

IMPACT

*Preparing tomorrow's educators
and teachers today*

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RESEARCH AND SERVICE



Vito Chiala has a not-so-secret dream for his students.

"I would love to see every student who enters this school graduate ready for college," says Chiala, principal of William C. Overfelt High School. "College is the outcome—it has to be, because any student you're graduating who's not prepared for college you're setting up for an inferior life."

It's a bold piece of goal setting for Chiala, who is in his sixth year as principal at Overfelt, historically one of the lowest performing of the 11 comprehensive high schools in the East Side Union High School District.

But Chiala has surprising reason for optimism. Some 400 of his school's nearly 1,500 students are enrolled in one of 13 Advanced Placement classes. And while 80 percent of Overfelt's students are Latino (and 92 percent of students qualify for free or reduced lunch)

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ROBERT BAIN

from the Dean

Spring is a time for renewal and new growth. Whenever I see the first crocuses, daffodils and tulips of the season, I think of our students and their transformations into educators.

Like the flower bulbs, our students are busy storing up their professional knowledge and skills during their time in the Lurie College of Education. Once they graduate, this stored energy powers them throughout their careers as educators and life-long learners. Think of this issue of *Impact* as our flower show, where you can learn about the outstanding contributions made by Lurie College alumni, faculty, staff and students.

At William C. Overfelt High School, Principal Vito Chiala and teacher leader Natalia Baldwin (both Lurie College alums) are transforming the lives of hundreds of high school students through the creation of small learning communities.

Unlike at most large comprehensive high schools, these small learning communities create more personalized experiences for students and keep them from getting lost in the system. This approach has enabled nearly 400 of the school's 1,500 students to enroll in Advanced Placement courses and prepare for college.

Alumna Donna Lewis exemplifies the can-do spirit and energy that characterize so many of our grads. Her drive and persistence enabled her to navigate her way through a variety of careers both in and outside of education (although it is in education that she has had the greatest impact). First an elementary teacher, then school administrator and now an assistant superintendent of human resources, she plays a key role in hiring and developing the teaching staff in the San Mateo-Foster City School District.

The seeding of good ideas can also be found in staff member Sami Monsur's partnership with Hilary Nixon, a professor in the Department of Urban and Regional Planning in the College of Social Sciences. They and Social Sciences alum Zach Lewis created Garden to Table, which brings community members together to build and tend urban gardens while providing fresh fruits and vegetables to a neighborhood that needs greater access to good nutrition.



Here in the Lurie College, Prof. Patricia Swanson has created opportunities for local area teachers to develop their skills in teaching K-8 math aligned with the new Common Core standards. Schools are expected to implement these new standards in the next year, but struggle to support all of their teachers in learning how to do this.

Her Advanced Teaching Certificate program fills this need while helping teachers work towards a master's degree at a pace and in a way that fits their busy working lives.

Like many of our professional development efforts, the Lurie College continues to meet the intellectual and professional needs of our local communities, so that every year we can be assured of a continual blossoming of effective educators.

Elaine Chin

Elaine Chin, Dean
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Natural Resource

ALUMNA DONNA LEWIS EMBRACES NEW PROFESSIONAL CHALLENGES

Everyone knows that in an era of tight budgets, making due with less is the name of the game in public education.

Donna Lewis, who lives with these limitations every day in her role as the assistant superintendent for human resources at San Mateo-Foster City School District, calls it her greatest challenge.

"It is lack of the resources that you need," explains Lewis, a member of the Lurie College of Education alumni advisory board. "California teachers aren't very well compensated right now. It's tough, and the cost of living goes up and up and up."

But for Lewis, the challenges are matched by the rewards of a varied educational career that has taken her from the classroom to the administrative suite.

The co-valedictorian of her high school graduating class, Lewis earned concurrent community college associate degrees in dance and theater arts, married and had a child and started a successful career as a loan officer, but knew something was missing.

"I had begun volunteering in my daughter's classroom, where she had a teacher who wasn't very good," Lewis says. "One day I really got mad and I thought, 'If this lady can do this job, so can I, and I can do it better!' So I came home and told my husband that I wanted to teach and I was going back to school."

She earned her bachelor's degree in creative arts from San José State University, then got her multiple-subject elementary school teaching credential from the Lurie College. She landed her first job teaching a special education day class in the San José Unified School District. "It was trial by fire, learning the ropes," Lewis recalls.

A master's degree in special education soon followed and she wound up work-

ing in the Mountain View schools as a resource specialist.

"My principal said, 'You ought to be a principal,'" Lewis says. She enrolled in the Lurie College's administrative credential program and served as an assistant principal and principal in three schools in the Union School District.

"There's a really strong program here," Lewis says of the Lurie College. "I always want their student teachers. I know that my teachers are going to come prepared when they come through this program."

Soon Lewis was ready for another career change. She was hired by the Cambrian School District as director of personnel. She had little professional preparation for the job.

"There was a huge learning curve!" Lewis says. "I'm a risk taker, willing to try different things. I've leapt from different arenas and reinvented myself again and again."

She drew on skills she had already developed as a school principal. "You're hiring people, you're overseeing people, you're evaluating people," she says. "You have to learn who can do what job legally through their credentialing."

Meanwhile, she was enrolled in a doctoral program at Pepperdine University in Malibu. She flew to the graduate campus in West Los Angeles once a month and submitted her work online.

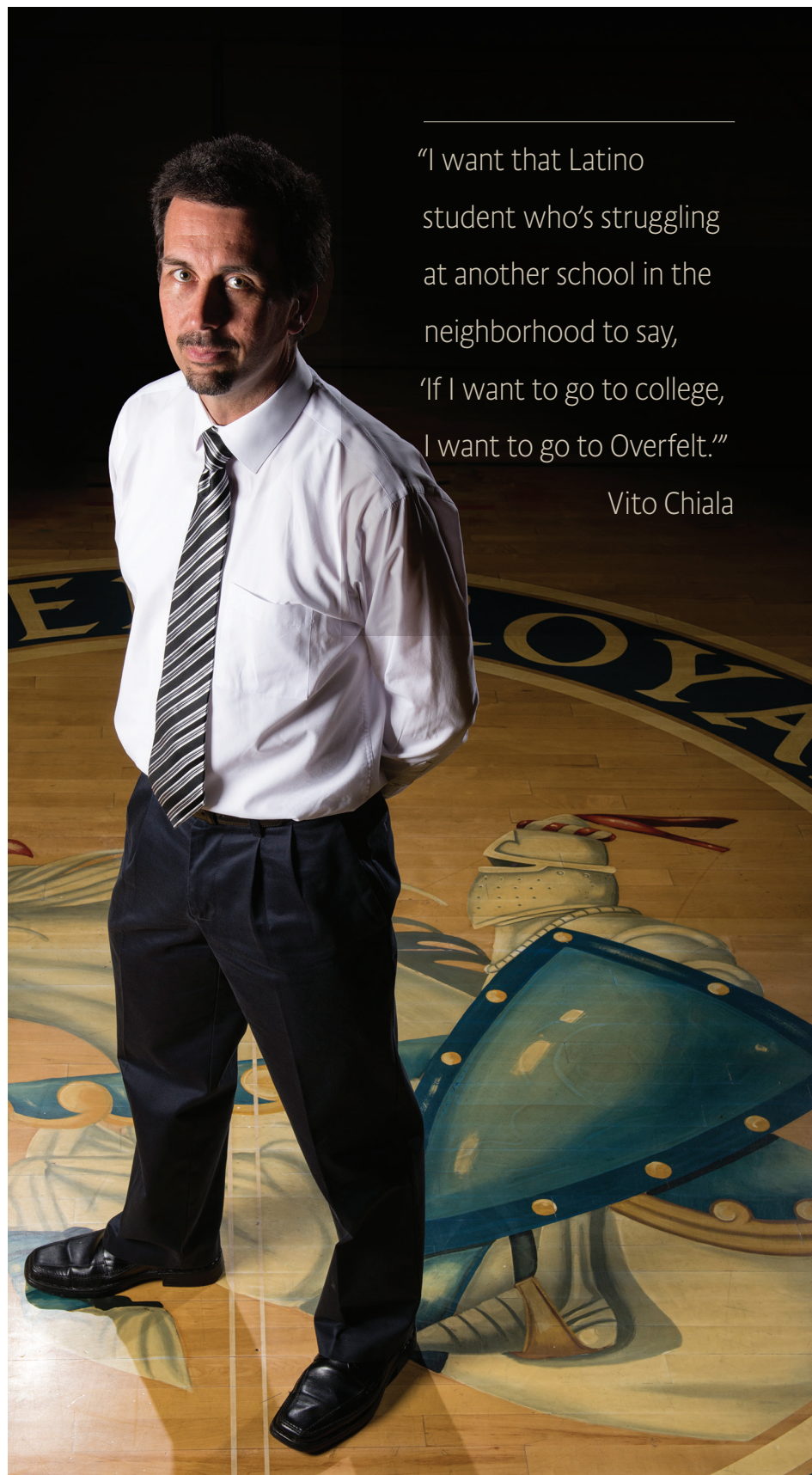
In assuming her current position 18 months ago, Lewis moved to a larger district with nearly 12,000 students, 1,100 employees and her own support staff.

While grappling with limited resources, she faces daunting technical challenges in the form of complex new state pension and federal health care initiatives. "Not even the attorneys know how to interpret some of these laws," she says.

Lewis says her greatest satisfaction as an educator lies in seeing students succeed. As a human resources administrator, "It's helping employees through difficult times," she says.

"For me, it's hitting the balance between being respectful and firm, but getting someone to change what they need to change," Lewis says. "I've been told I do that well. Bringing people in for those tough conversations, confronting people over tough things, but in a really respectful way—that's rewarding." ➡

KARL NIELSEN



“I want that Latino student who’s struggling at another school in the neighborhood to say, ‘If I want to go to college, I want to go to Overfelt.’”

Vito Chiala

it has the highest percentage of Latino students enrolled in advanced AP Calculus in the district.

Impressively, members of last year’s graduating class were accepted at a host of prestigious colleges and universities, such as Georgetown, Boston College and University of California, Berkeley.

Chiala, who earned a master’s degree as well as teaching and administrative credentials from the Lurie College of Education at San José State University, attributes much of the improvement to the introduction two years ago of small learning communities at Overfelt.

The new structure is meant to keep students from feeling lost in a big school while building their sense of educational commitment. “I would say it is the biggest accomplishment,” he says.

“The roots all go back to the work I did as a teacher with other teachers in the very beginning. We changed the way we did professional development. We created a teacher-leadership model where teachers make decisions.”

The restructuring, which required the approval of 73 percent of the faculty, assigned students to one of three houses—the Knights, the Lions or the Torchbearers. Each house features a unique four-year college-preparatory academy as well as one of three upper-level pathways in electronics, multimedia arts or child development and education.

As leader of the Lions House, Natalia Baldwin, who has taught history at Overfelt since 2006, also teaches within the AVID academy (it stands for Advancement Via Individual Determination), an intensive university preparation program that targets first-generation college applicants.

“The AVID program is a huge part of my day-to-day functioning in the school,” Baldwin says. “It’s just such a great experience.”

Within Lions House, two dozen or so teachers mostly see the same students,

day in, day out, Baldwin says. This allows them to identify kids who are struggling and devise a coordinated strategy to address the problem.

“The idea is that when our kids go through their six or seven classes they will experience similar research-based strategies and structures that we’re all using, and that should yield results,” Baldwin says.

Professional development is also part of Baldwin’s job description. Every other Wednesday morning, the Lions House meets to collaborate through the research-based professional development she and a team of other teachers plans. One Thursday a month the staff can attend a teacher leadership meeting to make plans and discuss new ideas. “We are thinking about how we can increase the achievement of students,” Baldwin says, “but we have to start with the teachers and what they’re doing in their classrooms.”

The house model encourages cross-departmental collaborations that would otherwise be unlikely to occur, she says.

When she interacts with science teachers, “I think about how I can run a history class more like a lab,” she says. “I wasn’t thinking that way before.”

A San José native, Baldwin graduated from Lincoln High School, then majored in American Studies with a concentration in race and ethnic studies at the University of California, Santa Cruz. After a couple of years as a massage therapist, she decided to earn her teaching credential in social sciences from the Lurie College.

She took her credential classes on the campus of Independence High School (where she also did much of her student teaching). She was deeply influenced by Prof. Mark Felton, now chair of the Secondary Education department, who specializes in the teaching of argumentation.

“I actually worked with him quite a bit on a few units trying to figure out how to make argumentation be part of lesson plans,” Baldwin recalls. “My kids write a lot

argumentatively in history, which you just don’t see that often. That’s the only thing that really makes history fun.”

Chiala says he misses his own days as a classroom teacher. While the San José native earned a bachelor’s degree in English at San Francisco State University he spent several years managing hotels. “You learn some great skills,” he says. “But at some point you are saying, ‘Do I want my life to be all about making rich people happy, or do I have a greater calling?’”

In 1997 a friend alerted him to a job opening at Foothill High School in the East Side district that could be filled if he

By the middle of Vito Chiala’s second year, 28 of 30 students had gotten their GEDs and many were enrolled in community college.

had an emergency interim credential. “He told me how much fun it was and how great it was to work with kids,” Chiala recalls. “I would say that after the end of my first week I knew I had found my calling.”

He taught English, math, science and social studies to students from disadvantaged backgrounds who were hoping to pass their GED. “I got to be a jack-of-all-trades,” he says. “I had a great experience. I learned in those two or three years with those kids that any kid can learn at the highest level.”

By the middle of his second year, 28 of 30 students had gotten their GEDs and many were enrolled in community college. “They just needed someone who believed in them, and a pathway to success,” he says. “It was a really cool way to start to have that success with those kids.”

He continued teaching there while earning his single-subject teaching credential in English. He remembers having a unique perspective among his classmates as someone who was already on the front lines as a teacher.

“In some cases with some of the classmates I had, a lot of what they were talking about didn’t seem like it was ever going to work in a real classroom,” he says. “It gave me a real critical eye toward the program. I got a lot more practical use out of it than I would have if I wasn’t taking what I learned every night and applying it the next day.”

He followed up with the a cohort-based urban high school leadership program that would lead to a master’s degree in administration.

“That was probably the most profound moment I had in terms of my preparation for what I’m doing now,” Chiala says. “That is a model program for professional preparation.”

He moved to Overfelt, where he spent three years as an English teacher and participated in a successful summer bridge program for incoming freshmen before leaving the classroom to serve as an assistant principal with a focus on scheduling, testing and professional development. He took over as principal in 2007.

These days, Chiala finds many of the most promising incoming freshmen being wooed away from Overfelt by charter schools. He often finds himself making sales pitches to parents, emphasizing his commitment to setting students on a college-bound track.

“I want that Latino student who’s struggling at another school in the neighborhood to say, ‘If I want to go to college, I want to go to Overfelt,’” he says. “It’s really a PR job for us to let people know who we are and what we do.”



Rooms with a view

LURIE COLLEGE CLASSROOM RENOVATIONS NEARLY DONE

Mary McVey punches a code into an electronic lock and opens the door into Sweeney Hall 332, a conference room whose concrete walls, gray linoleum floor and asbestos ceiling date back to the building's construction in the early 1960s.

"This place was awful—like a closet, and no one would use it," says McVey, associate dean of the Lurie College of Education. "For a relatively inexpensive amount of money we transformed it."

Now, the room is equipped with an interactive SMART board, 10 portable white Huddleboards, tables on wheels and 26 orange molded-plastic Move chairs from Steelcase. It's easy to envision groups of varying sizes moving the furniture around to create workspaces that suit their needs.

"The whole goal of what we're going for is flexibility," McVey says. "We have multiple types of rooms now, depending on what a faculty member needs."

Over the past 3 ½ years, McVey has overseen the renovation of all of the Sweeney Hall classrooms managed directly by the Lurie College (the rest are allocated by the university).

Now SJSU's Undergraduate Studies department is drawing on McVey's expertise as it seeks to upgrade classrooms across campus

with new technology to meet 21st century needs. SMART boards, for example, can be used as projectors or, linked to a teacher's laptop, can display Internet content.

"I think for day-to-day classrooms, what we have is really good," she says. "I would say it's highly competitive nationwide."

McVey steps next door into room 331, where the floor is carpeted and the walls have been painted pale blue. Eight Akira multipurpose tables are lined with black chairs and in one corner a U-shaped *media:scape* conference station is set up with two large LCD displays.

"This room was transformed just before the start of Fall 2012 semester," McVey says. "We use this for faculty retreats, professional development, our forum and to facilitate faculty collaboration."

Higher seats set around the perimeter of the room enable users to see over the heads of the people in front of them. Meanwhile, the SMART screen is compatible with Apple TV, meaning the presentation could be controlled with an iPad or iPhone.

"We're piloting the use of that in these classrooms," McVey says.

Upstairs, in Sweeney Hall 448, McVey has installed 24 bright green Node chairs, mobile seating units that feature a writing surface and an under-seat tray for backpack and personal effects.

The chairs can be pushed together so that their desktops create a virtual table.

Huddleboards enable students to gather into groups to work on tasks, making the classroom decentralized. "This is an example of where there's no front or back of the room," McVey says.

The classroom upgrade process was launched in 2008 when alumni Donna Lenz Rooney and Marla Duino Lenz made a gift to the Lurie College to enable creation of a SMART board-equipped classroom—a first for the San José State University campus.

"That really started the whole thing," McVey says. When the college faculty was polled about their priorities, "they expressed a desire for more interactive rooms," she says.

Twenty-five Lurie College faculty members have been trained to use the SMART boards, McVey says. Their use is still evolving in higher education, but familiarity with them is a must for would-be teachers going out into local public schools, which are increasingly equipped with the technology.

"It's important for our student teachers to know how to use them," McVey says. "The districts are looking for people with these skills."

In Sweeney Hall 446 McVey has created a soon-to-open student collaboration workspace that has been equipped with a scanner and a long bar with multiple power outlets, perfect for setting up laptops. Lounge chairs and red couches complete the décor.

Down the hall, McVey enters an empty university-operated classroom that is being converted to a "lecture-capture" suite, equipped with video cameras and microphones embedded in the ceiling.

"Everything that goes on in this classroom can be recorded," says McVey, who selected the furniture. "This is one of the few lecture-capture rooms on campus."

With only a few university-operated classrooms left untouched, the Sweeney Hall classroom upgrade process is nearly complete, McVey says. She expects it will pay dividends in the form of a better experience for Lurie College students.

"We've made an investment," she says. "When you create an atmosphere that shows you care about the people in it, then the people respect that and the people in it." ➡





It all adds up

TRAINING TO TEACH THE COMMON CORE MATH STANDARDS

It's probably a safe bet that most elementary and middle school teachers have grasped the principles of arithmetic and basic mathematics.

But as Patricia Swanson likes to say, "The knowledge for teaching math is not the same as, 'Can I do math?'"

Which is why Swanson, an associate professor of elementary education, has recently won approval for a certificate for teaching the new Common Core math standards.

Beginning this summer, Swanson will teach four related courses in the Lurie College of Education, two for K-3 teachers and two for those who teach grades 4 through 8. Those pursuing the Advanced Teaching Certificate in Common Core Mathematics would need to take three of those courses, she says.

California is beginning to implement the new standards, which have been adopted by 45 states. "This is a move toward a federal standard," Swanson predicts. "Districts are really scrambling."

U.S. math instruction tends to be broad, but shallow, Swanson says. "The Common Core is trying desperately to be more coherent, and go deep. If we can really make it happen in classrooms it will be a great improvement in math standards."

The Common Core includes a focus on mathematical fundamentals, such as persistence in problem solving, learning to use tools and modeling with mathematics, Swanson says.

"It is hoped this will lead to a deeper engagement with the discipline," she says. "That would be a big change for most classrooms."

The problems with math education start with teacher preparation, Swanson says. "Math probably does not get enough emphasis in their education," she says. "They could use more background in math instruction."

Meanwhile, students develop negative attitudes toward math early, leading to steadily declining performance in grades 4 through 8. "Kids' belief that they can do math, and their belief in its relevance also declines," Swanson says.

Her new courses take up this challenge. While the primary focus is on developing teachers' mathematical knowledge for teaching, the courses also address teaching resiliency in math, persistence in problem solving and developing the academic language necessary for success in mathematics.

"The social-emotional dimension for teaching and learning intersects with the language of math and with mathematical knowledge for teaching," Swanson says.

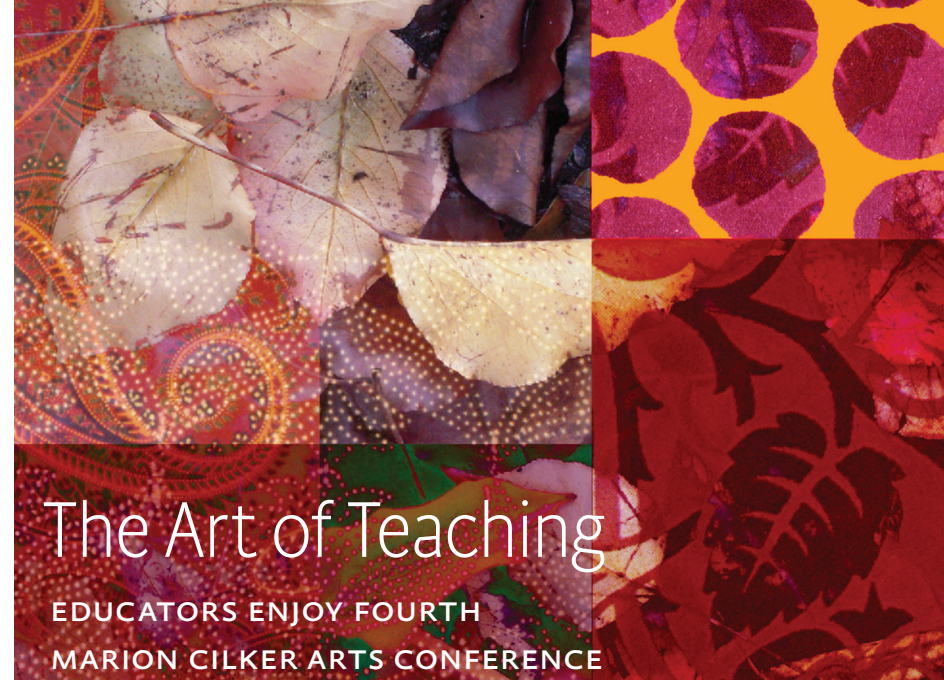
Credential program graduates were surveyed as the certification program was being developed, Swanson says. "Forty percent of respondents said, 'Wow, I would like to come back to do this,'" she says. "The challenge for us in filling the courses is whether teachers can afford to pay tuition."

With the help of a pilot grant from the Silicon Valley Community Foundation, Swanson wants to build professional learning communities for participating teachers. She hopes to attract groups of teachers who work together. "I really would like to encourage teams of teachers to come so they could support each other," Swanson says.

An added attraction is that nine units from the certificate could be applied toward a master's degree in curriculum and instruction. "We hope it will serve as a vehicle to grow our master's program," she says.

Swanson says implementation of the Common Core "would be a big change" for most classrooms.

"Whether we can pull it off is all in the hands of teachers," she says. "I believe we can pull it off." ➡



The Art of Teaching

EDUCATORS ENJOY FOURTH
MARION CILKER ARTS CONFERENCE

Creativity was in the air in the week leading up to Thanksgiving, as the fourth annual Marion Cilker Conference for Arts in Education brought together students, teachers and arts educators for a two-day whirlwind of workshops.

Co-sponsored by the Lurie College and the Santa Clara County Office of Education (with support from the College of Humanities and the Arts, the California Kindergarten Association and Montalvo Center for the Arts), the event kicked off on Friday, Nov. 16. Some 300 Lurie College of Education students gathered on campus for a keynote speech by Louise Music, head of the Alameda County Arts initiative.

Then everyone headed to workshops on how to incorporate theater, music, dance, digital storytelling and fine arts into classroom instruction, says conference co-organizer Robin Love, an associate professor of Child and Adolescent Development.

The next day, 125 preschool-through-eighth grade teachers met at the Santa Clara County Office of Education for their own round of workshops.

They viewed a presentation memorializing the late Marion Cilker, a San José State University alumna and arts patron,

whose gift made possible the arts education conference.

"She had a real joy in terms of seeing the arts and participating in the arts," Love recalls. Cilker's gift pays for undergraduates and Title I teachers to attend the conference for a nominal fee, Love says.

This year's program also featured an arts expo that drew two dozen representatives from local arts organizations, such as the San José Museum of Art and San José Jazz. "They came just to show the kinds of resources they have for parents and teachers," Love says.

Presenters included arts and resource teachers, San José State faculty members and representatives of the San Francisco Opera and TheatreWorks of Silicon Valley. "We have been really fortunate to have a rich pool to draw from," Love says.

While Cilker's original gift provided for supporting the conference for 10 years, "Our goal is to find funders or enough participants so that it could become self-supporting," Love says.

Planning is underway for the 2013 Cilker conference, which is scheduled for Nov. 15-16, she says. "I don't want to see this end in five years," Love says. "We would like to see this go on forever." ➡

SCHOLARSHIP RECIPIENTS

SPRING 2013

BERNARDINE GOULARTE SCHOLARSHIP (K-3)
Elizabeth Rotolo

CATHERINE BULLOCK SCHOLARSHIP
Alex Bohnhoff

CHARLOTTE B. STELLING SCHOLARSHIP
Andrea Thomas

CLAUDIA GREATHEAD SCHOLARSHIP
Julie Nguyen
Jerry Sun
Julie Shapland

COLLEGE OF EDUCATION ALUMNI BOARD
Christine Adams
Robin Hellyer

DEVORE-CRUMBY SCHOLARSHIP FUND
Sonya Chapman-Morley
Milan Shah
Rina Suturia

DOLORES DELMAESTRO RANERI SCHOLARSHIP
Yu-Chieh Kuo
Rena Musallam
Charles Edward Smith

DR. COLLEEN WILCOX SCHOLARSHIP
Venetta Ivanova Barzakov

E.A. ROCKY SCHOLARSHIP
Angela Renee Gonzalez

ELAINE ANDERSON MEMORIAL SCHOLARSHIP
Carolina Avalos

ELDEN J. & FLORENCE G. BELANGER SCHOLARSHIP
Daniris Smith

FLORIAN & GRACE DEFOREST NIEMCZIEK ENDOWMENT
Amie Lam

HELEN NEWHALL PARDEE SCHOLARSHIP
Mouna Salahieh
Tawney Smith

JOHN & PETER LAZNIBAT SCHOLARSHIP
Tye Ripma

LOUISE LOUBATEIRE SCHOLARSHIP
Colin Hannon

MARLA DUINO LENZ SCHOLARSHIP
Carla San Jose

MARION CILKER SCHOLARSHIP
Alissa Weinstein
Monique Vasconcellos

MAXINE HUNT FINK & DR. JACK E FINK SCHOLARSHIP FOR K-8 TEACHERS
Vanessa Hulgán

MICHELLE D. BEE SCHOLARSHIP
Samantha Damestoy
Robert Dreyfous

NANCY STRAIN-TAYLOR SCHOLARSHIP
Laurie Fialat

PAMELA MALLORY SCHOLARSHIP
Jennifer Junghee Wu

THE PHIL AND ELEANORE ANASTASIA SCHOLARSHIP FUND
Scarlet Darmousseh
Rebecca Parker

PHYLLIS LINDSTROM SCHOLARSHIP
Barbara Mastman
Carvette McCalib
Russell Michaud
Milara Gatkce

RICHARD CAMPBELL BAUGH SCHOLARSHIP
Paula Oakes

ROBERT & LORAIN PEDRETTI SCHOLARSHIP
Michael Prehn

ROBERT L. & ELEANORE BRADY EDUCATION FUND
Rita Lung

WILLIAM H. SWEENEY SCHOLARSHIP
Lorena Lopez



Growing new connections

URBAN GARDENING PROGRAM BUILDS COMMUNITY

The densely built Five Wounds-Brookwood Terrace neighborhood might not be the first place one would visit in search of locally grown fresh fruits and vegetables.

But the area is home to a thriving urban-garden movement thanks to Garden to Table, a program spearheaded by a pair of San José State University employees. Some two dozen regular volunteers tend gardens and pick fruit from backyard trees, donating the harvest to a local food bank for distribution.

The group’s mission to bring fresh, wholesome food to city dwellers was recently recognized as a sterling example of social entrepreneurship by the Silicon Valley Innovation Challenge, an annual contest run by the College of Business.

It also earned a shout-out from San José city council member Sam Liccardo at the 2013 Mayor’s State of the City Event in February.

It all started three years ago, when Sami Monsur, a resource analyst for the Lurie College of Education, replaced her front lawn with raised planting beds built from recycled wood, then invited three neighboring families to grow vegetables there.

Immigrants from rural Mexico, they have harvested corn, squash, beans, peas, tomatoes and onions, Monsur says. “It takes them back to the land,” she says. “It’s really, really nice to see.”

Imelda Rodriguez, community director for CommUniverCity, got wind of what Monsur was doing. “She said, ‘Hey, let’s see if we can do something with this,’” Monsur recalls.

That’s when Hilary Nixon, a professor of Urban and Regional Planning who grew up on a small farm on Canada’s Vancouver Island, got involved. Nixon and some of her students joined with Monsur and other community members to form a steering

committee within CommUniverCity that evolved into Garden to Table.

“We wanted to provide a more regular contribution of fresh fruit,” Nixon says. “This is fruit grown in our neighborhood to help neighbors in need.”

In addition to the nutritional benefits, the gardening program builds a greater sense of community, Nixon adds. “They’re interacting with their neighbors, face to face, several times a week.”

In the past few years, the group has built 19 home gardens, two of which are shared with neighbors who do not have their own land. Over the past nine months volunteers have also installed gardens at three apartment complexes, Nixon says.

Garden to Table is also building a community garden and education center in the William Street Park east of campus on land in the Coyote Creek watershed belonging to the Santa Clara Valley Water District, Nixon says. It is expected to accommodate 20 families.

The group also operates a neighborhood gleaning program, in which volunteers identify fruit trees growing on residential lots, contact homeowners and seek donations to a local food bank.

Pickers typically drop by several times a month, harvest the fruit, weigh it and deliver it to the food bank, Nixon says. The program has donated 15,000 pounds of fruit so far – “all local, all organic,” she says.

Thanks to San José’s mild climate and the fact that many residents have planted orange, tangerine, grapefruit, lemon, pomegranate, peach, apricot, fig and apple trees for ornamental purposes, there is abundant fruit available, Nixon says.

Vegetables can also be grown year-round: peas, lettuce and onions in the spring, tomatoes and peppers in the summer and greens, broccoli, Brussels sprouts and kale in the fall and winter.

Teaching kids to love fresh food is an important component of Garden to Table’s

vision. Gardens have been built at several local schools with the participation of children and their parents.

“People, especially kids, love watching food being grown,” Nixon says. “They’re more likely to eat it. Getting to taste food that you’ve grown is really important.”

Garden to Table is planning a full-fledged “urban farm” on an empty lot in a low-income community that would allow for more intense vegetable production.

Equipped with greenhouses and taking advantage of aquaponics, worm composting and other techniques, the farm should be capable of generating revenue through value-added products like pestos and jams that could be sold to local restaurants.

Project Coordinator Zach Lewis, who recently completed his master’s degree in urban planning, plans to plant a 5,000-square-foot experimental plot in the Willow Glen section of San José. “That will be where Zach tests some of the techniques he wants to use,” Nixon says.

Meanwhile, plans are afoot to organize Garden to Table as a freestanding non-profit organization that is capable of sustaining itself (until now it has been funded through grants). “That will be a big piece as we go forward for the urban farm,” she says.

When the Garden to Table model was entered into the social innovation category of this year’s Silicon Valley Innovation Challenge, the idea won second place. Nixon says.

That prompted Lewis to launch a Kickstarter fundraising project with a goal of collecting \$15,000 to help cover incorporation costs, salaries and equipment. The effort raised more than \$16,000 from 166 backers.

Meanwhile, Monsur, who says her water bill has not changed since crops replace turf grass, is grateful for what she has gotten out of the project.

“The best part,” she says, “is the sense of community with everyone.” ➡

FACULTY RESEARCH

Roberta Ahlquist co-authored (with Virginia Lea and Dang Yang) a chapter titled “Through Anti-Democratic Lenses – How Social Justice Teachers Challenge Inequities in Curriculum,” for *Critical Pedagogy in the 21st Century*, Brad Porfillo and J. Malou, eds, (Dubuque, Ia., Kendall Hunt, 2013).

Patricia Sequeira Belvel wrote “Lighting the Path for Children: Parents are their Child’s First Teacher,” for the *CSE Enlightenment Journal* (Summer 2012).

Rocio Dresser published a chapter titled “Prologo” for *Exploraciones sobre el aprendizaje de lenguas y contenidos en programas bilingües*, A. Truscott de Mejía, B. Peña Dix, M.C. Arciniegas de Velez, M.L. Montiel Chamorro, eds, (Colombia, Ediciones Uniandes, 2012).

Brent Duckor co-authored (with Daniel Perlstein) an article titled, “Assessing Habits of Mind: Teaching to the Test at Central Park East Secondary School,” for *Teachers College Record* (in press).

Maria Fusaro co-authored (with Paul L. Harris, Kathleen Corriveau, Elisabeth S. Pasquini, Melissa Koenig and Fabrice Clement), a chapter titled, “Credulity and the Development of Selective Trust in Early Childhood,” for *Foundations of Metacognition* (Michael Beran, Johannes Brandle, Josef Perner and Joelle Proust, eds.), (Oxford, England; Oxford University Press, 2012). With Paul Harris and Barbara Pan, she also wrote “Head Nodding and Head Shaking Gestures in Children’s Early Communications,” for *First Language*, 32 (4) (2012): 439-458.

As a Fulbright Scholar visiting South Africa to study the commitment to inclusive practices for children with special needs, **Rebekka Jez** will present a monthly educational seminar at the University of Johannesburg Soweto Campus for professors, preservice teachers, principals, teachers and families. She will also visit the University of Zululand and University of the Western Cape.

Michael L. Kimbarow co-authored (with Celia Hooper and Alex Johnson) a chapter titled, “Outcomes in Higher Education” for *Outcomes: Principles and Practices in Speech-Language Pathology*, Lee Ann Golper and Carol Fratelli, eds., (New York, Thieme, 2012).

Jason Laker co-authored (with C. Naval and C. Ugarte) a chapter titled, “The Development of Civic Competences at the University Through Community Service-Learning Pedagogies,” for *El valor de la educación. Homenaje al profesor*, Emilio López, Maria del Carmen Ortega Navas (ed.), (Madrid, Spain, Madrid Editorial Universitas, 2012).

Roxana Marachi presented “Social Media and Science Education: The Power of Connection for Professional Development,” at the *California Science Education Conference* in San José (Oct. 19, 2012).

Colette Rabin wrote “Don’t Throw the Rocks: Cultivating Care with a Pedagogy Called Rocks-in-the-Basket,” for *Journal of Research in Childhood Education* (2012, in press). With **Grinnell Smith**, she presented “Beyond Sitting and Listening: When Theory Shapes

Classroom Management,” in San Diego, Calif., at the Fall 2012 conference of the *California Council on Teacher Education* (October).

Noni Reis presented “Social Justice Leadership Preparation Programs” at the *California Association of Professors of Educational Administration* conference in San Diego, Calif., (October 2012).

Nadia Sorkhabi and Jelani Mandara co-authored a chapter titled, “Are the Effects of Baumrind’s Parenting Styles Culturally Specific or Culturally Equivalent?” for *Authoritative Parenting: Synthesizing Nurture and Discipline for Optimal Child Development*, Robert Larzele, Amanda Morris and Amanda Harrit, eds., (Washington, D.C., American Psychological Association, 2012).

FACULTY SERVICE

Roberta Ahlquist participated in a panel discussion with Henry Gutierrez, Ruth Wilson and Cheree Aguilar Suarez titled, “The New Deal: The State of Hope, Progress and Freedom,” sponsored by the *African American Faculty and Staff Association of San José State University* (October 2012).

Michael Kimbarow served as president of the *Academy of Neurologic Communication Disorders and Sciences* (2012).

As the 2013 Inaugural Visiting Scholar of the School and College Organization for Prevention Educators, **Jason Laker** will provide education and mentoring for the *American Education Research Association*. He will also serve as a reviewer for the AERA 2013 Conference Program Submissions, International Studies (SIG #54) and Critical Examination of Race, Ethnicity, Class and Gender in Education (SIG #27) and assists in developing the conference program.

Elba Maldonado-Colon serves as a member of the *Association of American Colleges of Teacher Education Meetings and Professional Development Committee*.

Roxana Marachi provided federal-level advocacy for communication to schools regarding evidence-based alternatives to zero-tolerance policies for the third annual *U.S. Department of Education Bullying Prevention Summit* in Washington, D.C. (August 2012).

Noni Reis served as an editor for Volume 25 of the *CAPEA Journal*, a publication of the *California Association of Professors of Educational Administration*.

Sandra J. Zampino was selected as a member of the *California Commission on Teacher Credentialing Bias Review Committee* for the California Basic Educational Skills Test (CBEST) and California Subject Examinations for Teachers (CSET) Writing Skills Examination. She also was selected as a member of a strategic planning action team for the *Association of California School Administrators*.



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