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IMPACT, Fall 2016

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IMPACT

*Preparing tomorrow's educators
and teachers today*



GREAT TEACHERS

Two Lurie grads honored for their work

Raitlin Jenkins' freshman English class at Santa Teresa High School in San José is creeping out over Edgar Allan Poe's poem "Annabel Lee," especially when it dawns on them that the bereft protagonist is actually crawling into the tomb to sleep with his dead beloved.

The 29-year-old teacher poses this question: "Why on earth would we allow ourselves to be interested in a thing like that?"

The answer comes back quickly from among the sea of hands: "Because we relate to the feeling of loss."

That earns one of Jenkins' most common kudos: "Boom!"

"We can all think of one person we would climb in a tomb for," Jenkins tells the freshmen. "And that is why Poe was popular—because he's the one who wrote it down when everyone else was, 'I know what you're feeling, bro, but weird.' When we watch

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FROM THE DEAN

Are good teachers born with the talent that allows them to engage students and cultivate learning? Or can anyone be taught to be a good teacher?

This question lies at the heart of many reform efforts in teacher education. However, this simple dichotomy does not get at the nuanced ways in which we need to think about the development of our teacher workforce. In this issue of *Impact*, we get a glimpse of the complicated paths that people take in becoming not just a good teacher, but one that others recognize as being exemplary.

These two veteran teachers—Ryan Pryor and Kaitlin Jenkins—display the passion for learning, critical self-reflection and the drive to serve their students that distinguish great teachers from merely good ones.

For Ryan Pryor, the path to exemplary teaching involved failure and the willingness to change. While many casual observers might have seen Ryan's early enthusiasm and student engagement as good teaching, his principal was smart enough to ask him the right question: what were his students learning? Ryan's response to this challenge helped him redirect his energy from entertaining his classes to searching for evidence that his students were learning. That redirection of focus from self to students was also a part of Kaitlin Jenkins' story in her journey to becoming an exemplary teacher.

They both received their undergraduate degrees from San José State University and are graduates of our teaching credential program at Lurie College. We congratulate them on their accomplishments—and we'd like to think our own great faculty had something to do with their success.

On the other end of the experience spectrum are two teacher candidates, recipients of newly funded full scholarships for student teachers beginning their preparation in our

multiple subject and single subject credential programs. Both Michael Espinoza and Jake Young exemplify the passion for learning and serving others that drive people to choose teaching as a career. As they complete the credential program and move into their teaching careers, I expect we will be featuring them as outstanding alums in future issues of *Impact*.

The Lurie College continues to expand its faculty with additional new hires. Meet the latest additions to our faculty in the story featuring Lara Kassab, Nidhi Mahendra and Danielle Mead. Each brings her own unique talent and interest to a faculty already known for its diversity of research interests, expertise in teaching and commitment to service.

And please join us this fall when we open our new Student Success Center in Room 107 in Sweeney Hall. We anticipate it will be filled with Lurie College students taking advantage of services designed to help them succeed in their programs and launch themselves as new professionals.

Go Spartans!

Elaine Chin, Dean
luriecollege@sjsu.edu

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GLOBAL REACH

Sharing knowledge across borders

Lisa Simpson, an assistant professor in the Department of Special Education, is not so far removed from the elementary school classrooms where she spent most of her career working with students with severe autism. She remembers the time and resources it takes to find illustrations, laminate and Velcro and assemble folders of games and lessons to fill a classroom.

“I have that understanding of how to put together those materials and make it meaningful to a teacher,” Simpson says. So it’s not surprising that she has developed an expertise in helping schools for children with autism become more effective in developing countries where materials are harder to find.

“Especially in the Bay Area, when we have so much, we often don’t stop to think about what we have,” Simpson says. “In other parts of the world individuals with autism aren’t even accepted into society. They can’t come out of the house and the family doesn’t have any idea what to do with them.”

Simpson’s first foray into international work began in 2011 when she was still a doctoral student at the University of San Francisco. She was asked to write a chapter on autism for a teacher training manual for a large refugee camp in Malawi. Learning of the limited resources and lack of understanding of autism was Simpson’s introduction to how to think about autism education through a different lens.

Before she had been offered the position at San José State, Simpson was invited to China to help two new schools for children with autism. Because there was no special education mandate, parents of children on the autism spectrum and others raised money to start private schools. She visited a school in Nanjing started by parents and a school in nearby Suzhou started by a medical doctor.

In Suzhou the doctor pulled her aside and said, “I have the building and I got the



money and I got these materials, but I don’t know what to tell the teachers to do.”

Back in the U.S., Simpson used the university’s WebEx system to conference with two teachers and an administrator in Nanjing for a year, translating lesson plans and PowerPoints and explaining some of the foundations of special education in the United States—individualized lessons and developing assessment measures.

“The teachers were trying as best they could,” Simpson says, “a lot of singing songs together, art activity, playing games. Those aren’t bad things. But they didn’t really have any understanding of how to really target skills and get interventions in.”

And two years ago her international reach found another country. At a conference in Namibia, she was flagged down after a presentation by a woman from Zimbabwe who was trying to open a school for students with autism and was desperate

to get a look at the folders full of classroom materials Simpson had used in her presentation. Simpson realized she could easily reproduce the material back in the States, but in Africa there’s not a Kinko’s in every town. So she handed over her folders.

“A year later at a conference in Poland,” Simpson recalls, “I’m standing on one end of a hallway and I hear, ‘Lisa, Lisa.’” Her colleague from Zimbabwe reported she had gotten her school open and used those materials to train 67 teachers.

Simpson has since worked with teachers in Beijing who will visit San José State this fall. They will attend a Lurie class, undergo some training on campus and visit local public schools.

Simpson never set out to cross international borders in her work. “This just sort of fell upon me and this is important,” she says. “I feel like it’s my way to give back. I need to share this if I can.” ➔

Michael Espinoza (left) and Jake Young



ASPIRING TEACHERS GET A BOOST

Thanks to an anonymous donor, the Lurie College is now able to offer two full scholarships each year to aspiring teachers. Recipients of the Dean's Scholarship, who receive \$15,000 to pay for tuition, fees and books and living expenses, are chosen by a panel of faculty members who look for talent, passion and drive—the building blocks of a great teacher. The winners of the scholarship for the 2016-2017 academic year are a native of East San José who aspires to teach high school English and an environmental studies major who found his happy place in elementary school classrooms. Meet Michael Espinoza and Jake Young.

Michael Espinoza took a seven-year detour from higher education in his twenties. Now, in the first year of his secondary education credential program in the Lurie College, he's all in.

This semester he started student teaching in English at Branham High School in the Campbell Union High School District. "I feel like I've been wanting to do this for my entire life," he says. "Even these couple weeks that I've been in the classroom I've been thinking, 'This is where I belong.'"

Espinoza is proud to be receiving a Dean's Scholarship from the Lurie College. "It has been a big help," he says.

Espinoza grew up in East San José and graduated from Gunderson High School. He started at DeAnza College, but dropped out to work full time for seven years as the associate editor of a small community newspaper at a country club in Evergreen.

"It was a good job, but it got mundane," he says. "I realized I needed to complete my education."

He returned to DeAnza, where he completed his coursework in 2014 before transferring to San José State. There, he became active in supporting other students with backgrounds similar to his, interning for the ¡Adelante! Chicana/Latina Student Success Task Force.

He graduated last spring with his bachelor's degree in English in preparation for teaching. "It was really helpful," he says. "I felt those classes that were more geared toward education were vastly more applicable to what I was going to be doing."

Over the summer, he received an email announcing the Dean's Scholarship while taking his first classes in the Lurie College. "I wasn't sure if I was eligible," he says. "One of my professors said, 'This is the last chance to apply for this, and not many people have—you should do it.'"

Espinoza credits his mentor teacher at Branham with giving him room to stretch his wings while putting to use some of what he has already learned in the Lurie College. "For the most part, she's letting me have free rein, and it's been great," he says.

Espinoza looks forward to running his own classroom someday. "I'll probably be teaching in an East Side school," he says. "I do connect with lower-income students, because that's where I came from, and because I identify with the issues they're facing."

What got Jake Young thinking he should turn from a career in the sciences to a career in the classroom was a job leading science-based hikes in the redwoods for the Walden West Outdoor School. While his undergraduate degree from UC—Santa Barbara was in environmental studies, Young found his greatest satisfaction in interacting with 5th and 6th graders. "I loved the 'aha' moments," says Young, who at 27 is in his second semester of a year-long master's degree and teaching credential program at Lurie College. "Showing them something new and seeing when that veil comes away and they got it. It's an amazing experience."

After the outdoor education job, Young inched toward the classroom. He was hired to coordinate a program that matches community volunteers with young readers at Vargas Elementary School in the Sunnyvale School District and decided that K-5 was where he felt at home.

"It's a fun age," says Young. "You can really teach them a lot in a year."

Like a lot of new and experienced teachers, Young can trace his passion back to his own education.

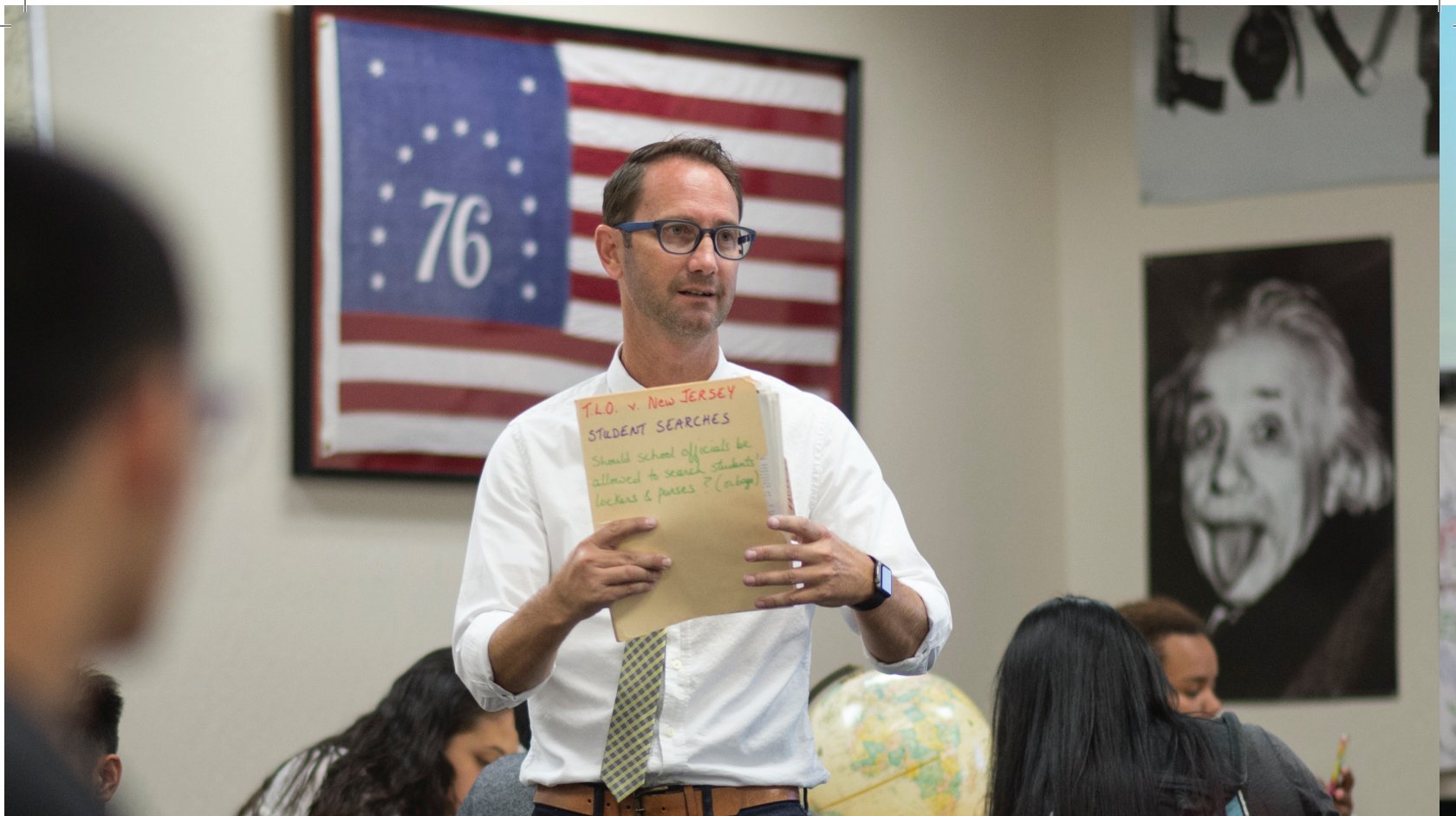
"Mrs. Slater, third grade," Young says. "She could find what it was about you that was special and bring it out."

Now that he is student teaching—right back at Vargas where he led the Reading Partners program—Young is soaking up the lessons of the first-grade teacher he is teamed with and beginning to co-teach. "You need to be on, for sure," he says. "You're involved in 30 different relationships every day."

Vargas is a Title I school, a school with a large percentage of low-income students that qualifies for financial assistance from the federal government. When he receives his credential next year, Young hopes to find his own classroom in a Title I school.

"I feel like as a teacher we are resources and where we use our resources makes a difference," he says. "For me, I want to be in an area where they especially need good teachers. That's my calling. I have effort and energy to give and that's where I want to be."

Young has one regret about the Dean's Scholarship—that its funder has chosen to remain anonymous. "It's a huge blessing and I'm just very, very grateful," Young says. "I would kind of like to shake their hand." ⇨



Ryan Pryor delves into the U.S. Constitution in his senior government class at Independence High.

those scary movies now, it's because he laid the foundation. He wrote about things that the people around him were thinking but didn't want to say out loud."

Jenkins—or Ms. J as she is known at Santa Teresa—has been teaching only six years, but she has made an impression. Students arrive early to her classes. They wander into her room between classes. They bring their friends by to get a look at the teacher they've been raving about. And they even forgo sneak peeks at Snapchat on their phones while they're in her class, a tall order for high school freshmen.

"She feels real," says Collin Bartolomei, a senior who took Jenkin's American literature class as a junior. "She talks like a person, not like a teacher. And so you really listen to her and remember what she says."

Bartolomei and a room full of freshman aren't the only ones impressed. Jenkins was named the East Side Union High School District's "Teacher of the Year" for 2016.

For Jenkins, who calls her freshmen "my little babies" and everyone else "my peeps," getting to a point where she was not only entertaining but leading students to their own conclusions—the guts of learning—has been a process. The double San José State alumna—a B.A. in English in 2009 and a single subject credential from the Lurie College in 2011—says she is still learning to lecture less and ask more questions.

"I can give them 15 minutes on Poe," Jenkins says. "I did that this week and they were entertained by it because I made him dark and dreary and fantastic—but only for that amount of time. You have to let them carry the load."

CONNECTING WITH KIDS

On the other side of San José, it's the last period of the day and everyone in Ryan Pryor's senior government class has been at Independence High School since around 7 in the morning. But the energy level does not sag as Pryor, in his work uniform

of dark wash jeans, a dress shirt and tie, bounds around the classroom in driving mocs (no socks), bending over groups working their way through dense packets on famous Supreme Court cases.

"What do you think?"

"Hmmm."

"Nice!"

"That's good."

"Oh, you got a good one."

After high school in a small town in Calaveras County, Pryor moved to Santa Cruz to become a surfer. Then he was a youth minister. And that led him to wonder if he might do OK with teenagers in a different setting—the high school classroom.

"I realized at that point not only did I like them and enjoy being around them," Pryor says, "but that I did a pretty good job with them."

Now in his 17th year of teaching, Pryor still bounces around his room and manages to keep a group of 17- and



Kaitlin Jenkins confers with a student in her freshman English class at Santa Teresa High.

18-year-olds rapt with a story about the time he and his middle school friends discovered some dynamite in Billy Anderson's barn.

"I just think he's a fun person," says Bin Do, one of the seniors in his history class. "People give him respect because he's someone worth giving respect to."

This year, a panel of experts agreed. Pryor was chosen as one of five California teachers for the prestigious Carlston Family Foundation's "Outstanding Teachers of America" award.

Pryor, who graduated from San José State with a degree in history in 2000 and a teaching credential in 2002, counts his long-term successes by the number of students who stay in touch with him and his short-term successes with every nod of the head or hand in the air.

"What I've discovered is that I'm really good at inspiring people," Pryor says. "And I can kind of gauge that by if they're involved in the class, if they have a reaction

to what's happening or if they stay behind and ask me a question, or if they do really exceptionally on a writing. You can see somebody get inspired. So I count that as a success."

BEING GOOD AND GETTING BETTER

Great teachers are sometimes born, but more often they are developed at education colleges like Lurie and by important mentors in their first years in the classroom.

Jenkins came to the classroom in her first year with loads of pep and an infectious love for literature. She didn't need any major guidance in her first years at Santa Teresa, but she still remembers the words of a mentor who observed her class during her first year.

"He said, 'You're working harder than they are and they should be working harder than you are.' I learned that lesson," says Jenkins. "What will cause it to stick? Me in the front talking? Or them getting to

it on their own? I do a lot more facilitating and leading."

Pryor was thrown into the classroom as soon as he got his B.S. because of a teacher shortage. He went to school at night for two years to earn his credential while he was teaching English by day at Independence. He felt his energy and connection with teens would carry him through his first years and he thought success meant being popular.

"In the beginning I was really all about making sure everyone had a good time," Pryor says today. In his fourth year at Independence High, the principal visited his class and delivered a wake-up call.

"I was pretty confident," Pryor says, laughing. "Gosh, the kids love me. I'm doing great. And so he watches me and after everyone leaves he says, 'Well that was really engaging and exciting, but can you tell me what your students learned today?' He said, 'You're doing a good job entertaining them, but you're not teaching





them anything.' I felt so terrible. I felt like a loser."

The principal came back for the next two days and taught the class while Pryor watched.

"He taught what I was teaching and did it better than I was doing and the kids were totally engaged. I just needed to put emphasis back on my subject area and to look for ways to engage my students into the subject matter, not to engage them into me."

Pryor has learned to keep learning by seeing how his material connects and delivers results. "I think I'm the same guy I was when I started but I've definitely become more effective," he says. "I've always been fun and full of energy, but I think I teach my subject much more efficiently and I just do a better job on a daily basis."

FINDING INSPIRATION WITHIN

Pryor and Jenkins both teach in challenging environments. Independence High has an enrollment of more than 3,000 students and is one of the most diverse in San José. Its students are Vietnamese, Hispanic, Filipino and a list of other ethnicities.

"It's urban and diverse," says Pryor. "I'm the only white guy in the room five periods a day and I like that a lot. Coming from a town where everyone was white, a little hick town in northeast California, this feels like the world is really big. I came from this tiny spot and I'm experiencing big things."

Jenkins was placed in East Side Union as a student teacher and never thought of leaving.

"It gave me practice in a school with higher-needs kids and that is where I want to be. I owe that to San José State."

Santa Teresa has about 2,200 students, about 70 percent minority and about 20 percent economically disadvantaged.

One of Jenkins's first challenges at the beginning of every semester is to take a diverse group of 20 to 25 teenagers and form a family. One of the ways she does that is with repeated call and response: "Hey class!" "Hey what!" Another is with a daily exercise to break up a longer period. Midway through class, Jenkins hauls her kids outside, they form a circle and play a fast-twitch muscle game of trying to catch a classmate's finger. Everyone is laughing and

squealing as fingers get grabbed and the circle tightens.

Everyone releases some energy so they can settle down for another half hour of Poe, but the exercise also builds intimacy and trust, which Jenkins finds crucial to the task of digging deep into emotional themes as the semester wears on.

"That time between 8th grade and sophomore year is such a time of social and emotional growth," Jenkins says. "A tough time and beautiful too. I love this age group."

Pryor feels satisfied if the seniors who come into his class in the fall leave a little different.

A few weeks into every semester he poses a question: What are you doing here?

"If you're not leaving here every day changed and inspired," Pryor asks, "what are you really doing here? You gotta be here anyway, you might as well leave changed."

"I try to challenge them in a way that calls out mediocrity," he says. "And some kids really get that idea and by the end of the year that becomes a statement they'll really hold on to." ⇐



Right now it looks like a bit of a mess, but when it is completed this fall, the Student Success Center will provide a suite of services to students majoring in one of the Lurie College's programs. The airy space on the edge of the courtyard—room 107—will include the credential office, a writing tutor, career interest assessments, job search workshops, mock interviews, job fairs or meetings with districts and agencies with specific job openings.





PREPARING FOR TRAUMA

Cara Maffini brings statewide association conference to campus

The several hundred people who gathered on campus for a Lurie College-sponsored conference of the California Association for Licensed Professional Clinical Counselors would be happy if they never need to use any of the knowledge they gathered over those two days.

The theme of the conference was “addressing crisis and trauma in the 21st century” and it aimed to prepare for a changing world in which mass shootings, especially on school campuses, are never far from counselors’ minds.

Cara Maffini, an assistant professor in the Department of Counselor Education, said she decided to put on the conference and hold it on campus because Lurie graduates will need to be prepared to deal with emotional trauma in crises when they become school counselors even if they are fortunate enough to avoid a direct tragedy.

“There is a lot of violence around us,” Maffini says. “With exposure to 24-hour news coverage of school shootings, mass shootings and natural disasters, we may feel unsafe and experience vicarious trauma.”

The conference began with two mental health trainings provided by the American Red Cross. More than 50 people, both licensed counselors and counseling students, trained in how to manage crises and are now eligible to volunteer with the Red Cross.

Maffini said that the role of the Red Cross is often understood to be confined to taking care of physical needs in a crisis or natural disaster, but that emotions also need care.

“Psychological first aid is like mental health triage,” Maffini says. “You see who needs help—and in times of crisis it might be first responders—and offer support. It might be asking them, ‘What do you want to talk about?’ It might be sitting with them and letting them process whatever’s happening.”

On any school campus, Maffini said, “Having people around who are trained in these things is fantastic.”

The conference also included a consortium of 20 counselor educators from across California who met to discuss changing state laws around counselor education and licensure.

And a keynote address by Dave Feldman, a professor at Santa Clara University, got attendees thinking about the flip side of post-traumatic stress. Feldman talked about the phenomenon of “post-traumatic growth” in which people who have experienced a traumatic event or a major life crisis experience positive change.

A couple of dozen San José State students and alumni attended the conference, the first time the association has held it on a California State University campus.

“It was great that San José State could be a leader in that,” Maffini says.

While the conference focused on big crises, Maffini says in her classes she always challenges her students to think of trauma more broadly. As an exercise, she asks students to identify traumatic events. They usually start with the obvious: child abuse, rape, domestic violence. Then they add an illness, bullying, divorce, a breakup, a parent’s death, and the list starts to seem endless.

“We end up covering the board,” Maffini says. “It’s all around us.”

UPDATES

Faculty In Transition



From left to right Nidhi Mahendra, Danielle Mead and Lara Kassab

Danielle Mead researched her master's thesis the old-fashioned way: she painstakingly transcribed and coded 60 hours of cassette recordings of her advisor's toddler as the child lay in her crib quietly talking and singing to herself.

"It was recorded in her room during quiet time or nap time when she refused to go to sleep," says Mead, a new faculty member in the Child and Adolescent Development Department who studies how young children acquire language. "It was the cutest, but most labor-intensive experience."

The New Jersey native graduated from the University of Mary Washington in 2007 and spent the next year as a research assistant at the Children's National Medical Center working with special needs children in the Washington, D.C., area.

She later joined a large study of children with autism at the National Institutes of Health in Bethesda, Md. "I was seeing kids four to five times a week and actually getting to assist in the diagnostic and screening criteria," she says.

Mead went on to earn her master's and her doctoral degree in applied developmental psychology at George Mason University.

"Most of my research is focused on language development of young children," Mead says. "My true passion in life is just listening to kids and trying to infer what's going on in their heads, what's happening cognitively."

For her dissertation, Mead focused on narrative storytelling and its connection to a child's cognitive ability. "I actually

found a pretty strong relationship between what your overall narrative storytelling skill is and how good you are in executive functioning," she says.

Mead was unsure whether she wanted to become a college professor, but in graduate school realized that she really enjoyed teaching.

"I really like talking about what I do," she says. "I'd get excited when a student would say, 'I heard a kid talking to themselves—it was just as you said!' That's when I realized I wanted to go into academia."

"Teaching is an addiction," **Lara Kassab** says. Not that she's complaining.

The newest faculty member in the Department of Teacher Education has

taught in public and private classrooms from kindergarten through college.

“I’ve got a picture of what learning looks like across the lifespan,” she says. “The kids aren’t different. The heart of the student is the same, regardless of location, regardless of socioeconomic background, regardless of what life has thrown at them. They all just want to be challenged and loved—and equally. They need both to thrive.”

Kassab, whose research focuses on helping teachers assimilate new technologies, overcome biases and challenge outdated paradigms, says the Lurie College students she is preparing voice misgivings about whether they’ll measure up to the high standards they have set for themselves.

“They say, ‘What do we do as teachers when we make a mistake?’” she says. “I tell them, ‘You apologize and you fix it.’ You model for the students that every one of us makes mistakes.”

Kassab mostly grew up in the Bay Area, got an associate’s degree from DeAnza College and completed a B.A. in history at Holy Names University in Oakland. She taught high school history in Orange County and in the Bay Area while earning a master’s in anthropology from California State University, Fullerton.

When she started teaching as an adjunct at San José State University eight years ago, Kassab decided to get her doctoral degree from the University of San Francisco in curriculum and instruction.

“If you come into my classroom I would say 80 percent of my teaching is conversations, face to face,” she says. That speaks to another anxiety young teachers sometimes voice: the possibility that they might be rendered obsolete by new technology. Kassab says that concern is unwarranted.

“As much as I love technology, it’s never going to replace me,” she says. “It’s never going to replace the teachers that I teach.”

When **Nidhi Mahendra** talks about her work as a speech-language pathologist specializing in patients with Alzheimer’s and stroke symptoms, her enthusiasm can be contagious.

Mahendra, a new faculty member in Communicative Disorders and Sciences, was considering a career in pediatrics when she discovered speech-language pathology. “I started to lose interest in pediatrics and switched majors,” she says. “I never looked back. I just fell in love with the way in which you could work with anyone, from an infant to a 90 year old.”

Mahendra, who grew up in Kuwait, earned her undergraduate and master’s degrees in speech language pathology in India, then came to the U.S. for doctoral and postdoctoral studies at the University of Arizona.

Her doctoral work explored a multimodal intervention for people who had been diagnosed with Alzheimer’s. It included a healthy dose of exercise. “Multiple days a week they were working themselves to the point where they make their hearts race,” she says. There was also extensive language and memory stimulation—with a particular focus on exercising autobiographical memories.

And, the researchers paired each Alzheimer’s patient with a college student to provide companionship and social stimulation – a transformative experience for both the students and the patients. “It was so powerful that we’re still writing about it,” Mahendra says.

After earning her Ph.D. she spent several years doing clinical practice in long-term and acute care settings before joining the

faculty of California State University, East Bay, where she taught until earlier this year.

It’s that potential to make a difference that motivates Mahendra. “I think the clients are delightful,” she says. “I’ve had some of my most inspirational moments in long-term care.”

Mahendra is also interested in helping people with aphasia—the loss of the ability to speak—and is forging interdisciplinary partnerships with faculty members in other departments.

“I love being a professor,” she says. “As a professor, you realize you never run out of ideas. You run out of time.”



Rebeca Burciaga

Rebeca Burciaga, in the Department of Educational Leadership, was granted tenure this year and promoted from assistant professor to associate professor. Burciaga received an undergraduate degree in Latin American/Latino studies from the University of California, Santa Cruz, and a master’s degree in education from the Harvard Graduate School of Education before receiving her Ph.D. in education from UCLA in 2007. She joined the Lurie College faculty in 2010. ⇨

FACULTY & STAFF ACCOMPLISHMENTS

FACULTY RESEARCH

KATYA AGUILAR, with Rebekah Sidman-Taveau, published "Academic Writing Development and Self-Efficacy: A Model for Linguistically Diverse Pre-Service Teachers" in *Issues in Teacher Education*, 25(2):139-148, 2016.

ALLISON BRICEÑO with D.X. Román, H. Rhode and S. Hironka, contributed "Linguistic cohesion in middle-school texts: A comparison of logical connectives usage in science and social studies textbooks" to *Electronic Journal of Science Education*, 20(6): 1-19, 2016. With A.T. Elias and Y. Hefferman she presented "Reading Recovery Reconstruction: French and Spanish – IPLE and Descubriendo la Lectura" at the July conference of the International Reading Recovery Organization in Vancouver, Canada. She collaborated with D.X. Román, D. Basaraba, W. Hasperué, K. Biedermann and G. Pérez on "How common are nominalizations in science textbooks? Implications for science teachers of emerging bilinguals" at the proceedings of the 2016 conference of the American Educational Research Association in Washington, D.C.

REBECA BURCIAGA and Tara Yosso published a research brief, "Reclaiming our histories, recovering community cultural wealth," in June 2016 for the Center for Critical Race Studies at UCLA.

MICHELE BURNS presented "From Corrections to Careers" at the 71st International Conference and Training Event of the Correctional Education Association last summer in Long Beach, Calif.

WENDY BURKHARDT, with Melanie Schaefer, presented "Accessible Educational Materials" at the AT Now conference in February in Salem, Ore. In October she presented "Eye Gaze and how to implement it in a classroom" with Amanda Wallace at the Oregon Regional Low Incidence Conference in Salem, Ore.

ARNOLD DANZIG, with G. Martin, W. Wright, R. Flanary and M.T. Orr, have completed *School Leadership Internship: Developing, Monitoring, and Evaluating Your Leadership Experience* (4th Edition), to be published in 2017 by Routledge, New York and London.

BRENT DUCKOR, CARRIE HOLMBERG and J. Rossi-Becker contributed "Making moves: Formative assessment in mathematics" to the journal *Mathematics Teaching in the Middle School*, (in press.) Duckor presented "The role of non-cognitive indicators in STEM teacher effectiveness" at the AAAS/NSF Robert Noyce Teacher Scholarship Program conference in July in Washington, D.C.

ANDREA GOLLOHER and **LISA SIMPSON** presented "Let's Read Together: Adapting Shared Reading for Students with Extensive Support Needs" at the Council for Exceptional Children conference in

St. Louis in April. They presented "Preparing Teachers to Co-Teach: What We Know and Where do We Go From Here?" at the California Council of Teacher Educators meeting in March in San José.

CHRISTOPHER HARRIS made two presentations this year at the Community Education Forum @CHC in Palo Alto, Calif. In January he presented "The Impact of Anxiety and Depression in the Classroom" and in February he presented "Demystifying the IEP Process."

CARRIE HOLMBERG and **BRENT DUCKOR** presented "Binning for Equity and Access: Formative Assessment-Focused Teacher Professional Development for Middle School Mathematics Classrooms" at the AERA conference in Washington, D.C., in April.

ESTHER B. HUGO contributed a chapter, "Counseling the Crowds: Using Creativity and Accountability to Serve Large Caseloads," to *Fundamentals of College Admission Counseling: A textbook for graduate students and practicing counselors* (Arlington, Va., NACAC, 2016). She also plans to present with Catalina Cifuentes "Promoting Counselor Effectiveness through Research and Data" at the College Board Annual Forum in Chicago.

JENNIFER MADIGAN and Matthew Borkenhagen contributed a chapter to *Assessing Learners with Special Needs: An Applied Approach, 8th edition* (New York, N.Y., Pearson, 2015). Madigan also presented "Organic, but is it sustainable? Nigeria Inclusive Collaboration" with Rebekka Jez at the DISES International Conference in Managua, Nicaragua, last summer.

CARA MAFFINI and A. Pham contributed "Overcoming a legacy of conflict: The repercussive effects of stress and intergenerational transmission of trauma among Vietnamese Americans" to the *Journal of Aggression, Maltreatment & Trauma*, 25: 580-597, 2016. She also contributed "Feeling unsafe at school: Southeast Asian American adolescents' perceptions and experiences of school safety" to the *Journal of Southeast Asian American Education and Advancement*, 11: 1-14, 2016. And with M. Shin and Y.J. Wong she contributed "Correlates of Asian American emerging adults' parent-child cultural match and mismatch: Testing a bilinear and bidimensional model" to the *Asian American Journal of Psychology*, 7: 31-40, 2016. She was also part of a team that presented "Advances in the application of the intersectionality framework to men of color" at a meeting of the American Psychological Association in August in Denver.

NIDHI MAHENDRA and Tammy Hopper contributed a chapter, "Dementia and Related Cognitive Disorders," to *Aphasia and Related Neurogenic Communication Disorders, 2nd edition* (Burlington, Mass., Jones and Bartlett Learning, 2017). She was

also a contributor to an article, "Person-centered feeding care: A reassessment protocol to re-introduce oral feeding for nursing home residents on tube feeding," published in the *Journal of Nutrition, Health and Aging*, 20(6): 621-627, 2016. Mahendra also made two presentations at the fall meeting of the National Symposium on Academic Palliative Care Education and Research in San Marcos, Calif. With Marion Alonso she presented "Nuts and bolts of palliative care: What do prospective speech-language pathologists know?"

ROXANA MARACHI, with collaborators Julian Vazquez Heilig and Diana E. Cruz, contributed a chapter titled "Mismatched Assumptions: Motivation, Grit, and High Stakes Testing" to *Educational Policies and Youth in the 21st Century: Problems, Potential, and Progress* (Charlotte, N.C., Information Age Publishing, 2016).

MARCELLA MCCOLLUM made two presentations to the California Speech-Language Hearing Association Convention in Anaheim, Calif., last spring – "What is a Cultural or Linguistic Difference? A Holistic Perspective Regarding CLD Populations" and "Supervision Basics: Nuts and Bolts of Supervising Students, SLPAs, and CFs." She also presented "Multicultural Considerations in the Assessment Process" at the District 4 workshop of the association in San José last spring.

HYUN-SOON PARK contributed a chapter, "Culturally Responsive Special Education in Inclusive Schools," with collaborators Luanna H. Meyer, Jill M. Bevan-Brown and Catherine Savage, to *Multicultural Education: Issues and Perspectives, 9th edition* (Hoboken, N.J., Wiley, 2016).

COLETTE RABIN and **GRINELL SMITH** contributed "My Lesson Plan Was Perfect Until I Tried to Teach": Care Ethics Into Practice in Classroom Management" to the *Journal of Research in Childhood Education*, 30(4), 2016. Rabin and Smith also presented "Shaping Teacher Candidates' Professional Disposition of Caring" at the American Association of Colleges for Teacher Education conference in Las Vegas in February and "Collaborative Online Instruction: A Care Ethics Perspective" at the American Educational Research Association conference in April in Washington, D.C.

NONI M. REIS, with Mei Yan Lu and Mike Miller, contributed "Keeping our eyes on the prize: The role of fieldwork in preparing social justice school leaders in a public university" to the journal *Educational Leadership and Administration: Teaching and Program Development*, 27: 159-168, 2016. Reis also presented "Why are there so few of us? Counterstories from women of color in faculty governance roles" at the NEA Higher Education Conference in San Diego in April.

Alumni Corner

NEWS OF THE CLASSICS

By Cherie Donahue, Alumni Board Secretary

FERDIE RIVERA and J.R. Becker contributed "Middle School Students' Patterning Performance on Semi-Free Generalization Tasks" to the *Journal of Mathematics Behavior*, 43: 53-69, 2016. Rivera also took part in a panel—"Generalization, Abstraction and Inference Across Multiple Mathematical Domains"—at the National Council of Teachers of Mathematics Research in April in San Francisco.

AMITA ROY SHAH's book, *It's Time for Holi!*, was reviewed in the journal *World of Words*, 8(3), 2016.

LISA SIMPSON and Yvonne Bui collaborated on "Effects of a Peer-Mediated Intervention on Social Interactions of Students with Low-Functioning Autism and Perceptions of Typical Peers" in the journal *Education and Training in Autism and Developmental Disabilities*, 51: 162-178, 2016. Simpson presented "Developing Social Skills in Children with Autism Using Visual Supports for Individuals with Autism" at an April meeting of special education teachers in Beijing, China.

EMILY SLUSSER, with Anna Shusterman, Justin Halberda and Darko Odic, contributed "Acquisition of the Cardinal Principle coincides with improvement in Approximate Number System acuity in preschoolers" to the journal *PLoS One*, 11: 1-22, 2016. She also collaborated with Shusterman and Pierina Cheung on "A six-month longitudinal study on numerical estimation in preschoolers" in the *Proceedings of the Cognitive Development Society*, 2813-2828, 2016. Slusser also presented "Early STEM instruction: Identifying roots and supporting growth" at the Early Childhood STEM Conference in February in Pasadena, Calif.

NADIA SORKHABI and Amy D'Andrade contributed "Improving father involvement in child welfare practice and research: Conceptual considerations from the social science literature" to the *Journal of Public Child Welfare*, 10: 1-19, 2016. With **AMY STRAGE** she contributed "Academic risks associated with emerging adults seeking the college experience" to *The College Student Journal*, 50(3): 329-334, 2016.

FACULTY SERVICE

BRENT DUCKOR serves as a member of the Commission on Teacher Credentialing's CALTPA design team. Duckor provides perspectives on psychometrics, research and data use to the team, which is redesigning the Teacher Performance Assessment.

CARA MAFFINI chaired the 2016 CALPCC Conference, held on the SJSU campus in 2016. She is also president-elect of the organization for 2016-2017.

MARCELLA MCCOLLUM was elected director of District 4 (San Mateo, Santa Clara, Santa Cruz Counties) for the California Speech-Language Hearing Association.

NONI M. REIS is evaluating services to English learners for the New Haven Unified School District.

FERDIE RIVERA co-chaired the Topic Study Group on Visualization in Teaching and Learning Mathematics at the International Congress on Mathematics Education in Hamburg, Germany in July.

LISA SIMPSON and **PAUL CASCELLA** received a \$4,000 grant from the Campbell Union School District for "Project SAILL," a training program for para-educators to work with students with autism spectrum disorders and promote a pathway to the Education Specialist credential program at SJSU.

NADIA SORKHABI was elected chair of the Student Fairness Committee, whose aim is to serve both students and faculty in equitably resolving disputes.

GRANTS

SYLVIA BRANCA received a \$4,365 grant from the SJSU Office of Research for a research project, "Does Parental Emotion Regulation Mediate the Relationship Between Authoritarian Beliefs and Attributions for Children's Behavior?"

MICHELE BURNS received \$325,000 in grant funding from the County of Santa Clara to offer college credit courses for inmates at Santa Clara County jails.

WENDY BURKHARDT, Amanda Wallace, Jana Girvan and Melanie Schaefer received a \$13,000 grant from the Innovation Initiative through High Desert Educational Service District to develop a competency-based training series on shared literacy for the web and to provide a regional library for teachers to check out books and materials for shared literacy that are age appropriate and age respectful.

FERDIE RIVERA received a \$500,000 grant from the U.S. Department of Education to fund the Franklin McKinley Mathematics Initiative. The partnership with SJSU seeks to develop effective math lessons and assessments to improve test scores of students in third through sixth grade.

ALLISON BRICEÑO received a \$5,000 grant from the Lurie College to support "Bilingual Students' Reading Strategies: A Foundational Pilot Study," which explores how biliterate students use their full linguistic repertoire to understand text.

KUDOS

JENNIFER MADIGAN was named a Fulbright Specialist by the U.S. State Department's Bureau of Educational and Cultural Affairs. The specialist program promotes collaboration between scholars in the United States and their counterparts overseas.

JUDITH LESSOW-HURLEY, professor emerita, was named an honorary member of the Academic Senate.

As the sun moves southward and autumn approaches, our Lurie College of Education Alumni Board has geared up to meet the new semester. We welcomed back our wonderful faculty members with gifts of candy to sweeten up their return to work.

We will be opening up the application process for faculty grants very soon. We have budgeted up to \$2,000 to assist our talented folks in their various projects. Applications can be found at sjsu.edu/education/facultyandstaff/forms. Additionally, we will be awarding our two scholarships of \$1,250 for 2016-2017 to qualified applicants who wish to pursue a career in education.

Our Scholarship and Schoolhouse Wine Tasting Gala is scheduled for Nov. 17 from 5 p.m. to 7 p.m. at Joseph George Wines, 1559 Meridian Avenue, San José. Your \$35 ticket includes tasting delicious wines, partaking of fabulous hors d'oeuvres and donating to our scholarship fund. You'll also have opportunities to purchase wines and gifts while nurturing your charitable side! For reservations, use coewinegala.eventbrite.com. We look forward to seeing you there!

We hope you attended the Extra Yard for Teachers event at the Utah vs. Spartans game on Sept. 17. This inaugural gala honoring teachers and the power of education was co-sponsored by SJSU Athletics and Lurie College of Education, with the national sponsorship of the College Football Playoff Foundation.

Marcella McCollum and other board members met with some soon-to-be graduates of the College last May at Stanley Ice, sharing pizza, watching the Sharks and brainstorming ways to re-connect with alums, especially recent ones. Three young alums have pledged to have another event next spring to try to grow this concept. So if you get invited, just say yes!

Until next time, we hope you will continue to be a part of San José State University and support the Lurie College of Education. ➔

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ASPIRING TEACHERS GET A BOOST

Michael Espinoza and Jake Young, the happy guys in this photo, have reason to smile. Thanks to an anonymous and very generous donor, the Lurie College is now able to offer two full ride scholarships each year to selected students in our credentialing program. Espinoza and Young still have a lot of work to do to become great teachers, but the Dean's Scholarship removes the worry of how to pay for their education.

If you would like to explore how you might be able to make an impact on a student, contact Betty Tseng, senior director of development for Lurie College.

betty.tseng@sjsu.edu
(408) 924-1131

IMPACT

Fall 2016
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