Helping Educators Leverage Arts and Technology to Deepen Learning Outcomes

Research now indicates that, rather than being nice extras in curriculum, arts and technology are vital tools to help students develop learning approaches that enhance decision-making, collaboration, and learning. But how can teachers who are not trained in those subjects incorporate such activities in school schedules already packed with required achievement goals?

California State University, Fullerton’s College of Education offers help for educators who want to integrate visual art and technology into language arts, science, and social studies through the SchoolsFirst Center for Creativity and Critical Thinking in Schools.

“The Center offers professional development institutes and year-long, on-site implementation support in visual arts, music and movement, puppetry and drama, and educational technology,” says Dr. Teresa Crawford, the program’s director.

The Center is funded by the SchoolsFirst Federal Credit Union and by generous contributions from private philanthropists including Dixie Shaw and Sandy Segerstrom Daniels. Since 2008, the Center has worked with 146 teachers in 16 elementary schools across four Orange County districts, and

continued on page 4 »
Fellowship Recipient Heads Back to High School

Sometimes teachers must go back to the classroom to learn from their students. That was the case for Chris Street, professor of secondary education, and the first recipient of the Emma E. Holmes Faculty Fellowship in the College of Education.

Street spent the spring semester working with senior high school students at Westminster High School in Orange County, in order to pilot his teaching curriculum. His curriculum is designed to prepare college-bound students to meet the demands of academic writing. It will be one module in the California State University system curriculum.

“This was a great experience for me,” says Street. “My eyes were opened to their perspectives as students.”

Street found that the students he worked with were eager to understand what would be expected of them in college with regard to their writing abilities. The semester back in high school gave Street an opportunity to refine his expository reading and writing curriculum, which is geared to help high school teachers prepare 11th- and 12th-grade students for the literacy demands of higher education.

“I was able to put my theory into practice with high school students to test whether what I expected to work would actually work. Thankfully, things worked out very well,” he says.

He was also able to help the students refine their writing skills, particularly in understanding the importance of the revision process in crafting clear, structured, and thoughtful written assignments.

“It was gratifying to see students understand the relationship between the effort they were willing to put into their writing assignments and the results,” he explains. “I was happy to be able to provide them the tools they will need to be academically successful in college.”

Street’s experience not only helped the high school students and proved his curriculum to be effective, but also advanced the college’s commitment to create community partnerships to benefit students, particularly those who are from underrepresented populations at four-year universities, who are first in their family to attend college, and who come from low socioeconomic backgrounds.

“Helping these students improve their writing builds a skill necessary for their success in college, and also builds their confidence,” he says. “As teachers, all we are really doing is helping students realize their potential. I can’t think of a better way to make a living.”

About the Emma E. Holmes Faculty Fellowship

The Emma E. Holmes Faculty Fellowship in the College of Education was established by Emma Holmes, emerita professor of education and child development. It gives full-time, tenured faculty in the College of Education three units of reassigned time to conduct research in local K–12 and community college settings.

Holmes endowed the fellowship “in order to help faculty continue the important work they are doing for this world,” she said.

Holmes joined Cal State Fullerton in 1961 as a faculty member in math education and was one of the University’s first experts in math education for children. She taught for 30 years full time, was granted emeritus status in 1990 and then continued to teach for six years part time until 1997. In 1992, her colleagues created the Holmes Math Award in her honor. Five years later, she endowed the award, which is presented annually to a student who has developed an exemplary master’s project in the area of mathematics. In 2009 and 2010 she gave an additional $600,000 to the College, resulting in cumulative giving over $700,000 to Cal State Fullerton. In recognition of her generosity, in 2011, the College of Education named its dean’s suite in her honor. Holmes passed away on October 18, 2011.
Learning to Reframe Administrative Decision-making to Meet the Needs of 21st Century Community Colleges

With 17 years of experience guiding and implementing community college policy, Eric Rabitoy (’12), dean of physical and natural sciences at Citrus College of Glendora, knew one thing for sure: the fast-paced change in the expectations of students and the workforce that employs them is requiring a new set of campus administration skills.

To enhance his leadership aptitude, Rabitoy went back to school. He was one of 12 educators who recently graduated from California State University, Fullerton’s new doctorate in education program with a concentration in community college leadership.

“One of the biggest benefits I came away with was a new perspective about the experiences of diverse students in higher education. These experiences have framed my basis for decision-making in my profession and have forced me to evaluate issues from multiple perspectives,” he explains.

Community college is an American invention that, over the last century, has grown to more than 1,100 institutions. These colleges annually educate 13 million students, all of whom have diverse goals and experiences. Many are the first members of their families to attend college. Strong leadership is required to help these institutions meet the challenges of educating a diverse student body.

The Cal State Fullerton program meets those needs, according to Rabitoy.

“Our cohort learned to evaluate policies and regulations from multiple perspectives and remove artificial barriers that prevent student success,” he says. “I really appreciated that the program linked research and theory to practice. It was an extremely effective and practical approach for academic and student services professionals working within the community college system.”

To enhance student success in today’s community college system, leaders are finding it imperative to close skill gaps, tackle college readiness, and increase completion rates, all while promoting rigor, transparency, and accountability. Policy-making in a vacuum will not work.

“Requiring multiple stakeholders to critically evaluate their current policies and perspectives by bringing diverse students into the conversation is a key goal of mine this year,” Rabitoy says. “Since graduating from Cal State Fullerton, I’ve been able to initiate change at my institution from this perspective, and I will continue to do so in the future.”

When Rabitoy first explored going back to school for his doctorate, he knew what he wanted: an opportunity to work with peers, view academic issues through different lenses, and practice applying theory to the real-world community college venue.

“My expectations were certainly met and the faculty in the program was tremendous – the best I have ever had the opportunity to work with,” he says. “They made me feel capable, encouraged me to think critically, and brought out the best in me. They have changed my life for the better.”

Message from the Dean

One of my greatest pleasures as Dean is to hear stories about how our students, faculty, staff, and alumni impact education in the Southern California region and beyond. We have chosen the title, Impact, for this new publication because it will focus on just that — how our innovative programs and partnerships contribute to the learning and success of students in p-20 schools, colleges, and community agencies. Impact will report on faculty research that contributes to the knowledge base of the profession and informs educational practice. Plus, it will be your source for updates and news about alumni and their impact on students, schools, and the communities where they work.

I am also very proud of how the College of Education prepares educators for a variety of roles as teachers, school leaders, higher education professionals, and instructional designers. Our faculty hold students to high standards to assure that they are well prepared, and they provide a supportive and cohesive learning environment with meaningful opportunities to practice in educational settings in schools and the community. As a result, our programs have a distinctive reputation for quality, and our graduates are highly rated by their employers as being well prepared for their positions as teachers and education leaders.

I hope that you will find these stories informative and inspiring and welcome your feedback and ideas.
Helping Educators Leverage Arts and Technology to Deepen Learning Outcomes

continued from page 1…

has engaged 4,000 elementary students in learning curriculum through the use of arts and technology.

Participants have found that engaging children’s creativity expands their creative thinking skills as well as their capacity to retain knowledge.

“Teachers who have participated in our programs report that, after applying what they learn at the Center, their students become more engaged, more willing to make discoveries on their own, and more confident in their learning abilities,” says Crawford.

The Center’s innovative approaches to teaching have garnered attention from other community-based organizations such as Girls Inc. of Orange County, Tiger Woods Learning Center, and the Segerstrom Center for the Arts.

At Girls Inc., where girls in grades 8 through 12 are offered a continuum of age-appropriate programs to encourage and deepen their focus on academic pursuit and career planning, the Center’s offerings were a natural fit.

“The Center brought together a team of faculty experts from the Elementary and Bilingual Education Department to develop a STEAM (science, technology, engineering, arts, and mathematics) middle school curriculum for the organization. Four recently credentialed program graduates were hired to teach the summer program to 80 middle school girls,” explains Crawford.

This school year, the Center will provide professional development and on-site coaching to 15 instructors at the Tiger Woods Learning Center, where underserved youth in grades 5 through 12 experience hands-on learning in science, engineering, technology, math, and communications.

“We will help these instructors to move more fully toward inquiry-based instruction. The ultimate goal is to help students develop their questioning and investigative skills in service of critical thinking,” says Center program coordinator, Andrea Guillaume.

In addition, the Center is teaming up with the Segerstrom Center for the Arts, Orange County’s largest non-profit arts organization, to expand its work with future teachers. More than 90 teacher candidates from the Elementary and Bilingual Education Multiple Subjects program will experience the richness of the world of the arts and work side-by-side with artists and art educators from the Segerstrom Center.

“Our work with organizations such as these expands the reach of the Center beyond public school classrooms and brings with it the opportunity to meet the educational needs of a wider population of educators and the students with whom they work,” says Crawford.
Community Outreach Enhances Core Curriculum

If a community’s leaders are committed to establishing a college-going culture, there needs to be a college willing to partner with the community. That was the premise of the partnership between the Department of Educational Leadership’s Master of Science in Higher Education program and the City of Maywood, Calif. in 2009.

“Jessica Barco, one of our students, worked and lived in the Maywood community and developed a college fair as part of a class assignment,” says Dr. Eugene Fujimoto, assistant professor of educational leadership. “Since then the Maywood Educational Fair has been a core part of our curriculum for each succeeding cohort.”

Held in the fall, the event features food, prizes, a keynote speaker, and workshops, and draws hundreds of parents and students. The workshops, developed by College of Education students, focus on all age groups.

“Each committee focused on one age group and developed workshops that provided necessary information relevant to that group,” explains Alisia Kirkwood (MS ’12), who was a student co-leader of the 2011 cohort. “For example, high school students participated in a game that took them through the different steps they need to navigate the college application pipeline. Adult learners participated in a round table discussion with graduate students and community leaders about the struggles and experiences of being a non-traditional college student.”

This year continues a special emphasis on information for undocumented students, who make up a high percentage of Maywood residents.

**Months of Planning**

The fair takes several months to plan, with students participating in every detail. They initiate conversations with community leaders and high school students, organize ‘street teams’ to go door-to-door to drum up interest in the event, get on the City Council’s meeting agenda to update the community, and contact businesses in the local community to garner funding support for the event and to raise money for scholarships.

“Over the past two years our students have raised more than $3,000 for college scholarships and this year’s cohort appears likely to raise at least that much again,” says Fujimoto.

Benefits also abound for the students who make the time to plan and execute the event. They learn how the theory they are taught in the classroom actually applies to their work.

“This was an important opportunity for me to help bring educational information that many take for granted to a community that otherwise would not receive it. It was very rewarding to interact with the Maywood residents and see how happy they were to know that we cared enough to organize such an event for their community,” says Kirkwood.

**Valuable Perspectives**

The project also helps the College of Education students discover that some obstacles faced by communities like Maywood can also be assets. They learn that bilingualism is an asset to be fostered; that learning to navigate social institutions (e.g. legal, educational, health care, etc.) develops a type of skill and resiliency that is not often recognized; and that the collective, communal sense of shared destiny and responsibility that often exists in communities of color are values that the dominant society can learn and benefit from.

“These perspectives help our students think in different and creative ways about how to be an effective and reflective scholar-practitioner,” says Fujimoto.

“I am proud that our students begin to see the mutual benefit that can come from working with communities as this growing partnership becomes more than just a service project. It is an opportunity to learn about the possibilities for educational transformation,” says Fujimoto.
A Welcome Home for Disabled Children in Kenya

When Sammy Hammork ('11) was 16, she fell in love – not with a boy, but with the people of Kitale, Kenya. That love affair prompted her to spend summers there as she pursued her education at California State University, Fullerton to become a teacher. By 2011 she had completed her bachelor's degree in child and adolescent development, and her teaching credential in moderate/severe special education. She returned to Kitale one more time.

“When I was still in college, I spent the summers in Kenya working in schools, teaching the local students and helping out in any way that I could,” she says. “After I was finished with all my schooling I was planning on staying here for one year before going home and starting my teaching career. But my plans changed.”

That change was prompted by a little boy named Brian.

“The children’s home that I had been working with heard about a child who needed a place to stay – a two-year old who was unable to sit by himself, or hold up his head, or do any gross motor movements on his own,” she explains.

It took a month to accurately diagnose the child, who had cerebral palsy, tuberculosis, malaria, meningitis, and epilepsy. During that time, Hammork stayed with the boy in the hospital, building a trusting relationship and helping with his care. She also came to understand how often children like Brian are mistreated in Kenya.

“There will always be so many in need here. My approach is to help one family and one child at a time. I know I can only do so much.”
A Welcome Home for Disabled Children in Kenya

family and a burden instead of the wonderful human beings that they are,” she notes. “I knew that there had to be many more children living in conditions like Brian’s. That prompted me to open a house of my own where children with disabilities can have a safe place to call home, and where they get the love and care that they need and deserve.”

That home is now filled with five more children who are thriving under Hammork’s care. Hammork also helps several other children who live in a nearby slum, providing their parents with extra support to help properly care for their children.

“The highpoint of my last year was definitely opening the house. It was a huge step for me and it is the best and most rewarding thing that I have ever done,” she says. “When I see my kids make huge improvements I can’t help but smile as I remember where they were when they first came. Simple things like a steady diet, a warm place to stay, regular physical therapy, and a lot of love are all it takes for them to make improvements.”

In a country where need is ubiquitous, one of the biggest struggles Hammork contends with is deciding whom to help.

“There will always be so many in need here. My approach is to help one family and one child at a time. I know I can only do so much,” she emphasizes.

Undaunted, Hammork continues to help and to plan. She would like to purchase land and build a school one day, providing more room to help more children.

“I always knew that one day I would do something in Kenya to help children with special needs, but I never thought it would be this soon,” she says. “I am loving this journey and am excited to see how the kids continue to improve and how the house continues to grow in the future.”

Little Brian

KITALE, KENYA
20 SEPTEMBER 2012

I must write to update you on Brian. He passed away unexpectedly last night. He was his normal, cheerful self all day and in the middle of the night he just stopped breathing.

We are all sad and will miss his sweet smile, but are so grateful for the time that we got to spend with him. We are happy that he had a year where he was able to feel love and enjoy his life like every child should.

I will never forget the impact that he had on my life and the inspiration that meeting him gave me. Without him I would never have started this project and although it hurts to see him go we will all remember him fondly.

- Sammy
Ambassadors Help Middle School Students Make the Grade

Sometimes all it takes to get big results is a little extra help. That’s the case at Waite Middle School in the Norwalk-La Mirada Unified School District, where California State University, Fullerton students have been supporting student learning as math ambassadors since 2011.

The results have been solid, with a 70 percent gain in 6th-grade students who are proficient or advanced in math; a 19 percent gain in 7th-grade students who are proficient or advanced in pre-algebra; and a 38 percent increase in 8th-grade students who are basic, proficient, and advanced in algebra.

“Through the Math Ambassador Program, we have every reason to believe that we have reduced the number of low-performing students and have achieved safe harbor in math,” says Jenny Kim, who teaches 7th-grade math at Waite Middle School and is the program’s site coordinator. “This is exciting news!”

Many of the students at Waite come from disadvantaged backgrounds and lack the resources to help them in their academic achievement. “Through the math ambassador program, our students are able to receive individualized instruction during class as well as to have the opportunities to challenge themselves beyond the classroom. This project provides the support our students need to achieve their full potential and be successful in life,” adds Kim.

Math ambassadors are undergraduate students who have strong math skills. They spend 10 hours a week in Waite classrooms, providing individualized, extra attention, explains Mark Ellis, associate professor of secondary education.
“Our ambassadors work with students one-on-one in the classroom, at the school’s Math Center after school to provide enrichment opportunities for both advanced students and struggling students, and at Math Academies at the school on Saturdays to help parents understand math concepts their children are learning,” he explains.

The program has not only made a difference to the Waite students, but has impacted the ambassadors.

“I find helping each child improve their math skills and increase their subject-matter confidence to be extremely rewarding,” states Meredith Robie, who is looking forward to her second year of ambassadorship. “It is wonderful to see the long-term effects of the program at the end of the school year when benchmark scores are revealed and the students show vast improvement.”

Erika Peterson, another ambassador, agrees. “I really get to see how my skill can help make a difference,” she says. “One of my students this past year was always told she wouldn’t graduate high school or go to college because she was stupid. After working with her several times a week over the year, her opinion soon changed. She wasn’t stupid, she just needed to approach learning in a different way. At the end of the year, she told me she was going to graduate, go to college, and become a teacher just like me.”

To become an ambassador, candidates must meet strict requirements. Aside from having strong knowledge of basic math, algebra, and geometry, they need to be able to help others make connections between these abstract ideas. They also need a certain proclivity to delight in the middle school personality.

“Building relationships with our students and earning their trust is very important to academic achievement,” explains Kim. “We look for ambassador candidates who are patient and confident in their abilities, who have a passion for teaching, and who have the interpersonal skills to work with this age group. Cal State Fullerton’s Secondary Education program is nationally recognized, and we know our students are in good hands.”

The program is funded by an award from the CSU Chancellor’s Office Mathematics and Science Teacher Initiative (MSTI) and was started by Ellis, Martin Bonsangue, professor of mathematics, and Ruth Yopp-Edwards, professor of elementary and bilingual education, and is an outgrowth of their $2.5 million NSF-funded Noyce MT2 project. The faculty members leading the implementation of the ambassadors program, including providing monthly content-focused training sessions, are Sandra Alaux, Foundational Level Mathematics credential program advisor, and Tara Barnhart, Science credential program advisor (both faculty in Secondary Education). The results at Waite have been so positive that the program has expanded to include science ambassadors in the 2012–13 academic year.

“All students are capable of achieving academic success,” notes Kim. “This project provides the support our students need to achieve their full potential and be successful in life.”
Welcome New Department Chair

**Jennifer Goldstein**, professor and chair of educational leadership, studies teaching as a profession in the United States. Her areas of specialization are educational policy and leadership, and her work focuses on improving the quality of teachers and teaching in schools serving low-income children. In addition to numerous recent journal publications, her book entitled *Peer Review and Teacher Leadership: Linking Professionalism and Accountability* was published in 2010.

Prior to joining the university, Goldstein was associate professor in the Baruch College School of Public Affairs of the City University of New York. In 2011 she joined the non-profit California Office to Reform Education (CORE) and served as the Director of Talent Management, developing and retaining effective teachers and school leaders through improved recruitment, preparation, and professional support systems, including an effective teacher and principal evaluation system.

Meet Second-year Faculty

**Ding-Jo Currie**, professor, has been an internationally recognized leader in education for more than 30 years. Her focus includes global workforce development, technology and leadership development, women’s issues, international education, and student success. She is the recipient of several prestigious awards including the Women Helping Women Award, the Who’s Who in International Professional Executives recognition, the Outstanding Chinese Educator Award, the Small Business Administration District Director’s Award, and the award for Woman of the Year in Community Colleges.

**Julian Jefferies**, assistant professor of reading, studies the sociocultural context of immigrant youth, and the role of linguistics in content-area teaching. He is currently working on research that alerts educators in K–12 institutions and policy-makers on how to best serve undocumented youth in their schools. Prior to joining the university, he was a teacher in the Boston Public Schools.

**Catherine Maderazo**, associate professor of reading, is a former elementary teacher and literacy mentor in California. Her research interests include literacy teacher education, early and elementary literacy learning, and extending the possibilities for literacy pedagogy that reflects the interests and strengths of diverse children. Prior to joining the university, she taught at Towson University in Maryland.
**Welcome New Faculty**

**Meri Beckham**, lecturer in educational leadership, focuses her research on college students’ academic self-esteem, Myers-Briggs psychological type-specific college student experiences, and refining higher education environments to meet the needs of diverse student populations. Most recently she was an adjunct counselor and nursing student retention specialist at College of the Canyons community college.

**Pamela Houston**, lecturer in educational leadership, is a veteran practitioner with a variety of experiences in K–12 public schools. Her particular interest is in literacy acquisition and school improvement initiatives. Most recently, she has served as an instructor and support provider to teachers in credential and certificate programs through the UCLA Extension.

**Tiffany Leger-Rodriguez**, assistant professor of special education, was the 2007 Centralia Teacher of the Year. Her research interests include: paraprofessional supervision in special education, communication and collaboration, family partnerships, qualitative methods, and mixed methodology.

**Carol Lundberg**, associate professor of educational leadership, has research interests in identifying institutional practices that foster learning for students who have been poorly served by colleges and universities. Before joining the university she was a member of the faculty at Azusa Pacific University where she taught in the college counseling and student development program.

**Faculty Highlights**

**John L. Hoffman**, assistant professor of educational leadership, has been appointed director of the doctor of education program in educational leadership.

**Andrea Guillaume**, professor of elementary and bilingual education, received the 2012 Carol Barnes Excellence in Teaching Award, one of the university’s highest faculty honors.

**Nawang B. Phuntsog**, associate professor of elementary and bilingual education, was in India as a Fulbright Senior Research Scholar, exploring the effects of heritage language on math and science achievements of sixth-grade Tibetan children.

**Melinda R. Pierson**, chair and professor of special education, recently returned from the Adam Mickiewicz University (UAM) in Poznan, Poland, where, as a Fulbright Scholar, she developed curriculum in the area of special education.
College of Education Upcoming Events Calendar

October 19 – 20, 2012: California Reading Association Conference
November 3, 2012: Orange County Reading Association Conference
Nov. 28 – Dec. 2, 2012: Kaleidoscope Leadership Institute
December 1, 2012: A Day with Daniel Habib, documentarian of "Who Cares about Kelsey?"
December 5, 2012: College of Education Colloquium, “Measuring Success in Teaching Math”
February 2013 (date TBD): College of Education Research Symposium and Poster Session
March 16, 2013: Reading Educators Guild Breakfast
April 20, 2013: Honor an Educator Event

For more information about any of these events, please contact Kim Naujokas at 657.278.4021 or knaujokas@fullerton.edu.