle #3.

Second: Accomplishments of which I am most proud...

Four professional recognitions have great significance to me. Two of those recognitions were from the California Reading Association, an affiliate of the International Reading Association. I was elected to the California Reading Association's Hall of Fame in 2004 for outstanding and significant literacy contributions in areas of service, scholarship, and leadership, and was awarded the Marcus Foster Memorial Reading Award in 2000 for outstanding literacy contributions to the State of California. The California Association of Teacher of English (CATE) awarded me a Classroom Excellence Award in 2001 for "outstanding teaching skills in the classroom" at the university level. The other professional honor was mentioned previously in the form of the Outstanding Professor of the Year Award for 2003-04 given by the university community.

I'm also proud that my son, Erik, who said he'd never be a teacher because they have to work too hard, is now a teacher at Auburndale Intermediate School in Corona, CA. He realized the benefits of lifelong learning and has also received his Masters Degree from CSU, Fullerton.

What I will miss most upon closing this chapter in my career...

Being a part of a learning community that cares and shares has been a real joy and blessing to me. I will miss the opportunity for daily on-going conversations, laughter, and exchanges with friends from the campus community, including colleagues from my academic discipline, colleagues from other disciplines, and the colleagues who share each day with me at the Faculty Development Center. I will deeply miss seeing people each day who have become a very valued part of my life and my career. The support I have felt from many sources over the years spent at CSU Stanislaus is truly a gift I cherish.

Life after CSU and a full career...

I have a kitchen that needs to be remodeled badly. That's a project that looms ahead of me. I also have two growing granddaughters with whom I'd like to

spend more "Opa" time (that's German for grandpa).

I also recently have been informed that I have been selected as a candidate for the International Reading Association's Board of Directors. This association is one of the premier literacy organizations world-wide, so to be on their up-coming ballot is truly an honor. If elected to one of the three positions open, I will serve a three-year term of office becoming involved in a much bigger and broader sense of literacy. Travel and speaking engagement opportunities would likely follow and be in abundance. Since their offices are on the East Coast in Delaware, I'll maybe get to fulfill that wish of seeing a full-color array of changing leaves in a New England fall.

I want to assist friends, family, and loved ones who now need more of my time and energy - and hopefully, my sense of humor also. I'd love to do some adult literacy work and have time to get some children's writing done AND maybe even published. That's been a long-time dream placed "on hold" because of teaching and the busy-ness of life.

Armin, we wish you all the best and nothing but success in your new life - CJR

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GRADUATE COMMITTEE UPDATE

FOSTERING OUR GRADUATE CULTURE

By Shawna Young | Chair, COE Graduate Committee

The Graduate Committee is primarily responsible for reviewing and recommending graduate policies and procedures for the College, as well as reviewing and recommending the scheduling, staffing, and curriculum of graduate core courses*.

This year a broad goal of the Graduate Committee has transcended from the mechanistic duties assigned in its charge such as the scheduling of the EDGS Core. Stimulated by a broader campus-wide discussion of graduate culture in the University's Graduate Council, the COE Graduate Committee has embarked on a mission to foster the graduate culture within our College. With the addition of the Ed.D. program this year, now more than ever it is important to be mindful of the whole experience of our graduate students. In being attentive to our graduate culture, it is important to first acknowledge what it is that we already do that fosters that culture. Then we can consider what we can do to enrich it.

The College of Education has laid a foundation from which the graduate culture may thrive. Things already in place include the following.

Graduate Assistantship (GA) and Teaching Associate (TA) Positions

Each master's program offers, through a competitive process, graduate assistant and/or teaching associate positions to qualified graduate students. These positions include assignments such as serving as a research assistant, teaching assistant, or serving as the instructor of record for an undergraduate course section. These opportunities serve as a cornerstone of our graduate culture. They provide students with the opportunity to be engaged in meaningful activities that make them more adept and marketable. They provide the opportunity for graduate students to interact in meaningful ways with faculty engaged in research projects. These GA and TA positions also allow for the ultimate educational experience, when student transitions to teacher.

Graduate Core

The Graduate Core is a cognate of 12 units, heavily steeped in research design and methods that serves all nine of our MA in Education programs. This Core experience offers an opportunity for our graduate students to interact with others from various educational disciplines. This provides unique opportunity, particularly in the research courses, to examine common research design models and methods used across different

areas of specialization in education, and allows for rich dialogue about application.

Faculty from all four of the departments in the College are recruited to teach these Core courses. The COE Committee hosts annually a venue for the instructors as well as the program coordinators to review assessment data related to the effectiveness of these courses and to participate in dialogue related to teaching the Core. This process helps nurture a shared vision for the Core, and connects the nine individual master's concentrations together by a common thread.

Student Research Competition

The Office of Research and Sponsored Programs conducts an annual campus-wide Student Research Competition to promote excellence in student research. Students from the MA in Education programs have been strongly encouraged to participate in this event. Participants submit written papers and orally present the research projects before a juried audience. Local winners are advanced to a CSU system statewide competition. MA in Education students have taken full advantage of this research competition opportunity, with the most recent 2008 statewide winner coming from our College.

Handbook

Last year the Graduate Committee developed the MA in Education Faculty Handbook which has been distributed to the faculty of the College. The handbook provides an overview of the mission and goals of the MA in Education program, and includes information, policies, and procedures related to issues such as program admission and serving as chair of a thesis/project. The handbook was developed especially to support new faculty as they become involved in the master's program.

Reflecting on the capacity and structure already in place that fosters our graduate culture, the Graduate Committee has engaged in a process this year to broaden that support. This year the Graduate Committee has participated in the following initiatives.

DEPARTMENT OF PHYSICAL EDUCATION AND HEALTH SIGN ME UP! WE'RE OFF TO THE OLYMPICS!

By Janice L. Herring, Lecturer

Thirty minutes into an hour-long spiel about auditioning for a band and color guard tour to China for the 2008 Summer Olympic Games, my 14-year old freshman daughter, Carlee turned to me and said, "Mom, can I go?" My instant reply was, "Yes, and I'm going too!" Though the look of chagrin on her face meant that she wasn't thrilled with the second half of my response, we were both giddy with the prospect of traveling to Beijing, China. Recalling the wonder and excitement of a 1976 Bicentennial year cross-country marching band tour with 250 high school students when I was 14-years old, and a choir tour to Australia, New Zealand and Hawaii 10 years, later, I was not going to let this educational opportunity slip away from my daughter.

Our trip to China was a time of new discovery, mother-daughter bonding, and a cultural awakening. Given the chance, I would do it all again. We left on July 29, and arrived back in Modesto on August 15, 2008. Reflecting over the 2 ½ week odyssey, Carlee said that she felt very privileged, both to have gotten the chance to go on the trip, and to be an American. She observed that the heavy presence of police, soldiers, and armored tanks was a regular reminder that we weren't in Kansas! It wasn't an overwhelming presence, in that we didn't fear for our safety. But when the tour guides

warned us not to take pictures of the armed soldiers at various road checkpoints, we took heed. The presence of "canned audiences" at the performances, "volunteers" who were all dressed alike, was further evidence to Carlee that the freedom to assemble is very limited in China. We were given 5-6 water bottles per day, having been warned not to drink the tap water. Lunches and dinners "out on the town" were wonderful with a wide variety of Chinese cuisine. Western food was recognizable and available, in packaged goods at stores, and at the world-renowned McDonalds and KFC franchises.

For the musicians and color guard, much of the first week was spent rehearsing in very oppressive heat and humidity at Grand Epoch City, the International Conference Center that was our home. The full Tutti Orchestra performed at Tiananmen Square on August 3 - the first foreign group ever permitted to do so. The square was closed to visitors with a 3' high fence and soldiers/guards stationed around the perimeter.



Janice and Carlee Herring

continued on next page...

Doctoral Culture Forum

In partnership with the Ed.D. Executive Council (EC), the Graduate Committee co-hosted the first of what may be a series of forums related to fostering the culture of the doctoral program. All COE faculty were invited, and participants included faculty assigned to teach in the program as well as the Dean, Vice Provost, and Provost. Emerging from this first session was discussion about transformation to a more research oriented community within our College. One idea that emerged to facilitate that community would be to develop research centers where faculty could collaboratively pursue shared research interests. Another idea that evolved from discussion was the development of a colloquia series (see *Research Colloquia* below) which would provide a venue for members of the graduate community to share research. Another important issue raised in the forum is related to providing development opportunity to faculty who will be taking on new roles as advisors of doctoral dissertations.

Research Colloquia

In partnership with the EC, the Graduate Committee will be contributing to the development of the colloquia series mentioned above. The Doctoral Program Director and the EC will be leading this effort. Information will become available as the endeavor evolves.

The Graduate Committee is interested in your input with respect to our graduate culture.

If you have ideas to help enrich the overall experience of our graduate students, the Graduate Committee welcomes your presence at one of our committee meetings, or you may forward your ideas in writing to any of the committee members:

Shawna Young, Chair and Physical Education Proxy
Dawn Poole, Advanced Studies
Whitney Donnelly, Teacher Education
Susan Neufeld, At Large



A group of about 200-300 Chinese “volunteers” with their “thunder sticks” was brought in to supplement the crowd of chaperones.

On August 6, via a caravan of 57 buses (nearly 2500 people), we traveled about one hour to Tianjin’s Olympic Square for the final performance of the orchestra. All along the highway and into the city, policemen lined the route and stopped traffic so that we could arrive at our destination in one group. That was pretty amazing with people waving at us while we waved back. The Tianjin Olympic Square was festive, with a huge stage and Olympic decor. The full Tutti Orchestra, including Red, Green, and Yellow Orchestras numbered between 1700-2008 members. I never got the final count. The audience was probably two-thirds the size of the orchestra, with the square surrounded by police in at least three rings. Again, it was broadcast throughout China on their national stations.

A 10-hour overnight train ride to Shanghai (August 9/10) was a new adventure to many of us. I was dorm mother for sleeper car #24 to three teenage girls. You can learn a lot doing that for a night. On foot and by evening cruise, we toured both sides of The Bund, a riverfront showcasing old European and new skyscraper-laden Shanghai. We also saw a spectacular show of the Shanghai acrobats. We were coached by our tour guides in the art of “bargaining” and shopping the market-places and window-shopping the upscale shopping district. Visits to a pearl factory, with demonstrations of fresh water pearl farming, and a silk factory tour, tracing silk production

from silkworm to garment resulted in many souvenir purchases. Carlee and I went on an optional tour to a “water town”, Zhujiajiao, which dates back 1900 years. It has canals for many of the “streets”. On our last night in China, we went to the Olympics again, this time seeing two mens’ soccer games in Shanghai. It was a terrific final night in Shanghai.

Our return trip on August 14-15 spanned 40+ hours from the time we left the Galaxy Hotel in Shanghai at 5:30 a.m. until we reached Johansen High School in Modesto at 6:00 a.m. on August 15. There was the International Date Line to cross, so we had an extended August 14th. It included a 4-5 hour plane ride to Bangkok, Thailand, 6-7 hour layover, 15-16 hour plane ride to Los Angeles, and then a chartered bus ride back to Modesto. Our group of students from Enochs and Johansen High Schools was terrific. The students got along well, were respectful, and were fun to be with. It was interesting to witness the students’ reactions to the whole experience of traveling, many of whom were leaving California for the first time. The international exchange with their peers from different countries and cultures helped to stretch their assumptions about others and to examine how Americans are viewed as well. My own daughter has been interested in traveling from the time she was in preschool. Now into her junior year of high school, she is starting to think about college majors, and has added cultural anthropology and sociology to the growing list of possibilities.

For more on the trip check out Carlee’s blog in the Modesto Bee’s Community blogs <http://thehive.modbee.com/> Select “The Arts” and search for “thebandinchina.” You can also access the Beijing 2008 Olympic Orchestra website for photos and media coverage at <http://www.beijing2008olympicorchestra.com/joomla/index.php>

IN THE SPOT LIGHT

ANNE WEISENBERG



Teacher Education, Multiple Subjects

I had been here for a week and our first College of Education Faculty meeting began with the Dean's address titled "Surprised by Joy". Being a fellow "newbie" I had the same sentiments. I had spent the last 20 years of my career in the K-12 system in a variety of teaching roles and was excited and nervous about my new position at the University level.

My most recent experience was as a Reading Recovery®(RR) Teacher Leader. In this role I did what I loved most, teaching teachers how to teach struggling children to read. I believe there is not a better professional development model than that of RR. A truly constructivist model where everyone has a voice and is encouraged to discuss, challenge, and pose tentative hypothesis. Along with the intervention of RR, I was responsible for the professional development of the Title One Schools in their language and literacy model, a multi-tiered balanced approach. We worked as a large professional learning community with the same goal in mind- increased student achievement.

My dissertation, an Action Research project, was based on the literacy model and used peer-coaches for implementation. I was pleasantly surprised by the results, which I termed a "Supportive

Spiral of Success." I found that the powerful relationships that were developed and nurtured in the peer-coaching model grew into larger supportive relationships and finally into whole grade-level, or even school-wide professional learning communities.

I had taught part-time for CSUS for a few semesters and loved the experience. I also had a fellow doctoral-cohort colleague that worked here and knew that it would be a professional atmosphere with sharing, planning, and learning together. After my interview, I knew that this was the kind of environment where I belonged.

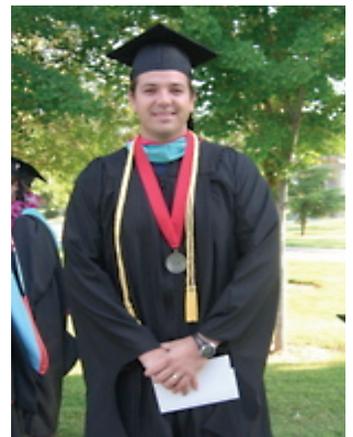
From the New Faculty Orientation to departmental meetings I have the feeling of a community that wants to learn together and work in a positive atmosphere. I am interested in continuing my research in the area of professional learning communities, or faculty learning communities, and possibly even experimenting with a peer-coaching model at the faculty level. Any willing participants? I look forward to my many years ahead of me and continue to wait to be "surprised by joy".

Recent MA Student in Physical Education Moves on to Doctoral Study at Middle Tennessee State

Andrew Alstot, graduate of the MA in Education, Concentration in Physical Education program Spring 2008 and previous recipient of the "Outstanding Student" award, is moving on to Middle Tennessee State University to pursue a doctoral degree in physical education with an emphasis in pedagogy. Andy will be working in the discipline at the University as a

Graduate Assistant, which will cover the expense of his tuition and include a living stipend.

While a graduate student in the MA program at CSU, Stanislaus, Andy was a physical education teacher, baseball coach, and athletic director at Stone Ridge Christian High School in Merced, CA. When he completes the doctoral program at Middle Tennessee, he plans to pursue a faculty position at a university where he can utilize his experiences in the secondary setting to train preservice physical educators.



SOME DAYS THE DRAGON WINS

A CALL TO ARMS

By Dr. Ruth Fassinger | Dean, College of Education



For this, my first contribution to the COE *Spotlight*, I was asked to produce something about my background/credentials, as well as my vision for the college. I have struggled mightily with this assignment, in large part because I feel that you already have much of this information. You have the letter I sent you all shortly after my arrival outlining the highlights of my

professional journey to CSU Stanislaus, and you also were introduced to my goals for the college through the presentation that I made at the first faculty meeting of the year. Moreover, I think that, at this point, you already have a pretty good sense of my style and what I value, and, especially, how important it is to me to collaborate on goals and tackle problems together. I could say more about all of that, and I can certainly send out my PowerPoint slides of COE goals if you want them, but to what end? It all feels sort of redundant at this point.

This internal resistance reminds me of when I was first awarded Fellow status in the American Psychological Association about a decade ago. I had to present a new fellow address that was supposed to be a scholarly talk demonstrating the connection between my research and my life. I love to talk about virtually anything (as many of you probably have noticed!), but then, as now, I was stymied by the artifice and formality of the task, and I desperately wanted to figure out a way to SAY something to a group of people I cared about. I decided on the train between Washington, DC and Boston that I just couldn't produce the "straight" talk (no pun intended) that I was supposed to, and I created a story instead. The story was meant to tell some truths about myself, but also to be a challenge to my colleagues.

So, in that spirit, I offer you a similar story. It is a cross between a fairy tale and a parable – a fairy parable – and, like all fairy parables, it is about ALL of us, you as well as me (so pay attention).

ONCE UPON A TIME...

...in a shabby little house in an ordinary small town on a very long island in a not-so-far-away land, a girl came into the world. Her name was Everywoman, but she was called Eve for short.

Eve was born with all the advantages that being blonde, blue-eyed, reasonably intelligent, and having an intact family conferred on a little girl in that land at that time, and Eve learned lessons early in her life that she never forgot. From her mother she learned to love words and hate unfairness, from her father she learned to love laughter and hate weak opinions, and from both of them she learned that, if you are going to insist on coloring outside the lines, you should at least do so with bold enthusiasm and bright crayons.

Eve's family was very poor due to the vocational mishaps of her well-meaning parents, which left Eve with an enduring interest in how people get – and keep – jobs, and an unmitigated distaste for anything old. Eve spent her childhood in hand-me-down clothes mended by her mother, carrying lunch boxes salvaged by her father from the town dump. Eve, who wanted more than anything to be popular and have days-of-the-week underwear, always vowed that when she grew up, she would be sinfully rich and sexy, she would eat anything she wanted, and she would become a cowgirl and wear



IN THE SPOT LIGHT

DONNA ANDREWS



Teacher Education, Single Subjects

My journey to CSU has been an interesting one to say the least. I was born in Brooklyn, New York and raised by two hard working parents. They had me when they were 19 years old and never attended college; however, they valued education and a strong work ethic. We moved around a lot during my elementary school years as my parents searched for schools that could meet my educational needs. I was put in programs that were experimental at the time – today we would call them gifted programs or charter schools.

At St. Lawrence University in New York, I found my academic home. I loved the rigor of school and worked hard to be an excellent basketball player. My coach called me Dr.A back in the day when Dr.J was schooling everyone on the court. I decided that perhaps some day I would enroll in graduate school and earn the right to be called Dr.A. I graduated in 1981 with a degree in mathematics. I then went on to receive my Masters in Education and worked as a graduate assistant in the athletic department as, of course, a basketball assistant coach!

I was joyfully surprised that I loved education. I started off my career as a middle school math teacher and started an alternative

education program modeled after the *Foxfire* series. I left public school education after five years and entered the field of higher education. I worked in the Minority Affairs Office at St. Lawrence University. I was promoted quickly within the Student Affairs Office and was then encouraged by the Dean of Academic Affairs to pursue my doctoral degree in order for me to have more career options.

I started my doctoral program in gifted education and counseling in 1990 at The Ohio University. I was a single parent at that time with a five-year boy who ended up loving the Buckeye Nation! I was officially Dr.A in 1994 and decided to stay in Columbus until my son graduated high school. He ended up attending the University of Dayton where he graduated last year with honors and received a degree in communications and music. He is presently working for Verizon Wireless and is having much success as the drummer, composer, and singer in his band called The Werks

I was hired in 1991 as a drug and alcohol prevention coordinator by Upper Arlington High School during my doctoral program. This was

continued on next page...

fringed skirts and boots and ride around the countryside on a silver-grey horse named Star.

Now Eve's island, like most lands, had lots of rules that people had to follow, and no one knew exactly where they came from. There were rules about who you could live next to, who you could love, what you were supposed to be when you grew up, how you were supposed to worship, which dragons in the countryside were to be most carefully avoided, and how you were supposed to think and feel and behave. Eve learned early that being White was good, that being poor was bad, that if you were a girl you should act like a girl, and that dragons appeared in deceptive guises. In fact, sometimes the rules and the

dragons got all mixed up, which made things even more confusing. For example, there were lots of rules about who you could love, and the grownups issued dire warnings about the terrible dragon of Perversion. But in all of her secret forays into the countryside, Eve never once laid eyes on that particular dragon. However, she did see dozens of dragons of Stigma and Shame. They seemed especially loathsome and dangerous, and yet no one ever warned her about those dragons. So in time, Eve came to distrust the rules and wonder a lot about the dragons. Being a person who liked to color outside the lines anyway, she hated the rules more and more as she grew up, and she vowed she would

change them someday when she finally got off the island.

Now, living on an island -- however long -- made Eve acutely aware, at an early age, of bridges, and how much you needed them to get anywhere really important or to escape from places you didn't want to be. Eve was fascinated by bridges, and often mused about where they led. Before long, she was incorporating bridges into all of her art projects in school, and she began to see bridges in everything – words, music, ideas, and even sometimes in dragons, especially if they were weak or in pain.

All in all, Eve's childhood was mostly unremarkable, she went through all the

continued on next page...

Donna Andrews, continued

an excellent opportunity for me due to the fact that I was researching the use and abuse of alcohol and drugs by students who were labeled gifted. Unfortunately, there was a levy failure in our district during the last year of my doctoral studies and I was able to stay on as a math teacher at the high school. I would be joyfully surprised that this professional move placed my desk in the teacher work area next to an amazing fellow educator named Mike who I married in 2003!

I applied for a position at CSU Stanislaus and interviewed in January of 2007. Karen Breshears and I became instant friends as she arranged my visit to CSU. I was extremely impressed with how nice everyone was to me in the department, especially Robin Hennings who removed crumbs from my hair during our breakfast interview! I walked away from the experience feeling like I had a professional home and a place where I could make new friends. I was more than pleased when Carl Brown made me an offer that I couldn't refuse!

On June 6, 2007, I received a telephone call that completely changed my life. It was my surgeon telling me that I had breast cancer! I had had a biopsy and just thought everyone was making a big deal out of nothing, even though my mother and my aunt were both breast cancer survivors. Denial can be a powerful coping mechanism! I immediately called Karen Breshears and Carl Brown to tell them that I was

not going to be able to come to CSU – it was one of the toughest moments of my life. I was joyfully surprised when Carl Brown called me right back and offered me a medical leave of absence from the university. I was truly a luck woman.

The mastectomy, chemotherapy, and reconstructive surgery were all grueling episodes in my life that no one could prepare you for on this earth. This is when God sent me an angel through Joan Wink who shared her heart and soul with me and made me feel that there was a light at the end of the tunnel. Now, I knew enough to hug the wall because it could have been a train coming right at me!

I arrived on campus cancer free on August 11, 2008 and was joyfully surprised by how helpful everyone was to me right from day one. I was particularly impressed with how friendly all the students were on campus. They were giving me two thumbs up and yelling “yeah” as I passed them in front of our building carrying my boxes of books to my office. I later realized that I had placed my books in a Budweiser beer box! I shared my horror with Susan Neufeld and we both laughed and agreed that I may have developed a new recruitment tactic!

I am excited to be here at CSU and feel blessed that the university has embraced all my ideals, educational philosophies, and my personality. I look forward to growing professional here in Stanislaus County and I hope to be able to some day call this place home!

Fassinger, continued

normal crises of adolescence that being awkward and bookish -- but passionate and opinionated -- would predict, and chose a college as far from the island as her scholarship would allow. Eve had given up on being a cowgirl when she learned that the pay was lousy, and she spent her high school years battling with her guidance counselor over becoming a scientist, which he -- like most men in that land at that time -- adamantly insisted girls could not do.

After abandoning, each year by turns, plans to become a geologist, meteorologist, geneticist, and astronomer (and being left with a permanent distrust of vocational “guidance”), Eve went to college to study music and become Julie Andrews. Unfortunately, that job was already taken, but Eve had evolved into a flower child by then and didn't care. She was too busy smoking pot (which she did not inhale), embroidering peace signs on her blue jeans, learning all about the forbidden dragons of Alcohol and Sex, protesting the latest war, and trying to get herself arrested.

Eve's friends urged her to go into politics, but she had learned her guidance counselor's lessons well, and she realized that, as a female in that land at that time, she would never be taken seriously. Besides, already a Woodstock veteran at the tender age of 19, Eve knew she could never behave appropriately



enough to get elected to public office. So she chose teaching instead, a profession in which she could be a bit eccentric, and undertake the radical, revolutionary business of changing the world -- quietly, implacably, one child at a time. And she chose literature as the vehicle for her revolution, because she saw it as a bridge that could link diverse times and places and people in common understandings that would help her students learn to recognize and grapple with the dragons in the countryside.

So Eve became a teacher, and spent many years immersed in the worlds of music and theatre and literature. She was, by all accounts, a maverick, a gadfly, an untamed spirit – she passionately loved teaching and she truly believed that her tactics and her impact were revolutionary in the small world she inhabited at that time. In fact, she might still be in a public school to this day, were it not for Herman Melville, and famous dead-white-male writer who had lived long before Eve was born.

Eve calmly one morning set about her usual task of teaching high school sophomores, using the required-by-the-school-board literature book with one of old dead Herman's interminable stories. In the midst of extolling the virtues of a particular turn-of-phrase used by old dead Herman, Eve cast a quick glance at her benumbed students – some sleeping, some doodling, some staring into space with glazed eyes – and (lo and behold) was plunged

instantly into a full-blown career crisis. Before her, she saw young men and women whose lives, she knew, were fraught with ongoing battles with the dragons in the countryside – the dragons of Alcohol and Drugs, the dragons of Abuse and Unwanted Pregnancy, those old dragons of Stigma and Shame – and, for one excruciating moment, Eve forgot what it was, exactly, that old dead Herman was supposed to be saying to these young people struggling with their dragons. And, all at once, Eve lost her sense of purpose, her revolutionary zeal, and her literary passion, and she stood, mute and bewildered, trying to remember why she was there.

Of course, like all good teachers, Eve quickly recovered, resumed the lesson, and recaptured the attention of her recalcitrant students. But Eve was never the same after that episode, and she became increasingly impatient with the slow revolution she had previously mapped out as her life's work. Surely, she thought, there had to be a way to tackle dragons more directly than through literature.

So Eve set off again in search of a bridge – one that would span the chasm between her fantasy of changing the world and the reality of those dragons. She hadn't searched long before she stumbled – quite accidentally – upon psychology, a profession that seemed to be all about the dragons that everyone encountered in life, and she felt her world open up again. She was ready to take on the dragons, whatever dreadful forms they might assume.

Now, in that land at that time, everyone who wanted to become a really good psychologist went to a special school that emphasized how people come to know things and why some knowledge is credible and some isn't. Having set out originally to learn to fight dragons in the countryside, Eve instead became seduced by more scholarly pursuits, and immersed herself in the intricate mysteries of theories and models and statistical tricks much in favor in that land at that time. This is when Eve discovered that her guidance counselor had lied. There WERE women out there – being scientists and historians and philosophers and leaders of all kinds. Although she felt a little duped, Eve was exceptionally lucky for a woman in that land at that time. She found extraordinary mentors, and, recognizing a bridge aficionado when they saw one, they encouraged her to think and talk and write and teach about bridges.

So she did. For two decades, she thought and talked and wrote and taught about bridges – bridges between populations and practice, bridges between theory and methodology, bridges between disciplines, and bridges between professionals who wanted to teach and help others. She even talked and wrote about bridges that needed to be crossed in order to find and fight the dragons raging in the countryside. In fact, she became so well-known for her expertise about bridges that, before long, she was being accepted by her colleagues into the most exclusive professional clubs and societies, and she felt very honored.

But Eve spent so much time thinking and talking and writing and teaching about bridges, that she spent less and less time actually walking on bridges to get to other interesting places. Pretty soon, like many of her colleagues in that land at that time, she found herself trapped on an island of her own making, an island where everyone talked mostly to others just like themselves (even if they did speak of the dragons, who were getting out of control), and where there were still rules about how to think, feel, and behave – very subtle and sophisticated rules, but rules nonetheless.

...she found herself trapped on an island of her own making, an island where everyone talked mostly to others just like themselves...

Fassinger, continued

Now Eve hated rules as much as ever, and she began to get impatient with her island and everyone on it. She became more and more strident in her talking and teaching and writing (which was a clear violation of the rules, as everyone reminded her), and she began to search yet again for bridges out of her present predicament leading to new places and people and projects. By this time, Eve had been teaching others for many, many years, and she even tried new professional roles where she thought that she might help others who had dedicated themselves to this particular path. But those rules still felt suffocating, and she continued to search for bridges by day and dream about bridges by night.

As it turned out, the most important bridge was right in her own backyard, and one day, an event occurred that MIGHT change Eve's life forever.

As she sat working in her comfortable office, she heard screaming outside her windows. She looked out, and (lo and behold), there was a ferocious, fire-breathing dragon lumbering across the bridge toward her island, oozing poisonous slime and bent on destruction. Eve was shocked! Although everyone worried about the growing threat of the dragons (who seemed to devour more and more people every day), it was still widely believed in that land at that time that dragons stayed in the countryside waiting for their unwitting prey to appear, and if the dragons got you, it was through your own ignorance or weakness. They certainly never charged into towns attacking people who lived in nice houses with stout fences.

But, nevertheless, there was, most definitely, a dragon out there on the bridge, which buckled and swayed and threatened to collapse under the weight and fire of the fearsome beast. Eve panicked when she saw her bridge – the only route off the island – begin to crumble, and she knew she needed to take action. So she grabbed her armor from a dusty corner, yanked open the door, raced down the hill to the bridge, and when she got there, gasping for breath, she looked into the eyes of the dragon and...

And here, my colleagues, the story stops. It stops because this story is about each of us, and each of us must write our own ending. What will YOU do? Will you retreat to safety and hope the dragon simply disappears? Will you burn the bridge in your desperation to rid yourself of the dragon, and then re-fortify the walls around your island? Will you stand, uncertain, trembling, while someone else takes on the fight?

Or will you confront the dragon with whatever professional arsenal you possess? Is your weapon power, and will you slay the dragon, once and for all, with the sheer force of your conviction? Is your weapon humor, and will you tickle the dragon until it howls with laughter and falls to its death on the rocks below? Is your weapon reason, and will you appeal to the dragon's sense of decency in sparing your island? Is your weapon compassion, and will you learn the language and ways of the dragon in order to tame it to more noble ends? Is your weapon persuasion, and will you convince the dragon to quit its irksome ways and retreat back into the countryside?

What will YOU do?

Choose carefully, because others are depending on you. Choose boldly, so others know where you stand. Choose wisely so others will join with you and help you in the struggle. And, most of all, choose humbly, because even the best professionals out there (including those who color outside the lines) don't know everything, bridges are fragile structures, and some days the dragon wins. But everyone has the right to live happily ever after.

♡ THE BEGINNING ♡

But,
nevertheless,
there was,
most
definitely, a
dragon out
there on the
bridge, which
buckled and
swayed and
threatened to
collapse under
the weight and
fire of the
fearsome
beast.



DR. E. COSTA RECEIVES PRESTIGIOUS AWARDS

Portuguese Government Honors Teacher Education Professor Elmano Costa

Dr. Elmano Costa, Professor of Teacher Education at California State University, Stanislaus, has been honored by the government of Portugal for his efforts to promote awareness of the Portuguese culture.

Costa received the honorary insignia of Commendator of the Order of Public Instruction during a September 24 ceremony conducted at the Portuguese Consulate in San Francisco by the Portuguese Secretary of State for Portuguese Communities, Dr. António Braga. The President of Portugal, Dr. Aníbal Cavaco Silva, approved awarding of the title which originated centuries ago as the entrusting of duties to a layman by the king.

Dr. António Carvalho, Consulate General of Portugal in San Francisco, nominated Costa for the award in recognition of his dedication to promote the teaching of the Portuguese language and culture, to promote citizenship and voting, and for his many philanthropic endeavors. Costa was instrumental in the establishment of the Center for Portuguese Studies at CSU Stanislaus and the creation of a Portuguese language minor academic program.

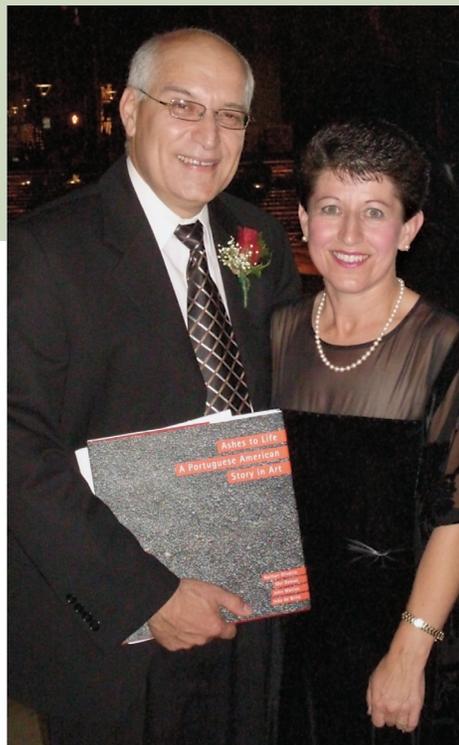
“The title is presented only to those people whose character and work exemplify the highest standards, and Dr. Costa is one of these few individuals,” Carvalho said.

A native of the Azores Islands of Portugal who immigrated with his family as a youngster to California’s Central Valley, Costa was the first in his family to graduate from high school and earn a college degree. He received his bachelor’s and master’s degrees at CSU Stanislaus and a doctorate in education from the University of the Pacific. Before joining the CSU Stanislaus faculty 12 years ago, Costa served as a junior high school mathematics teacher, elementary school teacher, and principal.

“While I am most grateful for this recognition, I am also humbled that the country which I left has seen it fit to recognize me,” Costa said. “I am but one among many who give so much of their time for the betterment of all.”

Costa received the Alumni Service Award from CSU Stanislaus in 2001 and was honored with the Portuguese Cause Award by the Portuguese Union of California in 2002.

Dr. Elmano Costa, Professor of Education at California State University, Stanislaus was recognized with the Education Leadership Award at the Twelfth Annual PALCUS Leadership Awards Gala on September 1, 2008. This year, the banquet was held for the first time in the West Coast in the city of San Jose. PALCUS is the only national



Pictured is Dr. Elmano Costa and his wife, Albertina.

organization unifying the Portuguese communities in the United States.

Mr. John Bento, chairman of the board, stated that “Dr. Costa has been a cultural ambassador who has worked diligently on behalf of our communities, manifesting the hardworking spirit of our culture and the family values we hold dear. He has achieved amazing success and has provided an example to the community through his work. In his career he has proudly recognized his Portuguese background.”

Dr. Costa has been a professor of education at California State University, Stanislaus for 13 years. He is the director of the Center for Portuguese Studies at CSU Stanislaus. Prior to this, he was an elementary school principal in Delhi and Livingston for 10 years and a middle and elementary school teacher for 7 years. He was a co-founder of two non-profit agencies in Turlock: the Portuguese Education Foundation of Central California, and the Valley Area Living Enabling Resources (VALER) Social Services Referral Agency. He is also on the Board of Directors for the Portuguese-American Citizenship Project based in the Washington, D. C. area, serving as the coordinator for the California Region.

In his acceptance remarks, Dr. Costa stated, “While I can say that I have volunteered much time to several causes, the success of those undertakings is not just due to my efforts but

Dr. Costa, continued

to those of every member of the organizations with which I work.”

Returning to the area he holds dear, Dr. Costa emphasized that, “Education is the preparation that allows us to take advantage of the opportunities that we cross in the journey of life. In 1991, I was co-founder of the Portuguese Education Foundation of Central California, and it gives me great pride to see the changes in the Central Valley Community in the last 17 years.”

Dr. Costa also focused on another area of extreme importance to the community, when he stated that, “We must become citizens; we must vote; and we must join lobbying organizations like PALCUS. Fifteen years ago not one candidate seeking elected office in Central California bothered to court the Portuguese vote. Today, they all do.”

The gala was held in the Rotunda of the new City Hall in San Jose, and was followed by a reception for the honored guests and their families at the Hotel Montgomery.

TEACHING ECONOMICS IN ELEMENTARY SCHOOL

By Brandon Price

As I write this article, millions of Americans are facing the prospect of losing their homes, the federal government has approved a \$700 billion dollar “economic rescue plan”, the National Debt has surpassed \$10 trillion dollars, and stock values continue to fall. All of this is startling, but even more startling is the fact that most Americans can’t explain why any of this is happening, because most Americans lack a fundamental understanding of Economics.

For over 150 years Economics has been referred to as “the dismal science”, and generations of students who have taken economics courses might agree. However, learning economics doesn’t have to be dismal. Learning Economics can actually be quite enjoyable even for children in our elementary schools. Many of the most powerful concepts in economics (Scarcity, Choice, Opportunity Cost) can and should be introduced to children at a very young age. CSU Stanislaus is preparing future teachers to do just that.

In Economics 4700 future educators not only learn the most powerful principles of Economics but also become familiar with the Economics Strand of the California Content Standards for Social Sciences while developing strategies for integrating economics into the K-8 curriculum. Where many teachers who sit down with their students to read *Flick the Inventor*, *If you Give a Moose a Muffin*, or *The Lorax*, might believe they are simply sharing a story of an ant, moose, or bear-ba-loot, students who have taken Economics 4700 know that these stories are far more valuable. They know that these stories are opportunities to introduce students to an array of powerful economic concepts including scarcity, choice, opportunity cost, resource allocation, technology, market structure, capital investment, market failure, negative externalities, cost benefit analysis, and more.

So why is it so important that children be exposed to economics at such a young age? As Jim Charkins, Executive Director of the Council on Economic Education, explained in his article Economics: It’s Elementary “Economic analysis is a skill. Like any other skill the earlier it is learned, and the more it is practiced, the better it will be mastered.” He goes on to explain that economic concepts like scarcity and choice are “. . . basic to student success in school and life. For example, in terms of applying cost benefit analysis kindergarteners must

understand that they can’t have everything. They must choose and are responsible for both the benefits and the costs of their choices.” If we as a society expect adults to have the ability to weigh the costs and benefits of their actions and make sound choices, then we should be introducing these skills at a young age. Perhaps if we did we would not see as many foreclosures and bankruptcies.

Another reason that it is essential to teach economics in elementary school is that it is crucial that students understand economics in order to make meaning of what they are learning in the social sciences. As Dr. Charkins explains

“If Economics is understood, not as the study of money, but as the study of choice, then it is impossible to comprehend how social studies could be taught without Economics. When children learn about the maritime explorers of the 15th and 16th, centuries, they learn that Columbus sailed west to reach India. Without understanding why he wanted to reach India, the story loses much of its richness. To understand that pepper and nutmeg were actually worth more than gold, and that the Spanish and Portuguese were in a race to find a less costly water route to the spice sources in order to break the Venetian monopoly adds an exciting dimension to the story.”



If we agree that it is essential to teach economics in our elementary schools we must have teachers who are qualified to do so. We cannot expect teachers to educate elementary school students regarding the principles upon which the Economic Strand of the California Content Standards are based if we do not give them the tools to do so.

In Economics 4700 students critique lessons from the National Council on Economic Education related to the nine principles upon which the Standards are based:

1. People choose.
2. Every choice has a cost.
3. Benefit/cost analysis is useful.
4. Incentives matter.
5. Exchange benefits the traders.
6. Markets work with competition, information, incentives, and property rights.
7. Skills and knowledge influence income.
8. Monetary and fiscal policies affect people's choices.
9. Government policies have benefits and costs.

After critiquing these lessons students develop their own lessons related to the content standards.

In addition to developing an understanding of the nine principles upon which the standards are based, students in Economics 4700 must also learn to apply economic reasoning to contemporary issues so that they may encourage their future students to do the same. Students analyze a variety of social issues including everything from pollution control alternatives to the justification for public support of education. By analyzing these issues students learn to think like an economist. They develop the skills to analyze the short and long term costs and benefits of alternatives in order to make decisions.

If our teachers have these skills, coupled with a familiarity with the Economics Strand of the California History and Social Science Content Standards, our elementary students can develop the economic literacy that is essential to the future of our state.

THE CREDE GRANT CONTINUES

The Center for Research on Education, Diversity and Excellence (CREDE) grant is coming to a close. This year marks the end of a three-year, multi-million dollar grant received in collaboration with UC Berkeley. The purpose of the grant was three-fold:

1. Institutionalize a collaborative mechanism for the university and school districts to recruit, support, and train teacher candidates to meet the district's teacher recruitment needs.
2. Institutionalize the necessary conditions for modeling, teaching, and supporting the development of effective teaching strategies for diverse learners at all levels of teacher preparation and induction.

3. Institute strong cross-college collaborations that improve the content knowledge and pedagogical expertise of new teachers, especially in mathematics, science, language arts/literacy, and technology.

While the grant officially expired this fall, some monies were remaining. We applied for and received a no-cost extension. This affords us the ability to use the remaining funds to extend the grant for one final year, and continue to work on established goals.

Dr. Chris Roe, Primary Investigator for the CSU Stanislaus campus, has continued with the forward motion of the grant after his predecessor, Dr. Joan Wink FERP'd this past spring. Student teachers have received grants this fall

and now, because of the extension, a new group will be able to receive grants this spring. They will be placed in schools in Modesto, Stockton and Riverbank.

Teacher Education faculty have been provided professional development in the CREDE standards and continue to use them in their classrooms. In talking with faculty across the campus in other disciplines, faculty who participated in the initial professional development continue to use the standards as part of their instruction.

This spring, plans are underway to bring faculty together who have participated in the CREDE professional development model to share their current practices with the CREDE standards and discuss the results they have achieved with their students.



DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

By Dr. Steven Lee

The Doctoral Program in Educational Leadership at CSU Stanislaus is currently accepting admission applications for its second cohort. Cohort 2 will begin in June 2009. The program anticipates accepting 20-25 students in its two specializations: P-12 and Community College.

The priority application period is from December 1, 2008 to February 16, 2009. Several on-campus and off-campus information sessions will be held throughout the winter and spring. There are 29 students currently enrolled in the program. Students include superintendents, principals, directors, professors, and teachers. The Doctoral Program is designed to be completed in three years. The program received full accreditation from Western Association of Schools and Colleges earlier this year.

There are 17 Core Faculty and 14 Affiliated Faculty in the program. The Program plans to host various academic and faculty development colloquia in the spring. Specific information on admissions, information sessions, and program events may be obtained from the program website, www.csustan.edu/edd.



By Susan Neufeld

Abundant Books for Children (the ABC Project) continues to distribute books to preschool aged children in Turlock since January 2007. As part of our on-going fundraising efforts, I am beginning our second "Quilt of a Thousand Patches". Last year's quilt help to raise over \$800 and was won by a Modesto school vice-principal. As before, patches may be purchased for \$1 each or a block of 25 patches for \$20. Each patch purchased will represent another opportunity

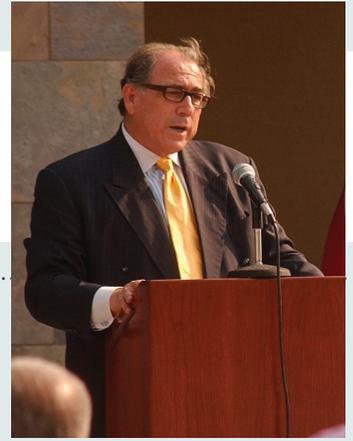
to win the quilt in a drawing to be held the end of March at the Stanislaus Reading Council's mini-conference.

If you would like to support this project, purchase quilt patches, or for more information, please contact me (664-6719 or sneufeld@csustan.edu). Thank you in advance for your interest and support of this project to develop life-long successful learners.



IN THE SPOT LIGHT

DR. BENJAMIN DURAN



Each year, the COE will spotlight one community member who has had an impact on a program, a department or COE related activity. This year, Advanced Studies is proud to honor Dr. Benjamin Duran: Key Supporter of Ed.D. Program.

Although many community members contributed to the development of the Doctoral Program in Educational Leadership, Dr. Benjamin Duran deserves special recognition for his involvement. Dr. Duran has been the Superintendent/President of Merced College since 1998, following a 6-year term as Assistant Superintendent/VP for District Administrative Services at the institution prior to his appointment as president.

Dr. Duran very generously served in various roles during the development and early implementation of the Ed.D. program, offering valuable suggestions at all stages of the process. He has been a member of the Community Advisory Board since the committee's inception, currently serving as Co-Chair of the committee. He participated in the September 2007 phone conference with WASC reviewers, and also was present during the January 2008 site visit. In addition, he continues to provide input as a member of the Doctoral Executive Council, and he is an Affiliated Faculty Member in the program.

Beyond his administrative roles at Merced College, Dr. Duran has also been Superintendent of Le Grand Union High School, Assistant Director of Migrant Education at the Merced County Office of Education, and Vice Principal at Le Grand Union High School. He has taught two courses in the department, one in the School Administration program and one in the Community College Leadership Certificate program. He has long been recognized for his accomplishments and contributions to the field of education, evident by his list of presentations and keynote addresses at many educational conferences, as well as his involvement in many community service organizations. In 2001, he was named "Hispanic Man of the Year" by the Merced Hispanic Chamber of Commerce, and in 2003, he was named "Man of the Year" by the Greater Merced Chamber of Commerce.

Dr. Duran has been and clearly is a strong supporter of the doctoral program, and we are indebted to his generous contribution of time and ideas that help area educators become even stronger in their chosen field.

MULTIPLE SUBJECTS CREDENTIAL PROGRAM UPDATE

Being the "new kid on the block" is a stressful and challenging the first year. Learning to manage your time, developing your syllabi, and working towards becoming a successful university professor are all consuming. Add to this the pressure to do presentations, begin research projects, and publish in peer-reviewed journals can almost push one over the edge. The good news is that the second and third year is less nerve-racking because instructors soon realize that they can only do so much and still have a balanced life with time for family.

Dr. Mary Borba is Coordinator of the Multiple Subjects Credential Program, the largest program at CSU Stanislaus. This Program serves over 350 students each year. She also teaches reading methods courses to new teacher candidates. This is her third year at the CSUS and since fall of 2006 has published 12 articles, 8 in peer-reviewed journals and 2 in books. Dr. Borba has presented at 17 conferences in the past two years, several of them being international and national venues. Additionally, she continues to do training sessions for area school districts. She shared that life is too short and plans to slow down this third year. Dr. Borba states that her hard work the first two years has paid off because now the opportunities to present or write are much more abundant.



In her first year, Dr. Borba credits the Faculty Development Center and the Project "Voices" in inspiring her to start writing for publication. The support provided by Dr. Armin Schulz and the other participants was inspiring. She recommends this experience for all junior faculty.

MSCP COORDINATOR'S CORNER

By Dr. Mary Borba, Coordinator

This is an exciting year in Teacher Education with the addition of two new faculty members to Teacher Education. Dr. Donna Andrews comes to us from Ohio to teach in the Single Subject Credential Program. Dr. Anne Weisenberg hails from Woodbridge, CA to fill our need for an additional instructor in literacy methods. Both of these ladies bring impressive credentials and experiences to enrich our programs. They have already brought new life and laughter to the halls of DBH. Welcome!

Many thanks to Dr. Jonnie Shawkey for her work as the Director of Field Services in the Multiple Subjects Credential Program. For the last few years, Dr. Shawkey placed hundreds of student teachers in area schools in their last semester of the Credential Program. We appreciate her dedication and service to the Program. She has decided to step down from the position to teach full-time. Dr. Elmano Costa is the new Director of Field Services.

During the 2007-2008 the faculty in Teacher Education worked diligently to prepare for the California Teacher Performance Assessments (CA TPA). The CA TPA is a new assessment requirement for all teacher candidates studying for a Level 1 teaching credential. The assessment is designed to give candidates the opportunity to develop, refine, and demonstrate teaching knowledge, skills, and abilities during the teacher preparation program.

The CA TPA is intended to measure aspects of the Teaching Performance Expectations (TPE). The TPEs are a set of standards that clearly outline what beginning teachers should know and be able to do before receiving a preliminary credential. Each task on the CA TPA measures aspects of a number of TPEs and many TPEs are measured in more than one task. The TPEs are measured holistically within each TPA.

The coursework within the Credential Program prepares students for the CA TPA. Faculty members prepare candidates for the TPA tasks by giving assignments and activities in their classes that serve as practice exercises for the CA TPA.

Dr. Millie Murray-Ward, the TPA Coordinator worked with the TPA Committee and faculty for a full year to prepare for this first year of implementation by leading twice a month meetings and ten days of training for faculty. These sessions prepared instructors to redesign their syllabi and courses to integrate preparation for the CA TPAs. Additionally, Dr. Chris Boosalis took on the role of TPA Assessor to provide additional support to faculty and students in successfully completing the TPA process.

The following is a brief description of the skills required to successfully pass the four TPAs.

1. Subject Specific Pedagogy Task
 - a. Candidates demonstrate knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy.
 - b. Candidates will respond to scenarios and will be asked to respond to questions related to assessment, developmentally appropriate pedagogy, adaptation of content for English language learners, and adaptation of content for students with special needs.
2. Designing Instruction Task
 - a. Candidates demonstrate that they are able to collect information about their students and are able to plan a lesson based on these student characteristics.
 - b. Candidates will create lesson adaptations for English language learners and a child with special needs.
3. Assessing Learning Task
 - a. Candidates will demonstrate the ability to plan a unit of study and plan and administer an assessment.
 - b. Candidates will give an assessment, make assessment adaptations for students with specific learning needs and then diagnose student needs based on the assessment.
4. Culminating Teaching Activity Task
 - a. Candidates will design a lesson, make lesson adaptations, implement the lesson and analyze evidence of student learning.
 - b. Candidates will video-record their lesson and include a paper response.

We are grateful to Dr. Murray-Ward and Dr. Boosalis for their leadership and dedicated work. Moreover, we thank all of faculty in the Single Subject and Multiple Subjects Credential Programs for participating in many meetings and training sessions throughout the past year.

LANGSTON HUGHES ACADEMY POETS

**If you show me how I can cling to that, which is real in me,
While teaching me a way into the larger society,
Then I will not only drop my hostility
But I will sing your praises and
I will help you make the desert bear fruit.**
- *Ralph Ellison*

What is Poetry?

Two renowned poets offer their perspectives on the meaning of Poetry:

Emily Dickinson defines poetry as a strong feeling: “if I read a book and it makes my whole body so cold no fire can ever warm me, I know that is poetry.” There isn’t a clear, precise definition of poetry; rather there is a variety of ideas on its meaning. Poets tend to define it in imagery, metaphor, and similes. Teachers of poetry, on the other hand, look at its features in comparison to prose. For example, poetry uses condensed language—every word is significant and important in meaning. Poetry is rhythmic; the language of poetry is rich in simile, metaphor, and imagery. The structure of poetry is organized into lines and the stanza, which correspond, more or less, to prose sentence and paragraph structure.

In defining the meaning of poetry, Nikki Giovanni writes,

**Poetry is motion graceful
As a fawn
Gentle as a teardrop
Strong like the eye
Finding peace in a crowded room.
A poem is pure energy
Horizontally contained
Between the mind
Of the poet and the ear of the reader
If it does not sing discard the ear
For poetry is song
If it does not delight discard
The heart for poetry is joy.
If it does not inform then close
Off the brain for it is dead.**

Students at Langston Hughes Academy at CSU Stanislaus Stockton Campus read poetry written by Langston Hughes during the Harlem Renaissance period and developed their own poetry focusing on the theme of breaking down barriers in order to achieve your goals. They

discovered that poetry has a multitude of meanings depending upon the perspective of the audience, of its writer, its reader, its listener.

Writing poetry is communicating with oneself. It allows one to relieve and think experiences and helps to give meaning to original ideas. It helps students to formulate and convey thoughts and feelings on numerous topics. Through poetry a student is provided with a means to get to know and understand the person who lives within.

The exposure to a variety of multicultural literature enriches the learning experience for all students. As teachers of writing we need constantly to seek alternatives and new ideas, bringing in materials and activities that promote a greater understanding of various cultures. We need to provide students with opportunities to both imitate and to explore the written word.

Humanities Teacher, Ms. Cecilia Aguilar at Langston Hughes Academy, encouraged her 7th grade students to develop positive attitudes toward themselves and their writing activities. Ms. Aguilar argues that, “I want them to develop as critical thinkers and be able to analyze literary works and how it relates to their lives.”

In developing critical literary thinkers, students in Ms. Aguilar class read and reflective on Langston Hughes poem, “As I Grew Older”, written in 1941:

As I Grew Older
- *Langston Hughes*

**It was a long time ago.
I have almost forgotten my dream.
But it was there then,
In front of me,
Bright like a sun-
My dream.
And then the wall rose,
Rose slowly,
Slowly,
Between me and my dream.
Rose slowly, slowly,
Dimming,
Hiding,
The light of my dream.
Rose until it touched the sky-
The wall
Shadow.
I am black.
I lie down in the shadows.**

No longer the light of my
dream before me,
Above me.
Only the thick wall.
Only the shadow.
My hands!
My dark hands!
Break through the wall!
Find my dream! Help me to
shatter this darkness,
To smash this night,
To break this shadow
Into a thousand lights of sun,
Into a thousand whirling dreams
Of sun!

Listed are excerpts of student's
poems, reflecting the poem "As I
Grew Older" by Langston
Hughes:

The Light of Hope
In the cold grasp of dread,
I've found a flicker of light.
My hopes are restored.

The Choice of Destiny
The wall blocking my path,
Holding destiny captive.
My choice is destiny.

-Kevin

People Don't Know Me!

You think you know me
But you don't
Do you know my story?
Yeah I thought so
Stop blaming me for
something I didn't do
Stop arguing with me
You're mixing up my story
That you don't know
Everyone is talking too much
Stop!
You Don't Know Me.

-Jose

Disappearance Act

What Happened?
To our laughs, our trips, our
secrets
Our game and our trust
I thought you were my friend
I thought the game changed
But I guess I was wrong
Everyone's just singing the
same old song
But we were different,
together, forever,
But never apart- I don't
understand
This is not a part of the plan
I guess our laughs, our jokes,
our trips
Our secrets, our games, and
our trust
Is doing a disappearing act.

-Caleisha

Untitled

As the night came, the sun
rose...
Higher and higher
As my dreams shattered into
pieces
I inhaled fresh air as I took that
step into the light
What's coming? What do I see?
Is it my dream or the shadow
that's coming before me?
I can't see what's coming for
me...
What have I done?
Going back to the dark,
following the rugged pathway
that leads
To places and things I do not
want to see.
What have I done? Let me see
what has come over me...
I say to myself "I shall fear no
evil" and as the darkness
comes
I look closer... the darkness is
me!

Now I see what has come over
me

This is my dream that, walking
through the darkness with me
I shall fear no evil as the light
keeps me safe

As long as the wall stays up
and the light shines day and
night

I shall rise like the sun!

-Jerome

Get Ready

Get ready... I'm here
I do not fear
What's ready to bust through
The backdoor
Shadows lurking
everywhere...waiting to still a
dream
Get Ready... You Ready
So stay steady
Don't fall down or lay down
Less your dreams will get
heavy
Get ready...Get set...Go
Try your hardest... and never
stop
Go after your dream
And succeed
Get Ready...Think like a puzzle
Putting the pieces together
Framing your dreams
Forever a keepsake
Get ready... Young People

-Davon

Conclusion

Both the reading and writing
aspects of multicultural poetry
units enhanced student's
thinking and their reflections on
attitudes toward learning,
school, and peer interactions.
Throughout my observations, I
saw students actively participat-
ing in their own writing
processes. They constantly asked
questions of peers and teachers,
brainstormed for the right word,
all the while taking tentative
steps toward believing that what
they had to say was worthwhile
and important, and that it might
be well expressed in their own
language (dialect). They became
engaged in the process of
writing, for instance by putting a
multitude of words on paper, and
then later crossing out words to
improve the language or flow of
words. Sometimes they tore up
the beginnings of their writing
and started over again, exhibit-
ing a newfound confidence that
the writing would be better next
time.

