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IMPACT, Fall 2017

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IMPACT

*Preparing tomorrow's educators
and professionals today*



Katya Aguilar



Mark Felton



Lara Ervin-Kassab

ONE, TWO, THREE...

Team Building In Teacher Education

In at least one facet of teacher development, three is not a crowd. The Trio Project, a five-year school-university partnership funded by a \$1.8

million grant from the U.S. Department of Education and administered by the Lurie College Department of Teacher Education, created three-person teams to

enhance the on-site education of teacher candidates and expand the professional education of their mentor teachers. Teacher candidates, known popularly



FROM THE INTERIM DEAN

Welcome to the Fall 2017 Impact newsletter, with its focus on the College's forward momentum and high ambitions. For this issue, this introduction highlights some of our recent successes and exciting initiatives.

The Lurie College can be very proud of endorsing 752 credentialed teachers and administrators (between January 2016 and August 2017) to help address the California teacher shortage. Our two

largest credential programs are multiple subject (222) and single subject disciplines (184). For the latter, English Education included 52 credentials, followed by Social Science (27), Science (24), Mathematics (24), Music (20), World Languages (14), Physical Education (13) and Art (10). Additional credentials were earned by Education Leaders (96), School Counselors (90), Education Specialists (71), Speech-Language Pathologists (50), Reading and Literacy Leadership Specialists (15), and already-credentialed teachers who pursued added authorizations (24). I'm grateful to Ha Thai (one of our credential analysts) for compiling and sharing these data.

The Lurie College has myriad initiatives targeting student recruitment, retention and timely degree completion. For example, our Student Success Center offers academic tutoring and mentoring services, standardized test preparation supports, and career advising. Our Special Education Department was just approved to offer a Deaf Education minor per the diligence of Peg Hughes and Everett Smith. Speech-Language Pathology students are using two new educational tools, SimuCase™ (simulated case studies with problem-based learning activities) and Calipso™ (a software package that enables students to track their knowledge, skills and clinical activities). The Child and Adolescent Development program is developing a four-year integrated undergraduate program leading to a multiple subjects credential. And, the Teacher Education Department is engaged in three substantial curriculum projects, focused on Teacher Performance Expectations, the latest student-technology

standards, and a pilot project focused on the demonstration of summative skills (via the California Teaching Performance Assessment).

Amid these activities, the Lurie College hosted our first *A Conversation with ...* speaker series and heard Alexs Pate speak passionately about how educators can support the needs of all students. Thanks to a generous donor, the College has its first group of six funded student-research recipients. Paired with faculty mentors, these students are developing novel research projects in their specialty areas. As well, with funding from CSU Chancellor's Office, the College has several teacher-candidate recruitment activities focused on high-shortage areas in bilingual education, special education, mathematics and science education. And, I'm happy to be a participant in the Campbell Union School District strategic planning process. Using an EdLeader21™ approach, the district is identifying its vision for 8th grade graduates and I'm gaining insight about what matters most to one of our larger school district partners.

In closing, I'll comment that our momentum is due to the collaborative and collective commitment of excellent and dedicated students, staff and faculty. As we develop and embrace our initiatives, I'm grateful for the opportunity to be engaged with such fine Lurie College colleagues.

Paul W. Cascella, Interim Dean
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IT STARTS WITH LOVE

'Tech person' finds her spot

Lara Ervin-Kassab loves to bake. And, as an assistant professor in the Department of Teacher Education, she advocates for two ingredients in equal measure for student success: challenge and love.

Challenging students is a familiar concept in classrooms. But love is a word heard far less frequently.

"You have to find something to love in every child," Ervin-Kassab says. "If you don't love your students you won't have patience for them and you won't understand them. What motivates that student? What moves that student? Love is the root of caring."

Ervin-Kassab's long path to a tenure track position in the Lurie College has involved a lot of students to love. After earning a B.A. in history from Holy Names University in Oakland, she taught high school social sciences, as well as English and even computer science.

Beginning in 2008, she began teaching at San José State one evening a week after finishing her day at an alternative high school. She chose to teach at an alternative school, she says, because "I've always loved the students who are more difficult to love."

And that might have sprung from her own uneven experience as a student. "My teachers were frustrated with me," she says. "In some places I was really far ahead of everyone. But in other areas... I got my first F in third-grade mathematics. I was always a good kid, but I think I was always a critic of the institution of school—and I still am."

Putting that critical view to good use in the pursuit of teaching aspiring teachers at San José State sparked her interest in pursuing an Ed.D. "I realized there was more to know and more to learn," she says.

And a progressive loss of vision, especially her peripheral vision, persuaded her that it was time to leave the high school classroom. Diagnosed in her 20s



with retinitis pigmentosa, a degenerative condition, Ervin-Kassab is legally blind. Not being able to see teenage shenanigans going on around her was a worry in a high school classroom, but not a concern in graduate-level college classes.

Outside the classroom, Ervin-Kassab and her husband share their household with three adopted feral kittens named after minor Harry Potter characters and a Shiba Inu dog named Hidea. Her husband works in the tech industry and Ervin-Kassab describes herself as a "tech person," so it's a natural fit for her to focus her research on technology use among educators.

"My research is around how educators learn technology, how they decide to use

it and what influences those decisions," says Kassab.

While technological innovations have flooded schools, Ervin-Kassab is concerned by a tendency to weight technology investments toward equipment and away from training educators how to effectively use the equipment.

"I think we need to be looking at tech use, not as the newest sparkly thing we need to get, but guiding thinking of the educator to say, 'Would a technology enhance my academic goal? Does it fit my pedagogy? Would it help support my students' ability to access the curriculum or produce evidence of their learning?'" ⇨

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as student teachers, often move between classrooms, grades and schools during the two semesters they spend student teaching.

Trio aimed for more continuity. Under the program, teacher candidates spent their year student teaching at one school and under the mentorship of one teacher. The trio was rounded out by a Lurie College supervisor.

The teams of three participated in professional development workshops throughout the year and worked together in professional learning communities.

“The genesis of the idea was for our teacher candidates to really not see themselves as students but to see themselves as beginner teachers,” says Mark Felton, professor in Teacher Education and one of a trio of colleagues—along with Professor Katya Aguilar and Assistant Professor Lara Ervin-Kassab—who collaborated on the project.

Aguilar said the teacher candidates were encouraged at the beginning of the year to set their own growth goals and to create their own identities as growing teachers.

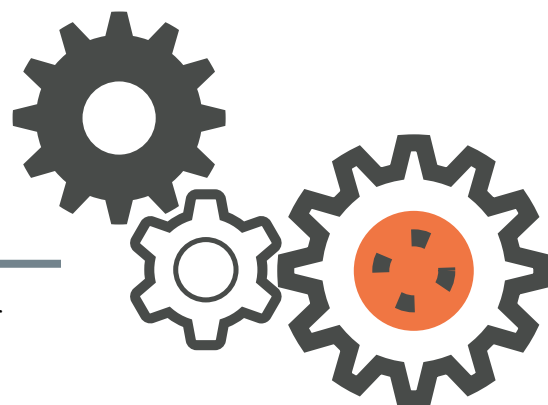
During the course of the year, teacher candidates got extra support.

Candidates and mentors worked in professional learning communities, receiving support from university supervisors and subject matter specialists, as they targeted elements of planning, instruction or assessment that they wanted to improve upon. Mentors took the lead in these “cycles of inquiry” first, then candidates took the lead, and by the end of the year, candidates ran a cycle of inquiry entirely on their own. Candidates also posted videos on an online collaboration platform, where they got feedback from peers and their supervisors on their practice.

Other faculty engaged the mentor-teacher/teacher-candidate pairs in lesson development.

The project touched about 90 teacher candidates, dozens of mentor teachers in schools all over San José and most of the secondary education faculty. The primary focus was on English language learner development, but its lessons could be applied more broadly, Aguilar says. “The innovations of the project weren’t so much the ‘what’ of what we were talking about,” Felton says, “but the ‘how.’”

During the four years the program was implemented, the teacher candidates benefited from a jump-start on professional development, access to instructional consultants and the opportunity to collaborate with peers also in the program.



The mentor teachers, who all had at least four years in the classroom under their belts, benefited from professional development and instructional experts and also received extra support in mentoring and in strategies for supporting academic language development.

And the Lurie College faculty members involved were able to dig deeper as supervisors, facilitate conversations and launch “inquiry cycles” that led to better-prepared graduates at the end of the year. “We actually think the supervisors are the linchpin,” Felton says.

All of that extra time and attention came with a cost, from all-day workshops to extra compensation for the hours put in.

Now that the project is in its fifth year, which is for analysis, review and building for the future, the challenge is to continue to scale up the teacher candidate experience on a budget.

“That’s the fat model,” Felton says. “So now how can we do that on a lean model?”

A lot of what happened during the past four years—the collaborative learning communities, encouragement of new identities and placement of teacher candidates with one mentor for the entire year—“all those things can happen without a cost,” Felton says. “It’s helping put teacher candidates in the driver’s seat of their own learning process.”



"PAGING DR. CHENG"

Pam Cheng's education began in a kindergarten class in Sunnyvale, where she entered school as an English-language learner, the daughter of parents who had emigrated from China to study and work.

This summer, she was recognized as one of Sunnyvale's most distinguished residents, taking home the outstanding educator award.

And Cheng reached another milestone this year: She was awarded her Doctor of Education in Educational Leadership from the Lurie College.

The topic of her dissertation was bridging the digital divide in a Title I elementary school.

Technology in the classroom is something Cheng knew something about from her professional life. As principal at Lakewood Elementary School, Cheng helped to form a partnership with Google to bring technology into every corner of the 490-student school. Tech fairs at Lakewood bring families into the school to learn about the apps, devices and approaches being used in classrooms. The school also offers after-school classes in coding and robotics.

But Cheng is concerned with the different ways students of different socioeconomic backgrounds use technology. And that formed the basis of her doctoral work at SJSU. "Stage One is getting technology," Cheng says. "Stage Two is implementing it in effective and equitable ways."

Students from lower-income backgrounds are more likely to "sit and get"—to watch a video or read information on a screen, Cheng says, while students from higher income backgrounds are more likely to be the ones creating content. In terms of learning, making a video or PowerPoint or even writing a blog post flexes and develops muscles and skills that passive media use doesn't.

Cheng hopes to encourage active media engagement among all students at Title I schools.

Cheng, a teacher and instructional coach at Lakewood before becoming principal, was among a class of 16 who started three years ago in what was then a brand-new Ed.D. program.



"Now that I'm done and I look back, I'm allowing myself to understand how hard it was," Cheng says. "I haven't taken a vacation or really had a weekend in three years."

Cheng is gratified, nonetheless, that the program was so rigorous. And, because her elementary school has a Mrs. Chiang and a Ms. Cheng on staff, she is now paged over the PA system as "Dr. Cheng"—often followed by the directive "stat!"

THREE YEARS LATER

The first crop of Doctors of Education completes the degree

A class of 16 professionals met in 2014 in what was then a brand-new Ed.D. program in the Lurie College. Three years later—with classes, discussions, projects, papers, long nights at the keyboard and a trip through some rutted roads in Costa Rica behind them—the cohort is beginning to publish its scholarship in the form of doctoral dissertations and taking newfound knowledge into new pursuits.

Nine members of the cohort have successfully completed all of the degree requirements and have finished their dissertations.

Program director Arnold Danzig has been welcoming the program's fourth cohort while saying goodbye to the first.

From the beginning, he said, he knew there would be challenges in balancing careers and busy lives with a rigorous doctoral degree program. The educational leadership degree program accepts and encourages people already working in educational leadership

positions so they can bring practical knowledge and real-time perspective to the coursework.

"The first cohort, they were really pioneers," Danzig said. "I think we realized the challenges of working full-time, having a family and balancing the demands of a full-time doctoral program. I'm really happy about the commitment they showed to the program."

Blanca Baltazar-Sabbah: Fiscal Transparency in the Era of California's Local Control Funding Formula: An Analysis of Funding Levels, Expenditures, and Student Achievement

Angela R. Birts: The African American/Black Racial Tapestry: Black Adolescents' Private, Independent School Experiences and Racial Identity Development

Pamela Lan Cheng: Professional Learning Community (PLC): Technology Integration at a Title I Elementary School

Maria Clara Fernandez: Teachers' Perceptions on Preparedness and Supports to Implement the English Language Arts Common Core State Standards

Betsy Fitch: Standardized to Student-Centered: A Systemic Approach to Navigating the Transition, Finding Balance and Creating Equitable 21st Century Learning Environments

Terry E. Flora: Exploring the Role of Mentor Teaching, Through a Co-Teaching Model, in Secondary Teachers' Beliefs, Practices, and Self-Efficacy Toward English Learners: A Multiple-Case Study

Carrie Holmberg: Formative Assessment for Middle School Mathematics Instruction: An Evidence-based Approach to Evaluating Teacher Posing, Pausing, and Probing Moves

Michael Paynter: Exploring a School Culture and Climate Where Students Can FLOURISH: Using Focus Group Methodology to Capture Key Stakeholder Perceptions About School Culture and Climate in an Alternative Education High School

Deanna Peck: Motivation to Persist: The Role of Hope, Academic Self-Efficacy, and Sense of Belonging on First Generation Latinx College Students and Their Intent to Persist

PASSION & DRIVE

Dean's Scholarship helps aspiring teachers reach their goals



Prasanna Padmanabhan

Thanks to an anonymous donor, the Lurie College offers two full scholarships each year to aspiring teachers. Recipients of the Dean's Scholarship, who receive \$15,000 to pay for tuition, fees, books and living expenses, are chosen by a panel of faculty members who look for talent, passion and drive—the building blocks of a great teacher. The winners of the scholarship for the 2017-2018 academic year are a native of Cupertino who aspires to teach middle school and a native of India who gave up a career in engineering to pursue her calling in a fifth-grade classroom. Meet Stella Ziegler and Prasanna Padmanabhan.

If we could venture back in time to Stella Ziegler's K-12 classrooms, we would see a bright young student who was always paying attention—very close attention. Her focus was on the subject matter and the material, but, often as not, also on the teacher.

“Really analyzing them in a very meta way,” says Ziegler as a way to explain how she got from studying anthropology at Reed College to working in a bakery to spending nearly all her days volunteering in a middle school and now, to the midway point in a three-semester teacher credential and master's program at San José State.

“I've been lucky enough to have really good experiences with teachers and they've been some of the most meaningful relationships in my life,” she says.

Her seventh-grade biology teacher, in particular, had an enormous influence on her. “He taught me so much about being a student, being a person,” she says.

They kept in touch and, adrift after Reed, she volunteered in his class and liked the experience so much that she decided to become a substitute teacher last year. She loved the classroom setting, but found it frustrating to pop into a class and then be gone in a day or two.

“I really crave that relationship with the class and that community,” she says, “and that was hard.”

So she applied to San José State to get the multi-subject credential and a master’s. Ziegler moved in with her parents after college and is relieved to have the Dean’s Scholarship picking up her tuition and other expenses. It has allowed her to immerse herself in a challenging first semester in Sweeney Hall classrooms and a second semester juggling classwork with student teaching without worrying about also getting a job.

Her student teaching is at West Valley Elementary School in Sunnyvale, in the same school district Ziegler went to school. She’s in a first-grade class and finally getting to begin building those relationships she craves.

“I love that I’m getting to know them,” Ziegler says. “I’m looking forward to seeing them grow.”

At the end of the program, she hopes to find a job working in a public middle school where she can help build a community.

“I want to make students’ lives better,” she says.



Why would anyone give up a successful and lucrative career as an electrical engineer to go back to school to become an elementary school teacher?

Prasanna Padmanabhan can answer that in two words: “It’s electrifying!”

The 39-year-old had two engineering degrees and a job as a manager on a hardware design team at Intel when she found herself more and more drawn to the volunteer shifts she was putting in at her son’s elementary school.

That interest led to more formal role as an observer and helper in another classroom. She spent two to three hours in a fourth-grade class once a week, concentrating on math projects. And that led to her career change.

“It’s not that I didn’t love my career and so I’m changing it,” Padmanabhan says. “It was more about this new thing I want to do with the rest of my career.”

Padmanabhan took the plunge and enrolled in the three-semester teacher credential program at San José State. In her second semester she got back in a classroom as a student teacher at Niles Elementary School, a K-6 school in Fremont.

Padmanabhan is passionate about science and math and feels with her deep background she can make a difference in how children, especially girls, approach those subjects.

“I’m hearing girls say, ‘I’m not good at math’ or, ‘I don’t like science,’” she says. “That bothers me.”

She was interested in math and science from her earliest childhood in southern India and she became immersed in the subjects through hands-on activities.

“Math and science are not two abstract concepts,” she says. “They’re all around us!” One of her goals is to encourage a passion and love of math and science that students will carry with them when they leave elementary school. She hopes to land a job in the upper grades of an elementary school, where her background would be best put to use.

Nervous on the first day in the classroom, Padmanabhan is finding her way on her new adventure and also juggling the demands of her own fifth-grader and kindergartener at home.

“It’s the unknown—the fear of the unknown,” she says. “But I feel this was meant for me.” ⇨



Stella Ziegler



Kim Tsai, Shaum Bhagat, Dina Izenstark and Tammie Visintainer

FACULTY ADDITIONS & TRANSITIONS

Lurie welcomes four new faces

SHAUM BHAGAT

Musicians, mustached bats and the speakers of tonal languages might not seem to have much in common, but to Shaum Bhagat they all share something important: they're extraordinarily attuned to their sense of hearing.

"I'm interested in how we listen to different sounds and how our experiences inform our perception of sounds," explains Bhagat, newly

arrived as professor and chair of the Department of Communicative Disorders and Sciences.

In the animal world, bats use echolocation to navigate their environment. "We think that through evolution they've developed a very specialized ear," he says. "I came to wonder whether that applies to human beings as well."

Musicians and speakers of Chinese and other languages that heavily depend on

tonal nuances "rely on their perceptions of pitch and are trained to rely on nuances in pitch," Bhagat says. That sensitivity is reflected in brain differences detectable with electroencephalography.

"If musicians can attune their ears and their brains to hearing nuances in pitch simply by training, then maybe there's some way we can train people who have actual hearing loss—who lose their pitch perception—through repetition

or exercises to improve their pitch perception,” he says.

Bhagat’s scientific curiosity traces back to his undergraduate major in communications at Washington State University, where his father had been a faculty member. He went on to receive his master’s degree from the University of Arizona and worked for a few years as a clinical audiologist.

Next came doctoral studies at the University of Texas at Austin, where his dissertation examined otoacoustic emissions, an imperfectly understood phenomenon in which structures in the inner ear produce faint sounds that can be detected with very sensitive microphones.

Bhagat went on to teaching jobs at Louisiana State University and then Memphis State University (now the University of Memphis). Now, he’s looking forward to continuing his research and collaborating with his new colleagues in San José.

“I like the dedication of the faculty to the students,” he says. “I think all of the faculty members are invested in teaching the students. There’s a great diversity here—that’s also fascinating to me. That drew me here. I enjoy being around lots of different kinds of people.”

KIM TSAI

Adolescents growing up in immigrant households often find themselves negotiating the tension between American values of individuality and the family-oriented cultural traditions they learn at home.

Kim Tsai, a newly appointed assistant professor in the Department of Child and Adolescent Development, grew up in an immigrant family herself and has a firsthand understanding of the challenges that young people face.

“I’m really interested in how cultural values shape family relationships and family dynamics—and how that in turn affects adolescent development,” Tsai says.

The San Francisco native studied psychology as an undergraduate at

University of California, Santa Cruz, and discovered a love of research. That led to her Ph.D. work at the University of California, Los Angeles, where she was part of a team studying Mexican American adolescents.

They followed 428 families over two years, asking both parents and kids to keep daily diaries. “I was able to show that on these days that parents are feeling more tired than they normally do, adolescents are reporting that they’re helping the family in some way,” Tsai says.

For the teens, that often meant cooking, cleaning or looking after younger siblings, she says. “They are socialized to help in family functioning on a daily basis.”

While some studies suggest that helping at home can interfere with school performance, it can also be a positive motivator. “Overall, it also relates to less-risky behaviors,” Tsai says. “I want to be a good son or daughter, and one of the ways I can do that is to do well in school and stay out of trouble.”

Tsai’s latest research focuses on adolescent health—in particular whether teens are getting enough sleep. “Family stressors can interfere with sleep, but close family relationships can buffer that,” she says.

This semester, she’s teaching adolescent development and social and emotional development across the lifespan. “I enjoy that a lot,” Tsai says. “I like that the class sizes are smaller here, and I get to know my students a little bit better.”

DINA IZENSTARK

It should come as no surprise that one of the first things Dina Izenstark, a new assistant professor in the Department of Child and Adolescent Development, did on moving from Illinois to the Bay Area was to purchase a Santa Clara County parks pass so she and her pooch Benji could get out in nature.

Izenstark has a bachelor’s and master’s in recreation from the University of Illinois at Urbana-Champaign and spent two years after college running recreation programs. When she went back to U. of

I. for her Ph.D. in human development and family studies, she was interested in determining how being in nature might benefit family relationships.

“There’s lots of research that shows that being in nature for at least 20 minutes has beneficial effects on attention and mood,” Izenstark says. “My research is built off of that to look at how nature activities benefit family relationships.”

Her research put 27 mother-daughter pairs in two exercise settings: One 20-minute period spent walking in a mall and another 20-minute period spent walking in an arboretum. Mothers and daughters were asked to complete a memory test before and after each activity and they participated in a game played together after each walk.

Izenstark found the mothers improved significantly on the memory test after the nature walk while the tween daughters did better on the test after both activities. Mother-daughter cohesion was enhanced after walking in nature.

For Izenstark, who grew up in Antioch, Ill., and walked with her family in a nature preserve almost daily, the conclusions are clear: Encouraging a ritual of family time in any kind of natural setting is good for families.

“Families can choose to spend leisure time together in many different ways,” Izenstark says, “and I’m making the case that certain activities are better than others.”

Izenstark hopes to continue analyzing her arboretum-mall data to better understand nuances of how communication and relationships are improved by nature.

TAMMIE VISINTAINER

When it comes to science careers, Tammie Visintainer thinks there’s an elephant in the room.

“We have common narratives of who does science—white male scientists—that are pretty ubiquitous,” she says. “How do we create opportunities that allow for more

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FACULTY ACCOMPLISHMENTS

Allison Briceño contributed the article *Language transfer in a Dual Immersion program: Cognates, morphology and language contrasts* to the *NABE Journal of Research and Practice*.

Brent Duckor contributed *Got Grit: Maybe...* to the *Phi Delta Kappan*.

Mark K. Felton, with Constanza Villaruel and Merce Garcia-Mila contributed the article *Arguing against confirmation bias: The effect of argumentative discourse goals on the use of disconfirming evidence in written argument* in the *International Journal of Educational Research*.

Amna Jaffer, with Erica Michaels Hollander, contributed the article *Gearing up in psychodrama: Using psychodrama to support education in diverse communities and building teams to deliver support* to the journal *Zeitschrift für Psychodrama und Soziometrie*.

Nidhi Mahendra, with Ellen Hickey and Michelle Bourgeois, contributed the chapter *Cognitive-communicative characteristics: Profiling types of dementia to Dementia: From Diagnosis to Management—A Functional Approach*.

Jeon Young Noh, with C.E. Smith, M. Rizzo and P.L. Harris, she contributed the article *When and why parents prompt their children to apologize: The roles of contextual variables and individual differences* to *Journal of Family Studies*.

Hyun-Sook Park, with Elva Duran, Rachael Gonzalez, co-authored the book *Helping Students With Disabilities Develop Social Skills, Academic Language And Literacy Through Literature Stories, Vignettes, And Other Activities: A Secondary And Post-Secondary Emphasis*. With Teresa Slobuski, and Cassandra Durkee, Park contributed the article *Global Mindedness and Global Citizenship Education* to *Oxford Bibliographies*.

Colette Rabin and **Grinnell Smith** contributed the article *Social Studies from a Care Ethics Perspective in an Elementary Classroom* to the journal *Social Studies Research and Practice*.

Emily Slusser, with Hilary Barth, contributed the article *Intuitive proportion judgment in number-line estimation: Converging evidence from multiple tasks* to the *Journal of Experimental Child Psychology*.

Kim M. Tsai, with Nancy A. Gonzales and Andrew J. Fuligni, contributed the article *Mexican-American adolescents' provision of emotional support in response to parental stress* to the *Journal of Research on Adolescence*.

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expansive narratives about science and who can do it?"

Studying three summer science education programs for young people of color during her doctoral research, she found students became "really empowered as change agents" through their participation. Visintainer, who has a new joint appointment in the College of Science and the Department of Teacher Education in the Lurie College, wants to raise these and other issues in the science educator program.

She grew up in Green Bay, Wisc., with a father who was a high school biology teacher and a mother who was an elementary school teacher, then majored in zoology at the University of Wisconsin, Madison, while working in a marine scientist's lab.

Post-graduation, Visintainer worked for a science education program in the Florida Keys, taking schoolchildren out on boats to explore coral reefs and mangrove habitats. She next moved to California for a master's

in marine ecology at San Francisco State University, joining an interdisciplinary team studying the vanishing wetlands around the North Bay.

Another two years of wetland research at a marine lab in Bodega Bay came next. When its federal funding was cut, she headed to Maui, where she taught high school science at a charter school and served as a staff scientist on a semester-at-sea program that featured a voyage aboard a tall ship from Hawaii to Alaska. "That was an amazing and crazy experience," Visintainer says.

Finally, she returned to the mainland to pursue a Ph.D. in Education in Math, Science and Technology at University of California, Berkeley. A two-year postdoctoral program at TERC, an educational nonprofit in Cambridge, Mass., followed.

Now, she says, "I'm continuing to look at ways to empower youth as doers of science, to prepare teachers for that and create opportunities for that to happen."

PROMOTIONS

Emily Slusser, an assistant professor in the Child and Adolescent Development Department since 2012, has been promoted to associate professor with tenure. Slusser is a member of the core faculty in the Lurie College doctoral program in educational leadership. She has both a master's degree and a Ph.D. in cognitive science from University of California, Irvine. Her research identifies the intersection of children's acquisition of language and numeracy.

Katya Aguilar, who joined the SJSU faculty in 2005, has been promoted to full professor in the Department of Teacher Education. Aguilar teaches credential and master's-level courses and focuses her research on academic writing and language development among linguistically diverse pre-service teacher candidates. She completed two bachelor's degrees from William Jewell College and a master's degree and Ph.D. from Kansas State University. ☞

FILLING A NEED

Pacific Island partnership goes the distance

Distance learning is taking on a new meaning this semester, as faculty in the Department of Communicative Disorders and Sciences launch a master's in speech-language pathology program for 19 students at the University of Guam—6,000 miles from San José.

It's the third year of Project EPICS (for Educating Pacific Island Clinicians in Speech Pathology), a five-year, \$1.25 million training grant from the U.S. Department of Education, says Wendy Quach, the project's co-director and an associate professor in Communicative Disorders and Sciences.

The program will provide a major shot in the arm for Guam, a U.S. territory with a population of about 163,000 that has just 13 speech-language pathologists (there are none on Saipan, an island in the commonwealth of the Northern Mariana Islands that is also participating in the program).

"There's a huge shortage of clinicians in those areas," Quach says. "They need more, and there are people who are retiring, so the shortage is increasing." The students will likely find jobs in public schools and hospitals when they graduate, she says.

The University of Guam's Center for Excellence in Developmental Disabilities, Education, Research and Service approached San José State about applying for a federal grant, in part because of a prior training collaboration, Quach says.

The students, who are working full-time, are engaged in asynchronous learning, logging into online software to watch lectures, download reading materials and participate in discussions. During the first two years, they completed prerequisite courses that prepared them for graduate studies. Now, they're commencing six



semesters of master's classes—two courses per semester—and are due to finish in 2020.

Professor June McCullough is serving as co-director, while Emeritus Professor Gloria Weddington is on the team as project coordinator. Local speech-language pathologists in Guam have agreed to serve as on-site preceptors for the students, Quach says, while San José State faculty pay a visit to the island once a year, on average.

Lurie College faculty have agreed to adapt their traditional curricula in subjects like adult and child language disorders, fluency, voice, swallowing disorders, cultural diversity, language and literacy, and augmentative and alternative communication for the online coursework, Quach says.

Students in the program will culminate their training with a final clinical placement in San José, working in local clinics and hospitals. Half the group will arrive in the summer of 2019, with the remainder coming the next year.

When they graduate, they will be eligible for American Speech-Language-Hearing Association certification. ➡

Alumni Corner



Members of the Lurie College of Education Alumni Board of Directors 2017-2019 show their pride in front of Tower Hall. Front row, from left: Leah Gilmore, Peggy Anastasia, Marla Lenz. Middle row: Cherie Donahue, Dede Bene, Robin Love, Pat Smith. Back row: Sally Dubbin, Marcella McCollum, Bob Pedretti, Luke Levers.

As usual, the Alumni Board has been busy raising money for scholarships and faculty support. To learn about the board, stay up to date on activities and become a member, visit SJSU.edu/Education/Lcoe-Alumni-Community ➡

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MAKING AN IMPACT

In these pages you will meet Prasanna Padmanabhan and Stella Ziegler, two graduate students and the recipients this year of the Dean's Scholarship, which offers a full ride each year to two outstanding students in our credentialing program. The scholarship is funded by an anonymous donor and, like all contributions, it helps make the Lurie College—and the future of education—brighter.

If you would like to explore how you might be able to make an impact on a student, contact Betty Tseng, senior director of development for Lurie College.

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