IMPACT, Spring 2014

San Jose State University, Connie L. Lurie College of Education

Follow this and additional works at: https://scholarworks.sjsu.edu/impact

Part of the Education Commons

Recommended Citation
https://scholarworks.sjsu.edu/impact/2

This Newsletter is brought to you for free and open access by the College of Education at SJSU ScholarWorks. It has been accepted for inclusion in Impact (College of Education) by an authorized administrator of SJSU ScholarWorks. For more information, please contact scholarworks@sjsu.edu.
Amelia Schiffgens stands next to a whiteboard at the head of a classroom, leading a group of 30 or so attentive fourth-graders at Sunnyvale’s Vargas Elementary School through their Tuesday afternoon social studies lesson.

Schiffgens, a Lurie College teacher candidate tackling the complicated topic of Manifest Destiny, scrawls key terms on the board while supervising teacher Barbara Papamarcos looks on. Schiffgens has the kids take turns reading from a passage in their textbook that describes how American settlers who arrived in California while it was still part of Mexico had trouble buying land.

“Miss Schiffgens, I don’t get that,” Papamarcos interjects slowly, eyes wide. “They were living in California, but it was part of Mexico?”

Schiffgens nods and explains that in the 1840s Mexico still retained sovereignty over the territory.

“You had to be a Mexican to own land in California,” she adds, speaking slowly, as if talking to a fourth-grader. The students watch the exchange with interest.

continued on page 4
One topic of discussion was how and why universities should change the way they deliver instruction. I was joined on this panel by the president of a Silicon Valley high-tech firm and the founding director of Year-Up, a program that helps place unemployed youth in one-year training and working internships with local companies. I appreciated the opportunity to present our perspective, because the voices of faculty in colleges of education are rarely heard in these discussions.

The CED report highlighted the problems California is likely to face because not enough people will graduate with college degrees over the next decade. They attribute the knowledge and degree gap to a number of factors, most notably inequities in how universities deliver instruction. Both the CED report and Lt. Gov. Newson urged university leaders to rethink their instructional priorities and improve their efficiency by adopting new technologies.

I agree that we face a crisis, and know that all sectors of higher education must change in light of how students need and want to learn, but I take issue with the notion that education can be reduced to “the delivery of instruction.” That makes it seem as if our faculty members are FedEx drivers, and teaching is merely a matter of leaving packages of content on the doorsteps of willing and eager consumers of knowledge. As I stated in my remarks, education is a relational business. That is, real learning depends upon the relationships built between teachers and students.

This issue of Impact focuses on the power of these relationships. In adopting the co-teaching model for our student teaching experiences, our faculty sought to ensure that student teachers would spend more time in classrooms with their mentors and learn the complexities of teaching from close interactions with experienced educators. Mentor teachers themselves meanwhile benefit from the professional development provided by Lurie College faculty. It is a win-win for everyone.

The hands-on nature of many of our programs lead to much richer experiences and deeper learning for our graduates. You can read about how students in our Communicative Disorders and Sciences Department perform hearing screenings in local schools and clinics. Not only do our students learn from these real-life encounters with children and adults, but the community profits from access to free hearing tests.

These are examples of why we need to be cautious about focusing too much on the efficient delivery of content, when the true value of higher education lies in teaching people how to be curious, motivated lifelong learners. This is a conversation we all need to have. If you have time, please share your thoughts about how we can provide the best education in a rapidly evolving world.

Heidi Brenckle did not have the easiest educational path. She left school at 15 without earning a GED, but found the determination to put herself through community college and San José State University, completing her elementary education teaching credential along the way. She credits grants, loans and other financial assistance with making it possible.

Now, as stewards of her late father-in-law’s charitable foundation, she and her husband are giving back.

Over the past five years Brenckle has established a scholarship for Lurie College students and helped to fund the annual Marion Cilker Conference for Arts in Education.

You just find yourself wanting to help somehow—to make a difference,” says Brenckle, 32, a stay-at-home mother of three boys who with her husband recently relocated from Campbell to Los Gatos. She somehow finds time to volunteer with the PTA at her sons’ school and occasionally does substitute teaching.

“Heidi is one of those exceptional and generous people who are committed to making education possible for everyone,” says Lurie College Dean Elaine Chin. “We are especially grateful to have alumni who recognize the value of their education by supporting what the Lurie College strives to do—create great teachers.”

Brenckle grew up in Salinas. She left high school without graduating and moved to San Luis Obispo, where she enrolled at Cuesta College after scoring well on an entrance exam. There, she met her future husband, Wayne J. Brenckle, an electrical engineering student at Cal Poly.

When her husband’s new job brought them to the Bay Area, she transferred to San José State, where she completed her bachelor’s degree in child and adolescent development in 2004. In 2008 her father-in-law, Wayne P. Brenckle, was diagnosed with cancer. Brenckle senior had spent 25 years working for Exxon before becoming senior vice president in charge of worldwide refining for the French oil giant Total Fina. He amassed substantial wealth and took pleasure in philanthropy, she says. “Before he died, he told me ‘Heidi, the best thing you could ever do is go back and get your teaching credential,’” she says. “He knew I wanted to be in the classroom.”

He also established the Brenckle Family Foundation, to be administered by his son and daughter-in-law. After he died in 2008, she started work toward her multiple subject teaching credential, which she completed in December 2011.

With her growing family, she has not yet returned to teaching full-time, but she spends part of each day putting her late father-in-law’s generosity to good use. “I’ve taken what he’s done and not just tried to emulate it, but further it,” she says.

Brenckle remembers hearing Lurie College classmates talk about the struggle to meet their full-time, unpaid student teaching obligations while working a second job to help make ends meet.

“It just started hitting home,” Brenckle says. “I’m really blessed. I started thinking about that—seeing how financially it can be a struggle. I thought we could at least set something up for one person.”

The foundation created a scholarship that pays full tuition for a Lurie College student during the student teaching year. “It takes just a ton of money in that last year to get the credential,” she says.

Financial aid, Pell grants and student loans helped pay for her education. “It was very important,” Brenckle says. “Without that support it wouldn’t have been possible.”

Most recently, Brenckle committed the foundation to supporting the Marion Cilker Arts in Education Conference, which is held each November. While studying for her credential she enjoyed attending the conference, which brings together local artists with teachers and teacher candidates to demonstrate ways in which the arts can be used in the classroom.

“I got lost in the shuffle of things,” Brenckle says, in explaining her motivation to give back. “My path in education guided me to where I am today.”

FROM THE DEAN

This March I had the opportunity to participate in a panel discussion that was hosted by Lt. Gov. Gavin Newsom at San José State University’s King Library. The occasion was a recent report by the Committee for Economic Development (CED) about the future of higher education, focusing on the role that universities like ours can play in the economic health of our community.

Connie L. Lurie College of Education
It really surprised me how intuitive Holmberg oversee the co-teaching component for secondary education teacher preparation, an initiative that was launched in the fall of 2012,“ says Rabin.

An associate professor of elementary education and the director of the Critical Research Academy, a combined master’s and multi-specialty teaching credential program, Rabin is one of several Lurie College faculty members who have been deeply involved in shaping the co-teaching effort, which also includes candidates in the secondary education track.

“It’s very different from traditional student teaching that I went through and I was engaging new teachers in,” she says later.

“Afterwards, I thought, ‘Wow, I don’t think I could do that. I don’t think I could have an arrangement like this at my school,’ “ said Rabin.

“They think they’re ready, but you don’t really know how they teach until you’re actually in there,” she says.

In the traditional model, student teachers start out as “helpers” who observe the veteran teacher for many weeks before tentatively trying their hand at leading a classroom lesson. Co-teaching “turns the traditional trajectory of learning on its head,” Ramos-Beban said.

“The student teacher participates in all the activities from the very beginning and slowly assumes competence. It’s more of an apprenticeship model.”

Paul Stanfield, who graduated in 2013 with his single-subject credential in social studies, teaches at Wilson High School in the Santa Clara Unified School District, a “needs-based” program for about 500 students that focuses on independent study. “It’s not necessary what I trained for,” Stanfield said. “But it’s definitely fun.”

Stanfield served his year-long co-teaching residency at Adrian Wilcox High School in the same district. “I taught full-time,” he says. “I had full control over two classes, world history and civics.” Stanfield, who was 29 at the time, felt his mentor teacher gave him a lot of autonomy. “He gave me material to work with, but otherwise let me determine how to present it,” Stanfield says, adding the arrangement suited him. “I’m one of those people who have to do to learn, so I built my semesters the way I saw fit and asked him for advice when I needed it.”

When he took over teaching in the fall of 2012, “I was floundering for a little bit, it was a little tough,” he says. “The tough part was really setting boundaries and being an authority in front of students.”

Although the workload was a challenge, Stanfield was grateful for the chance to see the real-world equivalent of the educational theory he had been studying in his classes at San José State. “I think I retained a lot more here, because I saw the practical application right away.”

Co-Teaching, from page 1

Ramos-Beban describes co-teaching as “an assisted performance model—the assistance comes at the point it’s needed.” It allows for a number of potential classroom configurations. For example, one person can teach while the other mainly observes, she says. They can also split the class into two groups, set up stations with activities for students to cycle through or teach the same content in two different ways.

In the traditional model, student teachers start out as “helpers” who observe the veteran teacher for many weeks before tentatively trying their hand at leading a classroom lesson. Co-teaching “turns the traditional trajectory of learning on its head,” Ramos-Beban said. “The student teacher participates in all the activities from the very beginning and slowly assumes competence. It’s more of an apprenticeship model.”

Paul Stanfield, who graduated in 2013 with his single-subject credential in social studies, teaches at Wilson High School in the Santa Clara Unified School District, a “needs-based” program for about 500 students that focuses on independent study. “It’s not necessary what I trained for,” Stanfield said. “But it’s definitely fun.”

Stanfield served his year-long co-teaching residency at Adrian Wilcox High School in the same district. “I taught full-time,” he says. “I had full control over two classes, world history and civics.” Stanfield, who was 29 at the time, felt his mentor teacher gave him a lot of autonomy. “He gave me material to work with, but otherwise let me determine how to present it,” Stanfield says, adding the arrangement suited him. “I’m one of those people who have to do to learn, so I built my semesters the way I saw fit and asked him for advice when I needed it.”

When he took over teaching in the fall of 2012, “I was floundering for a little bit, it was a little tough,” he says. “The tough part was really setting boundaries and being an authority in front of students.”

Although the workload was a challenge, Stanfield was grateful for the chance to see the real-world equivalent of the educational theory he had been studying in his classes at San José State. “I think I retained a lot more here, because I saw the practical application right away.”

Co-teaching, from page 1
LEARNING BY DOING
SJsu Program Prepares High School Students for Teaching Careers

The teaching experience at the San José State University’s Teach Academy provides a unique opportunity for high school seniors to develop their teaching skills. The program, which is part of the San José State University’s Connie L. Lurie College of Education, pairs high school students with college student teachers to learn and practice teaching under the guidance of experienced educators.

One of the students participating in the program is Anthony McCan, who is majoring in Physical Education. He says, “The program has been a great experience. Being able to observe and learn from experienced teachers has helped me understand the challenges of teaching in today’s classroom.”

Another student, Brett Vickers, who is majoring in English, agrees. “The program has been very beneficial. I have been able to learn a lot from the college student teachers. They have been great role models for me.”

The program is designed to prepare high school students for a career in teaching by providing them with hands-on experience in the classroom. The student teachers are paired with high school seniors and work closely with them to develop lesson plans and teach classes.

The success of the program is due to the hard work of the college student teachers, who are dedicated to helping the high school students become effective teachers. They work closely with the high school students to ensure that they are prepared to teach in the classroom.

The program has received positive feedback from both the high school students and the college student teachers. The high school students have found the program to be very beneficial in helping them develop their teaching skills. The college student teachers have found the program to be a valuable experience in preparing them for a career in teaching.

The San José State University’s Teach Academy is a great example of how colleges and universities can prepare students for a career in teaching. The program is a win-win for everyone involved. The high school students gain valuable experience, and the college student teachers gain valuable teaching experience.

The program is an excellent example of how colleges and universities can partner with high schools to prepare students for a career in teaching. The program is a great example of how colleges and universities can help to address the shortage of qualified teachers in the classroom.

The program has been very successful in preparing students for a career in teaching. The high school students have gained valuable experience, and the college student teachers have gained valuable teaching experience.

The program is a great example of how colleges and universities can partner with high schools to prepare students for a career in teaching. The program is an excellent example of how colleges and universities can help to address the shortage of qualified teachers in the classroom.

The program has been very successful in preparing students for a career in teaching. The high school students have gained valuable experience, and the college student teachers have gained valuable teaching experience.

The program has been very successful in preparing students for a career in teaching. The high school students have gained valuable experience, and the college student teachers have gained valuable teaching experience.

The program has been very successful in preparing students for a career in teaching. The high school students have gained valuable experience, and the college student teachers have gained valuable teaching experience.

The program has been very successful in preparing students for a career in teaching. The high school students have gained valuable experience, and the college student teachers have gained valuable teaching experience.

The program has been very successful in preparing students for a career in teaching. The high school students have gained valuable experience, and the college student teachers have gained valuable teaching experience.
something that you’d like to incorporate in your teaching? Did you see something and say, I’m never going to do that?”

Some of the Independence High Teaching Academy graduates end up at San José State’s Lurie College of Education and are able to bring the partnership between the schools full circle.

Thinh Duong, who graduated from Independence High in 2009, remembers when he was bitten by the teaching bug. He led story time at Montague Elementary when he was a freshman. “I ended up liking it,” he says, “and here I am today.”

Duong is now a senior at San José State who will graduate this spring from the College of Social Sciences with a B.A. in Preparation for Teaching. He plans to enroll in the Lurie College of Education’s single subject teaching credential program next year and become a secondary teacher in social studies and history.

He remembers participating in the critique of San José State student teachers when he was a high school senior. He smiles and says the lessons the student teachers delivered were impressive, especially a science lesson in which the student teacher borrowed a $5 bill from a student, dipped it in a chemical and then lit it on fire. She dramatically blew out the fire to reveal that the bill was intact and unburned.

“What we all got out of it was a lot of interesting ideas,” Duong says. “It’s a great activity.”

And the San José State student teachers got honest feedback from an informed high school audience.

Duong remembers one student teacher who opened her presentation by saying, “I’m really nervous right now.”

The high school audience later told her that, while she might have thought her confession was disarm ing, it took attention away from her lesson and transferred her unease to her students. Karathanos says that is just the type of feedback that new student teachers find invaluable.

“For many of these is their first time in front of a classroom,” she says. “Essentially they’re getting feedback from a population that they’re going to be teaching. I think it’s such an amazing powerful experience.”

CAN YOU HEAR ME NOW?

LURIE COLLEGE STUDENTS OFFER FREE AUDIOLOGY SCREENING

Thinh Duong graduated from Independence High’s Teaching Academy and will earn a SJSU teaching degree this spring. “I definitely felt more prepared,” he said, when he did his own student teaching.

“I think it really taught us about hearing and hearing loss and how someone can really be greatly affected if it’s not detected early,” she said. “And especially with the seniors—we learned how to roll with the punches when confronted with the unpredictable nature of clinical testing outside the classroom.”

To help fidgety toddlers to signal when they heard a tone, Garcia, 23, and a 2011 graduate of San José State, turned the hearing screening into a game using blocks and a plastic bucket. She learned how to watch the faces of older children for signs they were answering truthfully when they didn’t hear the tone, not saying yes to try to please her.

Garcia also became comfortable looking into ears for wax buildup or blockages and measuring ear drum movement. And she had practice counseling hard-of-hearing senior citizens on how to find a quiet spot in a noisy dining room or how to talk to their friends and families about their hearing loss and stay engaged in activities even when frustrated by missing parts of conversations.

Giving students some real-life experience while providing community members a valuable service has been part of the communicative disorders educational experience for decades.

“For 40 years now we’ve had a clinical presence on the campus,” department chair Michael Kimbouw said. “And as a result of that very long history we have a tradition of serving the community.”

Outside of the on-campus clinic, Merritt has for the past seven years been partnering with area pre-schools, elementary schools and retirement homes to mold community service with more hands-on training for future speech-language pathologists.

The hearing screening class is a requirement of the master’s degree program and Merritt, a licensed, certified audiologist who is also a San José State alum, said she tries during the semester to expose students to children and adults of varying ages, income levels and home languages in order to allow for problem solving in the field.

“My goal is to give them a large diversity of experience so whatever ultimate vocation they work in they’ll have a good understanding of the technical aspects of screening, be able to interpret screening results and, with the seniors, help them with practical tips,” Merritt said.

The benefit to the community participants is a careful hearing screening at no cost. For children, early hearing screening is crucial because undetected hearing deficits can cause children to fall behind in learning and speech development. If a student fails the hearing screening, schools notify parents for follow-up with an audiologist or medical doctor.

In the case of seniors, hearing loss is common. So instead of doing a pass/fail test, students do a more involved screening so they can show seniors the severity and range of their hearing loss and explain how they might take advantage of community resources to obtain hearing aids or other resources.

The SJSU class works with a California state program that provides free telephones that amplify sound to any senior citizen with a diagnosis of hearing impairment.

Garcia hopes to work in a school setting once she completes her master’s degree, but she said she especially enjoyed working with elderly screening subjects during the semester because they were engaged in the process and grateful for a clear and detailed explanation of their hearing abilities.

“While some of them need help articulating what the screening was, and will earn a SJSU teaching degree this spring from the College of Social Sciences with a B.A. in Preparation for Teaching. He plans to enroll in the Lurie College of Education’s single subject teaching credential program next year and become a secondary teacher in social studies and history.

He remembers participating in the critique of San José State student teachers when he was a high school senior. He smiles and says the lessons the student teachers delivered were impressive, especially a science lesson in which the student teacher borrowed a $5 bill from a student, dipped it in a chemical and then lit it on fire. She dramatically blew out the fire to reveal that the bill was intact and unburned.

“What we all got out of it was a lot of interesting ideas,” Duong says. “It’s a great activity.”

And the San José State student teachers got honest feedback from an informed high school audience.

Duong remembers one student teacher who opened her presentation by saying, “I’m really nervous right now.”

The high school audience later told her that, while she might have thought her confession was disarming, it took attention away from her lesson and transferred her unease to her students. Karathanos says that is just the type of feedback that new student teachers find invaluable.

“For many of these is their first time in front of a classroom,” she says. “Essentially they’re getting feedback from a population that they’re going to be teaching. I think it’s such an amazing powerful experience.”

CAN YOU HEAR ME NOW?

LURIE COLLEGE STUDENTS OFFER FREE AUDIOLOGY SCREENING

Elisa Garcia, a first-year graduate student in the Department of Communicative Disorders and Sciences, had been studying a broad curriculum designed to prepare her for a career as a speech-language pathologist when she encountered her first room full of energetic preschoolers waiting for hearing screenings at a child care site for the children of Google employees.

It was an abrupt welcome into the wiggly real world of clinical practice.

“You’re trying to get the child to hear the sound and you’re trying to make sure they’re really hearing and you’re not getting a false positive,” Garcia said. “And you think kids will understand the directions, but not all of them do, especially the little ones.”

At the end of the semester of clinical supervisor Evelyn Merritt’s hands-on practicum, Garcia and her 25 classmates had performed hearing screenings on some 450 to 500 children and 72 senior citizens. And they had learned how to roll with the punches when confronted with the unpredictable nature of clinical testing outside the classroom.

To help fidgety toddlers to signal when they heard a tone, Garcia, 23, and a 2011 graduate of San José State, turned the hearing screening into a game using blocks and a plastic bucket. She
At a “Superintendents’ Summit” at San José State University in November, 2013, Arnold Danzig described candidates for the Lurie College of Education’s newest degree program, the Doctor of Educational Leadership. As ‘change agents’ and ‘bridge builders’ he was speaking to a room filled with Silicon Valley school superintendents, a community college president, county superintendent, and university college class professors—just the people who will be part of a dynamic group of leadership and management professionals who want to ‘lead change’ in their school administration in Santa Clara, San Mateo, Santa Cruz and Monterey counties and candidates in the school’s doctoral programs.

The summit was planned as a way to build bridges between San José State University and the local community and public school districts and as a coming out party for the doctoral program,” said Danzig, a professor and director of the Ed.D. program, which has received its accreditation and will launch this summer with 35 students. Degree candidates will be mostly mid-career school professionals, university professors, assistant superintendents or other district administrators—looking to broaden and deepen their understanding of educational practices and sharpen their administrative skills. Danzig asked the superintendents in attendance for their help in identifying people in their districts who might benefit from participating in the doctoral program and asked them to consider sitting on advisory committees for the program as it’s up and running.

Nearly thirty district superintendents and assistant superintendents attended the summit. Arnold Danzig, Lurie College Dean Elaine Chin and University President Ellen June Jonnson were jointed at the podium by Michael Kert, the president of the California State Board of Education.

“Having the superintendents from our 42 partner districts here at SJSU reminds us why education shouldn’t be divided into sectors,” Chin said. “We’re all in this together, whether teaching college or K-12. We all want the same thing—great schools and great students. All we want to do is work together.”

Kert also expressed the need for research on how some of the state’s new education initiatives such as Common Core State Standards are being implemented, which is just the type of applied research Ed.D. candidates might conduct in the school districts in which they work while attending San José State.

“That so makes a real nice merging of the California State Board, superintendents’ information network and what we see our doctoral program accomplishing,” Dasing said. “One of the major purposes of the program is to give our students not only the skills to be good consumers of research but move to the next step of producing their own research, or applying applied topics as insiders to their own schools and school districts.

“We want them to highlight and value research in their own schools and school districts. We feel that the practitioners are the stewards of the practice of American education and we’re interested in getting them to inform the discourse. So we see it as a partnership among colleagues.”

**FACULTY RESEARCH**


She was also presented with (Veorgia Lea) "Unmasking and Decolonizing a Colonizing Curriculum: Local and Global Alternatives" at the National Association of Multicultural Education conference in Oakland, Calif., (November, 2013).

Hannah W. Langdon was also presented with (Melis King) “learning Disability Simulation” at the Sobrato Center for Nonprofit in San José, (December 2013).

Michelle Burns presented “Workplace Readiness: The Transition from Classroom to Careers—The Real Deal” at the Annual Home Economics Careers & Technology Education Leadership & Management Conference in San Francisco, Calif. (July 2013).


He also contributed with (Monte-Santo and L. Gourley) “Developing Diverse Middle School Students’ Historical Fiction through Teaching a U.S. History Curriculum Intervention” and “Facing the CCSS Core: Teaching Argumentative Writing and Inquiry” at the annual meeting of the College and University Faculty Association (National Council for Teachers of English) in St. Louis, Mo. (November 2013).


Katya Karathanos (with Rubahmed Said-Tawse) presented “Exploring Academic Writing Seminar for Linguistically Diverse Future Educators” and (with Daniz, and Ybarra) “Exploring Faculty Perceptions and Instructional Practices around the Academic Writing of Linguistically Diverse Future Educators” in the National Association for Bilingual Education conference in San Diego, Calif. (February 2014).

Jason Libet was guest editor the fall 2012 issue of Conference, Society, Multiculturalism: Special issue on Multiculturalism in Language of Higher Education. He also presented with (Erica Boas) “Exploring the Impact of Social Capital on Committed Students and Groups in the United States” at the Conference of the National Association for Bilingual Education conference in Chicago (May 2013).

Hannah W. Langdon presented in Polish “Assets and Liabilities of Bilingualism” at the Symposium on Bilingualism at the University of Sk catsaw, Poland, (October 2014). She presented in Polish, workshop titled “Assessment and Intervention for Bi- lingual Students with Language/Learning Disabilities” at the University of California-Berkeley Center for Studies in Higher Education (2013).

Kathryn Lindahl-Leary was selected as one of two technical advisors and an evaluator for the Oregon State Department of Education English Language Cultural Collaborative. She will work with eight dual language school sanitizer states around the state to help them improve their dual-language programs.

**SCHOLARSHIPS**

Every year dozens of Lurie College of Education students benefit from generous endowed scholarships. These are the recipients of scholarships for the 2013-2014 academic year:

Ada Louise Witters Scholarship: Teresa Morales, Angelica Abrazeh and Vann Wilson

Barnardine Goularte Scholarship (K-3): Kathryn Barry

Berkman dissertation Scholarship: Robert Gusarow

Battelle Ballistic Scholarship: Robert Griswold

Charlotte St. Belling Endowment: Johnne Knoche

Lisa Olsher and Arnold Danzig presented “Preparations for a New E.D Program in Educational Leadership at San José State University” to the Professors of Educational Leadership-council in Oakland, Calif. (October 2013).

Hyun-Sook Park (with Hyun-Hong Park) published “Challenges for Korean Immigrant Parents of Children with Disabilities in the U.S. Schools” at the Annual TASH International Conference in Chicago. (December 2013)."
TAKE A HAND IN SHAPING THE FUTURE

When alumna Heidi Brenckle decided on behalf of her family’s charitable foundation to create a scholarship for Lurie College students, she felt compelled to give back because she knew first-hand how hard it can be to pay for an education (see story, page 3). Maybe you can relate. Please consider making an investment in tomorrow’s educators by going to sjsu.edu/giving to give to the college’s annual fund. If you are considering a planned gift, please email Betty Tseng at betty.tseng@sjsu.edu.