College of Education Leads with High-Impact Practices

Learn by doing. Long a practice of the CSUF College of Education, hands-on, experiential education practices are a main focus in promoting greater learning outcomes and helping students persist in and graduate from CSUF degree programs.

“Expanding high-impact practices is one of the seven key focus areas University-wide, and President Mildred Garcia considers them imperative in making CSUF a national model public comprehensive institution with regard to student learning, retention, and graduation,” says Dean Claire Cavallaro.

This strong focus on high-impact practices gives the College of Education an opportunity to showcase its successful practices, which include deep mentor relationships between faculty and students, service learning and community engagement, undergraduate research, study abroad programs, and learning communities.

Mentoring enhances learning

Providing teacher candidates with dynamic field placements where they are mentored in the classroom by experienced teachers is a long-standing practice in the College of Education. For example, in 2010 the college established a partnership with the Placentia-Yorba Linda Unified School District, where pre-service multiple subject teachers are matched with veteran teachers, working collaboratively in all management, instructional, and assessment decisions specific to the class. The pre-service teachers not only get to put what they have learned into practice, under the tutelage of a mentor, but also gain confidence through a unique aspect of the program: They construct professional development workshops to enhance inquiry-based science instruction for their fellow teachers.

“We have been collecting data regarding the affect this partnership has had on our teacher candidates, their self-efficacy as science teachers, and their development of the notion of inquiry in the classroom,” says Kim Case, lecturer in Elementary and Bilingual Education. “We have been extremely happy with the data collected, as well as anecdotal evidence provided by elementary school site administrators in terms of the positive impact we are having on their campus.”

CONTINUED ON PAGE 2…
“Paired with community service and a practicum experience, the Puerto Rico International Education Program offers students a unique opportunity for hands-on, experiential learning.”

— Julian Jefferies, assistant professor of Reading Education

Socialization to the values, practices, and attitudes of teaching is vitally important in developing competent and confident educators. That’s why the college carefully and systematically created a mentor model.

“Mentoring is a skill in and of itself, and our department has invested a considerable amount of time in creating a model in which we have provided professional development to our supervisors, as well as our cooperating teachers at the school sites where we place our teacher candidates,” explains Case. “If we focus on relationship building and mentoring, we are not only providing a more positive experience for our candidates, we are, in essence, preparing our candidates to become our future mentors through this modeling during their own experience. We know that a positive partnership between cooperating teacher and teacher candidate also creates a positive experience for the K–8 students in that setting.”

Service learning and community engagement

Data show that when students are given opportunities to apply what they learn in the classroom in a real-world setting that includes interaction with community members, they not only make a difference in the community, but the community can enhance its knowledge.

For College of Education students in the Multiple Subject Credential Program’s social studies methods course, service learning options abound: They can get involved with outreach to homeless populations, the elderly, or teenage mothers; tackle the hunger issue by supporting local soup kitchens or food cupboards; or take action on environmental remediation or clean up.

“OUR students self-select a project in the Involved Citizens assignment in order to experience the democratic process involved in community service,” explains Christine Mayfield, lecturer in Elementary and Bilingual Education. “Service learning projects reinforce to students that teaching social studies is more than history, geography, dates, and names. It helps them to discover that citizenship and democracy can be taught through action.”

Other Multiple Subject Credential Program students have used art in a service learning project, creating portraits of children who are living in orphanages or children’s homes in Mexico. By combining art and outreach, pre-service teachers gain awareness and compassion about social issues affecting children, and learn how to teach their own students how to use art for social justice. Similarly, Spanish Bilingual Authorization program students are engaged in a content service learning component, piloted in 2013. In this program, pre-service bilingual teachers develop creative content area lessons that support Spanish-speaking English learners’ academic language acquisition and content understanding in the domains of mathematics, science, and social studies, and deliver those lessons in nearby school districts.

“The candidates have noted that by participating in this program they act as role models for these learners in ways that help them instill pride in their heritage and biliterate abilities that, in turn, affects children’s success in schools,” says Lisa Winstead, associate professor of Elementary and Bilingual Education.

Data indicate that the students engaged by the pre-service teachers are not the only ones receiving a rich learning experience.

“Many of the Spanish Bilingual Authorization program students note that the program makes them more aware of their assets and ability as language experts and role models,” she adds. “The majority mention that they now realize how important it is for them to continue speaking their first language. Working with English learners like themselves has made them realize the positive contributions they can make within their own communities.”

Undergraduate research helps connect concepts

High-impact practices are, at their core, inquiry-based learning. The College of Education matches students with experienced researchers to tackle complex education issues such as diversity, assessment, evaluation, and equity through the Center for Research on Educational Access and Leadership (C-REAL). These research projects require that students collaborate with faculty, outside community members, and students from other campuses, offering a broad and rich learning opportunity (see page 6 about C-REAL’s five-year anniversary).

Another opportunity for students to learn through research occurs when they take the course Teaching Diverse Students in Secondary Schools with Miguel Zavala, assistant professor of Secondary Education.
During the course, students work with parents, teachers, or public school students to develop action research projects in which they study the issues affecting their local communities,” Zavala explains. “They produce documentary short videos and research reports, which they present to each other in a research symposium.”

Study abroad broadens perspective

Exploring diversity in culture and worldview helps all students who want to become teachers better understand the intercultural influences that could be part of their future classrooms. Study abroad programs encourage students to bring an international perspective and a more complex understanding of cultural diversity and global issues to teaching. For those interested in teaching in diverse settings, these experiences give them greater growth in attitudes and dispositions toward these populations. Within these programs, they are able to challenge and re-shape the way that social class, gender, ethnicity, race, and national identity shape their own perceptions, those of their peers, and those of the host community.

In the spring of 2015, undergraduate and pre-service teachers will have the opportunity to do fieldwork and community service via the Puerto Rico International Education Program. Paired with the Cultural Pluralism in Elementary Schools class, participants will spend two weeks on the island of Vieques, Puerto Rico, gaining critical pedagogy perspective on the education of elementary school youth in one of the districts of Puerto Rico with the highest population of low-income families.

“The program is designed to fully immerse participants in the culture, give them opportunities to have dialogue with native islanders, and explore educational issues from an insider perspective,” explains Julian Jefferies, assistant professor of Reading Education, the program’s creator.

The practicum experience will enable participants to teach and tutor in two schools: a public school (elementary, middle and high school levels) and in OASIS, an alternative model of schooling (for ages 6–14) with a high emphasis on experiential learning and critical pedagogy.

“It is of utmost importance to prepare teachers to be globally literate in the 21st century and to be effective working with the growing diverse populations in our schools,” says Jefferies. “Studying abroad develops global awareness, leadership, and personal development. Paired with community service and a practicum experience, the Puerto Rico International Education Program offers students a unique opportunity for hands-on, experiential learning.”

Learning communities reduce achievement gaps

Another goal of high-impact practices is to reduce the opportunity gaps or achievement gaps between underrepresented and non-underrepresented students in College of Education programs. The Future Scholars Program serves first-generation college students at CSUF, helping them financially but also giving them mentoring and tutoring. Now, those students have an additional opportunity to join a learning community.

“Learning communities are proven to help first-generation college students graduate on time,” says Jefferies.

During their second semester, these College of Education learning community students receive high-level academic instruction that is tailored to first-generation college students and learn practices and behaviors that help them to succeed.

“We teach them how to develop a network of friends and contacts, develop help-seeking behaviors, become independent learners, and seek out and secure research opportunities,” he says. “My plan is to expand this learning community so that first-generation college youth take a class together every year of their college career.”

High-impact practices work because they combine high-challenge course work with engaged faculty support, experiences that integrate learning in and out of the classroom, and leverage interaction between students, faculty, and the community. The College of Education has incorporated high-impact practices simply because they result in well-prepared educators.

“High-impact practices have always been at the forefront of the College of Education’s mission,” says Lisa Kirtman, Associate Dean for the College of Education. Now that it is at the forefront of the University, we have an opportunity to showcase our work in this area.”
A One-Stop-Shop for Advising and Counseling:
The CSUF College of Education’s Center for Careers in Teaching

Future teachers can start on different education paths: the criminal justice major, the English major, or the history major all are great teacher candidates. Helping students connect their interests to the appropriate courses necessary to help them become teachers has been challenging. But the Center for Careers in Teaching does just that. When it initially opened its doors, it was the first in the CSU system to centralize undergraduate academic advising for future teachers.

“By moving from the Division of Academic Affairs, Undergraduate Academic Programs, to the College of Education, the Center is now able to provide opportunities for greater connections and networking among students, staff, and faculty beginning at the undergraduate level and continuing into the credential program and to additional advanced degrees,” says Amy Cox-Petersen, the Center’s acting director and professor of Elementary and Bilingual Education. “We’re also able to expand our role in recruiting, sharing resources, and engaging in collaborative projects.”

Collaboration on and off campus

Key to the success of the Center is a collaborative effort with other CSU Fullerton colleges and departments.

“We developed four-year academic plans in cooperation with the department chairs from various majors, including those in the College of the Arts, Humanities and Social Sciences, Health and Human Development, and Natural Sciences and Mathematics,” says Lillybeth Sasis, the Center’s assistant director. “These academic plans serve as road maps that endeavor to provide students a clear pathway to begin the teaching credential program in an opportune time.”

Improved advising for future teachers

Catering to undergraduate and transfer students who are interested in teaching, the Center provides advisement for all students who want to be elementary, secondary, or special education teachers. “We want to continue to improve advising services to students. This will improve overall student success,” says Lisa Kirtman, Associate Dean, College of Education.

Typically, CSUF students can access advising services from a number of different offices on campus. Students in pursuit of teaching careers must schedule general education classes, major courses, and credential program prerequisites, creating a complex trajectory that may be challenging to navigate.

“Creating an academic study plan can be quite confusing when advising comes in pieces,” says Aimee Nelson, Assistant Dean for student affairs, College of Education.

“Advising can be even more complicated for career paths like education because there are more pieces to the plan than major and general education courses. The Center acts as a one-stop-shop resource because our advisors can help students create study plans that combine all course requirements into one comprehensive plan.”

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Collaboration also happens between the Center and outside entities. Cal State Fullerton enrolls the largest number of transfer students from California community colleges of all of the 23 CSU campuses, so the Center has developed high profiles on the campuses of local community colleges.

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“Our advisors visit our local community colleges and provide group and one-on-one counseling to interested transfer students. The Center staff also conduct workshops throughout the year that provide introductory
information about careers in teaching,” says Nelson. “There isn’t necessarily a traditional path for future educators, so we must be creative in how we reach these potential students and give them multiple ways to take advantage of our services.”

The Center has forged strong partnerships with community colleges to develop course articulation agreements and to streamline the transfer process as well. It developed the Regional Teacher Educational Counsel, which is a consortium of CSUF faculty and advisors and community colleges’ faculty and counselors directly involved in undergraduate teacher preparation. The Center also initiated the annual Teacher Educators: Partners and Collaborators conference in 2003. This annual conference disseminates valuable information to community college counselors, faculty, and administrators about the current policies and requirements pertaining to undergraduate teacher preparation.

Students are introduced to the Center during new student orientation for incoming freshmen and transfer students. “In most cases, this is the first opportunity for students, especially freshmen, to encounter advising services,” explains Nelson.

**Broadening students’ horizons**

The Center also co-sponsors events such as professor meet-and-greets throughout the semester in which the college invites faculty from education and other disciplines to chat with students about different majors, career options, and on-campus opportunities. This helps broaden students’ horizons and open their eyes to what the future may have in store for them as educators.

Through the Center, freshmen who are interested in careers in teaching may apply to the Fullerton Future Teachers learning community. These students, who share similar goals and career aspirations, take the University Studies 100 class, Foundations for College Success and Lifelong Learning. The class is supported by a peer mentor and a Student Services professional and academic advisor from the Center, and provides early field experience in a classroom setting.

“The integration of the Center for Careers in Teaching in the College of Education will continue to seamlessly transition undergraduates to the post-baccalaureate teaching credential programs,” Sasis concludes. “This will strengthen the mission and goals of the University as it strives to better serve students and improve recruitment, persistence, retention, and graduation rates.”
Celebrating Five Years of Collaborative Research Leadership

After a half-decade of stimulating leadership among faculty, graduate students, and undergraduates, the College of Education’s Center for Research on Educational Access and Leadership (C-REAL) celebrated its fifth anniversary this year with symposia, theatre, and staff events, including a day-long seminar focused on sexual orientation and gender identity.

“Because we remain committed to finding solutions to complex local and global educational problems, this symposium, which addressed the limited awareness of gender identity issues in schools and colleges, reflected part of our mission – to support efforts that ensure better equity, access, and success for all students,” explains Dawn Person, director of C-REAL. “Programs like this symposium are effective in providing professional development and learning opportunities for practitioners.”

In five years, C-REAL’s dedicated team has reinforced the College of Education’s research-intensive atmosphere to help reduce the achievement gap between different groups of students.

“Under the mentorship of Dr. Person, I have learned that setting expectations high is the best way to get students out of their comfort zone, and it is also the best way to help them realize their true potential,” says Michelle Garcia, staff lead of C-REAL. “Our team is diverse in many ways; members strengthen and influence the culture of C-REAL through their unique perspectives and experiences.”

C-REAL’s research efforts are equally diverse, involving issues for educators that include diversity, assessment, evaluation, and social justice. Current research includes exploration of student success in community college settings; minority male initiatives in community college settings; college affordability for high school students; and STEM grant support that includes research in stem cells and environmental biology.

“Other C-REAL initiatives include a project aiming to better serve the student veteran population on campus, and the C-REAL summer institute, in which our students mentor local high school students and help them acclimate to the research process,” adds Garcia.

These initiatives are facilitated through ongoing partnerships with schools, community colleges, and universities in need of assessment and evaluation work to demonstrate that funds are being used to effectively improve programs and services that support enhanced student learning and achievement.

“To support global understanding, we also engage in international programs specific to training others in educational research and leadership and student affairs as a profession,” says Person. “Next year, five Ph.D.s will graduate from the University of the Western Cape in South Africa with degrees in higher education, student affairs. In partnership with the prominent South African university, we provided the curriculum and support needed to address the student affairs aspect of this program.”

Person reports that the Ph.D. pilot program will lead to the establishment of a formal master’s program in the specialization.

Looking ahead, C-REAL’s team will continue to expand its research efforts. In its sixth year, C-REAL will host a doctoral scholar, a visiting international scholar, and representatives of two international professional institutes on leadership and research.

“We’re also working with community college partners to identify effective program interventions through program evaluation, which will evolve into a national training program,” Person adds. “We have many partners whose financial contributions benefit C-REAL. As we grow in the coming years, we remain optimistic and open to developing more partnerships that can expand and support C-REAL’s vision and mission.”
Naming Pledge Expands Opportunities for Creativity and Critical Thinking

Founded 80 years ago with a mission to support education and educators, SchoolsFirst Federal Credit Union has taken its commitment a step further by endowing the College of Education’s Center for Creativity and Critical Thinking with a generous $500,000 pledge. As a token of appreciation, the College of Education has honored its major benefactor by designating the library’s fourth floor classroom as the SchoolsFirst Federal Credit Union Center for Creativity and Critical Thinking.

SchoolsFirst Federal Credit Union recognizes the mounting evidence that creativity supports critical thinking, which leads to stronger academic outcomes across all academic disciplines. In fact, according to the National Association of State Boards of Education (NASBE), students who study art are four times more likely to be recognized for academic achievement. That is why SchoolsFirst Federal Credit Union is a longstanding proponent of the Center, delivering its inaugural support in 2009 in the form of a five-year $250,000 gift.

Rudy Hanley, president and CEO of SchoolsFirst Federal Credit Union, advocates the Center’s honorable mission – to promote educational approaches and methods that infuse the arts, science, and technology as central components in school curriculum. He also appreciates the Center’s widespread scope of influence, which, to date, has supported nearly 600 teachers and future teachers and approximately 8,000 students.

Hanley believes that positive and enduring outcomes result from encouraging students and educators to think critically and creatively. “By incorporating art and other creative activities into the classroom, you expand students’ critical thinking skills, and promote teamwork and innovation, while developing their creative abilities,” he says. “These highly beneficial skills serve students well in any career path they choose.”

Applying creativity as an agent for academic success

In the past, the Center has allocated SchoolsFirst Federal Credit Union’s financial support to successfully fund a range of creative opportunities for students and teachers, including providing personnel and materials for art institutes that use visual arts, music, and drama to enhance student thinking, as well as funding collaborative efforts between CSUF credential candidates and the Segerstrom Center for the Performing Arts, which educates through music, dance, and theater.

“According to a report by Americans for the Arts, art education strengthens problem-solving and critical thinking skills,” explains Ginger Geftakys, arts program coordinator for the Center (BA ’75; MS ’82). “I’ve observed this to be true among the local school teachers who visit CSUF to participate in our Summer Art Institutes.”

During the two-day institutes, Geftakys shares various art techniques to help teachers develop creative and grade-appropriate projects with themes in science, language arts, math, and social studies. “Participating teachers discover how the mind and heart can connect with subject matter to promote a greater interest in teaching students through relevant and creative learning opportunities,” she says.

CONTINUED ON PAGE 8…
“Following their participation, teachers schedule ongoing, collaborative planning meetings with each other to ensure the sustained success of their programs, year after year.”

Also having witnessed the firsthand benefits of including arts-rich experiences into the curriculum, Andrea Guillaume, professor of Elementary and Bilingual Education and the Center’s other program coordinator, emphasizes the ways in which such experiences directly contribute to improved performances among bilingual and elementary students.

“The benefits are immeasurable,” she says. “Students are more well-rounded in their social and academic development. They appear happier and less stressed and they gain appreciation for multiple perspectives, which allows them to develop empathy for the experiences of others. From an academic standpoint, students benefit from expanded vocabularies and, perhaps most importantly, they gain a sense of agency – the notion that they can improve the planet.”

The Center not only supports worthy artistic endeavors, it also reinforces instructor development by working with teachers to encourage critical thinking through inquiry-based instruction, and by helping teachers learn to effectively use and implement creative technology, such as interactive whiteboards.

“I strive to show the interconnections among disciplines, including incredible advances in the arts that are made only when our technologies change,” says Guillaume. “Examples include da Vinci’s light-filled paintings – made possible only through the invention of oil paint to replace tempera paint – and Jackson Pollock’s use of auto paint to arrive at his stunning paintings.”

Funding a new spectrum of educational possibilities

In addition to the opportunities and programs that the Center already supports, SchoolsFirst Federal Credit Union’s recent pledge will also open doors to expanding offerings. “Drawing upon the Center’s five-year history of marked and measurable successes, we plan to use the generous funding from SchoolsFirst Federal Credit Union to expand our reach and services in a number of ways, including a range of professional development offerings,” explains the Center’s director, Teresa Crawford, professor of Elementary and Bilingual Education.

Professional development offerings will focus on Common Core State Standards as well as expanding skills for collaboration in diverse societies, producing knowledge through inquiry, technologically rich teaching and learning, and greater knowledge of STEM education. Center leaders also plan to introduce more types of services, including curriculum development, summer or after-school programming support with a focus on creativity and critical thinking skill development, and one- to two-day workshops.

Guillaume expands on the importance of being surrounded by a diversity of opportunities and people who exercise creativity in different ways. “Sometimes schools encourage an acceptance of authority or a single right approach,” she says. “This stifles the inventiveness inherent in creativity. I’ve watched people of all ages scrutinize each other’s work and marvel at the different approaches others take in tackling a challenge. I see that, when people are given the opportunity to appreciate other’s work and think and talk about it, they expand their own thinking and repertoire of approaches for the future. Everyone wins when we expand our conversations and opportunities to discuss our work.”

Promoting heightened visibility and expanded reach

Other planned efforts include marketing and targeted recruiting to build more partnerships, and development of a Creativity and Critical Thinking in Education annual conference. “This conference would bring together an audience of teachers, teacher candidates, school district administrators, and higher education faculty to learn from exceptional key-note speakers in the field, participate in break-out workshops and sessions of interest, and network with others,” says Crawford.

The leaders behind the Center’s successful growth reflect on the significance of providing more opportunities to hone and exercise creativity.

“I’ve learned that one of the reasons that people don’t see themselves as creative or artistic is because they’ve had limited opportunities to exercise their creativity,” asserts Guillaume. “If we complete only one work of art, song, dance, poem, or engineering solution, there is a high chance of us not being satisfied with the outcome. As a result, we judge ourselves as failures, thinking ‘this one piece isn’t good; I must not be an artist.’ But if we’re given many opportunities to solve problems or create works, statistically, we have a greater chance of being satisfied.”

Claire Cavallaro, dean of the College of Education, offers her own explanation of the Center’s purpose and success. “As educators, we must always remember that ‘creativity’ and ‘critical thinking’ are invaluable attributes that apply to all disciplines and teaching environments,” she says. “We appreciate SchoolsFirst Federal Credit Union for providing the resources needed to further CSUF’s exploration of the new methodologies and ideas that foster those attributes and inspire deeper learning among children, students, and, of course, ourselves.”
Liberia is facing a grave crisis: Many of the country's trained teachers were killed during 14 years of civil war. Yet education is so important to the citizens that school is in session every day, and rudimentary classrooms without electricity are packed with youngsters willing to learn. At the head of the classes are adults aged 18 to 80, many of whom struggle to read, write, or understand knowledge that those of us in the United States consider basic.

Two alumnae are making a difference to these teachers. Ruth May Siegrist (MS ’75) and Katie Lautsch (MS ’13) have each journeyed to Liberia to teach the teachers who are trying to make a difference to the country’s children.

Siegrist, who retired as associate professor of Education at California State University, Fullerton in 1995 after 23 years of service, took her first trip to Liberia five years ago. She was naturally drawn to the country because of family ties: Her parents met there as missionaries, and her father became a prize-winning author of children's books, many of which feature Liberia as the setting.

"In 2009, I recruited a small team of educators and we went to Liberia to train teachers in several schools near the capital city of Monrovia," explains Siegrist. "It was a daunting experience but one that changed the course of my retirement life."

For Siegrist, taking her training as an educator to help in the country where her parents taught 80 years earlier has felt like coming full circle. The Liberian people embraced her and called her a daughter of Liberia, which she considers an honor. She has felt compelled to return to Liberia many times, doing what she can to help provide healthy living conditions for orphans and supporting the teachers there who are responsible for educating the children who are the hope of the nation.

When she is in the United States, Siegrist always looks for opportunities to talk with other educators to get them interested in helping her in Liberia. At a Reading Educators' Guild breakfast in 2013, she took advantage of that opportunity and spoke to the attendees, one of whom was Lautsch.

"I thought I was going for the professional development and free breakfast, not realizing that this meeting would change the course of my life," says Lautsch, who teaches kindergarten. She was enthralled by Siegrist’s story and volunteered to go to Liberia in July 2013 for a 10-day teach-the-teacher program.

"Seeing how eager the teachers were to better their craft of teaching really inspired me," said Lautsch. "I felt like I couldn’t give them enough in the two weeks we were there."

Katie Lautsch
(MS ’13)

CONTINUED ON PAGE 10…
“Kathryn approached me after the meeting and expressed interest,” explains Siegrist. “I asked her to write a letter explaining why she wanted to be a part of the team and what she felt she had to offer. Of course she was a superb candidate and made a wonderful contribution to the team.”

Lautsch joined several other educators that July, but illness kept Siegrist from making the trip. The team worked with more than 150 Liberian educators at eight rural orphanages, teaching them instructional strategies to increase literacy for students in nursery school through high school. Topics included phonics, grammar, comprehension, storytelling, and vocabulary. Highlights included the use of arts in education, such as singing, movement, and drawing.

“Seeing how eager the teachers were to better their craft of teaching really inspired me,” said Lautsch. “I felt like I couldn’t give them enough in the two weeks we were there.”

She was equally inspired by the devotion the Liberian teachers demonstrated to their students. “One of our Liberian teachers, Theo, attended the training even though he had malaria symptoms and a high fever. He did not want to miss anything, so he attended the entire training. After the training, he had committed to run a summer camp for teens to transition them into the workforce. After five days of fighting off his disease, he still hadn’t gone to see a doctor because of his devotion to his students and his desire to better himself as a teacher. It made such an impact on me personally.”

A secondary outcome of the trip has been the formation of a collegial friendship between the two alumnae.

“Since the team’s return I have had several occasions to see Katie and we also correspond by email and telephone. She has become a good friend and colleague,” says Siegrist.

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As our University takes a strong look at better serving students to improve recruitment, persistence, retention, and graduation rates, we at the College of Education are proud to showcase our success in high-impact practices. In this issue of Impact, you will learn how some of our exciting practices – deep mentor relationships between faculty and students, service learning and community engagement, undergraduate research, study abroad programs, and learning communities – are resulting in well-prepared teacher candidates.

Other stories in this issue illustrate how we are enhancing advising services for undergraduates, and diversifying our research efforts in access, equity, and success for P-20 student populations. We also provide a look into the work of our SchoolsFirst Federal Credit Union Center for Creativity and Critical Thinking, which builds partnerships with local schools and works with teachers to infuse the arts, science, and technology as central components in school curriculum. In addition, we honor our 2014 Edwin Carr Fellows and tell the story of two alumnae who are making an impact on education half a world away in Liberia.

This month we celebrate Commencement and our students’ achievements. Our graduates are facing a landmark change in education which includes new standards in accountability for student performance; new compensation metrics; and higher expectations for influencing a new system of education. I feel confident that our graduates are not only well prepared to meet these challenges, but will prove to be the leaders necessary to make a difference in their classrooms, their schools, and their communities.

Dr. Claire Cavallaro
Dean, College of Education
Scholarship & Service Define This Year’s Carr Fellows

Our 2014 Edwin Carr Fellows were selected by their departments for exemplary scholarship and service to the education profession. Congratulations to the 2014 College of Education Carr Fellows:

Abraham Monzon, Department of Educational Leadership, concentration in Higher Education
Abraham served as one of four co-leaders of a community-based project with the City of Maywood, designing, implementing, and assessing an Educational Fair this past October. His work titled “Revising Policy to Increase Access and Inclusion for Transgender Individuals in Higher Education” was published in the National Association of Student Personnel Administrators, Region VI newsletter this past winter.

Mary Chapman, Department of Educational Leadership, concentration in PreK–12
Mary has taught at El Rancho High School for eight years. Throughout her career, she has served in leadership roles such as, coach, activities director, WASC focus group leader, school site council representative, and union representative. She has gained the knowledge and experience to take her career from the classroom into the school leadership and administrative roles.

Adam Mitchell, Department of Elementary and Bilingual Education, concentration in Educational Technology
Adam is an educational technology specialist and testing coordinator at Marymount California University. He is a member of the Technology Advisory Committee, Staff Advisory Committee, and was recently selected for the Staff Leadership Development Program. He leads the development of his university’s campus mobile app, which will increase student access to resources.

Raquel Adame Martinez, Department of Elementary and Bilingual Education, concentration in Curriculum and Instruction
Raquel participates on the project-based learning committee in her district, presenting her exemplary models of Common Core instruction through service learning. She has presented her research on bilingual families at a CSUF Bilingual Family Night, the Graduate Student Research Symposium, and the California Association of Bilingual Education conference. Raquel earned the 2013 Community Engagement Award at CSUF and Teacher of the Year in 2011–2012 at DeMille Elementary School.

Karen Brown, Department of Reading Education
Karen earned the 2008 Leadership Development Award from the California Association of Teachers and became a member of their executive board. She has served as a Parent Involvement Facilitator and Writing Coordinator. As a teacher-leader, she is keenly focused on collaborating with colleagues to build support systems that ensure all students acquire the literacy skills they need to be successful.

Sheila Peck, Department of Secondary Education
As a former Teacher of the Year at Waite Middle School, Sheila strives to improve her practice in order to better serve her students. She is a member of the Warner M.S. Site Leadership Team, a Fellow of the UCI Writing Project, and served as a Literacy Initiative Demonstration Teacher for her school district. Sheila intends to use her knowledge and accrued experience to influence curriculum beyond her school site.

Gabriela Aguirre, Department of Special Education
Gabriela works as an Education Specialist in the Santa Ana Unified School District. She is a member of the Positive Behavior Interventions and Supports Team in her district and has conducted workshops that focus on positive behavior management strategies. She is a member of the district’s special education curriculum writing team which implemented Common Core units for grades 3–5.
Celebrate Our 10th Anniversary With Us!

The College of Education will celebrate its 10th anniversary during the 2014–2015 academic year. Future teachers, CSUF faculty and staff, alumni, and all College supporters are invited to join the festivities. **Please save these dates:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
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<tbody>
<tr>
<td>August 21, 2014</td>
<td>College of Education faculty, staff and emeritus luncheon</td>
<td>CSUF Marriott</td>
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<tr>
<td>November 17–21, 2014</td>
<td>College of Education Week</td>
<td>TSU Pavilions</td>
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<tr>
<td>November 18</td>
<td>A Celebration of Education featuring keynote speaker Joaquin Zihuatanejo</td>
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<td>November 19</td>
<td>Center for Careers in Teaching Open House</td>
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<td>November 20</td>
<td>Dean’s Symposium featuring keynote speaker Dr. Gloria Ladson-Billings</td>
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<tr>
<td>April 18, 2015</td>
<td>Honor an Educator Event</td>
<td>TSU Pavilions</td>
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Details and more event information are available on our 10th Anniversary website: ed.fullerton.edu/10thAnniversary

**REMEMBER:** We want to stay connected! Whether your contact information needs to be updated or you want to share a story deserving of recognition, we want you to keep in touch. Send an email to knaujokas@fullerton.edu to share your message.

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