

Fall 2015

IMPACT, Fall 2015

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

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Recommended Citation

San Jose State University, Connie L. Lurie College of Education, "IMPACT, Fall 2015" (2015). *Impact (College of Education)*. 12.

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IMPACT

*Preparing tomorrow's educators
and teachers today*



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IN THE ALTERNATIVE

ALUMNA FINDS HER PASSION IN CHALLENGING CLASSROOMS

CRISTAL RENTERIA HAD just graduated with her single subject teaching credential in 2012 when she walked into her first job as a long-term sub at an alternative high school called the Phoenix on San José's East Side.

"I was 23," Renteria says. "They're 18 and some of them even 19."

Gang affiliation. Court records. Emotional problems. And some brilliant kids who just didn't want to play the traditional school game.

"It was definitely a shock," Renteria remembers.

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ROBERT BAIN

FROM THE DEAN

I recently attended the opening of a new facility for a bilingual dual-immersion charter school housed on a campus at one of our local public elementary schools.

What struck me at the event was the strong sense of community and support that united so many of the people there. It was clear that the building of the school was a true labor of love, driven by a fierce desire by the many parents and community members to provide a rigorous, high-quality education for their children. They spoke of their pride in seeing their children develop their capacities to be both bilingual and biliterate and their dreams of seeing their children attend college and pursue fulfilling careers and lives. They longed for what

every parent wants for his/her child. And each talked about having a “choice” as a precondition for having created this school.

The term “choice” is a loaded one. It is often used as a hammer against public education and a characterization of everything that is wrong with the current system. But I would like to offer a different perspective on choice. Choice also means that many of us choose to attend and work in public schools because we believe in the value of public institutions to serve the common good.

In this issue of Impact, we meet a few of the incredible people who have chosen to give their talents to public education. Cristal Renteria is a teacher that any college of education would be proud to claim as a graduate. Not only did Cristal choose to teach in public high schools, she chose to teach in three different alternative high schools, working with the most challenging of student populations.

Alternative high schools exist for those students who can't succeed in the typical school setting, whether because of disruptive behaviors, severe emotional problems or other issues that make traditional high schools a poor fit. These are not the types of schools that typically attract energetic new teachers eager to start their careers. That Cristal continues to thrive in such a setting and to win a Teacher of the Year award for this work says a lot about her talents and abilities.

Assistant Professor Rebeca Burciaga forged equally strong connections with students in the Puente program at Andrew P. Hill High School when she visited the

school to talk about the work of her late father, a Chicano artist and writer.

When the National Association for Chicana and Chicano Studies conference came to San Francisco, Burciaga arranged for the students to attend and they spent the day immersed in discussions of culture and identity. Burciaga, as you'll learn in these pages, has devoted her research and teaching career to identifying and working to eliminate the structural barriers to equal opportunity for a quality education for every child.

That is the promise of public education: a fair shot for every child—regardless of income, race, ethnicity, gender, disability or sexual orientation—to develop the skills and habits of mind to succeed in career, college and community.

Elaine Chin, Dean
luriecollege@sjsu.edu

GOING INTERNATIONAL

ED.D. CLASS LOOKS AT EDUCATION IN COSTA RICA

“The experience of learning abroad, through a cohort, simply cannot be replicated in a classroom any more than a worksheet about soccer can replicate the experience of playing the game.”

FOR BETSY FITCH, an elementary school principal in San José, the international component of the Lurie College of Education’s doctoral degree program was a prime selling point.

“It’s why I applied,” she said.

So the opportunity last summer to spend two weeks immersed in education policy and practice in the Central American nation of Costa Rica was a game changer.

“I never could have predicted how transformative this experience would be for me,” Fitch said.

Fifteen of the 16-student initial class in the educational leadership Ed.D. program traveled to Costa Rica in June and spent two weeks visiting schools from the rain forest to the coastlines, learning about restorative justice and environmental connectedness and getting their hands dirty—literally—in the nation’s work to interrupt the cycle of poverty.

“The experience of learning abroad, through a cohort, simply cannot be replicated in a classroom any more than a worksheet about soccer can replicate the experience of playing—the game,” Fitch said.

After completing a course in globalization on campus, the students—all working professionals—took off for Costa Rica. They took classes at the United Nations’ University for Peace, where they learned about restorative justice as a alternative approach to dealing with behavioral issues. They also attended a lecture at the Costa Rican Ministry of Education about the themes of culture, environment and interconnectedness that are a framework of public education in Costa Rica and visited

numerous schools where they saw those concepts put into practice.

In a visit to a shantytown where Nicaraguan immigrants live, the students divided into teams for a service project. One team constructed a pop-up library for the children schooled there, while the other broke up rocks and made cement to make the steep road into the area safer.

Arnold Danzig, the Ed.D. program director, said he believes the Lurie College program is unique in having an international component that requires study in another country.

“The objective of the global component,” he said, “to foster increased understanding of the ways in which beliefs, policies, economic interests and institutional norms have interacted with each other at various stages in history.”

Understanding education and leadership through multiple lenses, Danzig said, will help the program’s graduates to “reflect on uses and abuses of power, demystify bureaucratic structures and penetrate the status quo in 21st century educational settings.”

Fitch said the most meaningful take-away for her was the concept that education does not only prepare students for college and career, but for a place in a global community.

“We need to also prepare our students to be citizens,” Fitch said. “The world is interconnected and we must begin to understand what is happening globally if we intend to be more successful in our work locally.” ➡



from on page 1

But Renteria had confidence gleaned from her coursework and practical preparation as an undergraduate English single subject major and credential candidate in the Lurie College of Education.

“That’s what I really had to count on to get me through my first year,” she says. “I was able to figure things out, able to implement all the resources I’d gathered through the program. Seeing what strategies worked with them and which didn’t.”

At the end of the year, instead of running for a teaching career in a more traditional school, Renteria signed up for more.

“I was sucked in. I was addicted,” she says. “I could not walk away from alternative education.”

From the Phoenix, Renteria moved to San José Community Day School, a school

for students who have been expelled or are on house arrest or on probation.

“That was an eye-opening experience, definitely,” Renteria says. “These students came in with such a wide variety of learning abilities as well as disabilities. Extreme behavior issues. I went from at-risk students to students who have hit rock bottom.”

She was named teacher of the year and found herself recruited by Pioneer Plus, a public alternative school on the Pioneer High School campus in the San José Unified School District. She taught juniors and seniors social studies and English there last year and then moved on to San José Plus, a small alternative program inside San José High, where her ability to speak Spanish was welcomed.

Alternative education programs provide a nontraditional classroom experience for students who don’t fit in regular classrooms, to relocate disruptive students from classrooms without suspending or expelling them and work closely with students who have failed or not completed classes to get back on track.

“Our goal is to recover credits and graduate,” says Renteria.

Renteria, now 26, welcomes her class of juniors and seniors for a morning social studies class with a hearty, “Good morning, ladies and gentlemen!”

The morning current events lesson surrounds the terrorist attacks on Sept. 11, 2001, and Renteria takes her class on a virtual field trip to the memorial at the site of the World Trade Center collapse,



Through the 9/11 and “Breaking Through” lessons, they are well behaved and for the most part engaged. By the end of the hour, Renteria is answering questions about the college application and financial aid process.

Renteria, who loves reading and always wanted to teach, fell into alternative education by the accident of that first job offer. But she was always open to the idea of working with more demanding students.

When college professors talked about difficult students, Renteria remembers that a lot of her classmates were turned off. “And I was like, ‘That sounds like it might be interesting.’”

“In alternative education,
you have so many hats on.
You’re an academic counselor,
an emotional counselor,
teacher, mentor.”

showing them a YouTube video and leading them through a written exercise about what they saw. After that, it’s on to reading from and discussing “Breaking Through,” Francisco Jimenez’s story about a young migrant farm worker’s coming of age.

The book is set in the 1950s and Renteria keeps the class focused by projecting photos of some of the relics of the era—turntables, sock hops and a rotary dial telephone.

Her students are in the class for a number of reasons—truancy, behavioral issues, lack of academic effort or deficiencies in course credits. Despite how her students arrived at San José Plus, Renteria expects them to challenge themselves to become self-motivated and self-directed and to set academic and personal goals.

Renteria always excelled in school—she’s a graduate of Silver Creek East Side and she counts at least five family members who are teachers or school administrators. But, as she puts it, “I didn’t always run with the best crowd.”

Some of her students today remind her of some of her high school friends and she’s dedicated to reaching them and helping them obtain a high school diploma.

“I definitely feel that these are the students who need the most attention and who need that support and who need that encouragement,” she says. Her work, she believes, is crucial to fulfilling the obligation to provide an education to all students, regardless of the challenge.

There’s nothing intimidating about Renteria, a fashionable millennial who likes to play music in her classroom and who en-

courages her students to pop on headphones and listen to their own soundtrack while they work on writing assignments.

Her age certainly didn’t help when she first stepped into an alternative classroom and she had to establish authority.

“It was quite a challenge establishing myself initially as an authority figure,” Renteria says. “Most of them have siblings older than I was. I definitely thought back to my classroom management courses. One thing that really stayed with me was, ‘Set the expectations and know the boundaries.’ Let them know immediately what’s OK and what’s not. I probably spend a good month establishing these expectations.”



Renteria gives credit to her undergraduate and credential preparation, especially her undergraduate advisor, Professor Mary Warner, and her two student teaching mentors.

Renteria lives in the San José High neighborhood and hopes to stay there for a while. And she doesn’t see making a move to a more traditional classroom.

“In alternative education, you have so many hats on,” she says. “You’re an academic counselor, an emotional counselor, teacher, mentor. For me, it’s a perfect fit. I feel like it definitely takes the time and effort and if you’re willing to put that in you will reap the benefits.

“Especially with challenging students, it takes baby steps. Today may have not been the best, but tomorrow is a brand-new day.” 📩



FROM LEFT,
GOLLOHER,
MIDDAUGH,
LÓPEZ,
BRICEÑO

NEW FACULTY

LURIE WELCOMES FOUR ASSISTANT PROFESSORS

THE LURIE COLLEGE of Education welcomed four new faculty members this academic year. They bring strong academic credentials and innovative research projects to the departments of Elementary Education, Special Education, Educational Leadership and Child and Adolescent Development.

ALLISON BRICEÑO

A kindergartner learning how to read her numbers in Spanish might sound out the word uno—“oo-no”—while a kindergartner learning her numbers in English might be more encouraged to memorize the word “one” rather than try to decode it.

It’s an important distinction for teachers facing a classroom of mixed Spanish and English speakers learning to read, says Allison Briceño, a new assistant professor in the Department of Elementary Education who studies how emergent literacy differs in Spanish and English.

“English has a lot more words that we think of as sight words because they need to be memorized rather than attacked phonetically,” Briceño says. “In Spanish, if you get your phonics down, you can quickly learn words.”

Briceño grew up on Long Island with an early love of books—“I came out of the

womb reading,” she jokes—and was an English major and Spanish minor at the University of Pennsylvania. After a short, lucrative and unfulfilling foray into corporate finance, she found a love of elementary education when she joined Teach for America and got placed in a diverse school in East Palo Alto. She was a bilingual classroom teacher and discovered the challenges of getting a class almost exclusively made up of English language learners to read at grade level.

“The kids were wonderful and the families were wonderfully supportive and I was working so hard and I couldn’t figure out what I wasn’t doing right,” Briceño says. “So I just kept going back to school to learn more.”

That frustration led to a master’s in education from Stanford University in 2006 and an Ed.D. from the University of

San Francisco in 2013 and now a career teaching prospective teachers.

“I miss the classroom desperately,” Briceño says, “but I like to think of it as broadening my impact.” ➡

ANDREA GOLLOHER

Andrea Golloher’s fifth grade science fair project was about teaching vocabulary to kindergartners, so it shouldn’t come as too much of a surprise to find her among the new faculty in the Special Education Department, specializing in communication delays and how theories of communication development inform literacy instruction for children with low language abilities.

While Golloher pursued an undergraduate degree in psychology at Washington University, she became interested in autism and education and pursued a master’s in special education at Vanderbilt University.

After receiving her master’s in 2006, Golloher taught early childhood special education in Dublin and San José and worked as an in-home therapist for children with autism and other developmental delays.

Golloher’s path to research and a Ph.D. in special education was born from frustration in those classrooms as she tried to engage students in shared reading time.

“There always seemed to be a group of students who either were completely unengaged or they had their own way of interacting with books that they wanted to do instead,” Golloher remembers. “Several of my students wanted to turn books upside down and flip through the pages really, really fast. I tried a whole bunch of different things, and I was struggling.”

Golloher received her Ph.D. just last year and her dissertation examined whether a published special education curriculum for elementary school students could be effective for early childhood students with low language abilities.

She found that those students could develop shared reading abilities with properly adapted instruction and that the exposure to reading helped them participate in academic instruction.

Golloher is now working on a survey of what early childhood educators know about literacy instruction and shared reading to inform the next steps in teacher education and training. ➡

PATRICIA D. LÓPEZ

Patricia D. López comes to San José State from the National Latina/o Education Research and Policy Project at the University of Texas at Austin, where she was assistant director and where her most recent work was an ethnographic study of the Texas State Legislature’s K-12 accountability and college readiness initiative.

“I’m very focused on the politics of education, education policy and public and higher education issues,” says López, who holds a B.A. in psychology from the University of California, Santa Cruz, and both an M.A. (’08) and a Ph.D. (’12) in education policy from UT-Austin.

Raised in a working-class Mexican-American family in Visalia in the Central Valley, López saw first-hand how education structures afford and limit opportunity based on assumptions about race and ethnicity. In high school, López says she was placed in remedial courses instead of a college-prep track and eventually made her path to a B.A. through community college.

“My experience is not unique to me,” López points out. “It is a very common trajectory for first-generation college students. It’s a very common narrative.”

López said she is looking forward to being part of the discussion and leadership in education policy in California.

As assistant professor in the Education Leadership Department, López will teach master’s level students, continue researching and publishing on political systems and education and advocate for historically marginalized communities.

“I am originally from California, born and raised in the Central Valley, left the state to receive my doctorate and San José State recruited me and brought me back to my home state,” López says. “It’s an amazing place to be and I’m honored to be here.” ➡

ELLEN MIDDAUGH

Ellen Middaugh, in her first year as an assistant professor in the Child and Adolescent Development Department, came to SJSU from a senior researcher position with the Civic Engagement Research Group at Mills College in Oakland.

There she led studies of the factors that support youth in understanding and addressing issues of public concern with a focus on how new forms of digital media are changing the nature of public engagement and the skills that young people need to understand civic issues and add their voices to the conversation.

Middaugh grew up in South Carolina, where disparities in race, class and gender sparked her interest in social justice. After earning a B.A. in psychology from The George Washington University in 1995, she went to the University of California, receiving her Ph.D. in human development in education in 2009. It was in Oakland that she refined her focus on the intersection of youth, media and political and social engagement.

The digital revolution has democratized the marketplace of ideas, but also presents questions ripe for research: How is it changing the nature of civic engagement? Is it expanding the repertoire or replacing traditional options? Has it encouraged more engagement and is that engagement more meaningful or simply more?

Her research looks at how adolescents and young adults (ranging in age from 15 to 25) engage in social and political issues, which she sees as a fundamental aspect of public education.

“My belief is that the purpose of public schooling is to prepare people not just for careers but for responsible citizenship,” Middaugh says. She wants classroom teachers in any subject to be aware of and skilled in advancing those goals, not just preparing students for college and careers.

“Media literacy, information literacy—the ability to research and make judgments on information—is really an emerging set of educational practices,” Middaugh says. ➡

BROADENING UNDERSTANDING

GRANTS FUND COMMUNICATION DISORDERS SCHOLARSHIPS

THE DEPARTMENT OF Communications Disorders and Sciences already had two projects to support speech language pathology underway funded by \$2.5 million in federal grants when this year it received two more grants totaling an additional \$2.5 million.

“It’s fantastic,” says June McCullough, a professor of communicative disorders. “It can make all the difference for a student considering the degree who has socioeconomic constraints.”

Both of the two new \$1.25 million U.S. Department of Education grants are spread over five years and designed to give graduating speech language pathologists some special knowledge that will better help them serve children with speech and language disorders in their communities. They are all service obligation scholarships, which means that graduates commit to working with children for two years for every year of scholarship.



PROJECT TAPESTRY

Wendy Quach, an associate professor, and director of Project Tapestry, says the program grows out of the department’s commitment to graduating professionals equipped to provide services to an increasing ethnically, culturally and linguistically diverse population of children and youths.

“We have a long-standing history of training students to be culturally competent,” Quach says.

This program exposes master’s-level students to languages and dialects and cultures common to California – from Vietnamese, Cantonese, Mandarin and Spanish to Tagalog and African-American English—so that students can learn different language sounds and cultural norms to help them in their professional careers to better help their clients.

“WITH CHILDREN WHO SPEAK THESE DIFFERENT LANGUAGES AND WHOSE FAMILIES ARE FROM THESE DIFFERENT CULTURES, IT HELPS OUR STUDENTS DETERMINE IF SOMETHING IS A LANGUAGE DISORDER OR JUST A LANGUAGE DIFFERENCE,” Quach says.

The grant pays enrolled students’ tuition and expenses and pays to bring in speech pathologists who speak those languages to explain language and vocal sounds in their native language as well as cultural differences that might affect how a parent of a child with a communication disorder interacts with a therapist.

The grant runs from 2015 to 2020. Assistant Professor Pei-Tzu Tsai is the project coordinator.

PROJECT EPICS

EPICS stands for Educating Pacific Island Clinicians in Speech-Language Pathology and funds students who will receive San José State University degrees, but will complete their degree requirements through distance learning from their homes in the Pacific islands of Guam, American Samoa, Micronesia, Palau, Saipan and Yap.

The Lurie College was approached by educators at the University of Guam, who were looking for some solution to a dearth of specialized speech-language pathologists on the island due to the lack of a master’s degree program there.

McCullough, who co-directs the project with Quach, said the islands, which are either U.S. territories or have an affiliation with the U.S. through treaties, are required by federal law to provide services to children with communicative disorders. Classroom teachers without specialized training now provide many of those services.

The Lurie College partnership will allow master’s students to continue to work while taking courses online. **“THEY CAN STAY ON THEIR ISLANDS, THEY CAN KEEP THEIR JOBS BUT THEY CAN STILL GET THIS SPECIALIZED EDUCATION,”** McCullough said.

Quach said the grant will pay for their tuition, books and supplies as well as fund faculty to travel to Guam on occasion and for the students to travel to San José for their clinical rotations.

The project is funded from 2015 to 2020 and at its conclusion will graduate 20 students with master’s degrees in the field of communicative disorders therapy. ➔



EQUITABLE ACCESS

AWARD-WINNING REBECA BURCIAGA
CHALLENGES ASSUMPTIONS

WHEN HER STUDENTS, all practicing teachers, enter Rebeca Burciaga's classroom, she gives them a data-collection assignment—"Draw me a demographic picture of your schools."

Once they have compiled race, ethnicity and gender numbers, income levels, neighborhood statistics, number of AP courses offered and who is enrolled, number of credentialed teachers, test scores and rates of graduation and suspensions and expulsions, Burciaga draws portraits of the schools.

Over eight years of doing this and looking at more than 100 Bay Area schools, Burciaga says, "I have yet to find a school that has equitable access to rigorous academic preparation, regardless of the makeup of the school. There are patterns that numbers can't hide."

An assistant professor in the Department of Educational Leadership, Burciaga

has focused her research on understanding the educational practices and structures that set up students of color and members of other historically marginalized communities for difficulty in public schools.

The data, she says, underscore the myth that the so-called achievement gap between Anglo students and students of color is due to inadequacies on the part of the students, their families or cultures rather than a system that assumes, and therefore supports, their failure.

"While everybody's chasing the concept of the achievement gap," Burciaga says, "I really look at opportunity gaps. What are the resource allocations? Mindsets? How do teachers, administrators and community members perceive the capability of students?"

Her work on race and educational inequality was recently honored with the prestigious William J. Davis Award, which recognizes the most outstanding article published in the Educational Administration Quarterly journal each year. Burciaga shared the award with co-author Gerardo R. López of the University of Utah for their article, "The Troublesome Legacy of Brown v. Board of Education," which reflected on the 60th anniversary of the landmark Supreme Court decision and the assumption that it somehow fixed racial inequality.

They wrote, "Instead of asking 'Did integration work?' we need to be asking 'Why do we continue to believe in integration as the primary indicator of equality?' Instead of asking 'Are we living in a post-racial society?' we need to be asking 'Why do we still have faith in the efficacy of our governmental institutions to address issues of inequality, when the all indicators

seem to show that we are still separate and unequal?'"

Burciaga also received the 2015 Arthur Dunklin Diversity Champion Award, a university-wide award for commitment to campus diversity.

Burciaga received an undergraduate degree in Latin American/Latino studies from the University of California, Santa Cruz, and a master's degree in education from the Harvard Graduate School of Education before receiving her Ph.D. in education from UCLA in 2007.

She grew up, quite literally, in higher education. Burciaga's father, José Antonio, who went by Tony, was an artist and writer, and her mother, Cecilia, was the highest-ranking Latina administrator at Stanford for 20 years. Burciaga and her brother lived with their parents in an apartment in a Stanford dormitory.

Burciaga attended a private Catholic high school and she was ambitious, curious and a careful student. "I was a nerd," she says. "I was pretty sure I wanted to be the president of the United States. I asked a lot of questions."

In her work today, Burciaga explores "deficit thinking"—the belief that students of color carry inadequacies, for example lack of motivation, that are often attributed to poverty or inadequate socialization from home.

"For example, we call them 'at-risk' youth, based solely on their ethnicity. That's very common in the field of education," Burciaga says.

Part of her work in the classroom is to cultivate a mindset in teachers and administrators who work with students of color to challenge that thinking. And that gives her hope that systems of power and privilege may change.

"I definitely see a shift in my students over the course of the semester," she says. "Even if it doesn't make a change in the system in my lifetime, I know that the people who we send back into schools are mindful about how they participate." ➤

FACULTY & STAFF ACCOMPLISHMENTS

FACULTY RESEARCH

ROCIO DRESSER in the Department of Elementary Education was promoted from associate professor to full professor. Dresser, who holds an Ed.D. from the University of San Francisco, is the coordinator of the college's bilingual teacher preparation program.

ARNOLD DANZIG and **ELAINE CHIN** contributed a chapter, "The EdD Program in Educational Leadership: Applying Principles of Human Appreciation," to *The Education Doctorate (Ed.D.): Issues of Access, Diversity, Social Justice, and Community Leadership* (New York, Peter Lang Publishing, 2015). Danzig presented "Rationales for a Newly Established EdD Program in Educational Leadership: Contrasting the CPED Framework with Principles Implied in Vickers Appreciative Systems Model" to the American Educational Research Association in Chicago (April 2015). His review with **PAM CHENG** of "The Schooled Society: The Educational Transformation of Global Culture" by David Baker appeared in *Teachers College Record* (May 2015).

REBECA BURCIAGA and Natalia Cruz Navarro published "Educational Testimonio: Critical Pedagogy as Mentorship" in *New Directions for Higher Education*, 171: 33-41, 2015. Burciaga published "Presuming Incompetence from Preschool to the Professoriate: How Leadership Programs Perpetuate or Prevent Deficit Thinking" in *Educational Leadership and Administration: Teaching and Program Development*, 26: 4-9, 2105. Burciaga received the William J. Davis Award, given annually by the editorial board of the *Educational Administration Quarterly* to the author or authors of the most outstanding article published during the preceding volume year.

KATYA KARATHANOS-AGUILAR and Rebekah Sidman-Taveau contributed "Academic writing for Graduate-level English as a second language students" to *The CATESOL Journal*, 27(1): 27-52, 2015. With Lara Ervin-Kassab, Steven Drouin, Virginia Lehmkul-Dakhwe, she presented "Striking a Balance: An Investigation of a Co-Teaching Project with a Focus on Academic Language Development," at the Conference of the California Council on Teacher Education in San José in March 2015.

STEVEN DROUIN contributed "Assemblage: Raising Awareness of Student Identity Formation through Art" to *Multicultural Education*, 22: 59-61, 2015.

ANDREA GOLLOHER contributed "Adapted Shared Storybook Reading: A Study of Its Application for Children with Autism Spectrum Disorders in Home Settings" to the journal *Focus on Autism and Developmental Disabilities*, in press.

MARK FELTON with M. Garcia-Mila, C. Villarreal and S. Gilbert contributed "Arguing collaboratively: Argumentative discourse types and their potential for knowledge building" in the *British Journal of Educational Psychology*, 85: 372-386, 2015. With A. Crowell and T. Liu, Felton contributed "Arguing to agree: Mitigating the effects of my-side bias through consensus-seeking dialogue" to *Written Communication*, 32(3): 317-331, 2015. With Villarreal and Garcia-Mila, he presented "Collaborative argument and the co-construction of knowledge: Analysis of the discourse interaction" at the 1st Annual Meeting of the European Conference on Argumentation in Lisbon in June 2015.

JASON LAKER, with K. Myers and C. Minneman, contributed a chapter, "Subaltern supermen: Intersecting masculinities and disabilities in popular culture," to *Intersectionality in Education Research* (Sterling, Va., Stylus, 2015). With Erica Boas, he presented "Sexual Coercion and Assault Goes to College Too: Disarticulating Culture, Language, Heritage and the Cheating of Justice" at the American Educational Research Association conference in Chicago (April 2015). Boas and Laker also delivered the opening keynote presentation, "His Issues, Her Issues, Zir Issues, Our Issues: Rethinking Assumptions About Sexual Coercion and Assault" at the ACPA/NASPA Conference on College Men in Amherst, Mass. (June 2015).

KARA IRELAND D'AMBROSIO presented "The California Music Project Teacher Training Program as an Intervention in Poverty and Income Inequality" at the Symposium on Music Teacher Education in Greensboro, N.C. (September 2015).

PATRICIA SWANSON contributed "Toy Stories: Modeling Rates" in the journal *Teaching Children*, 22(2): 77-83, 2105.

DAVID WHITENACK and **ELAINE CHIN** received a \$54,999 grant from the S.D. Bechtel, Jr. Foundation to support the SJSU High Leverage Practice and Content Academy. Whitenack contributed "Equitable education of English learners in the

Common Core age: Implications for principal leadership" in the journal *Educational Leadership and Administration: Teaching and Program Development*, 26: 68-74, 2015.

KATHRYN LINDHOLM-LEARY contributed several book chapters. "Developing Spanish in dual language programs: Preschool through twelfth grade," is included in the *Handbook of Spanish as a Minority/Heritage Language* (New York, Routledge, in press). "Bilingual and biliteracy skills in young Spanish-speaking low-SES children: Impact of instructional language and primary language proficiency" appears in *Immersion Education in the Early Years* (New York, Routledge, 2016). And "Bilingualism and academic achievement in children in dual language programs" is included in *Lifespan perspectives on bilingualism* (Washington, D.C., APA Books, in press). She also presented "Student Outcomes in Dual Language Programs" at AERA in Chicago in April 2015.

BRENT DUCKOR, **CARA MAFFINI**, Carolyn Hofstetter, **LORRI CAPIZZI**, **DOLORES MENA** and **XIALOU HU** presented a workshop, "Measuring non-cognitive outcomes from the ground up: An evidence-centered design approach" at the National NCCEP/GEAR Evaluators in San Francisco in July 2015. Duckor also received a \$58,707 grant from the Oregon Department of Education to support in-service teachers' uses of formative assessment with unit-tests aligned to learning progressions.

PATRICIA D. LÓPEZ presented "Differential Consciousness and Race-Gendering in Texas' Legislative Process" at the American Political Science Association Annual Conference in San Francisco in September 2015.

HENRIETTE W. LANGDON and I.T. Saenz are the authors of *Working with Interpreters and Translators: A Guide for speech-language pathologists and audiologists* (San Diego, Plural Publishing, 2016). Langdon presented "Mój dwulatek nie mówi! Co moge zrobić? My two-year-old is not talking! What can I do?," a video production in Polish at the International Conference On Speech-Language Therapy: Modern Trends In Logopaedic Diagnosis And Therapy in Chorzów, (Silesia) Poland in October 2015.

YOU GIVE, WE SAY THANKS

FACULTY SERVICE

JASON LAKER has been appointed to the Non-commercial Users Constituency within the Generic Names Supporting Organization of the Internet Corporation for Assigned Names and Numbers, the global public policy development body for the Internet.

REBECA BURCIAGA received the faculty member 2015 Arthur Dunklin Diversity Champion Award, given by San José State University to recognize campus community members who help create a welcoming, inclusive and supportive campus community by modeling diversity and inclusive excellence.

STEVEN DROUIN serves as chair of the Tracking/Detracking special interest group of the American Education Research Association. The group works to increase the focus on heterogeneous instruction in large public secondary education settings, including school site visits and panel presentations.

NANCY LOURIÉ MARKOWITZ spoke at the Sunnyvale School District's opening meeting in August 2015.

KATHRYN LINDHOLM-LEARY evaluated the Dual Language Collaborative for the Oregon Department of Education.

PATRICIA D. LÓPEZ participated in a San José County and Silicon Valley League of Women Voters Higher Education Forum, where she spoke on educational equity and institution building with a focus on historically marginalized communities.

MICHAEL L. KIMBAROW was elected chair of the San José State University Academic Senate, which is responsible for developing policy proposals that cross all aspects of the university.

THIS YEAR, THANKS to the kindness of our donors, the Lurie College of Education has been able to help 48 students pay for their college education. That's 48 future teachers, principals, speech pathologists, counselors, staffers or other participants in education who have found their load lightened by some help from generous alumni and friends of the Lurie College.

In the 2014-2015 academic year, your scholarship support totaled more than \$76,000. We thank you for believing in us and in our mission to provide an excellent education. Mostly, we thank you for believing in our students and investing in their futures.

We're also happy to say that Sarah Arreola, the college's specialist in teacher contracts and education projects, is one of the beneficiaries of a special scholarship that originated in the Lurie College. Arreola and was the recipient of the Support Our Staff Scholarship, established in 2012 by Lurie College's resource analyst, Sami Monsur. The annual \$500 scholarship supports a staff member working toward a degree at San José State. Arreola is pursuing a master's in public administration.

Thank you, Sami. And thank you to all our donors. We couldn't do it without you. ☞

Alumni Corner

NEWS OF THE CLASSICS

By Cherie Donahue, Alumni Board Secretary

As the summer fades and the seasons change, our College of Education Alumni Board has geared up to meet the new semester. We welcomed back our wonderful faculty members with gifts in their goodie bags at the Fall Faculty Forum in August.

Applications are open for our faculty grants. The deadline is Dec. 18 and application forms are available at www.sjsu.edu/education/facultyandstaff/forms. We've received student scholarship applications and we look forward to reading them and selecting recipients. Last year we awarded \$2,000 to our faculty and \$2,500 to student scholarships.

Which leads to the next topic: The Scholarship and Schoolhouse Wine Tasting Gala, Nov. 5 from 5 to 7 p.m. at Joseph George Wines, 1559 Meridian Avenue, San José. Your \$35 ticket includes tasting delicious wines, partaking of fabulous hors d'oeuvres and donating to our scholarship fund. You'll also have opportunities to purchase wines and gifts while nurturing your charitable side! For reservations, use <http://coewinegala.eventbrite.com/>. We look forward to seeing you there!

We have continued our support of the Santa Ana One-Room Schoolhouse in History Park at History San José. The schoolhouse provides a real-life classroom setting to learn what life was like in the 1890s for more than 26,000 students in the Santa Clara Valley who visit it each year. Additionally, the Schoolhouse gallery is home to plaques and biographies of the hundreds of Honored Teachers, nominated by students and families for their contribution to education. For more information on how you can honor an important educator in your life, contact the office of Lurie College of Education at (408) 924-3600.

We hope you will continue to be a part of San José State University and support the College of Education. Welcome to the Fall of 2015. ☞

Connie L. Lurie
College of Education

One Washington Square
San José, CA 95192-0071

Change service requested



TAKE A HAND IN SHAPING THE FUTURE

Wendy Quach of the Department of Communications Disorders and Sciences is managing \$2.5 million in federal grants to equip speech language pathology graduates to better serve culturally and linguistically diverse populations. See story, page 8.

We'd love to list all of this year's scholarship winners here, but thanks to an outpouring of generosity from friends of the college and alumni like you, we don't have enough space! You can see the complete roster of all 48 current scholarship recipients at www.sjsu.edu/education/lcoedonorappreciation/. You'll also find a bright yellow button there that says "Give Now" if you'd like to help support our mission of educating tomorrow's teachers.

www.sjsu.edu/education

IMPACT

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