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IMPACT, Fall 2011

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

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IMPACT

*Preparing tomorrow's educators
and teachers today*

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FOR SPEECH CLINIC



STUDENTS LEARN TO CREATE DIGITAL INSTRUCTIONAL CONTENT

THEY CALL IT a SMART Table for a reason. Squat, solidly built, scratchproof and water-resistant, it's perfect for preschoolers—and it has a large touch screen that allows them to drag pictures and numbers around as they cooperatively solve simple learning problems.

Of course, SMART also happens to be the name of the Canadian corporation that has pioneered technology in the classroom, and which has donated the table, interactive white boards and other equipment to the Lurie College of Education in a novel deal.

In return for the gear, the college has agreed to have its students write instructional content, which SMART Technologies will be free to use in its marketing.

It seems like a fair exchange to Janene Perez, an adjunct professor in the Child and Adolescent Development department who teaches an undergraduate class called “Child Care Administration.”

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from the Dean

defining excellence

Last spring, faculty, staff and administrators at the Lurie College of Education culminated a yearlong effort to pull together data and documentation for a two-day visit by the National Council for Accreditation of Teacher Education (NCATE).

Accreditation, which usually takes place every seven years, is a rigorous, time-tested way of assessing the quality of a college's educator preparation programs. Reviewers look at a multitude of areas, ranging from curriculum to student performance on various assessments of competence. These assessments reflect the standards of quality that candidates must demonstrate in the fields in which they hope to become licensed.

I'm happy to report that the college passed its accreditation with flying colors, a tribute to my colleagues' hard work and dedicated professionalism. Our students and alumni can take satisfaction from knowing the high standards of the

program in which they have enrolled or from which they graduated continue to be maintained.

But if *U.S. News & World Report* and an advocacy group called the National Center on Teacher Quality (NCTQ) have their way, NCATE's recognition of the college's good work may one day be negated.

That's because they have taken dead aim at 1,400 U.S. schools of education with a plan to rate them with A-through-F grades according to NCTQ's peculiar, agenda-driven methodology – one that is far from transparent and has little to do with fairness or the values promoted through the traditional accreditation process.

As you probably know, many in higher education feel that *U.S. News & World Report* has fostered an unhealthy preoccupation with numerical ratings, thanks to its highly profitable annual college and university rankings. The magazine arbitrarily weighs certain criteria—factors that may have little bearing on the quality of the education. Unfortunately, applicants and the public tend to assign the rankings more significance than they deserve.

Meanwhile, the NCTQ's anti-teacher agenda might be inferred from its list of funders, which includes many business groups and conservative foundations. Its executive director, Kate Walsh, has been an enemy of university-based teacher training ever since she started an alternative certification program in Maryland. At professional conferences she has openly disparaged university-based teacher preparation programs, stating that universities "should have no business preparing teachers."

Ever since *U.S. News* announced its plans, NCTQ has been less than forthcoming in disclosing how it will conduct its

evaluations, leading to suspicions that it will rig the rankings by selecting criteria that are bound to cast most teacher education programs in a bad light.

Schools of education in Illinois and Texas have already had a taste of what we're in for with a trial run NCTQ mounted for its collaboration with the magazine. In Illinois, the highest grade they gave was an A-minus (to Northwestern University's small education program, which annually produces fewer than a hundred teachers in all specializations and grade levels). The 10 largest colleges that produce the greatest numbers of teachers in Illinois (400-plus teachers annually) uniformly received low grades of C's, D's and F's.

Given examples like these and a well-founded suspicion about NCTQ's true motives, the deans of education colleges across the country have questioned the logic and integrity of the *U.S. News and World Reports* rankings process. Some have even declared their unwillingness to cooperate with NCTQ's data-gathering, prompting the magazine's editors to threaten to give these schools failing grades for failing to comply (although they later backed away from this threat).

Let me be clear: I agree with NCTQ that teacher education is important. And we have no objection to fair, impartial evaluations or rankings. But teacher education is so important that it must not become a political football or worse, another pawn in a clash of conflicting values and ideologies. Please let me know what you think. ☞

Elaine Chin

Elaine Chin, Dean
coe-edimpact-group@sjsu.edu



Joseph Di Salvo

ALUMNUS PUSHES FOR RENEWED EDUCATIONAL INVESTMENT

AS PRESIDENT OF THE Santa Clara County of Education, Joseph Di Salvo is accustomed to thinking about education in big-picture terms. Still, a touch of urgency enters his voice when he contemplates the next few years.

"I think that public education is the No. 1 issue of our time," he says. "I'm not sure we're treating it as that. I think we're at a really critical nexus point in 2011 and beyond." He's talking about the growing proportion of Latino students in California schools, a group that historically has faced a 40 percent dropout rate—and the fact that funding for public education is stagnating.

"In the next 12 months or 18 months, in California, 50 percent of our K-12 students will be Latino," Di Salvo says. "I think we are disinvesting at a time when we have a growing community of learners that need additional investment."

He notes, for example, that the recent congressional deficit-ceiling deal will reduce funding for Head Start, which sets a

poverty-standard income of \$22,000 for a family of four to qualify. Still, he says, the county board of education pays \$27 million a year to fund Head Start. "We don't serve all the students who qualify now—and we're cutting that," he says.

Should they persist, these educational achievement gaps will have a significant impact down the road. "To me, that's kind of like the nuclear clock—we're a half second to midnight," Di Salvo says. "We need to be clear about what's going on, because it's our future."

Di Salvo, 60, who studied social science as an undergraduate at San José State University and earned his master's degree and teaching credentials from what is now the Lurie College of Education, has always had a propensity for doing things his own way. He cuts a different figure from the average elected official, sporting a goatee, wearing his hair long and mixing boots with his business suits.

He was raised in San José, the son of a real estate broker who once ran for the U.S. Senate (but lost in the Democratic pri-

mary). He attended Bellarmine College Preparatory School, where, in the 1960s, the young Jesuit teachers were openly questioning their role in the world.

"We grew up with social justice being the theme of our life," he says. "All that has contributed to my becoming an educator."

At San José State Di Salvo resonated with professors like David Bond and Bob Wilson. "I was with some of the best and the brightest, who believed in the critical importance of public education," he says.

When he graduated with his teaching credential in 1974, "There were 100 people for every 10 jobs," he recalls. His first job was in the school at the county juvenile hall. But a few years later he was asked to start up a small secondary program for 20 dropout-prone kids at a vacant elementary school in Campbell.

As the head teacher (out of a faculty of two), he grew the program to about 140 students in the course of four years. "I taught PE, I taught math—you name it," he says. "It was a one-room schoolhouse."

He earned his administrative credential through examination, worked for the county office of education and then became assistant principal and principal of several schools in west San José's Moreland School District.

He later headed schools in Milpitas, Palo Alto, and Gilroy before deciding to retire. Meanwhile, he taught as an adjunct professor at Santa Clara University and San José State University.

He won election to the county school board in November 2008 with 38 percent of the vote in a three-way race, beating the incumbent. His seat includes the San José Unified and Orchard school districts.

In December 2010, midway through his four-year term, Di Salvo was elected president by his fellow board members. "There's still a lot to fight for," he says. "It's critical that we do this right, because we are at high risk." ☞



Some examples of the content created for the SMART Table by students in the Child and Adolescent Development Department.

Last semester, Perez asked each of the more than 90 students in her three sections to write lessons for the SMART Table. Each student had to download special SMART software and create the interactive lesson, then upload the finished product.

“We were very excited about it,” Perez says. “I’m not technologically inclined. I’m not a graphic designer, but you don’t need to be, which is nice. Everybody picked it up really quickly.”

SMART Tables come with preloaded applications that include multiple-choice quizzes, with students answering questions by dragging their answer to the right spot on the screen. It also features “hot spots,” in which students identify parts of a diagram by dragging labels to the appropriate location, and “hot spaces,” where they sort and drag items into groups.

Students use the screen for virtual finger painting, to resize photos and videos, solve jigsaw puzzles and to work math problems. The tables don’t connect directly to the Internet, so new software must be loaded using a USB device.

Interim associate dean Mary McVey says Lurie College students have already prepared 70 custom lessons for the SMART Table (although only 50 were promised), a sign of the enthusiasm with which Perez’s students have responded to the assignment.

As part of its agreement, SMART provided five of its interactive classroom whiteboards, along with five wireless response systems, five wireless slates, five USB bracelets and the SMART Table.

In return, McVey says, students “had to produce 100 content lessons. Fifty were supposed to be for the board and 50 for the table.”

McVey says her colleague Robin Love, an associate professor in Child and Adolescent Development, is studying the table’s potential as a motivator for students in the classroom. “The kids really love that table,” she says.

Not surprisingly, SMART boards are widely used in Silicon Valley schools, McVey says. One high school district is installing 100 this year, and she estimates that several hundred local classrooms have them. “The school districts want people who know how to use those tools,” she says.

SMART Tables, which are considerably more expensive than the boards, are targeted at young learners, from pre-K to third grade, but they could potentially be used for middle- and high-school students, McVey says.

An educational psychologist by training, McVey says the table has been designed so that children don’t become so absorbed in the machine that they ignore each other. For one thing, it mandates that they cooperate with one another by requiring that all users agree before it can be shut down.

“If you watch little kids playing on it—they actually discuss, ‘Why is that wrong?’” McVey says. “It actually is much more social. A lot of talking and interaction goes on when you see them playing with it.”

McVey is in the process of writing a grant to get a second SMART Table for use at the university’s preschool.

Veronique Rouhana, a fourth-year student who took Perez’s course last spring, remembers that when she first saw the SMART Table, “I was just like, ‘Ooh, I want to touch it—I want to play!’”

She wrote an interactive lesson aimed at 3- and 4-year-olds that had students sorting fruits from vegetables. One of her classmates tried a more complex approach that didn’t work well, she says.

“The easier, the simpler, the better for that age group,” she says. “It’s a really good learning tool for addition and subtraction.”

The substantial price tag for a SMART Table might put them beyond the reach of many schools, Rouhana says, but she adds, “Technology is the way it is. You can’t go backwards anymore.”

As a candidate for a master’s degree in Child and Adolescent Development, My Nguyen has a few more reservations about the SMART Table in terms of its impact on a child’s cognitive skills.

Nguyen says her young nieces tend to become mesmerized by touch screen devices. “They’re staring at a screen constantly, all day,” she says.

“I’m here and there about young people with technology,” adds Nguyen, an after-school Head Start teacher. “It’s probably a necessity, but in some ways, it just reinforces the idea that kids will grow up thinking when you touch something, something happens.”

Nguyen’s interactive lesson for Perez’s class had to do with teaching young children about sending and receiving mail. She found a way to put animal pictures on postcards and had the students “deliver” the mail to the right place—bees to the beehive, for example.

“I would say that it was fine,” she says slowly. “I think there was a lot of variety, because you’re developing your own activity that’s developmentally appropriate to the child.”

As the mother of a four-year-old, Jamila Beck tries to restrict her daughter’s technology use. “I set a lot of limits—TV, primarily,” she says. “I try to encourage lots of play with actual toys, instead of TV. But I do find technology can actually enhance the experience.”

But she liked the SMART Table so much she created several different interactive lessons. “After you get the hang of it, it’s pretty simple to do,” she says. “I was telling Janene, it’s something that should be considered for K-12, because it’s a different way to teach skills.”

Beck, who also volunteers at her daughter’s preschool, believes “it’s definitely age-appropriate,” and because a teacher can develop a lesson from scratch, “You’re determining the skill level.”

For her project, Beck developed a series of images showing the stages in a butterfly’s life cycle, locating them at different points on a spiral. “The child is supposed to make the life cycle and follow the spiral,” she explains.

“You can kind of put a child in any environment,” she says. “Especially if they’re in enriched environments, children can adapt to it quickly.”

One high school district is installing 100 SMART boards this year, and McVey estimates that several hundred local classrooms have them.

“The school districts want people who know how to use those tools,” she says.

As the head of a 130-child day care program with kids ranging from 5 to 14, Kathleen Lee has a pretty good idea of what interests them. Her lesson in sequencing involved having users drag different numbers of vegetables into a basket.

“I’m lucky enough to be married to a graphic designer,” she says. “He helped me with the background, so it was really cool.”

Once she got started, she found the process was almost addictive. “It was actually incredibly easy,” Lee says. “I made a couple more just for fun.”

Lee said her section of Perez’s class had limited time with the SMART Table, because the previous class kept crashing it (owing to a software problem that since has been rectified, according to McVey).

Some of Lee’s classmates seemed stymied by the software at times, she says. But in the future, would-be teachers will have to master these technical skills in addition to the other tools they acquire. “If you don’t know, you’d better know,” she says. “If that’s what the kids want, you’ve got to give it to them.”

In another corner of the SMART lesson development program, Anthony Vera, a credential student in secondary education, developed a lesson for the SMART whiteboard in his spring semester Psychological Foundations class around the development and deployment of the atomic bomb.

Vera, who is student-teaching high school U.S. history and economics, found it to be “a lot harder than we had imagined,

especially for the less tech-savvy people.”

In his project, he gathered together images of Albert Einstein, Enrico Fermi, Los Alamos National Laboratory, the Trinity Site explosion, Hiroshima and Nagasaki. He also included a depiction of nuclear fission, as well as a timeline. “This is not meant to be your whole lesson,” he says. “This is a component of your lesson.”

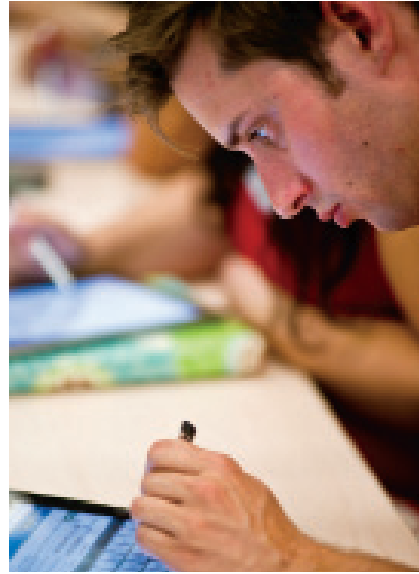
The class focused in part on the distractions that prevent students from learning, Vera suspects a SMART presentation might help keep their attention, “because kids are fascinated by things that move and make sounds.”

Meanwhile, Janene Perez is using the SMART Table in her classes again this semester.

“I would like to make it a permanent part of my curriculum,” she says. As for her students, “I like that they would have a skill and take it out into the field with them. I think it’s opened their eyes a little bit about the use of technology in early learning programs.”



This fall, Lurie College students are experimenting with different ways of using the iPad in the classroom.



There's an app for that

TAKING THE IPAD TO SCHOOL

JOLYNN ASATO PROPS OPEN her MacBook Pro and plays a slide show she has made, a beautiful, meditative narrative about how her family tended her grandfather's ashes in a shrine at their home in Hawaii.

"This is basically a letter to my children," says Asato, an assistant professor in Elementary Education specializing in literacy. But the slide show, created on an Apple iPad, is also part of an experiment playing out this fall at the Lurie College of Education.

Asato and fellow teachers Robin Love and John Jabaghourian each have received an iPad to work with and will have access to a portable cart containing 36 iPads for use in the classroom, along with funding to pay for apps and multimedia training.

"I'm coming at it as an avid user of technology, but also skeptical," says Asato, who

plans to have her students practice their digital storytelling skills. "There's potential there for some really powerful tools to use in the classroom."

Interim dean Mary McVey, who is overseeing the iPad initiative, says it is part of a push toward mobile technology use across the university and nationwide.

"It really encourages you to be creative and use your own problem-solving skills," says McVey, an educational psychologist and enthusiastic iPad user. "You need to really think about what you're doing and how you're doing it."

Word of the new initiative went out last spring when instructors were asked to submit competitive proposals for how they might use iPads in the classroom.

Love, an associate professor in the Child and Adolescent Development department who helps organize the annual Mar-

ion Gilker Arts Conference each November, wants her students to use the iPads to explore arts-related apps during the event. They can turn the iPad into a platform for digital storytelling, making music, digital finger-painting, editing videos and creating activities for special needs students.

Love will also introduce the iPads to one of her two sections of ChAD 169 ("Motivating Children and Adolescents in Educational Settings"). The iPads, which will connect to the university's wireless system, will only be used during class time.

She expects her students will use them for tasks like "mind-mapping," in which they share with one another graphic representations of how the ideas they're exploring in class fit together. "They can create visuals on how they organize things," Love says. "I want them to be able to use it in settings where you have to integrate concepts."

The iPads will be capable of projecting images and videos to the classroom's interactive SMART board. Students can signal whether they agree with something they see on the board with wireless devices called E-clickers, Love says. "You can put up a question for students and they can give their opinions to vote."

Students also will be asked to choose an educational app and analyze its motivational component. "I would also like to use it in ways that will deepen their appreciation of my own course material," Love says.

Students entering school today are part of an "i-Generation," Love says. "They've never been in a world where you didn't have touch screens." It is important that Lurie College graduates be able to motivate these students, she says.

"I really do think that it's important for us to prepare students for the world they're going out into," she says.

Love will compare the experiences of her iPad section with the class that uses traditional tools. "I want to see if that creates a difference in the quality or the depth of their learning, even the experience of the class.

"You have to think about how to use that technology in the best possible way," she says. "It's only as good as the teacher that's using it and how they're using it."

John Jabaghourian, an instructor in Child and Adolescent Development, hopes that asking the undergraduates in his child cognitive development class to work with iPads will strengthen their skills and confidence in technology.

An important goal will be learning to evaluate the quality of information gathered online, he says, "so they'll learn to do their own research." They will also be able to take and share class notes on their iPads using a special stylus that simulates the experience of pen-and-paper note-taking.

Like Love, he'll also ask students to create concept maps on the iPads. "It's a

way for them to construct their own understanding," he says.

Jabaghourian also wants his students to evaluate child-centered apps on the iPad in light of the cognitive development principles they will be studying.

He says he came to the project "with a little bit of skepticism," because app developers hope people will buy their products. "In playing with the device, I think you can get to the creative components, not just the consumption component."

"How it will work, we'll see," he says. "I'm not here promoting Apple and its products. I'm seeing whether it will motivate students and enhance their confidence."

Promoting digital skills

Jolynn Asato is eager to explore with her Language Arts and Literacy Methods students the potential for digital storytelling using the iPad. "This is where they learn how to teach reading and teach writing," she says.

With iPads in hand, "We're going to do a writer's workshop," she says. "They're going to be creating digital stories" similar to her slide show demo. This will call for them to master the technique of layering narrative and text over pictures.

Writing two-minute-long scripts based on personal narratives will teach them to be "very, very economical about language," she says. "What are the weights of the words that you use?"

Asato adds, "We learn by doing. If they're going to be good teachers of writing, they have to be in touch with their own reading and writing process."

Students will also use the iPads for cooperative note-taking. "They're going to be taking notes on them and sharing notes," she says. She expects the iPad work will occupy about a third of each class session.

Asato brings to the table some personal expertise with digital storytelling. As a graduate student in Los Angeles, she

worked in an after-school program for elementary students who created digital stories on iBooks and iMacs. "It was great," she says. "The kids are a lot less uptight than the adults about it."

Last summer, she took a three-day workshop at the University of California, Berkeley, Center for Digital Storytelling to brush up on her skills. "It was really powerful," she says.


"I'm excited about this," Asato says. "Our students talk about not having much preparation with technology. We haven't really been integrating technology into the classroom."

Lurie College dean Elaine Chin says bringing the iPads into the classroom is part of a broader college-wide sustainability push to get people to use less paper. "We wanted the students to experience this so they could carry it into their professional lives," she says.

But faculty should deploy technology like the iPad thoughtfully, she says. "Theory should drive how we use the stuff, rather than technology," she says. "You have to understand what kind of tool it is and what kind of learning it supports."

Mary McVey concurs and notes that evolving technology calls for evolving technical skills. She points out that computer labs equipped with desktop computers, which once represented the latest in educational technology, are rapidly becoming outmoded.

"If I can say one word about technology in the college, it's mobility," McVey says. "That means classrooms have got to move around and be configured at a moment's notice, and the technology has got to be able to go along with that."

McVey is seldom without her iPad, which she uses for reading and video, among other things. "They really are a personal tool," she says, "which means when you have multiple people using those iPads it forces us to be highly creative." 

Updates

Faculty in transition



Katya Karathanos has been awarded tenure and promotion to associate professor in the Secondary Education department of the Lurie College of Education. Karathanos, who earned her Ph.D. at Kansas State University, teaches foundations courses, supervises student teachers, and serves as the intern program coordinator for the college's Single Subject Credential Program. Her research and professional activities center on issues of equity and social justice, with a specific focus on teaching English learners. Karathanos has received numerous university grants and awards, including two Learning Productivity Program grants and the Dean's Award for Excellence and Equity in Education in 2007 and 2009.



Maureen Smith has been promoted to full professor in the Child and Adolescent Development department of the Lurie College of Education. Smith has taught a wide range of courses, from lower division general education to master's program capstone courses. Smith has established a record of service to the university over the past few years, having served on the library board, the Board of General Studies and the Institutional Review Board. Within the college, she has served on the Research, Scholarship and Special Projects and Curriculum committees.

Smith served on the city of San José's Early Childhood Commission for six years—all while publishing 20 articles in peer-reviewed journals.

Ji-Mei Chang, a professor in the department of Special Education, will take part in the Faculty Early Retirement Program (FERP). "During my FERP, I will continue my research on infusing information literacy skills and habits of mind within the credential course I teach," she says. "These are integral parts of professional development, as candidates learn to adopt the Understanding by Design framework to develop integrated curriculum units. I will also continue my role as an Assessment Coordinator for the department."

William Hanna, a professor in the Elementary Education department, will take part in the Faculty Early Retirement Program. Hanna, who received his Ph.D. from the University of Michigan, has received extensive federal funding for his programs to teach American history in public schools.

Judith Lessow-Hurley, a professor in the Elementary Education department, will participate in the Faculty Early Retirement Program. "I plan to teach my classes, complete my term on statewide senate (ASCSU), participate actively in campus governance and continue to study issues related to religious diversity in public schools," Hurley says.

Kathryn Lindholm-Leary, a professor in the Child and Adolescent Development department, will join the Faculty Early Retirement Program. "I will continue to conduct research and work with schools in the area of dual language education," she says. "My current work is focused on the significance of language development in promoting academic success in English Learner students."

Amy Strage, a professor in the Childhood and Adolescent Development department, has become interim director of the Center for Faculty Development at San José State University. In this capacity, she will create and implement programs designed for faculty at all stages of their careers, to support them as they seek to enhance their teaching, to develop their research and scholarly agendas, and to more generally explore fruitful avenues for career growth and renewal.

Professor receives CSU award for research, scholarship and creative activity

Rebeca Burciaga, an assistant professor in the Educational Leadership department of the Lurie College of Education, has received an award from the California State University system for her work in studying high school dropouts.

The competitive CSU Awards for Research, Scholarship and Creative Activity provide time and seed money to help faculty stay current in their disciplines and build external funding to expand their research.

Burciaga's project, "Young Adults Challenging Assumptions, Revealing Wealth, Wisdom, and Hope in Hardship," is an interdisciplinary mixed-methods project focusing on the experiences of 16 young adults (ages 18-24) who left high school before graduating in the Sacramento area.

"Findings suggest the term 'dropout' oversimplifies experiences and overlooks the insight these young adults bring to our quest for answers and solutions to the dropout phenomena," Burciaga says.

Her research was conducted as part of the Healthy Youth/ Healthy Regions (HYHR) initiative, a partnership between the University of California, Davis, Center for Regional Change, Sierra Health Foundation and The California Endowment.

Burciaga has already published four working papers based on her research under the award.

Lurie College professor named university teacher-scholar

Mei-Yan Lu, a professor in the Educational Leadership department, has been named a 2011-2012 university Teacher-Scholar representing the Lurie College of Education.

Lu will join a group of other mid-career faculty selected from other departments at San José State University in a year-long "learning community," says Amy Strage, director of the university's Center for Faculty Development.

Participants may nominate themselves or be nominated by peers and must be recommended by their dean. They must demonstrate an interest in issues of teaching learning and show a successful track record in their career, Strage says.

Many of this year's program participants were born in other countries, Strage says. "They bring a global perspective, contrasting their experiences with those elsewhere in the world."

Strage, who served herself as a Teacher Scholar, remembers it as "a phenomenally wonderful experience to meet people all over the campus. It was really eye-opening to see how different things are in other departments."

FACULTY RESEARCH

Roberta Ahlquist edited (with Paul Gorski and Theresa Montano) *Assault on Kids: Hyper-Accountability, Corporatization, Deficit Ideologies and Ruby Payne are Destroying our Schools*, (New York, Peter Lang Publishing, 2011). She also co-presented “De-Racing in Higher Education” at the *National Conference on Race and Ethnicity in Higher Education* in San Francisco in May 2011.

Rebeca Burciaga co-published a series of Healthy Youth/Healthy Regions working papers through the Center for Regional Change at the University of California, Davis. These included (with Nancy Erbstein) *Challenging Assumptions, Revealing Community Cultural Wealth: Young Adult Wisdom on Hope in Hardship* and, (with Erbstein and Gloria M. Rodriguez,) *Regional Matters: Through Young People’s Eyes*.

Katya Karathanos presented “Looking Within: Further Delineating a Framework of Teacher Critical Reflection as an Agent of Change,” at the *American Educational Research Association Annual Conference* in New Orleans, La., in April 2011.

Michael Kimbarow edited *Cognitive Communication Disorders* (San Diego, Plural Publishing, 2011) and wrote a chapter on traumatic brain injury for the same book.

Jason Laker published *Canadian Perspectives on Men and Masculinities* (Toronto, Oxford University Press, 2011). With Tracy Davis, he published *Masculinities in Higher Education* (New York, Routledge, 2011). He also served as a closing panel moderator at the Institute on College Men in Indianapolis in April 2011.

Henriette W. Langdon contributed a chapter titled “Bilingual Language Acquisition and Learning” to *Language Development: Understanding Language Diversity in the Classroom*, Sandra Levey and Susan Polirstok, eds., (Thousand Oaks, Calif., Sage Publications, 2011). With **Gloria Weddington** she received a \$300,000 federal grant for a project to provide graduate training in speech-language pathology for students from diverse backgrounds.

Mei-Yan Lu co-presented with Maigo Lin “Blackboard to Smartboard: Changing Role of Professor Since 1981” and “The World as Our Living Textbook: An International Partnership Connects Classrooms Between Taipei and Cupertino,” at the *Fourth Annual International Symposium: Emerging Technologies for Online Learning* conference, in San José, July 2011. She also presented “Preparing our Leaders via Online or Blended Learning Mode: A Regional Survey” at the *California Association for Professors in Educational Administration* conference in Sacramento in March 2011.

Jennifer Madigan and Georganne Schroth-Cavataio co-authored “IDEIA 2004: Building Collaborative Partnerships and Effective Communication Between Administrators, Special and General Educators, and Multi-Disciplinary Professionals,” for *Principal Leadership NAASP* (November 2011).

Roxana Marachi co-authored (with Ron Astor and Rami Benbenishty) “Evidence-Based Violence Prevention Programs and Best Implementation Practices” for *The School Services Sourcebook: A Guide for School-Based Professionals*, Cynthia Franklin, Mary Beth Harris and Paula Allen-Meaers, eds. (New York, Oxford University Press, 2012). She also participated in *Understanding and Responding to School Bullying*, a webinar sponsored by the U.S. Department of Education, in March 2011.

Marcella McCollum presented “Effective Supervision of Speech Language Pathology Students” to a gathering of speech-language pathologists at the Silicon Valley Capital Club in San Jose in September 2011.

Noni Mendoza-Reis presented (with **Rosalinda Quintanar** and Theresa Montano) “ELL: Language, Culture and Equity Program” at the *National Education Association Summer Institute Training of Trainers* in Albuquerque, N.M., July 2011. With Quintanar, Pedro Portes and Karen Samuelson, she presented “Improving the Teaching & Learning of English Language Learners: The Instructional Conversation (IC) Pedagogy” at the *Center for Latino Achievement and Success in Education* in Georgia in June and July 2011.

Hyun-Sook Park co-authored (with L. Meyer, C. Sleeter, K. Zeichner, G. Hoban, and P. Sorensen) a chapter titled “An International Study of Higher Education Students’ Perceptions of World-Mindedness and Global Citizenship,” for *Universities and Global Diversity: Preparing Educators for Tomorrow*, Beverly Lindsay & Wanda Blanchett, eds., (New York, Routledge, 2011). She also presented “Teacher Education Students’ Perceptions Toward World-Mindedness and Global Citizenship” at the *American Association of Colleges for Teacher Education* annual conference in San Diego in February 2011.

Wendy Quach co-authored (with **Michael Kimbarow** and **Marion D. Meyerson**) “The Universality of Facial Expression and Recognition in Normal and Disordered Communication: A Review of the Literature” in *Asia Pacific Journal of Speech, Language, and Hearing*, 13 (2010): 1-12. With D.R. Beukelman, she co-authored “Facilitating Children’s Learning of AAC Systems” in *Augmentative and Alternative Communication*, 26 (2010): 1-11. With **Henriette Langdon** and C. Lam, she presented “Graduate Students’ Perceptions on Communicative Competence and Attitudes Toward AAC” at the *ASHA AAC Division Annual Conference* in Orlando, Fla, in January 2011. With **John Jabaghourian**, **Nadia Sorkhabi**, and **Amy Strage** she presented “Links Between Parent and Teacher Styles and Student Outcomes: Communicative Competence, Academic Engagement and Achievement” at the *Hawaii International Conference on Education in Honolulu*, January 2011.

Rosalinda Quintanar-Saranella co-authored (with Theresa Montano) a chapter titled “Finding My Serpent Tongue” in *The New Politics of the Textbook*, Heather Hickman and Brad Porfilio, eds., (Rotterdam, Sense Publishers, 2011). She also co-presented (with Nadeen Ruiz and Peter Baird) “Successful International Bilingual Programs” at the *California*

Association for Bilingual Education in Long Beach, Calif. in March 2011.

Colette Rabin and Anna Richert contributed a chapter entitled “Preparing Teachers to Identify and Respond to Issues of Race and Racism: A Social Justice Teacher Strategy” to *Teacher Educators as Members of an Evolving Profession*, Miriam Ben-Peretz, ed., (Lanham, Md., Rowman & Littlefield, 2012).

Angela Rickford presented “Black Language, Literacy and Liberation: Continuing the Struggle for Equal Rights in Curriculum and Content in American Schools” at the *2010 International Conference on Applied Linguistics* in Chiayi, Taiwan, in November 2010.

Grinell Smith presented “Developing a Sustainability Plan at a Large College of Education: The Challenges and Opportunities of Bureaucracy” at the *Third International Conference on Climate Change* in Rio De Janeiro, Brazil, in July 2011. With **Colette Rabin**, he presented “Making Connections Between Science and Equity: A Motivation to Teach Science in Elementary Grades” at the *American Educational Research Association* in New Orleans, La., in April 2011. He also presented two papers at the *National Science Teachers Association* national conference in San Francisco in March 2011.

Nadia Sorkhabi and **Amy Strage** co-authored “Roots and Wings: Recognizing and Accommodating the Needs of Undergraduate Students” for *College Student Journal*, 45(2) (2011): 341-351.

FACULTY SERVICE

Rebeca Burciaga co-coordinated the 2011 *Institute for Teachers of Color Committed to Racial Justice*.

Michael Kimbarow will assume the presidency of the *Academy of Neurologic Communication Disorders and Sciences* on Jan. 1. The academy promotes the highest quality of life for those with neurologic speech and language disorders.

Elba Maldonado-Colon served as an editorial board reviewer for the Division of Culturally and Linguistically Diverse Exceptional Learners of the *Council for Exceptional Children*. She also reviewed proposals for the annual conference of the *American Educational Research Association*.

Roxana Marachi belongs to the *Juvenile Justice Systems Collaborative Prevention & Programs Workgroup* sponsored by the Santa Clara County Office of the Public Defender.

June McCullough has been appointed to the board of directors of the *Foundation for Hearing Research, Inc.*, which supports and oversees two auditory/oral schools for deaf and hard-of-hearing children in northern California.

Noni Mendoza-Reis chaired the mentoring committee of the *National Association for Multicultural Education*.



Spreading a little sunshine

A GIFT SUPPORTING COMMUNICATIVE DISORDERS PROGRAM

THE TRAINING Marsha Clark received at San José State University on her path to becoming a speech pathologist shaped her both personally and professionally.

“It served me well in many ways—not just in the therapeutic setting, but in the way I dealt with people,” Clark says. “I’m very grateful.”

That could explain why Clark decided to establish the Sunshine Fund to benefit the Kay Armstead Center for Communicative Disorders at the Lurie College of Education.

Named for a pioneering professor in the Communicative Disorders and Sciences department, the clinic provides low-cost speech, language and hearing evaluations, treatments and consultations—all conducted by speech pathology students under the supervision of licensed professionals.

The fund, which includes a challenge to other department graduates, will provide for expanding and upgrading the clinic, which Clark notes has a waiting list of 400. “If they could expand that clinic, I would be thrilled,” she says.”

Growing up in San Francisco, Clark realized her calling at a young age. “When I was in junior high school, I came home and told my mother, ‘I want to be a speech therapist,’ she recalls.

At San José State in the late 1960s and early 1970s, “I felt that I had received one of the best educations in speech pathology and audiology,” she says. Kay Armstead, who had helped to establish the Santa Clara County Speech-Language Hearing Association in 1958, was one of her favorites.

“When I think of Kay, I see a woman walking into class with a smile on her face,” says Clark, smiling herself at the memory.

After stints working with preschoolers and in a VA hospital, Clark earned her master’s degree in education (speech pathology and audiology) with a credential in teaching learning-handicapped children. For many years she worked for the Santa Clara County Office of Education, providing services in local school districts.

In the late 1980s she became a county office program specialist, tasked with finding suitable resources for children with a wide spectrum of disabilities. Later in her career she became a quality management trainer and an educational consultant.

“Speech pathologists are highly trained in many more areas than people realize,” she says, in explaining her versatility. “People don’t realize what we’ve been trained to do.”

A Candy Striper as a teenager, Clark has always looked for ways to be of service. In 1996 she was honored with the Valley of Hearts Education Award from Parents Helping Parents, a support group for families with special-needs children.

In 2002 she helped to launch the Dalai Lama Foundation, an international organization endorsed by His Holiness, the Dalai Lama, that promotes ethics and peace through education. Clark, who first heard the Dalai Lama speak in 1997 and has been deeply touched by his teachings, also worked with the dying and grieving.

Clark, whose husband Robert owned Minerva Books in Palo Alto before he retired, first thought of establishing a scholarship fund after the untimely death of her brother-in-law when he was in his 30s. His parents established a fund in his memory. “I thought, ‘I’d like to do something like that at San José State,’” she says.

“It’s been a journey, and I’m very grateful to my professors,” Clark says. “I’m happy to think I can give back to the place where I was inspired to become the best person I could be.” ☞



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Elaine Chin, PhD, Dean

EDITORIAL CONSULTANT
Michael Haederle

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Robert Bain, (except pages 11-12)

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Eunice Ockerman

The Sunshine Fund benefits the Kay Armstead Center for Communicative Disorders at the Lurie College of Education (see story page 11). The clinic provides low-cost speech, language and hearing evaluations, treatments and consultations.

If you are interested in giving to the Sunshine Fund please go to www.sjsu.edu/advancement/giving/colleges/coed/

