Correcting Diversity Disparities in Our Pedagogical Population

Implementing Integral Initiatives

One challenge facing P–12 education in the United States today is that the demographic makeup of the teaching force does not align with the diversity of the students it serves.

“According to the American Association of Colleges for Teacher Education (AACTE), 80 percent of American P–12 teachers are white, middle-class women,” explains Sharon Chappell, assistant professor of Elementary and Bilingual Education. “Yet, within the P–12 student population, more than 40 percent of students are non-white.”

“In more than 40 percent of public schools, there are no teachers of color at all,” adds Chappell. And according to the National Center for Education statistics, only two percent of public school teachers are African-American males, while even fewer are Hispanic males.

Nor does the story look particularly different among up-and-coming teachers. Chappell noted that in 2009–2010, of all the bachelor’s degrees awarded to teacher candidates across the nation, only six percent were awarded to African-American candidates and only four percent were bestowed upon Latino candidates.

That’s why Chappell is excited that the AACTE chose the Cal State Fullerton College of Education as one of 10 institutions nationwide to participate in its first Networked Improvement Community (NIC), designed to increase the diversity of the nation’s teacher candidate pool by focusing on recruitment of more African-American and Hispanic men into teacher preparation programs.

This is not a new priority for a college whose mission is to prepare educators who advance just, equitable, and inclusive education. Chappell notes that the faculty makeup of the college increasingly matches its multicultural student population. And the college continues to reach out to students of color – who will become the teachers of tomorrow – through strong, local grassroots partnerships and several successful school-based programs in diverse communities.

This new opportunity will open more doors to achieve these goals. “As part of the AACTE NIC Consortium on Changing the Demographics of the Teaching Workforce, we are developing multiple pathways to recruit, mentor, and graduate students of color as educators,” describes Chappell. “Diversifying the teaching workforce will better serve children in P–12 classrooms and communities of Southern California. In particular, this initiative is guided by the CSUF strategic plan to improve student persistence and narrow the achievement gap for underrepresented students.”

CONTINUED ON PAGE 2…
Chappell explains, as part of this national initiative, the college will be participating in ongoing discussions, webinars, and individual support programs with AACTE and the other affiliated universities also working toward the goal.

“The college has a Just, Equitable and Inclusive Education (JEIE) Task Force co-chaired by Pablo Jasis, associate professor of Elementary and Bilingual Education, and Janice Myck-Wayne, associate professor of Special Education,” says Chappell. “This task force has developed definitions that have been actualized through our teacher disposition statements and employed throughout our college to guide instruction, research, and partnerships. We also have research centers committed to JEIE goals and outcomes, such as C-REAL, the Center for Autism, the SchoolsFirst Federal Credit Union Center for Creativity and Critical Thinking, and the Hazel Miller Croy Reading Center, along with international partnerships.”

The college is collaborating across departments and colleges, as well as with its community college and P–12 partners, to build pathways to teaching for Latino and African-American males throughout their college careers.

“We plan to expand our reach to include Asian-American students, by developing the first National Center for Asian Languages (NCRAL), led by Natalie Tran, associate professor of Educational Leadership,” says Chappell. “We aim to be highly visible in our recruitment and advocacy efforts to support underrepresented students in teaching and celebrate their successes in their teaching careers.”

Developing Demographic Drivers

The college’s NIC committee is made up of faculty from the College of Education and the College of Humanities and Social Sciences. Lisa Kirtman, associate dean of the College of Education, describes how this committee is beginning to strategize how to address the three “drivers” that affect these recruitment and advocacy efforts: recruitment, admissions policies, and incentives.

“We have begun to change the language and visuals we present regarding our recruitment materials,” says Kirtman. “We are sending African-American and Latino males to represent the college at recruiting events and are pursuing scholarship options for undergraduates and graduate students to help pay for school. We are also developing a mentoring program that will go hand in hand with these scholarship offerings.”

Two major issues affect the diversity of the P–12 teaching workforce: Men often do not see themselves as teachers, and underrepresented populations of students may not consider teaching as a career because of poor experiences as students.

“At some point, people decided teaching was a job for women,” says Ernest Black, regional director for CalStateTEACH’s Fullerton and Los Angeles regions. CalStateTEACH is a program offering student teaching and internship programs for candidates interested in earning their credentials without attending traditional college classes.

“The percentage of males in teaching careers has dropped dramatically over the past 50 to 60 years. It has become a job in which you’re expected to be nurturing, and many males don’t see themselves as nurturing. They may avoid pursuing the career because of these stereotypes, relatively low pay, or a perceived lack of resources.”

Connecting within Communities

Students in underrepresented populations often don’t see teaching as a career goal because they had difficulties in school, didn’t enjoy it, or were mistreated.

“It is not a place of good memories for them, so why would they want to go back in any capacity?” asks Black. “They may have never seen someone who looks and acts like them serving in a decision-making position in their classrooms or schools. Many of these students have no role models, so they have little to aspire to be except what they see in the world around them.”

Black says that the need for a more diverse teaching workforce is critical because understanding a particular culture includes understanding how students learn within that culture.

Sometimes, he says, the connection is innate – a student and teacher from similar backgrounds can communicate with and understand each other on a deeper level.

“Teachers also need experience with colleagues of different ethnicities,” he adds. “It is important for each teacher to learn empathy and understanding for another’s culture to make them stronger and more relatable in their teaching.”

Black says the problem is not the number of white, middle-class females in the P–12 system, it’s the lack of other voices.

“We strive for all the children to be middle class. But if they aren’t starting there, they need voices and models who can bridge the gap between where they are and where they need to be,” he explains. “The same thing
appears to be the case in higher education. A lack of diversity sometimes makes it more difficult for those who are not part of the mainstream to be heard because their voices are different and often overlooked. We need to provide people at the front of the classroom to help students speak with the voices they have.”

**Persisting with Purpose**

The college’s Center for Research on Educational Access and Leadership (C-REAL) – a research center with a mission to develop strategies in response to the complex challenges of educational access and leadership through practice, policy, and change – has developed another way to reach young men in underrepresented demographics.

Through Project PERSIST (Promoting Evaluation Research Support and Institutional Research Training), members of the C-REAL staff assist community college personnel with professional development that focuses on program evaluation. Participants are trained to evaluate programs for best practices in serving and supporting male students of color and helping them achieve success.

“Simply put, men of color in community colleges are not completing at the same rate as other students. That is especially true for African-American and Latino men,” says Dawn Person, professor of Educational Leadership and director of C-REAL. “To increase retention within this demographic, our work primarily focuses on identifying and supporting best practices for student success. We also participate in college pathway projects between community colleges and universities. And, C-REAL is partnered with the Presidents’ Round Table, an affiliate of the American Association of Community Colleges, to develop a national blueprint for success among men of color.”

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Ernest Black, regional director for CalStateTEACH’s Fullerton and Los Angeles regions

Person said, historically, assessment and evaluation have not been sufficient at the institutional and program levels to determine best practices for promoting these students’ success. As a result, services and programs weren’t adjusted to meet students’ changing needs.

“What may have worked when programs were established many years ago may not work now because students are different,” notes Person. She says community colleges should provide programs and services to support students where they are and to move them toward realizing their educational plans and aspirations. But to truly achieve educational and, ultimately, career success for these young men, changes are needed at all levels of education. Strong role models and mentors are a critical element for that student success.

“In pre-K through 12th grade, we need a relevant curriculum, caring and nurturing teachers, school leaders who embrace creating a college-going culture as part of their role, and teachers who value the communities their students represent and approach their work from an asset – rather than a deficit – model,” she says. “Community colleges have the challenge of meeting a range of demanding and multifaceted expectations, and universities should be inviting, supportive, and engaging learning environments for all students that offer rigorous academic programs that are global and culturally relevant.”
What’s in a Name?

Effective fall 2015, the Department of Reading Education will become the Department of Literacy and Reading Education to reflect how the department is addressing changing needs in the field, across the country and internationally.

“As a department, we recognize that a narrow definition of reading is no longer sufficient,” states Erica Bowers, chair of Reading Education and director of the CSUF Hazel Miller Croy Reading Center. “We have expanded our scope of instruction to ensure that our undergraduate and graduate students go beyond the words on the page – that they read, write, think, and communicate both critically and creatively.”

This expanded focus reflects a larger shift in the field. “Guiding associations and standards have shifted to a broader interpretation that incorporates the idea of literacy, ensuring that students are able to read, write, and communicate in the language arts and content areas,” Bowers explains. This shift is reflected in the new Common Core State Standards, making the program expansion particularly relevant to graduate students who will be implementing these new state standards in their classrooms.

The new name also reflects the department’s commitment to building literacy on a grand scale, through partnerships with the University and the community.

Collaborating for Comprehension

The Hazel Miller Croy Reading Center has already been pursuing such partnerships, such as last spring’s partnership with the Center for Autism in the Department of Special Education to provide literacy services to a child on the autism spectrum.

“We brought together a graduate student who is completing the final course in the Reading and Language Arts Specialist Credential with a student from the Department of Special Education who has experience working in behavioral intervention,” says Bowers. “Together, these CSUF students created an intervention plan to support the child and family and promote growth in literacy. The partnership was so well-received that we expanded it.

This semester, we are providing collaborative services to two additional children from the community.”

This partnership provides exceptional training for candidates. They take this spirit of collaboration to their local school sites to improve partnerships among reading, language arts, and special education specialists. Bowers is working with Erica Howell, co-director of the Center for Autism and assistant professor in the Department of Special Education, to publish the findings from this important work.

Aiding Young Academics

Another valuable partnership is the Early College program at Buena Park High School. This partnership allows students at Buena Park to take courses through CSUF Extended Education. Each course these high school students complete, with a grade of C or better, will provide them with three units of college credit, giving them a jump start to their college education.

Courses are taught by Buena Park faculty with support from department faculty members Kathryn Bartle Angus, lecturer of Reading Education, associate director of the Hazel Miller Croy Reading Center, and undergraduate program coordinator; and Brad Biggs, assistant professor of Reading Education.

Currently, the partnership offers three courses: READ 201, which focuses on how to read texts and materials across all academic disciplines; READ 202, which emphasizes academic vocabulary and academic discourse; and READ 290, which focuses on critical thinking and meets the General Education requirement of a critical thinking class in the CSU system.

“These courses will provide students with a strong base on which to improve their success in high school and prepare them to tackle the rigorous texts and materials required at the college level,” says Bowers. “Earning

“We have expanded our scope of instruction to ensure that our undergraduate and graduate students go beyond the words on the page – that they read, write, think, and communicate both critically and creatively.”

Erica Bowers, chair of Reading Education and director of the CSUF Hazel Miller Croy Reading Center.

Last spring, students from the Department of Reading Education partnered with students from the Department of Special Education to provide literacy services to children on the autism spectrum. From left are: Ray Sidri (SPED), Kim Beauchanine (READ), Heather Krstich (READ), and Kristine Kellogg (SPED).

REACH. TEACH. IMPACT.
A Department of Reading Education graduate student and a Department of Special Education graduate student work on literacy activities with a community child.

college credit during high school is a strong indicator of future college success.

Supporting Student Success

In addition to these specific partnerships, the Department of Reading Education is involved in the University’s overall commitment to student success in several ways. The department offers multiple sections of its READ 290 Critical Thinking course in each of the four General Education Pathways: Globalization; Sustainability; Food, Health, and Well-Being; and Politics and Power. The thematic pathways program is a way to create a more meaningful general education experience and provide opportunities for students to interact with faculty.

The department also offers specific courses to support special populations across the campus community, working with Freshman Programs to provide sections of critical thinking courses and Student Services for students who may be at-risk.

In addition, the department offers special sections of READ 201 and 290 for students in the Future Scholars Program. Rosario Ordoñez-Jasis, professor of Reading Education, instructor for READ 201, and faculty chair of the Future Scholars committee, partners with departments across campus to incorporate curricular and co-curricular activities – focused on career counseling, academic advising, leadership, networking, campus life, and financial literacy – into READ 201.

The Future Scholars program serves first-generation freshmen and transfer students at CSUF who demonstrate strong academic skills and achievements, serve their school and home communities, and show strength of character. It helps meritorious students who have faced economic, environmental, or educational obstacles transition into the college setting, aiming to increase student engagement, retention, and persistence among historically underserved student populations.

“All of these special sections are designed to meet the needs of these communities and support ongoing success,” notes Bartle Angus.

To learn more about the Department of Reading Education, please visit ed.fullerton.edu/reading
Advancing a Global Perspective on Education

In an increasingly global community facing increasingly global challenges, collaborative and innovative scholarly exchange across borders is a vital component of higher education. The College of Education’s international scholarly exchanges lead to a deeper understanding of cultural differences, appreciation for common values and perspectives, and development of education best practices for a new generation of educators.

Partnering Globally Supports College and University Goals

Looking beyond U.S. borders can help education professionals develop creative solutions and best practices for pressing questions in the field of education. How do other countries view special education? What do parents in other nations think of homework? How are physical education, music, and art taught around the globe?

Faculty and students in the College of Education are answering these questions through a unique collaborative partnership organized by the Center for International Partnerships in Education.

“Our active focus on establishing and growing international partnerships provides innovative, interdisciplinary approaches to education and teaching methods,” explains Melinda Pierson, chair of Special Education and director of the Center. “We have a number of deep, collaborative partnerships around the world that encourage both research and student and faculty exchanges. This in turn, means that our teachers and education leaders are better prepared to serve the regional diversity of Southern California.”

The Center was established in 2011 and partners include the Catholic University of Eichstätt-Ingolstadt, Germany and the Regional Social Open Institute in Kursk, Russia, as well as institutions of higher learning in Germany, Lithuania, and Vietnam.

The research and student and faculty exchanges fully support the University’s goal of making Cal State Fullerton a regional university with a global outlook. Research from these partnerships includes perspectives of inclusion, integration practices, and equitable education initiatives.

“One of our initiatives focuses on how people around the world perceive inclusion of people with disabilities. We have been able to direct workshops and trainings with our partners from other countries, helping them shape education policy and inclusive programming for students with disabilities,” Pierson describes.

The Center’s newest initiative is the International Project for Preservice Teachers. Using an online platform, CSUF College of Education students work with other students from Japan, Bulgaria, Spain, Poland, England, Germany, and Australia to research a specific topic, using the literature available from each country about that topic.

“Participants from other nations increase their English skills, and both our students and their international partners improve technology competence and cross-cultural awareness,” says Pierson. “Everyone gains a deeper understanding about the subjects researched and learns to collaborate with scholars from diverse communities.”

Broadening Students’ Cultural Perspectives

Students can also gain a deeper understanding and appreciation of other cultures through a study abroad experience. Students in the College of Education can take advantage of opportunities to study in Puerto Rico and the Virgin Islands, where they not only grow as educators, but also have an opportunity to explore class concepts and uncover their own cultural biases and assumptions.

“These are life-changing experiences for students,” notes Julián Jefferies, assistant professor of Reading Education. “We live in a world where cultures are coming more and more into contact, and it is very important for pre-service teachers to develop a stronger international outlook.”

Jefferies oversees two study abroad programs for the College of Education. The Caribbean Studies Summer Institute (CSSI) partnership among the University of Massachusetts, Boston; the University of Puerto Rico; and Cal State Fullerton attracts students from universities all over the United States and Puerto Rico. These students spend a month together studying in Puerto Rico and the Virgin Islands.
Islands, learning together and building relationships with fellow students from diverse backgrounds.

Jefferies also created a CSUF-centric Puerto Rico International Education (PRIE) program. “The PRIE program will enable students to obtain international fieldwork and community service experience by traveling to Vieques, Puerto Rico, this summer,” he explains. “Students will fulfill fieldwork and community service requirements for the READ 360 Literacy Education for Social Change course in an international setting.”

Undergraduate students and pre-service teachers will learn to teach culturally and linguistically diverse students as well as low-income students. They will also learn about Puerto Rico’s specific educational context. “By exposing our students to an international perspective, we expect they will come away as more globally literate and with a more complex understanding of global issues,” Jefferies expresses.

Inspired by the students’ enthusiasm to study abroad, Jefferies is planning for a third program in Mexico. “Mexico is so close to us, and yet we do not take advantage of it,” he says. “It’s a great place for us to start developing partnerships.”

CONTINUED ON PAGE 8…

Conference for International Educational Partnerships

Date: Friday, March 6
Time: 8:30 a.m. – 3 p.m.
Place: College Park Building

Details: Educators are invited to attend, in person or remotely, the Conference for International Educational Partnerships. Julián Jefferies, assistant professor of Reading Education, one of the keynote speakers, will be joined by education partners from around the world who will discuss best practices in education and programs that promote global awareness and intercultural research collaboration in teacher education, educational leaderships, and educational technology.

For more information, please visit ed.fullerton.edu
CONTINUED FROM PAGE 7…

Sharing Higher Ed Practices with Visiting Chinese Scholars

Although most people think of study abroad programs when they think of intercultural experiences, sometimes the best exchanges are those with visiting education leaders here at home. This fall, 62 deans, department chairs, and faculty leaders from universities in China’s Jiangsu Province spent the semester at Cal State Fullerton as part of a visiting scholars program offered through the College of Education and Mihaylo College of Business and Economics. Ding-Jo Currie, professor of Educational Leadership, directed the program with key coordination by Andrea Guillaume, professor of Elementary and Bilingual Education.

During the semester, the Chinese scholars learned about American curriculum development, pedagogy, business programs, and teacher preparation from education and business faculty.

“These scholars were very much interested in our education system’s strengths and differences, and our faculty’s best practices,” explains Currie. “We received excellent feedback during and after the program, so I know that we served the scholars well and that together, we are all better professionals because of the scholarly exchange that happened.”

To successfully host the scholars, Currie, along with a wide support system of CSUF faculty, staff, students, and community members, planned the details of the program and made themselves personally available to the visiting scholars to facilitate discussions, answer questions, and even host the scholars in their homes.

“This was a successful program because we had so many people who were willing to work together and invest themselves to get to know these scholars,” says Currie, who credits the CSUF administration for its willingness to welcome people from a different culture for an extended program of exchange.

“I am most grateful for President Garcia’s support of our global education programs and for Dean Cavallaro and Dean Puri’s help in ensuring the success of this faculty exchange program,” says Currie. “The world is a bit smaller because of this exchange.”
The Art of Education

For CSUF College of Education alumna Amber Holloway, a sixth-grade teacher at Willowbrook Middle School in Compton, teaching the arts is a way to show hope and beauty to students who see far too much ugliness in their daily lives.

“Where I work, children are losing their lives every day. Making children feel special in an educational setting means more than most people could ever understand,” says Holloway. “I had never intended to teach at the middle school level, but the district had to move people several years ago, and now I wouldn’t change it for the world. Middle school children actually remember you. These students face overwhelming obstacles, and I can truly make a difference in their lives.”

It’s a daunting task. Holloway is a self-contained teacher, which means she teaches all core subjects – math, social studies, language arts, and science – to the same set of students, and she also teaches two electives to different students and a mix of grade levels – leadership and visual and performing arts (VAPA).

Holloway’s passion for art may be most evident in her VAPA class – which focuses on visual arts and theater arts – but it doesn’t end there. Some of Holloway’s students have her for both core subjects and the VAPA class, so she’s able to incorporate certain characters, themes, and content into her core curriculum lessons.

“When we performed Annie, I was able to teach the students about child labor, the Great Depression, and more.” Holloway continues, “Later that year, we read the book “Bud, Not Buddy,” which covered similar topics. It was a great connection for them. Those quick learning moments make a world of difference.”

And her interdisciplinary approach works both ways. As they perform, students in VAPA often learn new vocabulary without even realizing it. Holloway infuses her core lessons with songs that are academically or culturally relevant.

Each fall, Holloway prepares her VAPA class for their annual production of the “Yes, Virginia” musical. During the winter the class focuses on visual and general theater arts and then prepares a final performance, a different show every year, in May.

“The students respond in a positive manner to teaching that focuses on the arts,” she notes. “They are excited every day for class. It is sometimes difficult because the children who are not in the VAPA class beg to be, and I have no way to add them. So I try to bring the arts to my core subjects as much as possible.”

Holloway says she likes to think of each of her classes as a live stage performance.

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Sometimes I hook up the microphones in class (like we do for VAPA) and start talking or singing or have students come to the microphone to talk to the class,” she explains. “This sounds very simple, but it brings laughter and focuses their attention. In middle school, it’s most important for the students to pay attention and focus in a safe and fun learning environment.”

Holloway earned her Master of Science degree in Education with a concentration in educational technology at the College of Education in 2011. She credits her time at the college as preparation for her current challenging role as an educator in an underprivileged community.

“At the College of Education, I had to apply myself more than ever before, and I learned the importance of dedication, commitment, and effort.” She adds, “I learned the value of using technology in my classroom. And I learned how to effectively collaborate, to really appreciate others and respect their thoughts. Now I can share all those things with my students.”

What does Holloway see as the most rewarding part of her career? Overhearing former students say they wish they were back in her class or tell their friends how different her classroom experience was from other experiences they’ve had. She also loves hearing current students singing songs she’s taught them. For Holloway, these little moments are evidence that she has achieved her goal of making a difference in what are often very difficult lives.
Message from the Dean

With a new year underway, many of us have reflected on our past achievements and set new goals for 2015. Would it surprise you to know the College of Education undertakes reflection too, in order to continue to evolve and improve?

Several years ago, we developed a five-year strategic plan to help us further progress as transformational leaders in education. This plan fully supports the mission and goals of the University. In fact, the University calls upon the College of Education increasingly to lead the way in achieving these goals. We are proud of our action-oriented mission that underpins our work in preparing teachers and education leaders who advance excellence and equity in our schools and colleges.

At the college, we are united in our commitment to advancing just, equitable, and inclusive education for all students. Cultivating culturally relevant teachers for today's highly diverse classrooms is critical to this effort.

In this issue of Impact, you will read how we are working to increase the diversity of the nation's teacher candidate pool, especially with regard to men of color. You will learn how our Department of Reading Education, which will be renamed the Department of Literacy and Reading Education in late 2015, is not only training teachers to be successful in implementing the New Common Core Standards, but also supporting University student success in critical thinking and literacy. In addition, you will read about many of our faculty who are deeply involved in international scholarly exchange and collaborative research to address important needs and issues in education.

Thanks to all of our faculty, staff, students, and alumni who are at work every day as transformational leaders. Their examples inspire me. How about you? I’d like to hear from you about how you are inspired to affect your community in a special way. By sharing your stories, you help inform and forward our mission to be transformational.

Dr. Claire Cavallaro
Dean, College of Education

Major Grants Prepare Teachers for the Classrooms of the Future

College of Education faculty members are securing major grant funding to undertake collaborative research initiatives that address a broad range of important needs in education programs. Grants have been awarded for research on attracting and retaining teaching program students, preparing teachers for new math and science state teaching standards, and offering opportunities for Asian language immersion for education degree candidates.

Paving the Pathway for Future Teachers

As baby boomers prepare to retire, California is faced with an impending dearth of qualified teachers. The state is now looking further down the pipeline to attract high school students to college teaching programs and supporting these teaching candidates throughout their degree programs so that they are prepared to fill the K–12 teacher shortage.

CSUF is well-placed to take advantage of state funding focused on such programs. Daniel Choi, associate professor of Educational Leadership, already has a solution for attracting and retaining future teachers early in their college and career search.

Choi helped the Rancho Santiago Community College District secure a $6 million California Career Pathways Trust grant from the state’s Department of Education to support his goal of keeping students in school and preparing them for careers in education. The program places a strong emphasis on practical instruction in science, technology, engineering, and math (STEM). As part of the program, Cal State Fullerton will receive more than $1 million to support the University’s Teacher Pathway Partnership program.

This program, initiated by Choi in 2011 with support from state and private funding, prepares high school and community college students for early entry to employment as paraprofessionals while they pursue their post-secondary education.

“We expect more than 1,000 students to participate in the program. These students will be prepared for high-wage, high-growth, and high-skill occupations. Ultimately they will fill the need for California’s anticipated shortage of well-prepared teachers in the next five years,” says Choi.

“I am excited that through this program, we can begin preparing students as early as high school for a teaching career,” Choi explains. But Choi knows that attracting students is not enough. Once students enroll in community colleges, the program offers ongoing support through their four-year degree and credentialing program. This support includes peer mentoring, counseling, and advisement; professional development training; and help in strengthening their math and science skills.

“By the time they earn their credentials and enter the profession, these educators will already have years of experience working with students, applying cutting-edge pedagogical practices, and honing their skills,” says Choi.

Strengthening Math and Science Pedagogy

Another area CSUF is addressing is helping educators gain confidence in teaching science and math. In the 21st century, more than ever, teachers must be able to help students become proficient in the problem-solving skills inherent in the fields of STEM.

Secondary Education professors Mark Ellis and Maria Grant have been awarded $80,000 (part of a larger $1 million Chevron grant to the CSU system) to forward the University’s Pathways to New Science, Technology, Engineering, and Math Teacher Excellence Initiative. Together, they are working on a pilot program to advance instructional knowledge and skills in science and math for teachers seeking to add state authorization to teach in these content areas.
The pilot program consists of two online courses set to roll out in 2015: one in science methods and one in math methods. "Both courses will support teachers as they think about how to teach modeling and engineering design processes in math and science. These are skills that reflect the Practices of Science and Engineering in the Next Generation Science Standards and the Standards for Mathematical Practice in the Common Core Mathematics Standards," says Ellis. The courses will instruct STEM teachers in how to use mathematics and science to explore real-world contexts and to develop solutions to real-world problems.

"The science methods course will explore student engagement in the classroom and how to incorporate science literacy into instruction, establish and implement theoretical perspectives to guide lesson planning, and apply formative assessment to determine next steps in instruction," explains Grant. "This Pathways project will inform my efforts to support science teachers as they guide public school students in inquiry thinking, problem solving skills, argumentation skills, and science literacy development."

Similarly, the math methods course will help teachers understand how to integrate inquiry and investigation into math education. It will include a strong focus on creating learning environments that support all students, including English learners and students who have struggled with mathematics in the past.

"In the math course, teachers will be able to reflect on the relationship between their conception of what it means to know and do mathematics, ways that a teacher can create a supportive mathematics learning environment, and opportunities that are available to help students successfully make sense and take ownership of important mathematical concepts, relationships, skills, and practices," describes Ellis.

In addition to advancing science and math teaching, Grant and Ellis will collect data that they hope will contribute to the scholarly understanding of what features make effective online STEM methods courses.

Developing Instructional and Professional Asian Language Resources

An increasingly multicultural population means an increased demand for teachers who can speak languages other than English, Spanish, French, or German. This includes a need for curricula, assessments, standards, and instruction in Asian and Middle Eastern languages.

In October, Natalie Tran, associate professor of Educational Leadership, established the National Resource Center for Asian Languages (NRCAL) at CSUF. The program was founded with a Department of Education grant of more than $700,000. The Center is one of only 16 in the nation to provide instructional and professional resources, as well as teacher training and promotion of dual language immersion in Asian languages, including Vietnamese, Korean, Chinese, and Japanese.

"CSUF is located in the heart of the largest Vietnamese language community in the United States. The Center supports CSUF’s commitment to serve diverse student populations, expand research on second language acquisition, and enhance both teaching and learning," explains Tran.

The Center will build on the success of the Asian language programs at CSUF and focus on developing linguistically and culturally appropriate literature and instructional materials, effective pedagogies, and assessment tools that integrate community resources and technology. It will provide training and resources for K–12 teachers and post-secondary language instructors and create a network that supports teachers and learners through seminars, conferences, and summer institutes. Its collaborative approach to improve the teaching, learning, and research of Asian languages in the United States will draw on the expertise of Asian language scholars, educators, and community stakeholders.

"Helping students become bilingual in Vietnamese, Chinese, Japanese, or Korean not only enhances their cognition, employment opportunities, and cultural competency, but also improves national business development, innovation, and security," says Tran.
Celebrate Our 10th Anniversary With Us!

The College of Education is celebrating its 10th anniversary during the 2014–2015 academic year. Future teachers, CSUF faculty and staff, alumni, and all College supporters are invited to join the festivities.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>February 11, 2015</td>
<td>College of Education Research Symposium</td>
<td>TSU Pavilions</td>
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<tr>
<td>March 6, 2015</td>
<td>Conference for International Educational Partnerships</td>
<td>College Park Building</td>
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<tr>
<td>April 18, 2015</td>
<td>Honor an Educator Event</td>
<td>TSU Pavilions</td>
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<tr>
<td>April 27, 2015</td>
<td>Center for Autism Charity Golf Tournament</td>
<td>Coyote Hills Golf Club</td>
</tr>
<tr>
<td>May 15, 2015</td>
<td>College of Education Credential Ceremony</td>
<td>Titan Gym</td>
</tr>
<tr>
<td>May 16, 2015</td>
<td>Commencement</td>
<td>Titan Gym</td>
</tr>
</tbody>
</table>

Details and more event information are available on our website: ed.fullerton.edu

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