SAN JOSÉ STATE UNIVERSITY Connie L. Lurie College of Education

FALL 10

IMPACT

Preparing tomorrow's educators and teachers today

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Funding the fundamentals

Four-year federal grant prepares new teachers in early childhood special education

PEG HUGHES WAS A NEWLY minted teacher in 1975 when Congress passed the Education for All Handicapped Children Act (EAHCA), which for the first time guaranteed all kids—even those with disabilities—access to public education.

Back then, she recalls, "special education" requirements applied rather narrowly to K-12 students. Over time (and with a little prodding from the courts), the law was expanded to include both younger and older students. These days, special ed services are offered from birth through age 21.

Now, Hughes is training a new generation of teachers to work with the youngest special needs children—infants through preschoolers—as the early childhood special education coordinator for the Connie L. Lurie College of Education.

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from the Dean

Illuminating a vision of excellence and equity in education

I have always been puzzled that we celebrate the new year on Jan. 1. As a teacher, the new year always began for me on the first day of school. Nothing compares with the excitement of greeting students and anticipating all the wonderful and challenging things to come.

This year is no different. It's still traumatic for parents to part with their children, who are just beginning to assume new identities as adults and scholars. There's a buzz in the corridors of Sweeney Hall as students search for classrooms and greet old friends. Faculty open wide their office doors for the first of many conversations they will have with their students.

For alumni, fall brings bittersweet remembrance. We all feel nostalgia for those earlier times in our lives, when everything seemed new.

In this issue of *Impact*, we celebrate new beginnings and the continued vitality and contributions of our many alums.

The Lurie College welcomes the arrival of the Upward Bound and Educational Talent Search programs. Designed to serve students who may be the first in their families to attend college, UB and ETS tutors help underrepresented students achieve their educational dreams.

Dr. Peg Hughes' four-year $800,000 federal grant provided new opportunities for fledgling special educators interested in working with young children. Through Dr. Hughes' efforts, 40 new teachers have prepared for a field desperately in need of highly qualified teachers.

We welcome to our college newly tenured and promoted faculty. Congratulations to Drs. Felton, Kimbarow and Marachi for their recent accomplishments.

Our alums have compiled an equally impressive list of accomplishments. Thanks in part to the generosity of the Alumni Board, Merritt Trace Elementary School is recovering from a devastating fire. The Alumni Board provides continued support for all the Lurie College's efforts.

We are especially proud to call Nancy Kato one of our alums. She exemplifies the can-do spirit and flexibility that characterize so many of our students, and her professional accomplishments demonstrate the value of a Lurie College education.

If we didn't meet you at this year's Homecoming Events—Classes Without Quizzes and Hats Off to Teachers—we look forward to seeing you at the many events planned for San José State's first-ever comprehensive campaign.

Come back and visit the college. See all the changes, and help us celebrate our continuing success in preparing educators for the 21st century.

Elaine Chin

Elaine Chin, Dean
LURIE COLLEGE OF EDUCATION

Nurturing human resources

Nancy Kato brings counselor education skills to corporate America

NANCY KATO HAS decided to get her first tattoo—the Japanese kanji for "gratitude"—at an age when many people might be trying to get theirs removed.

But Kato, 55, insists she has a lot to be grateful for. She followed an unconventional career path from child therapist to human resources executive at a string of top Silicon Valley technology firms.

"You don't go from being a therapist to being head of HR as a typical path," she says. "But I was fortunate. When opportunities came, I took them."

Kato, a 1979 graduate of the education and counseling graduate program at San José State University, is senior vice president for HR at TiVo Inc., the Alviso-based creator of the digital video recorder.

In the past couple of decades, Kato also worked in HR at Hewlett Packard, Ariba, Compaq and Tandem Computers—but all that came after she spent 10 years working in a day treatment center for disabled children and their families.

Kato, who shared her story last May with graduating students in the counselor education program at the Connie L. Lurie College of Education, traces her career successes to investing in personal and professional relationships. "I told them to establish a network—a 'kitchen cabinet' of people you trust," she says.

Kato knew she wanted to be a social worker while growing up in East San José in the 1960s and early 1970s. Her parents were Nisei—second-generation Japanese Americans—who had met at a Wyoming internment camp during World War II.

Graduating from James Lick High School in 1973, she lived at home while commuting to San José State, earning her bachelor's degree in health sciences before moving to the college of education to get her credential and master's degree in education and counseling.

Although her thesis advisor wanted her to pursue her Ph.D., Kato took a job as a therapist at a day treatment center in Palo Alto. The children ranged in age from 5 to 18, including some with autism as well those who were traumatized or severely emotionally disturbed—and their families.

Kato learned a lot about herself and others while working there. "It taught me a lot about compassion for people and understanding that you can't always get what you hoped for," she says. "Sometimes, no matter what you do, you can't save them all."

Unable to bear children, Kato and her then-husband adopted their son Alex, now a 20-year-old college student, from Japan in 1989. "We were very fortunate to have adopted a wonderful son," she says.

After taking time off to be with her new son, Kato made a decisive career change when she returned to the work force. She had gotten to know the top managers at Tandem while asking them to sponsor charity events. In 1991 they brought her onboard to run their volunteer and public outreach programs.

She soon joined the executive suite as an assistant and eventually moved into employee relations. She was an HR manager by the time Tandem was sold to Compaq, paving the way for her to spend three years with that company as a senior HR executive.

In the course of her 18-year corporate career, Kato has counseled employees dealing with personal tragedies and terminal illness, and had to carry out layoffs. "There's not much I haven't seen," she says. "You need to treat people who are leaving with as much dignity and respect as when you were trying to recruit them."

Kato stunned her friends when, after two years as vice president of global compensation for HP, she moved to TiVo, a much smaller company. "At the end of the day, I realized I had a chance here to make a difference," she says.

Kato acknowledges that while most human resources professionals have formal training in business administration, employment law, regulations and management theory, she wound up learning on the job.

"Sometimes, it's good to not know what you don't know," she says, laughing. "If you don't make mistakes you never try anything new."

Fundamentals continued from page 1

Peg Hughes in her office with stuffed animals.

With more than three decades of experience as a teacher, administrator and path-breaking academic, Hughes continues to inspire her students, for whom she serves as mentor and cheerleader.

"I've been a pioneer and seen it all," she says, sitting at a desk in her in Sweeney Hall office, which is filled with books, stuffed animals and framed photographs of her students.

This fall, Hughes will graduate 16 students from her early childhood special ed program, marking the end of a four-year $800,000 federal grant meant to train 40 students. The three-semester program, which results in a special education credential, provides free tuition, travel, books and a stipend in return for a promise that graduates will perform two years of service for each year spent in the program.

Laura Martinez, who found a job in a private speech-language clinic in Redwood Shores after graduating from the program, credits Hughes with looking out for her students.

"I ended up hearing about this job from Peg," Martinez says. "That's the thing about her—she just knows everybody. She's like a little octopus. She's got her tentacles in everything."

Hughes has always had a Zelig-like knack for being in the right place at the right time. The Oneonta, N.Y., native earned her B.S. and M.S. at the State University of New York at Buffalo.

She taught in Buffalo from 1974 to 1978, when she was asked to develop a special education program at a school for U.S. military dependents at an Air Force base in Azores, Portugal.

"It seems like every job I've had was to start from scratch," she says. "Even as a teacher I always walked into empty rooms."

She taught at a defense department-funded school in Crete for three years, then in 1983 moved to Wiesbaden, Germany, where she oversaw special ed programs in 19 schools. In 1986 she took administrative responsibility for 17 defense department schools headquartered in Munich.

Her nine years in Europe, which came with subsidized housing and the opportunity for extensive travel, were enjoyable, Hughes says. "I've had a fun career."

In 1988, Hughes decided to get her Ph.D., enrolling at UCLA to study educational psychology. "I was the oldest student in the program," she says. By the time she graduated in 1993, Congress had enacted the Americans With Disabilities Act and amended EAHCA to be even more inclusive. With preschoolers now part of the special education mix, new teacher training curricula and certification standards had to be created, Hughes says. She took a job at California State University, Fullerton, to build an early childhood special ed program from the ground up.

Her program graduated the first nine teachers ever certified in California in early childhood special education, Hughes says proudly, poring over a photo of her first group of students. They signed it, "The Guinea Pig Class of '97."

While at Cal State Fullerton Hughes also wrote her first federal grant ("Training Minority Instructors in Early Childhood Education"). Over the past 17 years she has administered a total of $1.5 million in three grants.

In the course of her career Hughes has seen dramatic improvements in the ability to differentiate various kinds of learning disabilities. Special education teachers today are expected to work with students affected by autism (a term that was seldom used a generation ago), blindness, hearing impairment, cerebral palsy, fetal alcohol syndrome, premature birth or one of 200 kinds of mental retardation, she says.

The techniques for reaching those students have evolved, Hughes says. Now, for example, parents are actively recruited to help in their child's development, so teachers must be able to communicate with adults as well as students.

When Hughes moved to San José State in 1999 there was dismal enrollment in the college of education's early childhood special ed classes.

"I just knew I had to build it," says Hughes, who busily set about writing grants to pay for program development, hire teachers and provide materials. As she networked, she persuaded the U.S. Office of Special Education Programs to fund a program to entice students to enroll in the curriculum.

Hughes made sure that students graduating from the Lurie College program had experience with various kinds of autism spectrum problems, that they were familiar with family agencies and that they had bought into the idea of "full inclusion" for all students—what used to be called mainstreaming. "Our teachers have to be trained in inclusive strategies," she says.

Where four students might have signed up for a class a decade ago, Hughes now gets 30 to 40 students enrolling—which is reassuring at a time when administrators are paying attention to the bottom line. "Nowadays you have to have 15 to 20 students in a class to pay for faculty," Hughes says.

Parents and teachers work with young special needs children at a school in Morgan Hill.

As the four-year grant winds down, 30 graduates have already entered the workforce, Hughes says.

Although she concedes her prowess at grant writing and administration, Hughes says, "I love teaching, and I think that's what I do best."

Ruth Kellogg would probably agree. Kellogg, a mid-career special education teacher from the Monterey County Office of Education, started in Hughes's program in January 2008 and finished up last December.

"Everything was up-to-date," she says. "All the information was pretty much state of the art. There was so much that I learned that wasn't known when I was in graduate school 15 or 20 years ago, particularly in the area of autism."

Kellogg says she appreciated the emphasis on family-centered teaching. "That wasn't taught when I was in grad school," she says.

In addition to Hughes, the teaching staff included practicing therapists and special education teachers. As a mid-career teacher, Kellogg found herself learning alongside twentysomethings, for whom much of the material was more theoretical. "I got a lot of energy from the younger segment," she says.

Her training included a trip to Minneapolis for a professional conference, Kellogg says. As for the mileage stipend to defray the expenses of her twice-weekly roundtrip from Monterey, "it was very much appreciated," she says.

Laura Martinez found it was "really tough" to access the theoretical information she studied while she was in the program.

Martinez, who had worked as an autism aide in preschool classes in San Luis Obispo, moved to San José specifically to enroll in the program. Since entering the workforce fulltime, she says teaching is "the hardest thing I've ever experienced."

Martinez remembers finding Hughes "intimidating" at first, but soon came to know a softer side. "You can just tell she was really one of the pioneers of this whole movement," she says.

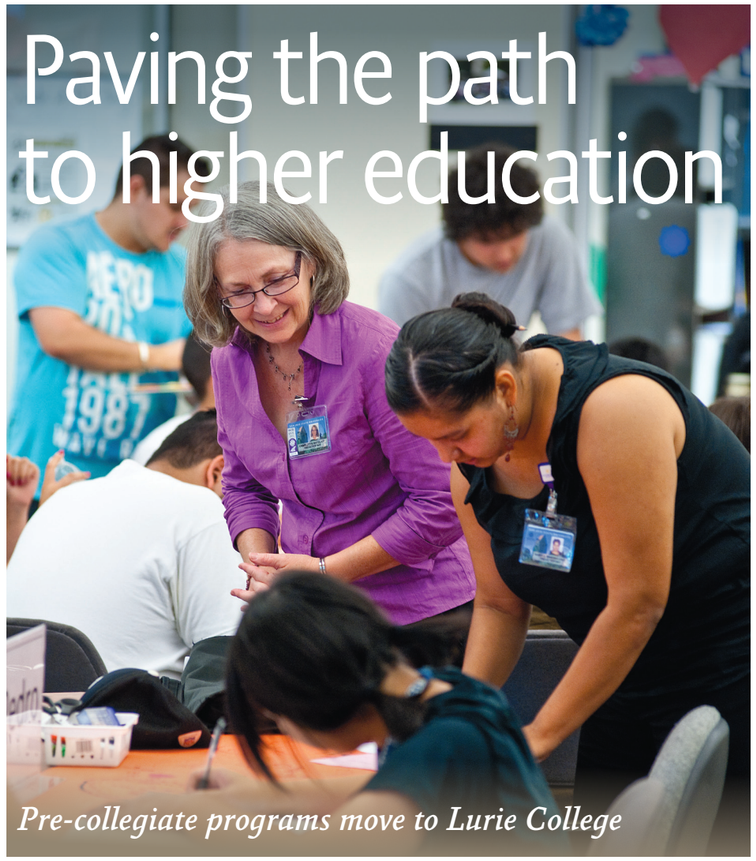
Hughes, who is preparing an application for another multi-year grant, takes an intense interest in her students as individuals, going out in the field to observe their student teaching and plugging them into a statewide network of special education programs to help them find jobs. "My students come and hang out with me even when they're not taking classes," she says.

Lately, she has encouraged students who have graduated with the early childhood special education credential to stay on to get their master's degrees, which would be transferable to other states.

Meanwhile, she has also been pitching some of her classes to undergraduates. With about a half million children in California special education classes (64,000 of whom are in the infant-to-age 5 cohort), there will always be a need for qualified teachers, she says.

"We will need to continue to train teachers in working with young children with disabilities and their families," Hughes says. "It seems like we're seeing an increase in disabilities, not a decrease."

Paving the path to higher education



Pre-collegiate programs move to Lurie College

As a young teacher, Charlotte Ratzlaff taught summer courses for Upward Bound, a federally funded program that helps students from low-income families whose members have never been to college prepare for higher education.

It was good preparation for her new role as director for Upward Bound and Educational Talent Search at San José State University. Ratzlaff takes over as the pre-collegiate educational opportunity programs are being moved under the administrative umbrella of the Connie L. Lurie College of Education.

"It provides lot of new opportunities," says Ratzlaff of the new administrative arrangement, which removes the program from the Student Services department. "We can share resources, share personnel and leverage some of what's available in the college of education."

Ratzlaff, recently relocated to San José from California Polytechnic State University in San Luis Obispo, is filling a post that had been vacant for about a year. She will oversee a small staff of full-time coordinators out of offices in the bunker-like Student Services building on San Fernando Street on the northeastern corner of campus.

"There's no space available in Sweeney Hall," she explains, adding, "There's something to be said for being more physically connected to Student Services."

Ratzlaff notes that students in the counselor education program in the Lurie College have previously worked in the pre-collegiate programs. "There has been some connection there in the past," she says, "and we're looking forward to renewing it, now that we're part of one college."

Lurie College Dean Elaine Chin says the move underscores the college's mission.

"The students served by Upward Bound and ETS are exactly the types of students I'd like to see go into education as a career," Chin says. "By adopting UB and ETS, the Lurie College has a way to reach out to those students, to show them what a difference they can make by choosing education as a career path."

Upward Bound has a long history of connecting academically at-risk students with the resources of San José State, according to Blanca Sanchez-Cruz, the program's academic coordinator.

Established as a federal program in the 1960s, Upward Bound aims to help low-income high school students from families where no one has ever gone to college. The San José State program receives more than $500,000 a year to serve 150 first-generation students who come from five high schools in the East Side Union School District, she says.

Recruiting is a big part of the job, says Sanchez-Cruz, who went through the program herself as a high school student in the 1990s. "We target ninth-graders primarily, because we want to work with them for as long as we can," she says. "We're not able to accept everyone who applies."

Students receive after-school tutoring in math and English, much of it provided on campus by San José State students, she says. Classes are also scheduled on weekends and kids spend three weeks in the summer living in campus dormitories while taking six-week math and English courses—a big draw during recruitment, she says.

The program also works with parents to persuade them of the importance of higher education and allay their fears about having a child leave home. "A lot of parents are intimidated and don't talk to their kids about college," Sanchez-Cruz says.

Then there's the task of winning the hearts and minds of teenagers who want to fit in with peers who have no use for education.

"I always tell them it's OK to be a nerd and it's OK to be smart," she says.

Better than 95 percent of the program's graduates enroll in post-secondary education immediately after high school. The majority of Upward Bound graduates start at community colleges, but of those who attend four-year schools directly out of high school, most wind up at San José State.

Like Upward Bound, Educational Talent Search targets students from families where no one has previously gone to college, says ETS coordinator Jolisa Espinoza. Participants are "more of the college-ready," she says, but they still need guidance in planning their academic programs, taking standardized tests and navigating the college application process.

The San José State program serves 600 students at eight Eastside high schools, she says. Services are often provided at school, but summer bridge programs are offered in subjects like math, English and chemistry, she says.

ETS also sponsors bus tours of college campuses around northern California, Espinoza says. "They need guidance to get there," she says. "We try to help them with whatever we can."

Ratzlaff earned a master's degree in education from Stanford University and another in psychology from San Francisco State University. She brings to the table her background as a high school English teacher and time spent training secondary educators at Cal Poly (where she got to know Dean Chin).

"Charlotte combines the sensibility of the former high school teacher with the sophistication and knowledge of an experienced teacher educator," Chin observes. "We need people in programs like Upward Bound who understand and have worked with high school students and who are also good at preparing effective tutors and teachers for the UB and ETS programs."

As she works to acquaint herself with the East San José program service area, Ratzlaff thinks that the new administrative structure might provide opportunities for the bilingual education program in the Lurie College. "I'm hoping there are ways we can be useful for them in possibly providing some field experiences," she says.

Ratzlaff, who worked in corporate human resources before changing directions to become an educator, sees her new post as a "direct" way of helping students gain access to education.

"I'm really excited," she says. "It draws on everything I've done. I'm going to be pulling experience from way back when I was in human resources."

From field to classroom:

MINI-CORPS TUTORS HELP MIGRANT STUDENTS STAY ON TRACK

For 12,000 or so children of California migrant farm workers, the passing of the seasons poses particular obstacles to getting a good education as they move from school to school while their parents follow the harvest around the state.

Curriculum, textbooks and classroom expectations vary from one school to another, making it hard for these kids to keep up with their peers.

California Mini-Corps provides them with tutoring and mentoring by bi-lingual college students, says Jose Gonzalez, the program's coordinator at San José State University. Gonzalez recruits SJSU students for the tutoring program, which focuses heavily on reading and math skills.

"We're looking for tutors who want to go into education," says Gonzalez, who was in the program himself as a youngster. Because many tutors themselves come from migrant farm worker families, their message to the students is, "You can be me, and I'm here to help you," Gonzalez says.

TO VOLUNTEER AS A TUTOR CONTACT JOSE GONZALEZ AT 408-924-3631 OR JGONZALZ@BCOE.ORG

Updates

Three faculty members from diverse disciplines united by a love of research—and the importance of sharing it with their students—have been recognized for their contributions to the Connie L. Lurie College of Education. **Mark Felton**, chair of the secondary education department, was recently promoted to full professor, 11 years after arriving at San José State University. **Michael Kimbarow**, associate professor and chair of the communicative disorders and sciences department received tenure, as did **Roxana Marachi**, associate professor in the elementary education department.

Professors Marachi, Kimbarow and Felton (L-R) win recognition for their teaching and research accomplishments.

Mark Felton

Nearly everyone thinks it's a good thing to teach "critical thinking skills" to high school students, but Mark Felton has spent his career investigating exactly what that might entail.

"It's understanding the relationship between evidence and claims," says Felton, who is dissatisfied with the way critical thinking (known more formally as "argumentative reasoning") is usually taught.

But getting students to appreciate the elements of a good argument will help them to get a better grasp on whatever subject matter they're trying to master, he says.

The son of two physicians, Felton earned his B.A. from Stanford University in 1990. After teaching English and psychology in an Ecuadoran high school, Felton returned stateside to earn his doctorate from Teacher's College at Columbia University. By then he had come to focus on the way students are taught to reason in their schooling.

Dismayingly, many students never learn how to make an intellectual argument in the first place. "We tend to teach conclusions in schools, instead of the methods of arriving at conclusions," he says.

Felton contends that when American kids do study intellectual arguments, it happens in history or literature classes—or perhaps in debate club. "Debate is not necessarily the best way to teach argumentation to kids," he points out. "It can often lead to sophistry, as well as confirmation bias—the tendency to find reasons that support your own beliefs and deny other viewpoints."

A better path is deliberative inquiry, a collaboration in which both parties work together to weigh evidence and arguments in search of consensus (or a better understanding of differing views).

Despite his varied research interests, Felton is glad he isn't doing research full time. "I love teaching," he says. "Teaching is the real reason why I'm here."

Michael Kimbarow

More than three decades after embarking on his academic career, Michael Kimbarow is still inspired to help those for whom words don't come easily.

"We address communicative disorders from birth to death and encompass a whole range of problems that people might experience," he says. So students who receive their certification through the department become acquainted with people who suffer from developmental problems, autism spectrum disorders, neurological diseases, dysphonia, stuttering, swallowing problems, stroke and traumatic brain injury, he says.

Meanwhile, there has been an "exponential expansion" of knowledge about communicative disorders since Kimbarow graduated from the City University of New York in 1975.

Where scientists once assumed discrete areas of the brain were responsible for specific communication-related functions, recent research (aided by tools like functional magnetic resonance imaging) reveals a vastly more complex picture.

"Language is a distributed network of information that's coming together," he says, emphasizing the speed and intricacy of the neurological processing that occurs.

Kimbarow has taken turns in both academic and clinical settings throughout his career. After earning his M.S. in speech pathology at the University of Michigan, he worked as a speech language pathologist for two years in the Bay Area before moving to the University of Minnesota, where he got his doctorate in communicative disorders.

Kimbarow later taught at the State University of New York at New Paltz, then worked at the Cleveland Hearing and Speech Center and served as executive director of the Bridge School in Hillsborough, Calif. He went on to become director of the Communication Disorders Program at New Mexico State University before moving to SJSU.

Kimbarow focuses most of his research on helping adults with aphasia—difficulty comprehending or expressing language—and victims of traumatic brain injury. "We've dedicated our lives in this program to working with people who have difficulties and deficits."

Roxana Marachi

Roxana Marachi was dutifully carving out a doctoral research path studying student motivation when, on April 20, 1999, two teenagers gunned down a teacher and 12 of their classmates at Colorado's Columbine High School before taking their own lives.

"Columbine changed my research focus," Marachi says. Now, she desperately wanted to understand the causes of school violence, as well as ways to prevent it.

She discovered common threads among research in motivation, school climate and violence prevention, and focused more closely on interpersonal climate and student experiences. "We need to think more critically about how students are being treated in schools," she says.

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Taking technology to the next level:

SMART CLASSROOMS COME TO LURIE COLLEGE

Five Sweeney Hall classrooms are receiving a makeover this fall as they are outfitted with state-of-the art interactive teaching technology.

The centerpiece is a a self-contained whiteboard projection system, with speakers and a laptop cable connection built in, says Mary McVey, interim associate dean of the Connie L. Lurie College of Education.

The equipment was provided by SMART Technologies, the Canadian firm that pioneered interactive whiteboards in the early 1990s. McVey says the donation, a $40,000 value, came with the condition that the Lurie College students produce 50 curriculum projects for the SMART interactive whiteboards and 50 for a standalone SMART table.

That entails creating fluid multimedia lesson plans that SMART eventually will post on its website, McVey says.

Meanwhile, some classrooms are also receiving a new generation of classroom furniture purchased with the help of a private donation. The Node chairs have a large, round tray under the seat suitable for storing a backpack and feature work surfaces that can accommodate a laptop or notebook. Pushed together, the work surfaces create an impromptu table.

The classroom furniture upgrades are meant to create a flexible learning space that contrasts with the traditional classroom layout, McVey says. "We hope the technology and furniture will work in tandem to allow students to take a more active role in the learning process.

"We want to make it a 360-degree experience and allow the focus to shift from instructor to student, to groups of students and so on."

Lurie College students enjoy the flexibilty of the new Node chairs in Sweeney Hall.

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The Walnut Creek, Calif., native studied psychology and music at the University of Washington, then worked for a year at The Option Program, an alternative K-8 school run by the Seattle Public Schools. It was there that she grew interested in educational psychology.

Marachi went to the University of Michigan for graduate school. With school violence as her new focus, Marachi watched with dismay as, post-Columbine, schools pushed for strict zero tolerance policies. She cites the example of a five-year-old girl who was handcuffed by police in Florida for throwing a tantrum in school.

"We need to use common sense and think about children's social and emotional development," she says. "Restorative approaches to prevention are far more effective, humane and backed by research than the punitive or exclusionary measures that are currently the norm."

Marachi came to the Lurie College in 2006 after teaching for three years at California State University, Northridge.

These days she's fascinated by new insights from neuroscience that illustrate how a student's emotional reactions shape their stress response.

"The kinds of environment we create are going to affect their physiology," she says. "Everything we do in schools must take into account the students' experience."

FACULTY NEWS

Dr. Michael Kimbarow is president-elect of the Council of Academic Programs in Communicative Sciences and Disorders, which represents 250 national and international academic programs. Meanwhile, the Department of Communicative Disorders and Sciences, which Kimbarow chairs, was awarded full eight-year re-accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association.

Dr. Henriette W. Langdon served as guest editor of a special issue of *Seminars in Speech and Language* entitled, "Testing Bilingual Speakers: Challenges and Potential Solutions." With Elisabeth H. Wiig, she also contributed an article entitled, "Multicultural Issues in Testing Interpretation," 30:4 (December 2009): 261-278. She also presented "Fair Practices in Assessing and Providing Intervention To Hispanic ELL/SLD Students" to a workshop of speech and language pathologists in April 2010.

Dr. Terry Pollack presented "Deficit-Based Teacher Discourse: Unpacking 'Teacher Talk' About Students of Color and Their Families" at the 12th Annual International Conference on Education in Athens, Greece, in May 2010.

Dr. Colette Rabin published "Fostering Dispositions Through the Literary Arts" in *Action in Teacher Education*, 23:3 (Winter 2010). She also published "The Theatre Arts and Care Ethics" in *Youth Theatre Journal*, 23 (2009): 127-143.

Dr. Noni Mendoza Reis published (with **Dr. Mei-Yan Lu**) "Why Are There So Few of Us? Counterstories from Women of Color in Faculty Governance Roles" in *Journal of Research in Education*, 20:1 (June 2010): 61-67. With **Dr. Katya Karathanos**, she also presented a workshop entitled "English Language Learners: Language, Culture & Equity Training of Trainers," at a National Education Association conference in Tampa, Fla., in July 2010.

Dr. Katharine Davies Samway (with D. Taylor) published "Worldly Possessions: Developing Word Consciousness in English Learners," in *Language Magazine*, October 2009. With Lucinda Pease-Alvarez and Carrie Cifka-Herrera, she wrote "Working Within the System: Teachers of English Learners Negotiating a Literacy Instruction Mandate," for *Language Policy* (2010, in press). She also presented a plenary speech entitled "Developing the Academic Language and Word Consciousness of English Language Learners" at the April 2010 Celebrating Linguistic Diversity Annual Conference in Toronto.

Dr. Nadia Sorkhabi published "Sources of Parent Adolescent Conflicts: Content and Form of Parenting" in *Social Behavior and Personality*, 38:6 (2010): 761-782.

Dr. Gary Stebbins published "Planning and Delivering Instruction with Increasing Class Sizes in Educational Administration Program Coursework: Modeling Leadership Skills for New Professors Transitioning from K-12 Administration," in *CAPEA Educational Leadership and Administration: Teaching and Program Development*, 21 (2010): 46-58. With Jim Monk, he published "Myths of School Safety" in the February 2010 issue of *Administrator*. He and Bill Goodrich presented "Leading from the Heart: Heartmath for School Administrators" at the ACSA Leadership Summit in November 2009.

Dr. Amy Strage received the San José State University Distinguished Service Award for exemplary service and leadership in April 2010. Along with **Dr. Sorkhabi**, she also received the SJSU Provost's Award for the Scholarship of Teaching and Learning in recognition of their paper entitled, "Roots and Wings: Recognizing and Accommodating the Needs of Undergraduate Students."

Dr. Patricia E. Swanson published "The Intersection of Language and Mathematics" in *Mathematics Teaching in the Middle School*, 15:9 (May 2010): 516-523. With **Dr. Andrea Whittaker**, she presented "Achievement in Middle School Mathematics: The Effects of Professional Development Focused on Pedagogical Content Knowledge, Language Development, and Young Adolescent Learners," at the Spring 2010 conference of the California Council on Teacher Education.

Drs. Lewis Aptekar, Lorri Capizzi, Jimma Cortes-Smith, Xiaolu Hu, Dolores Mena, Lisa Oliver and Caitlin Williams, from the Department of Counselor Education, presented "A University Program's Response to Silicon Valley's Needs for Career Development," at the National Career Development Association Global Conference, June 30-July 2.

SCHOLARSHIP WINNERS

The following students in the Connie L. Lurie College of Education were honored as scholarship recipients in a May 2010 awards ceremony.

Robin Angell
Jorey Beamesderfer
Anca Boudreaux
Mary Cheung
Rebecca Dirkmat
Deanna Dominguez
Michelle Ho
Lynn Hsieh
Karen Christine Hutchinson
Natasha Garcia
Gerard Fleetwood Johnson
Michelle Kang
Sarah Keeley
Catherine Yuen Ying Lam
Toshiro Lang
Rob Lash
Madonna Lazo
Jennifer McGuinness
Samantha McMillian
Linda Van Mouwerik
Melissa Munich
Bethany Ng
Mathew Sarna-Wojcicki
Julie Streete
Rosely Truong
Cynthia Williams
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Tanya Zuniga

Service with a smile:

Lurie College Alumni Board finds ways to give back

Peggy Anastasia (left) succeeds Dede Bene as Alumni Board president

A FEW YEARS AGO, when Peggy Anastasia received a fundraising appeal from San José State University, she looked in vain for a box she could check that would ensure her donation directly benefited the school from which she had earned her degree—the Connie L. Lurie College of Education.

She wrote in her preference on the form she mailed back, but the experience got her thinking about how she could give back to the school in a more meaningful fashion.

And that, in a roundabout way, is how Anastasia became president-elect of the Lurie College Alumni Board.

"My goal is to connect with past alumni," says Anastasia, who retired in 2005 after 34 years as a teacher and administrator in the Cupertino and San José Unified school districts. Next spring she will take over from her friend, Dede Bene, who is wrapping up her two-year term as board president.

Bene says the alumni board recognizes the work of teachers and provides scholarships for students.

The alumni board is part of the larger university-wide alumni association, Anastasia says, but it has its own budget and funding priorities. For example, when SJSU celebrated its 150th anniversary in 2007 the alumni raised money to pay for a sculpture that was erected in the courtyard of Sweeney Hall.

More recently, a Lurie College graduate who was teaching in Oakland wrote to the alumni board asking for SJSU mementoes for her students who were studying area colleges and universities. Members collected banners, pins and T-shirts for the kids.

Bene, who graduated the college in 1959 with a B.A. in elementary education and spent 30 years teaching elementary school and special education, joined the alumni board in 2000.

At the time, the board was fresh from a major fundraising drive to pay for restoring the Santa Ana One-Room Schoolhouse—an actual 19th century schoolhouse from Hollister that had been moved to History San José for use as an exhibit. It is a destination for school field trips and is used by the Lurie College for alumni events.

"There's a core group that goes back to the One-Room Schoolhouse," Bene says. The alumni board remains involved in the building's ongoing upkeep, she says.

The board has also promoted alumni outreach activities, like the Dean's Reception and Hats Off to Teachers events during the university's annual homecoming celebration each fall, Bene says.

This summer, the alumni board swung into action when a fire—a suspected arson—swept through Merritt Trace Elementary School on San José's west side, destroying a building with the library and 19 first- and second-grade classrooms. Teachers and students lost valuable classroom materials, Anastasia says.

The alumni board bought the teachers $50 gift cards at a local Target store so the teachers could start restocking—and Target agreed to boost the value on each card to $75. Some board members also contributed to a fund to defray the $100,000 deductible on the school's property insurance, Anastasia says.

The board, which meets monthly in the dean's conference room on the first floor of Sweeney Hall, currently comprises 15 to 20 members.

The board's membership criteria are decidedly informal: "Just walk through the door," Bene says.

Anyone who is interested in serving can also contact the dean's office at 408-924-3600.

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Margiotta Memorial Scholarship established

After attending a May 27 event in San José honoring her late father and other alumni of the Connie L. Lurie College of Education, Diane Margiotta was inspired to take things a step further.

"It clicked that I would like to encourage other people to be like my dad and go on to be educators in the arts," she says. "I emailed them back and said I was interested in doing this."

An art teacher herself, she established the Margiotta Family Scholarship in Arts Education to honor her father and assist would-be art educators with their tuition.

Art Margiotta, who died a year ago in a hit-and-run accident in Reno, Nev., at the age of 85, earned a music education degree at San José State in 1951. He taught music and led bands throughout his teaching career while continuing to perform as a saxophonist and clarinetist.

Lurie College Dean Elaine Chin says gifts like Margiotta's are invaluable. "Few teachers can afford to pay off a large debt. Scholarships help ensure that people can choose to do what they love rather than choosing an occupation that helps them pay off their student loans."

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