Exceptional Teacher Preparation is Achieved Through Accountability

Call it super accountability. Today’s education landscape requires teacher preparation programs to deeply examine how they train and support new teachers entering the profession, and then make advances in honing those programs to demonstrate exemplary practices in teacher training.

Attracting Qualified Teacher Candidates

CSUF College of Education programs have a distinctive reputation for excellence, with CSUF alumni consistently scoring high in important areas like subject-area preparation, use of technology for teaching and learning, clinical practice, and assessment skills. One reason for this is a careful teacher candidate recruitment process. Faculty members actively recruit the best candidates at conferences, teacher fairs, and other events. In addition, because the college has strong partnerships with a number of school districts in California, teachers and administrators from those districts serve as ambassadors of the CSUF program and are instrumental in driving qualified candidates to apply.

“We look for diversity in race, language, experience, and perspectives. Diversity helps a teacher recognize and respond to the needs of all students,” says Lisa Kirtman, department chair and professor of Elementary and Bilingual Education. “We look for candidates who have a passion for teaching. We want candidates who are committed to making a difference in students’ lives.”

In addition to diversity and passion, communication and a love of learning are highly important qualities necessary for admission to the program.

Hand-in-hand with selective recruitment is a thorough admissions process which includes GPA, CEST, and CBEST score review; a letter of recommendation; prior experience working with children; and a personal interview. During the interview process, candidates are carefully examined for a variety of qualities demonstrated by excellent teachers.

“In addition to diversity and passion, communication and a love of learning are highly important qualities necessary for admission to the program.”

CONTINUED ON PAGE 2…
“We look for candidates who are collaborative, who have strong communication skills, and who are passionate about meeting the individual needs of the child and the family,” says Melinda Pierson, department chair and professor of Special Education. “Not only do we seek students with exceptional academic achievement, but also candidates who take initiative, are resourceful, and demonstrate an interest in being lifelong learners.”

The admissions process is especially thorough for credential programs, which look for candidates who demonstrate more than subject matter competency and basic educational skills.

“During an interview, we assess applicants’ disposition toward subject matter they will teach, and the teaching profession in general. We also gauge the strength of their interpersonal skills,” says Kristen Shand, associate professor of Secondary Education and director of admissions for the Single Subject Credential Program. “We want to know about a candidate’s attitude toward working with adolescents, diverse populations, and fellow teachers.”

In order to keep the pipeline full of qualified applications, the Center for Careers in Teaching employs two CSUF undergraduate students as STEM Ambassadors. They travel to high schools on a weekly basis to meet with students and explain the teaching opportunities available in science, technology, engineering, and mathematics. Funding for the STEM Ambassadors and a STEM Coordinator/Advisor is provided by a five-year, $5.9 million U.S. Department of Education Engage in STEM grant in collaboration with Santa Ana College and Fullerton College.

“We also work closely with multiple community colleges in the Orange County and LA County area to help transfer students with advising, mentoring, and transfer procedures,” says Amy Cox-Petersen, acting director for the Center and professor of Elementary and Bilingual Education.

Making it simpler for qualified community college students to transfer into the program is also key in attracting the best future teachers into the program. The Center is celebrating the 10th anniversary of the Teacher Educators, Partners, and Collaborators (TEPAC) Conference on October 15. This event will bring together community college education counselors, CSUF faculty, advisors, and staff to share information about streamlined transfer strategies.

**Supporting Teachers Through the Education Process**

The College of Education offers the only programs in Orange County that are accredited by the National Council for Accreditation in Teacher Education (NCATE). This means that a national panel of professionals has deemed the college’s education programs intellectually rigorous and relevant to the needs of today’s classrooms. To help teacher candidates develop the confidence, commitment, and capacity for managing this rigorous program, the Center, located in the heart of the CSUF campus, provides support, mentoring, and advisement for students who want to be K–12 teachers.

“Strong advisement helps ensure student success,” says Heather Terry, admissions and academic advisor, who is managing a new Student Services pilot program for the Department of Elementary and Bilingual Education this year. “Our new program will offer advisement from 8 a.m. to 5 p.m. and later throughout the entire year to meet the needs of our students.”

The CSUF College of Education program also offers a broad educational experience.

“Our faculty is very committed to developing quality secondary school teachers. We strive to be sure that our students become reflective practitioners who work to meet the needs of diverse students in the classroom by providing a high quality, research-based foundation through our program courses, and bringing in district personnel and experts in the field as guest speakers for our teacher...
Mentoring from a master teacher delivers support and enhanced learning for the teacher candidate, as Reynolds found when she was a student teacher.

“I had two student teaching experiences, and both of my mentors encouraged me to take ownership of the teaching. This helped me to become a reflective teacher as well as a creative problem solver,” says Reynolds.

**Rigorous Assessment Makes the Difference**

To ensure that CSUF teacher candidates meet the rigor and high standards of the college, data are collected and analyzed at four transition points: Admission to the program, admission to initial student teaching, admission to final student teaching, and exit from the program.

“We use a variety of assessments to evaluate how well our programs prepare candidates,” says Kirtman. “We examine department student surveys, college exit data, Teacher Performance Assessment results, average GPA, student teacher evaluations, and the CSU evaluation of teacher preparation programs conducted by the CSU Center for Teacher Quality.”

This data helps the college to clearly evaluate programs and determine needs for change and improvement.

“CSU Fullerton and every other CSU campus reports annually to the Chancellor regarding steps taken to improve programs for future teachers on the basis of CTQ evidence,” says David Wright, director emeritus of the CSU Center for Teacher Quality. “These reports describe hundreds of changes that have been implemented in programs for prospective elementary school teachers, prospective secondary school teachers, and prospective special education teachers. The assessment results suggest that movements from good to great have occurred in many, many domains of the learning-to-teach curriculum suggested by the State of California.”

As an example of going from good to great, three years ago the college decided to focus on improving teacher candidates’ use of technology in meeting the needs of special needs students through a variety of learning opportunities for faculty and students.

“We created a 21st Century Saturday Workshop Series that focused on integrating technology with other subject areas,” says Kirtman. “We also created a Technology Boot Camp for all entering credential candidates and teamed with Special Education faculty to make changes to our course syllabi and content.”

The college also focused on helping teacher candidates use technology to teach English learners. That focus has recently been demonstrated quite effectively using iPads in a partnership between the Department of Elementary and Bilingual Education and the Placentia-Yorba Linda Unified School District. Last year, CSUF teacher candidates undertook methods courses that focused on the uses and benefits of technology in the classroom. The teacher candidates then were provided with iPads to use with their students in their student teaching assignments.

“As I walked through classrooms and observed our teacher candidates using the technology in their lessons, I was struck by the student engagement,” says Kim Case, instructor of Elementary and Bilingual Education. “One of the school sites is a Title 1 school with close to 75 percent English learners and several teachers commented that their students had never touched an iPad before.”

That engagement also inspired faculty at the host school.

“Teacher enthusiasm has increased and they have enjoyed the creative spark that our teacher candidates have brought to their classrooms,” says Case.

The program garnered CSU Fullerton the first Placentia-Yorba Linda School District You Are the Advantage award this year and is already expanding to meet increased need. This year it will provide more than 130 iPads in the district’s Rio Vista Elementary classrooms and one classroom will participate in a 1:1 model for mobile technology.

“We’re very proud to play a leading role in not only graduating well-prepared teachers, but in helping to transform teacher education,” says Cavallaro. “From recruitment of the most qualified candidates through their enriched preparation for teaching, we take our responsibility to provide the very best educators to our schools very seriously.”

Teaching is a profession of practice, and teacher candidates must build their professional acumen through applied knowledge. In order to achieve this, fieldwork experiences are based on a gradual induction model of co-teaching.

“In this way, our teacher candidates receive consistent mentoring through exemplary teaching models,” says Cho.

This unique co-teaching model serves to better prepare teacher candidates for the rigors of the classroom. (See page 4, Collaboration Impacts Student Teaching)

“As a master teacher, I see the importance of a collaborative relationship with the student teacher so that the student teacher feels comfortable and well prepared for each lesson,” says Brooke Reynolds (BA, ’02; MS, ’09), who teaches first grade and has welcomed teacher candidates into her class at Telesis Academy of Science and Math in West Covina, Calif.
Collaboration Impacts Student Teaching

The student teaching experience has been the mainstay of teacher preparation for more than 90 years and all states require prospective teachers to have some clinical experience in the classroom. Student teaching is a critical component in preparing teacher candidates to become effective full-time classroom instructors. But what defines an exceptional student teaching experience?

“Today, student teaching is shifting to a more collaborative, dynamic approach. Teacher candidates are carefully matched with veteran educators who mentor and guide student teachers in effectively putting into practice what they have learned in the classroom,” says Jennifer Ponder, associate professor of Elementary and Bilingual Education.

Cal State Fullerton has long been ahead of that curve, providing teacher candidates with dynamic field placements that allow them to work with their host teacher in all management, instructional, and assessment decisions specific to the class. Partnerships include nine elementary schools, where, in the 2012–2013 academic year, 72 teacher candidates were placed in co-teaching settings; two elementary schools where 31 teacher candidates were placed in special education co-teaching settings; and four middle/high schools, where, in the 2013/2014 academic year, 35 teacher candidates are placed in co-teaching settings.

“The co-teaching model, in which teacher candidates are assigned to a single school for the majority of the year, keeps teacher education authentically rooted in day-to-day instructional practice,” explains Janet Morey, assistant superintendent, Fullerton School District. “This model helps teacher candidates connect theory and practice in a real classroom setting, and fosters relationships with experienced teachers.”

Morey’s district is one of six school districts that partner with CSUF in student teacher experiences. It’s a partnership that benefits the teacher candidate, the veteran teacher, and the students they teach.

“Cooperating district teachers and teacher candidates appreciate the opportunity to take part in an active college partnership that shapes and supports the candidate’s learning experiences,” says Morey. “Teacher candidates report developing stronger relationships, deeper learning, and richer teacher candidate-to-student interactions.”

Grace Cho, professor of Secondary Education and department chair agrees. “The co-teaching model is a good match with our gradual induction model on which our fieldwork experiences are based. Through this program model, our teacher candidates receive consistent mentoring through exemplary teaching models. It allows our teacher candidates to have a direct experience in a work setting which ensures a strong connection between what we teach and what the work force needs.”

The interaction also results in valuable feedback from partner schools about recommended enhancements to the program. “Both supervisor and partner school feedback have been incorporated to make changes such as implementing one full day each week from the first week to provide co-planning time,” says Melinda Pierson, professor of Special Education and department chair at Cal State Fullerton.

“Teaching has many aspects beyond providing instruction, and these other aspects can be very overwhelming to a beginning teacher,” says Brooke Reynolds (BA, ’02; MS, ’09), who teaches first grade and has welcomed teacher candidates into her class at Telesis Academy of Science and Math in West Covina, Calif. “Co-teaching can help ease the student teacher into taking on these challenges. Also, when students see the collaborative relationship, they often place trust in the student teacher and value him or her as their teacher as well.”

The co-teaching model also supports enhanced learning by students, who receive more focus from instructors. “Students benefit from increased differentiated instruction,” says Morey. “Double the teachers, double the learning!”

“During summer 2013 we trained approximately 60 teacher candidates in Fullerton, Placentia-Yorba Linda Unified, and Santa Ana Unified school districts to serve as co-teachers for student teaching placements in the 2013–2014 academic year. Our goal is to have 100 percent of our student teaching placements in co-teaching settings by fall 2014,” says Ponder. □
Proudly Welcoming New Faculty

Estela Zarate, associate professor of Educational Leadership, was a recipient of the UCLA Research Mentorship Award. Her research interests include higher education accessibility, educational conditions of Latinos, and gender differences in schooling. She has served as assistant professor at University of California, Irvine.

Estela Zarate, Associate Professor of Educational Leadership

Susan Glassett Farrelly, lecturer of Secondary Education and Foundational Level Mathematics (FLM) coordinator, has served as head teacher at the San Diego County Office of Education (SDCOE). She recently completed her doctorate in educational leadership from the Joint Doctoral Program with the University of California, San Diego and California State University San Marcos (CSUSM).

Susan Glassett Farrelly, Lecturer of Secondary Education

Tonja Byrom, lecturer of Secondary Education, is a certified SLICCC trainer and a Futures Fellow. Prior to joining the College of Education, she gained hands-on experience as an educator, teaching Spanish at Liberty High School in the Kern High School District.

Tonja Byrom, Lecturer of Secondary Education

Estela Zarate, Associate Professor of Educational Leadership

Susan Glassett Farrelly, Lecturer of Secondary Education

Tonja Byrom, Lecturer of Secondary Education

Congratulating Newly Promoted and Tenured Associate Professors

Kristin Stang (Special Education) attended Northwestern University, where she earned her Ph.D. in Communication Sciences and Disorders through a program in Learning Disabilities. Her research interests include teacher training, teacher ratings of student behavior and learning, and middle level learners with mild to moderate disabilities.

Kristin Stang, Associate Professor of Special Education

John Hoffman (Educational Leadership) attended the University of Minnesota, where he earned his Ph.D. in Higher Education and Policy. His primary research interests include assessing student learning and success in the co-curriculum, the impact of college on student development and success, and the spiritual development of college students. Hoffman also serves as director of the Ed.D. program and acting department chair.

John Hoffman, Associate Professor of Educational Leadership

Natalie Tran (Educational Leadership) attended UCLA and went on to earn her Ph.D. in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison. Her principal research interest explores the instructional practices and social contexts affecting student learning in science, both within in-school and out-of-school settings.

Natalie Tran, Associate Professor of Educational Leadership

Lisa Winstead (Elementary and Bilingual Education) attended University of the Pacific, where she earned her Ph.D. in Curriculum and Instruction with an emphasis in Language, Literacy, and Culture. She speaks Spanish, French, and Japanese and her areas of interest include cognition, literacy development, and issues of language and social justice.

Lisa Winstead, Associate Professor of Elementary and Bilingual Education

Kristen Shand (Secondary Education) earned her Ph.D. in Education with an emphasis in Curriculum and Instruction from the University of California, Riverside. Her research interests include inferential statistics and experimental design in educational research, the interplay of graphs and text in historical constructs, and instructive textbook analysis.

Kristen Shand, Associate Professor of Secondary Education

Cynthia Gautreau (Elementary and Bilingual Education) earned her Ph.D. in Curriculum and Instruction at Argosy University. Her experience includes technology consulting in higher education and she continues to pursue her interest in technology and motivation research through her investigation of the use of technology in the teaching and learning process.

Cynthia Gautreau, Associate Professor of Elementary and Bilingual Education

Congratulating Newly Promoted Full Professors

Terri Patchen (Elementary and Bilingual Education) attended UCLA, where she earned an MS in Latin American Studies, an MS in Urban Planning, and a Ph.D. in Education, with an emphasis in Urban Education. She was the recipient of a Spencer Research Fellowship, a Fulbright Fellowship, and a Constance Coiner Graduate Fellowship.

Terri Patchen, Associate Professor of Elementary and Bilingual Education

Natalie Tran (Educational Leadership) attended UCLA and went on to earn her Ph.D. in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison. Her principal research interest explores the instructional practices and social contexts affecting student learning in science, both within in-school and out-of-school settings.

Natalie Tran, Associate Professor of Educational Leadership

Issue Four // Fall 2013
The College of Education at California State University, Fullerton is a strong community. It is made up of many individuals who understand the foundational role of educators in all of our lives. We are pleased to recognize these special individuals, foundations, and corporations who have made contributions this past year.

FISCAL YEAR 2012 / 2013 DONORS BY GIVING LEVELS

$100,000 +
Margaret Anne Cooper Living Trust
The Anne L. Kruzic Trust

$50,000 – $99,999
SchoolsFirst Federal Credit Union

$20,000 – $49,999
Teacher Created Materials

$15,000 – $19,999
Growth Sector

$10,000 – $14,999
Mrs. Dixie Shaw

$5,000 – $9,999
The Marilyn C. Brewer Revocable Trust
Comerica Inc.
Ms. Rachelle Cracchiolo
Girls Incorporated of Orange County
Ms. Cynthia B. Miller
Ms. Erma J. Tracy

$2,000 – $4,999
Ms. Lois J. Bain
CA Retired Teachers Association
Delta Kappa Gamma 67783
Mrs. Kathleen Heath
Dr. Judy Ann Smith

$1,000 – $1,999
(Non-Alumni) Anonymous
Dr. JoAnn Carter-Wells
Dr. Claire C. Cavallaro
NASPA Foundation
Ms. Viva L. Palumbo
Mr. David M. Reid
Mr. Larry P. Rovira
Mrs. Theresa H. Rovira

$500 – $999
Advance Beauty College
Dr. Anna Lea Garza
Mr. Paul Garza
Mrs. Carol A. Kane
Ms. Barbara R. Kilponen
Ms. Margaret Martin
Ms. Katherine C. McCanna
Mr. Daniel Page
Dr. Ruth M. Siegrist
Mr. David Stall

Ms. Sandra Akina
Anonymous
Mrs. Tanya N. Avina
Ms. Tara D. Barnhart
Ms. Kathryn L. Bartle-Angus
Dr. Ashley L. Bishop
Mrs. Sue Bishop
Dr. Martin V. Bonsangue
Ms. Nancy J. Bonsangue
Mr. Jan Button
Dr. Julie Chan
Dr. Ann Loraine and Mr. John Coil
Dr. Carmen Z. and Burnie H. Dunlap
Dr. Berenecea Johnson Y. Eanes
Ms. Jordan J. Fabish
Ms. Sandra L. Finstuen
Mr. Mario Gottuso, Jr.
Dr. Maria Grant
Ms. Gloria Guzman
Dr. Deborah O. Hancock
Dr. Julie Ann Hatchel
Ms. Julianne M. Hofer
Dr. John L. Hoffman
Ms. Mary Holladay
Dr. Jerome Hunter
Mrs. Anna C. Irot
Mrs. Jeanne Kravitz
Ms. Theresa Kristiansen
Mrs. Marilyn A. Leuer
Ms. Deborah H. Lombardi
Ms. Katherine E. Louis
Ms. Alicia M. Martinez
Ms. Raquel Martinez
Ms. Leslee Milch
Ms. Laurel J. Mullally
Dr. Janice Myck-Wayne
Pegasusu, Inc.
Mrs. Jennifer Leuer Ramus
Mr. Richard C. Ramus III
Ms. Annette Rodriguez
Mr. Mark G. Rodriguez
Mr. Gregory J. Saks
Ms. Gretchen Sandhu
Ms. Paula J. Selleck
Mrs. Andrea J. Sward
Mr. Jeffrey E. Sward
Mrs. Bonny J. Thomas
Ms. Virginia M Tibbetts
United Education Alliance, LLC
Mr. Juan Anthony Vazquez
Mr. Jeffrey Weiss
Dr. Shu-Chen J. Yen
Dr. James D. Young

Up to $99
Mrs. Marie P. Adishian
Ms. Francie M. Albers
Ms. Julie Irene Amster, MISS
Ms. Karen June Yamamoto Arellano
Mr. Glen M. Ashcraft
Mrs. Rosemary L. Ashcraft
Ms. Sandra Atkinson
Mr. Tobey V. Bean
Ms. Dawne Bell
Ms. Sussette Blasa
Mrs. Virginia J. Bolle
Ms. Judy A. Bruland
Ms. Deborah Anne Cardin
Mr. Gilbert Saturno Castillo
Mr. Paul J. Cauwels
Ms. Mercedes Cerros
Ms. Mary Cobb
Mr. Kenneth D. Cooper
Mr. Sharon P. Couchois
Ms. Cynthia L. Crompton
Ms. Lucas Cruz
Mrs. Denise K. Dale
Ms. Erika Díaz
Ms. Lottie Dixon
Ms. Anny Duldulao
Mr. James R. Duldulao
Mrs. Maria V. Duran Smith
Mr. Thomas L. D. Edwards
Mrs. Susan Kay Elias
Mrs. Kathryn Joyce Erbacher
Mr. Robert G. Erbacher
Mrs. Ruth C. Evans
Ms. Cheryl French
Dr. Cynthia Sue Gautreau
Ms. Tammy D. Geral
Mr. Anthony S. Gianetto
Ms. April Gibbs
Dr. Barbara J. Glaeser
Mr. Vincent C. Glaeser
Dr. Dolores A. Grayson
Ms. Anamaria C. Greene
Ms. Jane Hansen
Mrs. Janet E. Hartmann
Ms. Debra K. Henton
Ms. Summer Heraz
Ms. Maricela Hernandez
Ms. Sarah S. Holmes
Mr. Bryn Jefferson Jenkins
Mr. Allyn B. Johnson
Ms. Dian A. Johnson
Mrs. Ellen J. Johnston
Mr. Keith H. Johnston
Mr. Daniel J. Jordan
Ms. Tae Miyouki Kanemitsu
Dr. Belinda D. Karge
Ms. Pallavi Khanna
Mrs. Kathleen M. King
Mr. Eric A. Kowalik
FISCAL YEAR 2012 / 2013 DONORS BY GIVING LEVELS

Kroger Co. Foundation
Ms. Justine Blanche Lang
Mrs. Betty J. Langpap
Mr. Howard Langpap
Ms. Alina Leonard
Mr. Mark Leonard
Ms. Marian D. Lockwood
Mr. Cesar Loya
Ms. Imelda Loya
Mr. John C. Loyd
Mr. Amneus Lucy
Dr. Carol A. Lundberg
Mrs. Margaret Ann Lynch
Ms. Maureen G. Marconi
Dr. Lisa Kirtman Marsh
Mrs. Mary F. Marthe
Mr. Richard Martie
Mr. Benjamin Martinez
Ms. Shiree Martinez
Matrix Consulting
Mr. Stephen D. Mayville
Mrs. Susan M. Mayville
Ms. Kristi R. Mead
Mrs. Darlene K. Miller
Mr. Gerald A. Miller
Mr. H. Miller
Mrs. Janeen Miller
Mr. Robert R. Miranda
Mrs. Carolyn A. Mooney
Ms. Roxane K. Moore
Ms. Jennifer Morgan
Ms. Donna L. Moulton
Ms. Denise Nassour
Dr. Kathleen J. Naylor
Mr. Raymond W. Naylor
Mrs. Nancy A. Needham
Ms. Kathy J. Nygaard

Dr. Arlene Joyce Obremski
Dr. Robert J. Obremski
Mrs. Catherine M. O’Dea
Ms. Kathy N. Okajima
Mrs. Jacquelyn Marie O’Neil
Ms. Marianne Cordova O’Quinn
Mrs. Robin Christi Paerels
Dr. Ronald H. Pahl
Ms. Ann Pease
Dr. Donald E. Pease
Ms. Linda Peterson
Ms. Suzanne Picciano
Dr. Melinda R. Rierson
Mr. Henoc Mizraim Preciado
Ms. Karmen Kaye Quirk
Mr. Steven W. Quirk
Mr. Al Noel R. Rabanera
Ms. Nan J. Ralls
Mr. Robert L. Ramey
Dr. Jacqueline A. Rankin
Mr. David Rhodes
Mrs. Kristin C. Rhodes
Ms. Lydia Roach
Mrs. Bonnie A. Robinson
Mr. Donald P. Robinson
Ms. Sharon Rogers
Ms. Crystal J. Ros
Ms. Charlotte S. Ross
Mr. Michael M. Roy
Mrs. Vickie Lynn Roy
Mr. Bob B. Sahagian
Mrs. Janet R. Sahagian
Mr. Amapreet Singh Saini
Ms. Maria T. Santoyo
Ms. Patricia G. Schofield
Mr. Vincent Joseph Scott
Ms. Catherine G. Sherburne

Mrs. Sharon L. Sherman
Ms. Asiya M. Siddiqui
Mrs. Anna M. Siebert
Mrs. Patricia S. Smith
Mr. Vincent K. Smith
Ms. Ann M. Solis
Ms. Pamela R. Soltis
Ms. Jessica Renee Soto
Mrs. Eleanor E. Stafford
Mr. Roger A. Stafford
Ms. Cecilia Stetson
Ms. Linda L. Sweeter
Ms. Regina C. Tagarao
Mr. Donald A. Terry
Mrs. Rosemary C. Thompson
Mrs. Dolores Marie Travis
Mr. Dante F. Urzuza
Ms. Sandra Iris Verdugo
Ms. Chrys D. Verner
Ms. Maribel Villasenor
Ms. Lucia F. Vincent
Ms. Sarah Whittenpton Wagner
Dr. Andrew F. Washington
Mrs. Joan Claxton Waterworth
Mr. William A. Waterworth
Ms. Suzanne M. Wesp
Ms. Kiara Lynne Weyrick
Ms. M. Arlene Wicker
Ms. Judy Woo
Mrs. Marilyn A. Wright
Mr. Robert I. Wright
Dr. Hallie K. Yopp Slowik
Dr. Ruth Y. Yopp-Edwards
Mr. Bert Yopp-Slowik
Mr. Darius Zahedi

The College of Education appreciates your support. Donors listed here made their gifts during the 2012–2013 year from the dates 7/1/12 through 6/30/13. Please call the dean’s office at 657.278.4021 if we inadvertently misspelled or omitted your name.

Message From the Dean

During this “back to school” season, Americans’ confidence and trust in their children’s teachers and principals is at the highest levels ever recorded, according to a recent PDK/Gallup poll. At the College of Education, we are committed to preparing teachers and education leaders who are worthy of that trust.

This issue of Impact features our teacher preparation programs and strategies that help ensure that our graduates are well prepared to help students learn. Through assessment and evaluation, we manage a cycle of continuous program improvement in order to strengthen teacher preparation to meet changing conditions in schools. I am pleased to share with readers just a few of these innovations including the co-teaching model that is transforming student teaching.

The launch of the new academic year is an appropriate time to offer our thanks and congratulations. In this issue we welcome our new faculty and congratulate those who have recently been granted tenure and promotion. We also recognize outstanding alumni who were honored as nominees for Teacher of the Year, and honor an exceptional community college leader, Dr. Martha McDonald. In addition, we say “thank you” to our donors for their support of innovative programming as well as student scholarships. Their generosity enabled the College to award $53,500 in scholarships last year to help 53 students enroll in a College of Education program. We look forward to reporting on their success in the months and years ahead.

Dr. Claire Cavallaro
Dean, College of Education
This time next year, students in CSUF’s newest major will be welcoming each other to class with this traditional Vietnamese greeting. They will be the only students in the nation enrolled in a bachelor’s degree in Vietnamese, credential teaching pathway, and bilingual authorization programs.

“This is an important initiative for both Cal State Fullerton and the Vietnamese community,” said Natalie Tran, associate professor of Educational Leadership and co-chair of the Vietnamese American Education Advisory Council, who has engaged the community to get the programs off the ground. “It is our hope that the programs will serve the needs and support the growth of the Vietnamese community now and in the years to come.”

The credential pathway and bilingual teaching authorization programs will provide formal training for future educators in teaching Vietnamese language classes and dual-language programs.

Through our programs, we will be able to provide proper training for secondary teachers to teach Vietnamese language classes,” explained Tran. “This specialized training is beneficial to both students and teachers, since methods of teaching math or reading are not the same as methods for teaching a language.” Teachers who are currently teaching in grades K–12 will also be able to obtain an additional bilingual authorization.

“The Vietnamese bilingual authorization will allow teachers to provide instruction in both Vietnamese and English when teaching a particular subject,” she added.

Ultimately, the program aims to serve Orange County’s Little Saigon and other Vietnamese American communities with professionals who are fluent in the Vietnamese language and knowledgeable about the culture.

“Cal State Fullerton serves the largest Vietnamese population outside of Vietnam,” said Mitch Avila, associate dean for academic programs at Cal State Fullerton. “We believe the unique interests of this population have been underserved. The school’s obligation is not only to educate its students, but to create courses and programs of study that serve the interests and needs of the local region. This program will help accomplish that mission.”

That is why Tam Nguyen (MBA, ’05), a business leader, College of Education Leadership Council Member, and president of the Vietnamese American Chamber of Commerce of Orange County, agreed to co-chair the Vietnamese American Education Advisory Council with Tran and help engage the community with the development of the programs.

“These programs are great for the community because there is nothing more important in family, business, and community than communication and understanding,” says Nguyen. “I use my Vietnamese language skills just as much as my English, and more than my Spanish, while living and working in Southern California and abroad. I am so proud that our community will have a Vietnamese language program and that it will be administered by Cal State Fullerton!”

The council, which includes 18 constituencies representing school districts, high school teachers, businesses, CSUF alumni, and current students, has been meeting regularly for more than six months, and is now deep into the development of the programs’ details.

“Our programs are off to a great start. We have received great support from both the University and the local Vietnamese community,” says Tran. “By approaching this as a collective process, we are more likely to get the support that we need to develop effective and successful programs.”

If early feedback from the community is any indicator, the program should be met with great enthusiasm next fall.

“We surveyed the community about their interest in this program between April and July this year,” says Nguyen. “We received more than 1,000 responses and we look forward to sharing those results.”

To learn more about the programs and initiatives underway by the Vietnamese American Education Advisory Council, go online to the council’s Facebook page at:

www.facebook.com/csufvietnameseprograms
Alumna Leverages Personal Experiences to Make a Difference to Community College Students

While her success in academia is impressive, McDonald’s early years as a student were difficult. Up to third grade, she attended school in Mexico. Then her family moved to the United States. With English as her second language, she worked to overcome many challenges before she graduated from high school and was accepted to CSUF under the Educational Opportunity Program.

“My undergraduate experience was challenging because I was not academically, financially, and culturally prepared,” she says. “My role as a family member was to help financially, irrespective of being a full-time college student. I tried to balance working full-time with being a full-time student and it was quite difficult.”

McDonald’s academic workload and full-time work schedule proved crushing.

“As a biology major, my classes started to get more difficult and I did not have the necessary preparation to do well. As a result, my grades began to decline and I was academically dismissed. I used to be embarrassed about my story, but now I have embraced my life challenges and share my story with students experiencing similar obstacles,” she says.

Unwilling to give up, McDonald pursued a different post-high school path.

“I would like to recognize my CSUF professors for helping me realize that, as a student, I needed to do something different,” she says. “I left home and enlisted in the Marines, which was one of the best life decisions I made.”

During her military career, McDonald became the first female instructor in the Marine Corps Security Forces School, where she taught physical security, anti-terrorist measures, and small arms weaponry. She also pursued community college courses at night.

“I believe my whole Marine Corps experience prepared me to pursue the professional doctorate in education, as well as my current position as dean of students,” says McDonald. “As a Marine, I learned leadership traits and principles such as justice, initiative, and integrity, which I live by today.”

McDonald has been leading student affairs at Citrus College since 2007, and is equally proud of the success of the many programs under her direction. But as a Marine, she has a special heart-felt calling to help fellow service members be successful in furthering their education. Her work garnered the college a Center of Excellence for Veteran Student Success grant from the Department of Education three years ago. Citrus College was one of only 15 colleges and universities in the nation awarded the grant and has been named a military-friendly school by GI Jobs for the past three consecutive years.

“It has been a great honor to observe our student veteran population successfully transition from the military life to the academic environment and attain their educational and personal goals,” she says. “These students, and all the students on the campus now, as well as those who have graduated, make me very proud.”

“I try to put myself in each student’s shoes and resolve each situation in a way that helps that particular student learn and grow from the experience.”

Empathy is possibly the most important word in Martha McDonald’s (Ed.D., ’11) vocabulary. Her experiences as an immigrant, as an undergraduate working to support her family while going to school, and as a distinguished Marine, have informed her professional life and fueled her zeal to help students succeed in higher education.

“I try to put myself in each student’s shoes and resolve each situation in a way that helps that particular student learn and grow from the experience,” she says.

As the executive dean of students at Citrus College in Glendora, Calif., she takes her job as a student affairs practitioner very seriously, overseeing a $10 million program and managing 50 people in order to deliver Citrus College students the experiences and support necessary for their academic success. She develops, directs, and supervises an array of programs including student government, school relations and outreach, campus safety, the student health center, and veterans’ programs.
Reading Between the Lines of Language

Rosie Ordoñez-Jasis, professor of Reading at CSUF College of Education, is the second recipient of the Emma E. Holmes Faculty Fellowship.

In today’s multicultural society, Spanish-speaking students risk losing their linguistic and cultural identities in the process of learning English. Balanced biliteracy allows young children to preserve their heritage, while helping them to develop important social and academic skills to improve literacy performance in English-centric classrooms.

Rosie Ordoñez-Jasis, professor of reading at Cal State Fullerton’s College of Education, is actively expanding the reach of early literacy development through cross-cultural exchanges in Cal State Fullerton’s neighboring communities. In doing so, she is broadening horizons—those of the people she serves, as well as her own.

“Knowing that I am making a positive impact by co-creating a framework for sustainable professional development is incredibly rewarding,” she says. “Not only is this work impacting the literacy development of others, but it is also informing my scholarship. It provides me with a deeper understanding of the realities of teaching and learning in preschool classrooms which can be applied to my research at Cal State Fullerton and in the communities it shares.”

As the second recipient of the Emma E. Holmes Faculty Fellowship in the College of Education, Ordoñez-Jasis is able to harness resources to facilitate her new project designed to work with teachers to create culturally and linguistically responsive pedagogy for young English learners.

“My goal was to collaborate with teachers who expressed desires to take on leadership roles in creating and implementing on-going professional development seminars for new teachers,” she says. “This helps to ensure that a strong literacy foundation is provided for all children, regardless of their cultural, economic, or linguistic backgrounds. As a result, children from diverse backgrounds become better-prepared to take on the demands of a K–12 education.”

Her program, School Readiness Early Learning Program: Enhancing Sustainability, allowed Ordoñez-Jasis to continue her prior work with early childhood educators in El Rancho Unified School District (ERUSD) in the city of Pico Rivera during the spring 2013 semester.

“From 2004 to 2011, I was fortunate enough to work with their Early Learning Program to co-create professional development trainings and seminars in the areas of early biliteracy development. The success of this partnership indicates that partnerships based on reciprocity and mutual respect are vital for effective educational training,” says Ordoñez-Jasis. “This collaboration resulted in the development of a balanced, research-based, early literacy program for the district’s mostly Latino students and their families.”

To foster the development of her research agenda and professional development plan, Ordoñez-Jasis not only consulted with district-level authorities, but also heavily sourced the ideas of ERUSD’s classroom teachers, to whom she attributes much of the program’s success.

“Their identities as bilingual and bi-literate Latino educators offered unique voices and perspectives that were at the core of each meeting I held,” she says. “This authentic sharing of knowledge and expertise resulted in an exciting vision for the district that was understood and owned by all.”

The continued success of Ordoñez-Jasis’ work alongside ERUSD’s teachers reinforces her belief that many traditional professional development programs and approaches may not be culturally or linguistically responsive to the needs of both the students and their teachers.

“Despite state standards and English-only prescriptive curriculums that are consistently permeating the preschool classroom, these Latino early childhood educators felt the need to challenge this trend and to co-create a pedagogy that was more linguistically responsive to their students’ needs,” she says. “I am unremittingly impressed by their commitment and dedication to initiate critical conversations on these topics.”

Shedding light on her source of inspiration, Ordoñez-Jasis reveals a lifelong connection to Pico Rivera.

“I attended the schools in Pico Rivera and have friends and family who reside there. I have a personal commitment to participate in their school reform efforts,” she says. “My scholarly interests and pursuits have been guided by a determination to work with schools and communities toward improving the educational landscape of public schools.”

Another school that is reaping the benefits of Ordoñez-Jasis’ work is Cal State Fullerton. As a Hispanic-serving institution, a priority for Cal State Fullerton has been to develop university-district partnerships and to enhance academic pipelines for Latino students from its surrounding communities.

“The demographic data speaks for itself: In California there are more than a million preschool-aged children, half of whom are Latino and 39 percent of whom are English language learners. In ERUSD, nearly 70 percent of the children come from Latino, Spanish-speaking, working-class households,” says Ordoñez-Jasis. “I believe that my research illuminates the potential of educational partnerships where researchers listen to the hopes and concerns of school communities, particularly those that have been historically underserved; it also clearly supports and enhances Cal State Fullerton’s mission and goals.”

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.
Alumni Stand Out with 2013 California Teachers of the Year Honors

CSUF alumni were well represented in nominations for the 2013 California Teachers of the Year award, and one was among the five finalists conferred with the prestigious title.

Winning the Teacher of the Year title caps off David Goldenberg’s (Credential, ’99; MS, ’01) eight years teaching history at Arnold O. Beckman High School in the Tustin Unified School District.

“Mr. Goldenberg makes history come alive for his students. His students feel engaged and eager to learn,” said State Superintendent of Public Instruction Tom Torlakson. “He sees his career as a calling to serve his country in a profession that has meaning. He embraces each school day as an opportunity to make a difference in the lives of his students.”

Prior to teaching at Beckman, Goldenberg taught world history at A.G. Currie Middle School and taught on special assignment at Tustin Unified School District, where he won Teacher of the Year titles in both schools. He also has extensive experience providing staff development, mentorships, and training for other teachers.

In the classroom, he focuses on helping his students envision a successful future.

“I do not see students as they are today, but as the people that they can become – I want my students to see possibilities, to overcome adversity, and to become the best versions of themselves,” he said.

Kris Kough (Credential, ’03; MS, ’03), who teaches at Magnolia High School in the Anaheim School District, was one of nine semi-finalists named in the 2013 competition. His district also nominated him for the honor in 2012.

The California Teachers of the Year Program began in 1972 to acknowledge the growing complexity of challenges faced by the profession and the need to promote collaboration among teachers to address challenges. The program is also designed to encourage new teachers to enter the field.

The competition is open to educators in pre-kindergarten through grade twelve. County offices of education nominate winners through their regional Teachers of the Year competitions. A state selection committee reviews candidates’ applications and conducts site visits to evaluate the teachers’ rapport with students, classroom environment, presentation skills, and teaching methods, among other criteria. The teachers are interviewed at the California Department of Education in Sacramento. The State Superintendent then selects the five awardees.

CONGRATULATIONS CSUF ALUMNI TEACHER OF THE YEAR NOMINEES

CSUF College of Education proudly recognizes the following alumni who were nominated as Orange County Teachers of the Year from their school districts:

Patricia Banuelos-Perez (Credential, ’98) Santa Ana Unified School District Heroes Elementary School

Amy Blank (Credential, ’99) Placentia Yorba Linda Unified School District Kraemer Middle School

Heather Gibson (Credential, ’00; MS, ’03) Fullerton Joint Union High School District Sonora High School

David Goldenberg (Credential, ’99; MS, ’01) Tustin Unified School District Arnold O. Beckman High School

Todd Harvey (MS, ’02) Santa Ana Unified School District Community Day High School

Damien Hernandez (Credential, ’07) Fullerton Joint Union High School District La Sierra High School

Kris Kough (Credential, ’03; MS, ’03) Anaheim Union High School District Magnolia High School

Kristina Posavec (Credential, ’05) Tustin Unified School District C.E. Utt Middle School

Jayni Ropp (MS, ’03) Newport Mesa Unified School District California Elementary School
STAY CONNECTED.

Whether your contact information needs to be updated or you’d like to suggest a story for Impact, we want you to keep in touch.

- Has your personal contact information changed?
- Are you or other students or alumni impacting the education community in a special way?
- Is there an educational initiative or CSUF College of Education program you are interested in reading about?

Send an email to knaujokas@fullerton.edu to share your message.