The Power of Partnership

While it may take a village to raise a child, it takes multiple partners to launch a well-prepared teacher into a classroom.

To prepare effective educators for today’s learning environment, teacher preparation programs must provide classroom practice interwoven with academic content and professional development. By partnering with veteran educators, schools, and communities, the College of Education prepares teaching candidates to work closely with colleagues, students, and the community in order to provide the education that PK–12 students need to succeed in the 21st Century.

Developing highly qualified teachers for math, science, and special education

California’s education data shows compelling motives for change. Consider the facts. One-third of the state’s math and science teachers are projected to retire in the next seven years. Special education teachers are in short supply to meet the needs of more than 680,000 California students with special needs. Add to that the increasing number of high-needs schools – those that serve communities with higher poverty rates and that currently have teachers who are either under qualified or who teach in subjects outside their fields – and you begin to get an idea of the challenges facing California education.

This data convinced Belinda Karge, professor of Special Education, to develop a program that would enhance collaboration between general education and special education teachers, especially when it comes to inclusive practices, core standards for math, and innovative techniques for teaching science. Her Autism, Inclusion, Mathematics Core, and Science Innovation (AIMS) Scholar Program brings together school districts, veteran teachers, pre-service teachers, and community members in a unique partnership that is achieving remarkable results.

“We needed an alternative route to recruit, select, prepare, support, and retain talented individuals to become highly qualified teachers in high-needs school districts,” says Karge. “This program invests in developing exceptional teachers and in effectively meeting education needs.”

The AIMS Scholar program began in 2011 with 10 district partners and has expanded to 27 different school districts with 66 current AIMS Scholars, a full-time student coordinator, a mentor for every scholar, and a full-time program evaluator in addition to Karge and Tara Bamhart, a faculty member in Secondary Education. “We are all serious about meeting the needs of an increasing number of students who need education support from highly qualified teachers,” says Karge.

CONTINUED ON PAGE 2...
The AIMS program carefully selects recent college graduates and paraprofessionals with bachelor’s degrees who have a passion to teach in high-needs schools. The program offers these scholars a traditional credentialing program enhanced with ongoing professional development programs and classroom support for three years after they graduate from the credential program.

“This is not an ivory tower program,” says Karge. “The AIMS faculty and mentors are in the schools working side by side with the teachers to produce exceptional student outcomes. We know that providing the high-quality, easy-to-access support and knowledge these teachers need not only helps them succeed in the classroom but also strengthens their commitment to remain in the high-need school.”

The AIMS program also supports the teachers in partnering schools through a change project related to supporting students with special needs in general education classes. Through a series of professional development programs, collaboration between general education and special education improved, as did student outcomes.

“Before the professional development program was established in the Anaheim Union High School District, special education students’ test scores had flat-lined,” says Karge. “Immediately upon implementation, the scores rose.”

Some development programs, including the autism conference and CM School Supply free lecture series, are also available to parents and residents, further uniting AIMS Scholars with educators and the community.

“Participation in these community events has grown from 10 people to between 120 and 180 people each month,” says Karge. “AIMS scholars have connected with other teachers and community members during these education events, which enhances their own professional development.”

The AIMS program also forwards a strong research initiative. “We continue to contribute to the implementation of research knowledge and best practices in using evidence-based teaching strategies and collecting data to support candidate growth,” says Karge. The AIMS scholar program ultimately seeks student growth because of exceptional educators.

**Partnering to better use technology in the classroom**

Partnerships meet needs, and in today’s education arena, there are plenty of needs to meet. A few years ago, some pre-service teachers in the College of Education identified a need in an after-school program with which they were involved. The College saw an opportunity for intense collaboration. Today, that collaborative effort underpins the iSTEM Partnership between the Department of Elementary and Bilingual Education and elementary schools in the Placentia-Yorba Linda Unified School District. By helping to develop pre-service teachers’ skills and enhancing the expertise of veteran teachers, the partnership greatly improves student learning outcomes.

The partnership, which developed over a period of years, was solidified when the University provided 10 iPads® to support the use of technology by the district’s students and CSUF teacher candidates. Now, teachers and pre-service teachers work together to integrate technology into math and science lessons in daily classroom learning. The program provides professional development to help teachers and teacher candidates improve their use of technology in teaching and gives candidates experience teaching and observing technology-based instruction and planning lesson goals in tandem with their host teachers.

The program also involves students’ families. “Each semester, the program concludes with a Family Science Night in which the K–6 students, along with their families and friends, rotate through hands-on learning stations guided by CSUF teacher candidates,” says Kim Case, faculty member in Elementary and Bilingual Education.

The collaborative program has made a remarkable difference in student achievement. In 2011–12, participating elementary students’ test scores increased significantly in science, and they earned the highest California Standards Test (CST) average in the school district. In 2012, the program expanded to include all teacher candidates from the combined credential program who were placed at the district’s elementary schools. Again, at the end of the semester, the elementary students’ test scores improved.

“The students at Rio Vista went from 25 percent proficiency in science on the California Standards Test to 44 percent proficiency,” reports Case.

The iSTEM Partnership has also made a significant impact beyond student learning outcomes. Since the iSTEM focus and iPad® integration occurred, average daily attendance at Rio Vista has risen to 98 percent and parent participation at school events, such as Science Night and Back to School Night, has increased.

In addition to improving student learning outcomes, the iSTEM Partnership provides CSUF teacher candidates opportunities to learn how to more effectively integrate technology into their teaching and work. The program has also bolstered the confidence of pre-service teachers to teach science and math.

“They learn that they do not need to hold all the answers,” explains Case. “Instead, they...
can shift their focus to the inquiry process, which promotes higher-level questioning, exploration, critical thinking, creativity, communication, and collaboration."

Collaborating to train math teachers

Sometimes partnerships can combat a serious prejudice, such as the idea – often firmly entrenched in the American education tradition – that only certain individuals, or types of individuals, can or should be good at mathematics. The Fullerton Mathematics Teacher and Master Teacher Fellows (MT2) project has helped train teachers to be successful in teaching math along with the problem-solving and reasoning skills necessary for success in any career. It is also establishing itself as a model to help the next generation of students gain access to mathematics-based STEM careers.

The project, whose co-investigators include Mark Ellis, professor of Secondary Education, and Ruth Yopp-Edwards, professor of Elementary and Bilingual Education, comprises recruitment, retention, special seminars on teaching in high-need schools, and support for working toward National Board certification. It also includes exemplary summer institutes that provide both experienced and novice mathematics teachers with high-quality, research-based instructional strategies and advanced mathematics content knowledge.

The MT2 project brings Master Teaching Fellows (MTFs) from two high-needs school districts to mentor pre-service teachers, in collaboration with the National Board for Professional Teaching Standards and the Math and Science Teacher Initiative of the California State University system.

“We are beginning the fifth year of this six-year project,” explains Martin Bonsangue, professor of Mathematics and co-principal investigator of the project and co-developer of the mathematics program to support mathematics education for elementary and secondary teachers at CSUF. “There are a total of 29 teachers involved – seven Master Teaching Fellows and twenty-two Teaching Fellows.”

The MTFs will have completed the rigorous application for National Board Certification by the end of 2014. The project has also developed curricula and lessons based on the Common Core State Standards in Mathematics, and MT2 participants have presented their experiences in co-teaching as an alternative to the standard student-master teaching model to more than 500 teaching professionals this year.

“We have seen both Master Teaching Fellows and Teaching Fellows take on substantial leadership roles at their schools and districts as a result of their work in the project,” says Bonsangue. “These teachers bring effective instruction to their classes, and to others as well. At presentations given by MT2 Fellows, a number of the audience members identified themselves as science teachers. Thus, the work done by MT2 may help inform that of other science teachers and their school districts as they grapple with curriculum and pedagogy relevant to the Next Generation Science Standards (NGSS), which have been recently mandated.”

Belinda Karge’s AIMS Scholar Program brings together school districts, veteran teachers, pre-service teachers, and community members in a unique partnership to provide highly qualified teachers to high-needs school districts. Photo by Patrick O’Donnell.
Partnering with high schools and community colleges to fill the teacher pipeline

Partnerships are also an important aspect of successful pipeline programs. The best of these engage a variety of community partners, including high schools, community colleges, community organizations, and industry.

“By working in concert with partners and offering a teacher career pathway for students in high school, we are effectively priming the pipeline for education,” says Daniel Choi, associate professor of Educational Leadership and director and principal investigator of the Teacher Pathway Partnership at CSUF, a program funded by the California Employment Development Department (EDD).

The Teacher Pathway Partnership includes Santiago Canyon College, Santa Ana College, Fullerton College, five unified school districts, various business partners, and the Anaheim and Santa Ana Workforce Investment Boards.

“The goal is to enhance or develop high school careers in education programs of study to articulate with and connect to the college’s paraprofessional and teacher preparation programs,” says Choi. The program includes work-based learning and internships for students as paraprofessionals and tutors in after-school programs.

“Through articulation and dual enrollment, high school students in the program will be able to complete paraprofessional certificates and attain state permits by the time they graduate high school or soon after they enroll at community colleges,” says Choi.

Once enrolled in the community colleges, program participants receive peer mentoring, counseling and advisement, professional development training, and training to strengthen their math and science skills.

“We connect the dots for students as well as schools,” says Choi. “The program attracts students into teaching programs early, provides the support and mentoring that enables them to thrive in the programs, and leads to high-skill, high-growth careers that will fill the need for California’s anticipated shortage of well-prepared teachers.”

The partnership works through a sincere desire for collaboration. “Each partner understands that coordination often requires compromise for the greater good,” explains Choi. “In the first years of the partnership, CSUF has been the lead agent and invited community colleges and other partners to co-create goals and develop the pathway. This has made every partner a stakeholder.”

These are only a few examples of the partnerships that help us launch well-prepared teachers into the workforce. Look for more stories about our partnerships, such as one with the Fullerton School District, in future issues of Impact.
Helping Teachers Adopt Technology in Teaching

Ask any teacher what excites today’s students, and you probably will hear a one-word response: Technology. Students are eager to use personal technology in the classroom, and data indicates that technology like iPads® can be an effective teaching tool.

“Technology is creating a more flexible, collaborative, and interactive learning experience,” says Tim Green, a former K–12 teacher and professor of Elementary and Bilingual Education. But rolling out a personal technology based program – whether in a single school or in an entire district – requires policy preparation, implementation strategy, and instruction for teachers to effectively use the technology in their classrooms. Green’s proposal to address each of these issues won him the 2013 Emma E. Holmes Faculty Fellowship.

The Fellowship provided Green with reassigned time to expand and increase his efforts with the La Habra City School District in its 1:1 mobile device initiative. He and his colleague, Loretta Donovan, professor of Elementary and Bilingual Education, began consulting with the district in 2011, helping district leaders determine the parameters of the mobile device program. Green and Donovan used change theory and innovation adoption processes to help the district effectively plan for the initiative.

“As an educational technologist, I am most interested in how we help individuals adopt technological innovations like the 1:1 mobile device initiative,” he says. “Change theory provides me with structure and context for what I observe and discover as teachers are being asked to make a change. Looking at new programs from the perspective of those being asked to make the change – in this case, teachers – helps increase the likelihood that the change will take place.”

In order to effectively integrate technology devices into the district’s classrooms, teachers needed to be trained in how to use the devices and how to effectively integrate the tools in student-centered ways. Green worked closely with the district’s academic coach in educational technology to develop a training plan and a process to support the 1:1 mobile device initiative. That plan has now become a model for how this type of professional development is delivered.

“This model is helping teachers not only learn how to use the tools, but to see them used in student-centered ways,” he explains. This year, more teachers in the district will be trained using Green’s model, and more students in the district will have technology to use – for the express purpose of enhancing educational achievement. Green is pleased that the instruction for teachers is increasing their confidence in the classroom. He is especially proud of the impact this initiative is having on an underserved community.

“This is a high-needs district with a large at-risk student population,” explains Green. “As such, this project closely connects to the College of Education’s priorities of providing just, equitable, and inclusive education for the population being served. La Habra City School District’s 1:1 mobile device initiative provides access to cutting-edge technology for students who cannot access these tools at home. It will provide students in the district with opportunities to develop important 21st century skills that will help them be successful in school and beyond.”

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About the Holmes Fellowship

The Emma E. Holmes Faculty Fellowship in the College of Education was established by Emma Holmes, emerita professor of Education and Child Development “In order to help faculty continue the important work they are doing for this world,” she said before her passing in 2011. Her accumulated endowments to Cal State Fullerton totaled more than $750,000. In 2011, in recognition of her generosity, the College of Education named its dean’s suite in her honor.
From the Heart:
The Stories Behind Giving

In 2013, for the first time, grants and scholarships became the single biggest way students paid their tuition and fees in the United States, according to the 2014 How America Pays for College study by Sallie Mae, the nation’s largest financial services company specializing in education. The College of Education was ready for this transition thanks to its strong focus on providing financial support to make the college experience accessible to more students, helping them become educators and leaders.

Our scholarship donors are corporations, associations, organizations, foundations, and individuals who want to create a brighter future by encouraging higher education. They often give in order to maintain a strong connection to the College of Education and to help improve its quality and competitiveness.

Meeting a need when asked

Twenty-seven years ago, Marilyn Brewer provided money to help fifth-year students achieve their degrees, and she hasn’t stopped giving since.

“I was at lunch with the former chair of the Department of Elementary and Bilingual Education, Carol Barnes,” explains Brewer. “The conversation got around to fifth-year education students and the fact that, very often, scholarship money is not available to help them. Carol said it cost $2,500 for a fifth-year student to finish, and I thought ‘I can do that.’”

The Marilyn C. Brewer Scholarship recognizes academic potential and supports re-entry students seeking to become high-quality teachers. “I chose to help re-entry students because that reflects my own history,” she says. “But I have another personal reason for supporting Cal State Fullerton: My oldest son and oldest grandson both graduated from there. I owe the institution a debt of gratitude.”

Going beyond monetary contributions, Brewer also supports the University with her time and talents. She is a member of the Philanthropic Foundation Board of Governors and one of Cal State Fullerton’s 50 Women of Distinction.

Helping students and honoring special people

Often, a scholarship is established as a way for one person to honor another. That was the case when Larry Rovira established the Theresa Kawase Rovira Teaching Scholarship to honor his wife, a dedicated CSUF alumna and elementary school teacher, who was named teacher of the year at her school in 2009.

College of Education Scholarships Awarded Since 2004:
400 scholarships // More than $350,000
“When my wife turned 30, I wanted to do something unique and different that would honor our relationship, which started when we met as undergraduates at Cal State Fullerton. Both Theresa and I believe you need to give back where you came from with your time, talent, and treasures,” says Larry, who can count 22 members of his and his wife’s families among the graduates of their alma mater. “By giving, we set an example to our children, family members and others.”

The Roviras are dedicated alumni who enjoy supporting students in order to enhance their experiences at CSUF. Their scholarship recognizes students who demonstrate leadership and service to the University through involvement in co-curricular activities.

“If someone has the resources, a scholarship is a great way to help a student and honor a family member or friend at the same time,” says David Reid. “It’s a way of giving back for the blessings you have received while benefiting future generations, particularly if you sponsor a scholarship for present or future teachers.”

Reid, who spent nine years as a member of the University’s Public Affairs staff and is a member of the College of Education Leadership Council, has sponsored the Brenneman Scholarship since the passing of his friend, Jean Carolyn Brenneman. “I thought a scholarship in her name would be a fitting honor to her memory and legacy,” he says. “Carolyn was an outstanding educator and a Miller-Unruh reading specialist who taught hundreds of children to read in elementary schools in the Santa Clarita Valley over a 32-year public school career.”

The Brenneman Scholarship is awarded to applicants who will teach in the early grades, are pursuing an early elementary education emphasis in the reading program, and show academic and professional promise. In many ways, by establishing the scholarship, Reid feels he is continuing Brenneman’s work.

“As the years go by and I meet the students who have won this scholarship, I realize that this scholarship does much more than honor Carolyn’s legacy. It continues her work of teaching children to read,” Reid explains. “It’s also a way for me to partner with the scholarship winners in teaching reading and other subjects to generations of students who will one day take their places as informed citizens.”

Enhancing teacher creativity

As Rachelle Cracchiolo (BA ’71, MS ’76) sees it, supporting the College of Education through a scholarship benefits not only students, but ultimately society, since those who receive scholarships contribute to the community and beyond.

“Scholarships are a great way to give back to California State University, Fullerton, because the scholarship award goes directly to deserving students,” she says.

Cracchiolo established the Rachelle Cracchiolo Award for Curriculum Development to recognize achievement in the development of rich curricula during a student’s course of study. As the founder of Teacher Created Materials, one of the most recognized names in educational publishing, Cracchiolo knows the importance of developing curricula to help teachers meet the needs of the students they serve, as well as professional development materials to improve teacher quality.

“Teachers have access to many resources, but the best teachers are able to adapt, create, and build curricula in a way that connects with students. I believe it is a key learning objective for educators to learn how to build rich curricula, and I wanted to help CSUF continue to encourage curriculum development with their graduate students,” she explains.

Cracchiolo is proud of the part she plays in encouraging excellence in teaching and in creative development of curricula. She is also proud to partner with a college that is known for excellence in preparing future teachers.

“I have worked with thousands of teachers across the country who develop curricula and have found CSUF to train some of the best curriculum developers in the country,” she says.
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 our lives. We are pleased to recognize these special individuals, foundations, and corporations who made contributions this past academic year.

### Fiscal Year 2013 / 2014 Donors by Giving Levels

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Message From the Dean

As we celebrate our 10th anniversary, it gives me immense pride to reflect on the thousands of educators who have completed their credential with us or graduated from our College. I am proud because we have helped these teachers grow professionally and personally and have had a hand in helping them become educators who make a strong and positive impact on students and fellow educators throughout California.

Of course, those outcomes have much to do with our faculty. The faculty’s commitment to our goals related to the scholarship of engagement, partnerships with schools and communities, diversity and social justice, and integration of technology is second to none. I am proud to be part of this community of engaged professionals who are dedicated to helping each of our students excel both professionally and academically.

In this issue, you will read how our students, faculty, and alumni are engaged in partnership, scholarship, and mentorship that is making a difference to individuals, schools, and communities throughout California. You will also see our list of honored donors, who have made a difference to our College and enhanced our ability to effectively prepare educators for the classrooms of today and tomorrow. These individuals not only represent our College well, but are adding to our legacy of achievement and impact.

You also are part of that energy, as you connect with the College of Education by reading this issue of Impact. But I encourage you to get more involved. Reach out to the Alumni Association. Come back to campus and participate in alumni events. Nominate an educator for an Honor an Educator award. Participate in the inaugural Education Week at CSUF this November. Share stories with us about how you or other alumni are affecting the community in a special way. We want to hear from you, and we welcome your participation as we head into our next 10 years.

Dr. Claire Cavallaro
Dean, College of Education

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Ms. Mtzi Medley Farricker
Mrs. Lori E. Frank
Ms. Cheryl French
Dr. Eugene Fujimoto
Welcome New Faculty

**Kenneth Gonzalez, Ph.D.**
Department of Educational Leadership

Kenneth Gonzalez, professor, previously served as associate vice president of Academic Affairs at Our Lady of the Lake University in Texas. His research interests include the experiences of underrepresented and low-income students in higher education.

**Antoinette Linton, Ed.D.**
Department of Secondary Education

Antoinette Linton, assistant professor, previously served as Science Department Chair at Washington Prep High School in the Los Angeles Unified School District. Her research interests include identification of preservice education and professional development practices to prepare teachers to meet the challenges of the Next Generation Science Standards.

**Brad Biggs, Ph.D.**
Department of Reading Education

Brad Biggs, assistant professor, previously developed and facilitated the Center for College Readiness’ free online college content area reading readiness program for Minnesota teachers and students.

**Kathryn Glasswell, Ph.D.**
Department of Reading Education

Kathryn Glasswell, associate professor, will join the faculty of Reading Education in spring 2015. She is a senior lecturer in the School of Education and Professional Studies at Griffith University in Australia.

**Fernando Rodríguez-Valls, Ph.D.**
Department of Secondary Education

Fernando Rodríguez-Valls, associate professor, is a native of Spain and previously served as the state administrator of the Migrant Education Program at the California Department of Education. His research interests include biliteracy instruction and migrant education.

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**Congratulating Newly Promoted and Tenured Associate Professors**

**Daniel Choi, Ph.D.,** Department of Educational Leadership

He is Director and Principal Investigator of the Teacher Pathway Partnership at CSU. His research interests include language and educational policies and geographic information system (GIS) applications used to study the differential effects of policies on traditionally underserved students.

**Pablo Jasis, Ph.D.,** Department of Elementary and Bilingual Education

His research interests include diversity in education, sociology of education, community empowerment, cultural studies, sociolinguistics and family participation in education, adult education/critical pedagogy, and migrant education.

**Debra Cote, Ph.D.,** Department of Special Education

Her research interests include positive behavior supports, transition, inclusion, self-determination, problem solving, and technology in the classroom.

**Erica Howell, Ph.D.,** Department of Special Education

Her research interests include families and disability, high-functioning autism and Asperger syndrome, faith-based inclusion, and the student-teacher relationships.

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**Congratulating Newly Promoted Full Professors**

**Loretta Donovan, Ph.D.,** Department of Elementary and Bilingual Education

Her research interests include effective technology integration in elementary classrooms and teacher education.

**Mark Ellis, Ph.D.,** Department of Secondary Education

His research interests include middle school mathematics teaching methods, assessment of school mathematics learning, equity in mathematics education, and history of school mathematics practices in the United States.

**Maria Grant, Ed.D.,** Department of Secondary Education

Her research interests include content area literacy integration, informal learning environments, and science education.
Standing in the Gap between Higher Education and Underserved Communities

“We grew up in single-parent homes, and our mothers sought the best for us but had very little to work with,” explains Kirk. “Fortunately, through the assistance of college access programs, we achieved what some considered unattainable.”

The two, who met as undergraduates on the campus of UC Riverside, also attended Cal State Fullerton together, inspiring each other to succeed. “As graduate students, we constantly shared and discussed articles, critiqued one another’s research and papers, and offered suggestions regarding best practices and approaches to assignments,” says Alisia. “Although we were in two distinct programs, we truly worked together to ensure that our experience would be a success and to maximize the opportunities at CSUF.”

That teamwork continues today, as the couple strives to help underserved students and their families develop a sense of confidence and esteem, especially when it comes to academic and career success.

For Kirk, that mission gets translated into the day-to-day activities that define his job as vice president of Educational Services for College Bound, an organization that provides academic enrichment and resources to K–12 students to help prepare them to succeed in college.

“I’m excited by my job because I get to work with students and their families throughout the nation, ensuring that they are empowered and equipped with the knowledge, resources, and tools to both reach and sustain academic achievement,” he says.

Alisia channels her desire to help college students become leaders as Cal State Fullerton’s Student Life and Leadership Coordinator for Volunteer Programs. In her job, she helps students make the most of their college experience by organizing opportunities for them to participate in service events and to engage with the community.

“It’s a great feeling when I see CSUF students collaborating with local communities,” she says. “Our students get to see how their effort affects historically underserved communities, and communities get to engage our students in critical conversations about the untapped potential that exists within their neighborhoods.”

The couple’s biggest goal is to enact change, particularly in communities where a college education is often considered out of reach. For Kirk, that means digging deep to identify resources that can help children, particularly African-American males. “I am a great example of how mentoring and support can offset historical, deeply rooted challenges,” he says.

Some people may consider what the Kirkwoods do “giving back.” But for Kirk and Alisia, it’s more than that. “We both want to inspire hope in others and success through education,” says Alisia. “To do that, we’re both willing to stand in the gap between higher education and community.”

When Kirk and Alisia Kirkwood graduated from Cal State Fullerton in 2012, their joint accomplishment of earning advanced degrees motivated others to do the same.

“We are both first-generation college students, and we both experienced the complexities associated with accessing and navigating K–12 and higher education,” explains Alisia, who earned her Master of Science degree in Higher Education/Higher Education Administration. “We also understand that education is inextricably tied to mobility and, arguably, a better quality of life.”

“That’s why we have committed to engaging underserved communities in conversation to help them understand the opportunities afforded through education,” concludes Kirk, who earned his Doctorate in Education.

The couple’s shared vocational calling to help underserved youth achieve their potential through higher education has its genesis in earlier years when both faced daunting challenges.
Celebrate Our 10th Anniversary With Us!

Please join the College of Education as we celebrate the inaugural Education Week at CSUF. These events are FREE and open to all CSUF faculty, staff, students, and supporters. Reserve your tickets to any event online at ed.fullerton.edu/10thAnniversary.

**November 18, 2014 // 6:00 to 9:00 p.m.**
A Celebration of Education and Future Teacher Mixer
Featuring Keynote Speaker Joaquin Zihuatanejo
CSUF Titan Student Union Pavilions
Space is limited. Please RSVP to ed.fullerton.edu/10thAnniversary

**November 19, 2014 // 11:00 a.m. to 2:00 p.m.**
Center for Careers in Teaching Open House
Humanities Patio and H113

**November 19, 2014 // 4:00 to 6:00 p.m.**
Utilizing Research as a Bridge into Your Professional Career
Student panel and roundtable discussion
Presented by The Center for Research on Educational Access & Leadership (C-REAL)
CSUF Titan Student Union Pavilions

**November 20, 2014 // 4:00 to 7:00 p.m.**
Dean’s Symposium
Featuring Keynote Speaker Dr. Gloria Ladson-Billings
CSUF Titan Student Union Pavilions

**Education Week events are sponsored by:** SchoolsFirst Federal Credit Union, Center for Creativity and Critical Thinking, Process Project, Ideas that Work, Office of Special Education Program, U.S. Department of Education, Associated Students, Inc.

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The College of Education at Cal State Fullerton has grown and flourished since its creation in 2004. We’re proud to celebrate a decade of achievement best illustrated by our relationships with the thousands of educators who have launched and advanced careers with our help, the school districts and the communities throughout California supported by our innovative programs, and the state and national education organizations with which we are actively involved. Our many accomplishments are underpinned by a stellar faculty and generous friends and supporters who have given their time, talent, and finances to further our mission to advance the readiness of all learners to actively participate in an ever-changing, diverse and digital world. As we celebrate our 10th anniversary, we honor the many people who have contributed to our success and who have set the course for our future accomplishments.

FIRST BIG STEPS

The College of Education’s history begins in 1959 when Orange County State College (later to be renamed California State University, Fullerton) opened with education classes as its only offerings. In 1965, a School of Education was formed within the College of Human Development and Community Service (now the College of Health and Human Development) to better address the needs and preparation of educators. Shortly thereafter, master’s education concentrations in Special Education, Reading, Elementary Education, and Secondary Education were established.

As the demand for teachers increased over the last decades of the 20th century, the School of Education innovated to meet those evolving needs. Advancements in the scope of degree programs and online education offerings coupled with an increasing public interest in the quality of teacher education and a demand for accountability created the need for a new organizational structure and senior leadership devoted to educator preparation. “It became clear that meeting these demands could progress more effectively within a separate College of Education, which would address these educational programming needs,” explains Roberta Rikli, dean emerita of the College of Health and Human Development.

Following extensive conversations and input from faculty and staff, Rikli submitted a formal proposal recommending the establishment of a new College of Education on January 31, 2004. The proposal was fully endorsed and signed by all 15 members of the Chair’s Council and was unopposed by any faculty member or staff member within the college.

After several campus-wide open hearings and a rare campus-wide referendum vote, the new College of Education was officially approved in a June 3, 2004 memo from President Milton Gordon. In the memo, he complimented both the proposal process and the new College of Education, describing it “as an important step in the future development of CSUF.”

THE COLLEGE OF EDUCATION IS BORN

Ashley Bishop, professor of Reading and faculty member with the department since 1976, was appointed as the acting dean of the College of Education. “Our amazing faculty deserve much credit. They were 100 percent behind Education becoming Fullerton’s eighth college,” says Bishop. “Their full commitment made the process a positive one for all involved.”

Carmen Dunlap, professor of Elementary and Bilingual Education, became the College of Education’s first associate dean. She remembers when the academic senate voted to recommend the formation of the college in 2004. “It felt like we were given an enormous blank canvas that we had wanted for a very long time,” she explained. “Now we had to decide what we were going to create.”
Those most closely associated with the transition to a College of Education credit a spirit of camaraderie that pervaded the change for their success.

“We shared a conviction that this was the right decision for the University and for the programs involved, a conviction that, as time has proven, was well-justified,” says Rikli.

The college leadership team got to work creating the vision and action plan necessary for shaping a college that would strongly contribute to the University community. “We had to ask, and answer, what we wanted for ourselves, our faculty, our students, and the wider educational community we so closely work with,” Dunlap says.

To support faculty research, provide student scholarships, and enrich education resources, Bishop worked to develop strong business and community backing. He and the leadership team established an advisory board consisting primarily of Orange County superintendents as well as an advancement board made up of outstanding community and business leaders, educational authorities, and a well-known children’s author. In addition, he also established the Honor an Educator scholarship fund.

“With the support and guidance of both boards, we enriched our community visibility, developed even stronger partnerships with school districts, and increased scholarships ten-fold,” he explains. “Our scholarship efforts, our credential ceremony, the research we produced, and the very high-quality teachers, educational specialists, and administrators coming out of the college created an amazing amount of enthusiasm.”

A SEASON OF ACCOMPLISHMENT

By 2006, the College of Education was serving close to 2,300 students, with 200 faculty members teaching nearly 500 courses. The University conducted a national search for a dean with extensive administrative and faculty experience that could be applied to continue the momentum of the new college. Claire Cavallaro was appointed as the first dean. Within two years, the college launched a Doctor of Education program, the first independent doctoral program at Cal State Fullerton and one of the first in the CSU system. The Ed.D. Program in Educational Leadership built on the college’s two decades of successful experience working with surrounding school districts and community colleges to address the major challenges faced by the rapidly changing demographics of Orange County. The program, which offers tracks in PK–12 and community college leadership, directly responds to the needs of the county population, which has become majority minority.

At the same time, the college developed an assessment system that has become a model for the University and has helped the college receive an overwhelmingly positive review and reaccreditation by the National Council for Accreditation of Teacher Education (NCATE) and the Commission on Teacher Credentialing (CTC). The college is the only institution in Orange County that has NCATE accreditation.

Shortly after these programs were in place, the college developed its first strategic plan, led by department chairs and a diverse group of faculty and community members. Implemented in 2011, these initiatives have been very successful.

“Our faculty have been instrumental in the success of our strategy, fortifying partnerships with schools and districts; strengthening clinical preparation including college-wide implementation of co-teaching; developing a proposal to recognize engaged scholarship in faculty reappointment, tenure, and promotion; integrating technology throughout our programs; and preparing educators who advocate for just, equitable, and inclusive education,” says Cavallaro.

The college also pioneered online programs at Cal State Fullerton, starting with the Masters of Science degree in Instructional Design and Technology. “This program paved the way for our college and others throughout the University to convert traditional master’s programs to fully online programs with fast-track approval through the Western Association of Schools and Colleges,” explains Cavallaro.

“Since then, we have developed and launched five fully online programs that are now nationally ranked in the top 10 percent.”

Because data indicate that arts and technology are vital tools to help students learn, the college launched the Center for Creativity and Critical Thinking in 2009. The Center is dedicated to teaching teachers how to infuse the arts, science, and technology as central components in school curriculum. The SchoolsFirst Federal Credit Union pledged $50,000 every year for five years to establish the Center. Then, in 2014, the credit union pledged an additional $500,000 to further the Center’s work.

Research is a big part of the College of Education. To strengthen that culture, the Center for Research on Educational Access and Leadership (C-REAL) was established in 2008 at the same time that the Doctor in Education degree program was launched. Through research, evaluation and program development, C-REAL is helping to reduce the achievement gap between student groups and support efforts that will better ensure student equity, access, and success. During the past 10 years, research initiatives at the college have received significant grants. In 2014 alone, close to $3 million was received to fund diverse projects, from special education credential preparation of teacher candidates from underrepresented backgrounds to dual-language programs to increase math and science achievement among Latino junior high students, and education programs for medical professionals who provide cancer treatment to children with autism.

International partnerships have also been a focus over the last ten years, with a growth in programs that prepare teachers and educational leaders in a cross-cultural world to serve the regional diversity of Southern California. The Center for International Partnerships in Education was established to provide opportunities for international research and study abroad experiences, and recruit international students to campus. Partnerships with universities and academic institutes now span the globe and include Poland, South Africa, Russia, Vietnam, Germany, and Lithuania.
INTO THE FUTURE

“We have made significant strides in the scholarship of engagement, partnerships with schools and communities, diversity and educational equity, and integration of technology,” says Cavallaro. “That is part of what merits our reputation of excellence.”

It is this reputation for excellence that continues to draw students to the college. And an expected increase in teacher retirements in the next few years provides an opportunity for the college to expand its recruitment and retention initiatives even further.

“We expect that as jobs become available, more undergraduate students will be interested in teacher preparation programs and we are working to increase our capacity to advise and support these candidates,” says Cavallaro.

“We intend to increase our scope even further by partnering with more schools, enhancing our students’ field experiences, and conducting enriching exchanges with students and faculty from around the world.”

The College also has new partnerships with universities across the country who are similarly engaged in innovation and continued improvement in teacher education.

“This is an exciting time for our college as we continue to guide more people toward their dreams of becoming educators,” states Cavallaro. “Based on our current progress, I see the college becoming a national model for engaged scholarship and authentic partnerships that comprehensively promote student learning and success.”
The College of Education at Cal State Fullerton

THROUGH THE YEARS
FROM 1959–2014

CSUF is opened as Orange County State College initially offering a Bachelor of Arts in Education.

The Division of Education and Psychology was formed which later became the Division of Education.

The School of Education is formed.

M.S. Education Concentrations in Special Education, Reading, Elementary Education, and Secondary Education are established.

The School of Education is converted to a division within the School of Human Development and Community Service.

1959

1959–60

1965

1966

1967–69

1970

1976

The Teacher Credential Program and the Elementary Education Credential is established at OCSC.

The Reading Center (now the Hazel Miller Croy Reading Center) is established.

Reading Educators Guild is Founded.

The School of Education receives its first accreditation from NCATE. It becomes one of only 14 schools in the state (out of approximately 120) to have achieved national accreditation.

“The Department of Reading... expects to expand our partnerships across campus to enhance student learning in the STEM fields. In addition, we are growing a relationship with the Center for Autism to support children with autism who are participating in our reading center.”

Erica Bowers, Ed.D.
Chair, Department of Reading Education

CONTINUED ON NEXT PAGE...
The Masters of Science in Instructional Design and Technology (MSIDT) is launched as CSUF’s first online master’s degree program.

The College of Education Advancement Board (now the College of Education Leadership Council) is established.

First Honor a Teacher (now Honor an Educator) event is held.

College of Education Founders Wall is dedicated.

College of Education launches the first independent doctorate program at CSUF.

Center for Careers in Teaching is established.

The Division of Education is re-established as a School under the College of Human Development and Community Service (now the College of Health and Human Development).

The Donoghue Children’s Literature Center is established in the Pollak Library.

The CSUF College of Education is established and becomes the eighth college at California State University, Fullerton.

Dr. Ashley Bishop is appointed Acting Dean for the College of Education.

Joint Doctoral Program is established between the CSUF College of Education and UC Irvine.

Dr. Claire Cavallaro is appointed as first Dean of the College of Education.

First Edwin Carr Fellows are named.

The CSIDT Alumni Chapter is founded.

Community Learning and Literacy Center is founded.

Edwin Carr Fellow Advisory Board is formed.

The College of Education Advisory Board is formed.
Catalyst Center is established in collaboration with the College of Natural Sciences and Mathematics.

The Reading Center is named for Dr. Hazel Miller Croy.

Emma E. Holmes Dean’s Suite is named and Emma E. Holmes Faculty Fellowship is established in honor of Dr. Holmes’ $775,000 gift to the College of Education. Center for Maximizing Teacher Impact is founded.

The CSUF Center for Autism is founded in collaboration with the College of Health and Human Development.

The Center for Careers in Teaching joins the College of Education.

Graduates from the College of Education’s independent Ed.D. program.

Los Maestros Alumni Chapter is established.

The SchoolsFirst Center for Creativity and Critical Thinking in Schools is founded.

The Center for Research on Educational Access and Leadership (C-REAL) is founded.

College of Education Alumni Chapter is established.

First class graduates from the combined credential/master’s in Education.

The Early Assessment Program moves to the College of Education.

The Center for Creativity and Critical Thinking in Schools is renamed the SchoolsFirst Federal Credit Union Center for Creativity and Critical Thinking in honor of their $500,000 gift pledge.

The College of Education celebrates its 10th Anniversary!
TITAN COMMUNITY AND SCHOOL PARTNERSHIP FUND

A NEW WAY TO SUPPORT THE COLLEGE OF EDUCATION THROUGH THE NEXT DECADE

Our faculty works closely with school and community partners to meet the challenges of education in the 21st century – challenges such as adapting to the new Common Core State Standards, incorporating rapidly evolving technology, meeting the needs of an increasingly diverse population, and increasing student interest and success in science, technology, engineering and mathematics (STEM).

To meet these challenges, we are creating authentic, reciprocal partnerships focused on the mutual goal of student learning and success. You can join us in supporting these partnerships by investing in the Titan Community and School Partnership Fund. Your contribution will improve the quality of education in our region’s schools and colleges, now and in the future, through:

- Action research that engages students, teachers, and faculty in knowledge development, innovation, and continuous improvement in local PK–12 schools and community colleges.
- The dissemination of learning outcomes and research findings through scholarly presentations, community forums, and showcases created in collaboration with CSUF faculty, students, and local school sites.
- Professional development sites that are staffed and structured to simultaneously support student achievement, clinical preparation of teachers and specialists, and the full continuum of teacher learning.
- Partnerships that provide specialized services such as reading assessments for students in high need schools, social skills training for students with autism spectrum disorders, and the integration of creativity, critical thinking, and the arts in the curriculum.
- Increased opportunities to engage our alumni and partners with future educators to promote lifelong learning and community building.

**RECOMMENDED**

11,795 CANDIDATES for teaching credentials

- 6,629 basic credentials and 5,166 advanced credentials or authorizations

**AWARDED**

3,094 MASTER’S DEGREES

Launched the university’s first doctoral program, which has enrolled **209 students** and graduated **94 Doctors of Education**, with **51%** of students from underrepresented minorities.

**HIRED**

47 new tenured and tenure track faculty, who represent the quality and diversity that CSUF aims to achieve overall, with **17 (36%)** from underrepresented minorities.

The College prepares more teachers than any other university in Orange County.

**10 YEARS**

400 SCHOLARSHIPS have been awarded totaling $350,000.

**KEEP OUR FUTURE BRIGHT!**

Please go online to ed.fullerton.edu/10thAnniversary to learn more about how you can contribute to the Titan Community and School Partnership Fund.