

Spring 2017

IMPACT, Spring 2017

San Jose State University, Connie L. Lurie College of Education

Follow this and additional works at: <http://scholarworks.sjsu.edu/impact>



Part of the [Education Commons](#)

Recommended Citation

San Jose State University, Connie L. Lurie College of Education, "IMPACT, Spring 2017" (2017). *Impact (College of Education)*. 16.
<http://scholarworks.sjsu.edu/impact/16>

This Book is brought to you for free and open access by the College of Education at SJSU ScholarWorks. It has been accepted for inclusion in Impact (College of Education) by an authorized administrator of SJSU ScholarWorks. For more information, please contact scholarworks@sjsu.edu.

IMPACT

*Preparing tomorrow's educators
and professionals today*

READING PARTNERS

Students and Struggling Readers Team Up For Success



Third-grader Kaylani gets reading help from Cierra McDaniel, center, and Gabrielle Jeanpierre, right.

The day that Chelsea Marlais walked down the hall at San Antonio Elementary School in east San José and pulled a young lady named Danitza out of her third-grade classroom for their first reading tutoring session, Marlais was fulfilling a personal promise.

“I had a lot of trouble reading as a child and I think that helps me as a tutor,” says Marlais, a junior in the Child and Adolescent Development Department at San José State. “Anything that they’re dealing with, I’ve been there. My heart really goes out to the kids who struggle.”

Diagnosed ADD and dyslexic in elementary school, Marlais got special interventions, including speech-language therapy and after-school tutoring. Her childhood experiences led her to commit to becoming an elementary school teacher and to helping students with the greatest challenges.



FROM THE INTERIM DEAN

Welcome to the Spring, 2017 Impact newsletter. I am very grateful to serve as the Lurie College interim dean. It is a pleasure to co-lead a College filled with excellent and compassionate students, staff and faculty. I appreciate how our departments enthusiastically embrace the **College's mission** for high-quality educational experiences, service that meets the needs of culturally diverse children, youth and families, and reflective-inquiry scholarship. I extend sincere appreciation

to Professor Robin Love who, as interim associate dean, diligently co-manages College initiatives and vigorously supports team processes. And I'm thankful that former Associate Dean Mary McVey and former Dean Elaine Chin generously share their administrative expertise as they return to their faculty positions.

This issue highlights four reports about campus-community interactions that foster meaningful and pragmatic social and educational justice. These include the **Reading Partners Program** (Child and Adolescent Development), the **Cognitive and Hearing Screenings Outreach Activities** (Graduate Program in Speech-Language Pathology), the **One Warm Coat Project** (Credentials Office) and the **Chinese Partnership Endeavor** (Special Education).

This issue profiles two of our talented **scholarship students** (representing Teacher Education and Special Education) and one of our **exceptional lecturers** (from Child and Adolescent Development). The College's core values are reflected in their collective comments about educational opportunities. The section about **faculty accomplishments** (i.e., recent book chapters and journal articles) gives evidence of the College's teacher-scholar pursuits. And, this issue shows how our **dedicated alumni**

continue to take concrete actions to support the College's success via financial investments, student engagement, and alumni connections.



Robin Love

I hope you enjoy this issue. Robin and I welcome your input about strategies to enhance the Lurie College as we continue to pursue excellence.

Paul W. Cascella, Interim Dean
paul.cascella@sjsu.edu

TABLE OF CONTENTS

1 <i>Sounding It Out</i> COMMUNITY CONNECTION HELPS READERS IMPROVE	4 <i>Teacher, Gardener, Artist</i> DONOR DRAWS HUMAN CONNECTIONS	9 <i>Community Engagement</i> CD&S STUDENTS USE LANGUAGE SKILLS	10 <i>Faculty Accomplishments</i>
3 <i>Helping Students Find Their Hearts</i> SPOTLIGHT ON JANENE PEREZ	6 <i>Generosity Breeds Success</i> SCHOLARSHIPS BRING STUDENTS CLOSER TO SUCCESS	9 <i>Cleaning Out the Closet</i> STAFF COAT DRIVE COMES UP BIG	11 <i>Cultural Exchange</i> CHINESE TEACHERS TAUGHT AUTISM INTERVENTIONS
			11 <i>Alumni Corner</i>

HIGH EXPECTATIONS AND A BIG HEART

ChAD lecturer helps students find their calling



Janene Perez

What does a university student look like? A scholar? A professor?

Janene Perez, the first in her family to attend college, has given those questions careful thought as she has moved through San José State as an undergraduate, then a graduate student and now a full-time lecturer at Lurie College.

“I never thought that I would be here,” says Perez, a California native who has been teaching in the Child and Adolescent Development Department since 2006. Perez started college at a private school and felt out of place and adrift. When she transferred to SJSU, she immediately felt at home. “There were people who looked like me,” she says.

Graduating with a B.A. in 2001, Perez thought she would become a kindergarten teacher. She did some substitute teaching and then went to work for the Edgewood Center for Children and Families in its Kinship program, which supports relatives giving care to foster children.

It was there that Perez found her calling. “I just fell in love with the families. I fell in love with the kids,” she says.

Working her way up in the organization, Perez did case management, helping relatives—mostly grandmothers—navigate support systems and learn how to care for

children whose parents had lost custody, usually because of drug or alcohol problems.

Perez became a supervisor, then transitioned out of Edgewood and worked to set up Kinship programs across the state.

And she decided to return to San José State for a master’s degree in Child and Adolescent Development. One of her professors, Maureen Smith, asked her if she had ever thought about teaching in the program. Perez hadn’t, but she gave it a try, signing on for a parenting class taught at night.

“I loved it,” she says. “I felt very connected to the material and the issues. I felt very strongly and passionately about the topic.”

She also felt strongly about the Lurie students. “They were engaged and they were hungry and interested,” she says. “They wanted more.”

Perez found she could bring experience from her day job in social service management to the classroom and bring ideas from the classroom to her job. She signed up to teach another course, then another. In 2009, she went full time.

As a lecturer teaching five courses a semester for students who have chosen a community focus, Perez is busy. But she is known among students as available and supportive.

“As a student,” she says, “I didn’t know how to ask for help. So I want our students to be supported. It’s not all flowers and hugs and rainbows. I have high expectations for them. But I love teaching and reaching them and helping them figure out who is that population that they have a heart to serve.”

To that end, she advocates for volunteering, connecting her students with internships and volunteer placements in a number of community-based agencies in and around San José.

“I’ve had so many students get hired by their placements after they graduate,” she says.

And Perez, a Latina who was a first-generation college student herself, models academic success for a diverse student body.

Perez’s husband is enrolled in the master’s program for public administration. And their daughter Emily, 3, attends ChAD’s Child Development Laboratory Preschool in Sweeney Hall just steps from her mother’s office.

“She will grow up on a college campus with two parents with master’s degrees,” says Perez. “So for her, going to college and even getting a graduate degree will be normal.” ☞

'IT WAS THE HUMAN INTERACTION'

Donor looks back on a long career



Paul Sakamoto

The walls in Paul Sakamoto's apartment are lined with small, neatly framed pen and ink drawings, each affixed with Sakamoto's red hanko stamp, the Japanese equivalent of a signature.

An impressed visitor comments that there must be more than a hundred in his living room.

"That's just the start," Sakamoto says. "I have 12 more boxes. All my life I've been drawing."

When he was a child—before he enrolled in San José State, before he graduated with bachelor's and master's degrees, before he became a science teacher, then a counselor, then an administrator, earned a doctorate in education, became associate dean of

students at SJSU and then ran a successful plant nursery—Sakamoto was put on a train with the rest of his large family and delivered to an internment camp during World War II.

In the camp, Sakamoto suffered discrimination and displacement that still stings today. But he managed to find discarded wrappers from fruit and vegetable deliveries and drew when he could. He also found a mentor in a Japanese-American teacher at the camp who showed him kind attention. And later, when the war was over and Sakamoto was a junior at Campbell High School, he found another mentor, biology teacher Beth Childs.

"She treated everyone fairly and she knew her subject," Sakamoto recalls.

Inspired by teachers to become a teacher, he studied biology at SJSU, did his student teaching in the Sunnyvale district and got his first teaching job there. He became an assistant principal at 26 and a principal at 32. Sakamoto's career in education lasted decades that spanned some major changes in the Bay Area and across America.

He was the first Asian American superintendent of schools in California when he was selected to run the Mountain View-Los Altos Union High School District in Santa Clara County. And he oversaw the racial integration of that district in the early 1980s, closing one high school and making major changes to the remaining two. Sakamoto credits a slow process with community input

for avoiding the protests other districts encountered in desegregation.

“It was a long process, exhausting,” he says, “but it was considered a success.”

Sakamoto just turned 83 and Parkinson’s Disease has slowed his movement considerably, even though his hands remain steady enough to draw every evening. In his apartment in the Willow Glen neighborhood of San José, Sakamoto reflected on his decision as a young man to pursue teaching.

“It was not necessarily the most prestigious career,” he says. His parents, who came to the United States from Kumamoto, Japan, in the early 1900s and made their living growing strawberries, would have liked their youngest child to have chosen a more lucrative profession.

Even though it was unusual for a man—and a Japanese American man especially—to choose teaching, Sakamoto found it suited him. He wore a

white lab coat in the classroom, got to work early and stayed late so he was always available to students.

Sakamoto’s kitchen walls are covered in framed drawings that look like intricate pop-art prints. He reveals that they are just his doodles, dating back to the 1980s when he was a superintendent.

“I used to attend so many boring meetings,” Sakamoto says, “so I drew. The board members thought I was taking copious notes.”

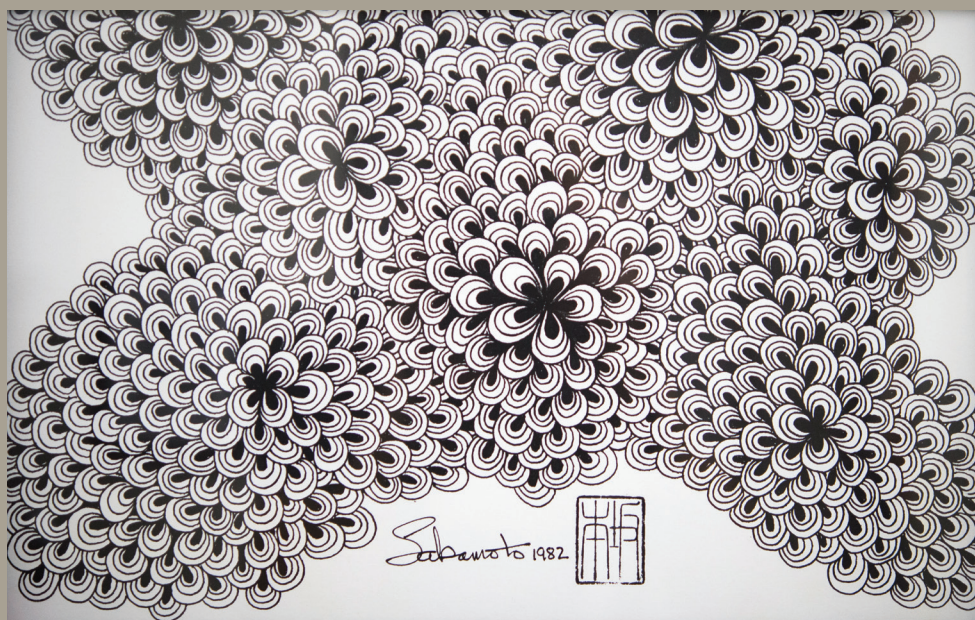
When he retired from education, Sakamoto was only in his 50s, so he started another career. He opened Sakamoto Plants and pursued his other passion—botany and gardening—until he sold the business several years ago.

Sakamoto has put San José State in his will, earmarking a substantial gift to the Lurie College for education research.

He hopes the gift—the Sakamoto Family Research Fund in Education—will further interaction and understanding between professors and students within the college and schools in the Bay Area, especially secondary schools where he found his rewards.

“Whether it was in botany lessons or counseling,” Sakamoto says, “it was the human interaction that was important. The smiles. The ‘ahas’. The look of understanding when they got the concept.” ☺

If you would like to explore how you might be able to make an impact on a student or a program, contact Betty Tseng, senior director of development for Lurie College, at betty.tseng@sjsu.edu or (408) 924-1131.



GENEROSITY BREEDS SUCCESS

Dozens of Lurie students benefit from scholarship awards

For Sonal Sharma, it was acting as the eyes of a blind student in her native India, reading and writing his assignments so he could graduate from high school. For Elizabeth Hickey, it was the firm but kind guidance of her fifth-grade teacher, who told her if she didn't get better organized her schoolwork would suffer.

Sometimes all it takes is one encounter in a classroom to decide on a career in education.

Sharma, 26, moved to the United States with her husband a year ago and is enrolled in the master's degree and credential program in early childhood special education at Lurie College. Hickey is pursuing a master's in education and a credential in multiple subjects.

Both young women hope to be employed in classrooms in the Bay Area within a year or two. And both have felt their financial load lightened this year, thanks to scholarships from generous donors to the college.

They are among 59 Lurie College recipients of 33 scholarship awards totaling more than \$130,000 this academic year.

For Hickey, receiving a \$600 scholarship last semester and a \$1,000 award this semester allowed her to focus on her classroom studies and her new student teaching assignment with fewer financial worries.

Hickey is paying SJSU tuition, her living expenses and still has some debt from her undergraduate degree. Any help is welcome, she says, and finding out recently that she had received the Maxine Hunt Fink scholarship of \$1,000 for a semester "is really exciting," she says.

"It means a lot because I'm using student loans to pay for this," Hickey says.

Hickey, a graduate of Boston University with a degree in philosophy and religion, came to San José State after jobs as a writer with a medical journal in Washington, D.C., and a non-profit in the Bay Area.



Sonal Sharma

Dean's Scholarship for Exemplary Teacher Candidates • Lurie College of Education Alumni Board Scholarship • Phil & Eleanore Anastasia Scholarship • Elaine S. Anderson Memorial Scholarship • Richard Campbell Baugh Scholarship • Michele D. Bee Education Scholarship • Elden J. and Florence G. Belanger Scholarship • Eleanor S. and Robert L. Brady Scholarship • Jean Meredith Ellis Cady Scholarship • Marion Cilker Scholarship for Infusing Art into Teaching • Hazel Cilker Smith Scholarship—Marion Cilker Scholarship • DeFranco Family Scholarship • DeVore Crumby Scholarship • Maxine Hunt Fink and Dr. Jack Fink Scholarship for K-8 Teachers • Joseph J. Ghio Scholarship



Elizabeth Hickey

Feeling a step too removed as a writer and wanting to be more directly engaged, Hickey decided to follow in a family tradition of teaching modeled by her mother and grandfather.

“I’d been thinking of going into teaching for a long time,” Hickey said. “I felt like I could have a direct impact in teaching.”

Hickey, 25, is excited about the opportunity to work with young learners on the foundations of their educations, and she is interested in applying some of her background in ethics studies to build and model care relationships and ethical foundations when she graduates and finds herself in her own classroom.

As an international student here on an education visa, Sharma is paying out-of-state tuition, so receiving the \$2,000 DeVore Crumby Scholarship this semester has been a big help. Sharma has a degree in mechanical engineering and designed warships as a lieutenant in the Indian Navy before marrying and emigrating to the U.S. She loved the work and the travel, but she has always had a passion for children with disabilities.

In high school she spent three years acting as a scribe for the blind classmate. And in college she volunteered at a school for children with disabilities, teaching dance and art and started a disability awareness campaign.

“It’s my passion. I think my heart lies in special education,” says Sharma, 26. “These children, they’re very real. They’re the purest form of humanity. I really wanted to do something that gives me happiness and peace.”

Sharma has always been financially independent, and scholarship assistance allows her to continue to fund her own education.

“It gives me the self-confidence that I’m supporting my education,” she says, “and that these nice people are supporting me.”

- Bernadine Goularte Scholarship
- Claudia Greathead Scholarship
- John and Peter Laznibat Scholarship
- Marla Duino Lenz Scholarship
- Pam Mallory Scholarship
- Margiotta Family in the Arts Education Scholarship
- Masterjohn Scholarship
- Florian and Grace Niemcziek Scholarship
- Jonathan Nobuhiro Memorial Scholarship
- Helen Newhall Pardee Scholarship
- Robert and Lorraine Pedretti Scholarship
- E.A. Rocky College of Education Scholarship
- Doris Warren Shaw Scholarship
- Skelly and Stewart Families Scholarship
- Charlotte B. Stelling Scholarship
- Ada Louise Watters Scholarship
- Heidi Westmoreland Teaching Scholarship
- Dr. Colleen Wilcox Scholarship



continued from page 1

Marlais, 24, is one of some 900 ChAD students who as a part of service-learning classes, have given 13,500 hours of their time over the past three years to volunteering with Reading Partners, a nationwide nonprofit reading tutoring program.

The kids at San Antonio and two other area schools get visits from Lurie students twice a week. Paired up, one college student to one struggling reader, they work on recognizing vowel and consonant sounds, learning new vocabulary words and pulling meaning out of sentences.

For the elementary schools, the program provides free tutoring for children who are reading behind their grade level. The SJSU students get an opportunity to apply their classroom learning.

Assistant Professor Emily Slusser and Lecturer Teresa O'Donnell-Johnson coordinate with Reading Partners and students are funneled into the program through ChAD 150 and ChAD 151. Students cover literacy and communication topics in the Lurie classroom, apply them in their Reading Partners sessions, then bring that practical experience back to the college classroom for deeper and more nuanced discussions.

"They also begin to understand what it's really like to be in a classroom," O'Donnell-Johnson says. "How do you develop a rapport with a child? How do you communicate these concepts?"

Gabrielle Jeanpierre, a 2016 Lurie grad, coordinates the Reading Partners volunteers at San Antonio Elementary and agrees that both students and tutors benefit from the relationship. The elementary students nearly all improve in reading, some dramatically over the course of a semester. And the Lurie students develop skills and strategies that will help them when they are placed in their first classroom. "It gives them skills that they wouldn't get otherwise," she says.

The 15 to 20 hours of tutoring each semester are done on the students' own time. Cierra McDaniel, a 20-year-old liberal studies major, has found that time invaluable as she thinks ahead to a career as an elementary school teacher.

"In my fantasy, I'd be going into a classroom where everybody's excelling," McDaniel says. "But it's not going to be like that. The experience of working with kids who need extra help has been way more satisfying. You get more out of it."

McDaniel has been meeting with Kaylani, a shy third-grader who likes Disney books. In addition to working on long and short vowel sounds, which are a challenge for Kaylani, McDaniel has been trying to build the girl's confidence so she might become a lifelong reader.

Kristen Fong, a third-year ChAD student, had experience volunteering as a clarinet teacher before joining Reading Partners last year. Her experience this semester with Keila, a third-grader who likes "Hop on Pop," "Green Eggs and Ham" and anything from the "Fancy Nancy" series, has given her real-life context for academic concepts and helped her understand how to develop lesson plans and manage a classroom.

"It gives me more confidence," she says.

For Marlais, guiding Danitza through "Rumpelstiltskin" and helping her find joy, not struggle, in reading has been the real reward.

"I think Reading Partners is a really cool organization and I wish it had been around when I was a kid," says Marlais. "Maybe I could have gotten a cool older person to help me." ⇌

COMMUNITY ENGAGEMENT

It sounds the same in any language

At a health fair in San José on a Friday last September, senior citizens lined up for hearing screenings and cognitive assessments. The offerings were free and courtesy of Nidhi Mahendra, associate professor in the Department of Communicative Disorders and Sciences, and six of her graduate students.

In her first year at SJSU, Mahendra is committed to bringing students from the classroom into the community. It's a mutually beneficial relationship, she says. Community members get free services and students get hands-on experience translating their skills from classroom to client.

Students Amy Chan, Carnie Tran, Kyle Hall, Monica Chenglo, Natalie Abuelhaj and Rozina Fonyo rolled up their sleeves and, in some cases, had their first one-on-one encounter in the field.

At the Santa Clara County health fair, there was also an added twist: Many of the seniors spoke English as a second language, and Mahendra and her students offered screenings in Hindi, Mandarin, Cantonese and Vietnamese.

"It was this huge win-win," says Mahendra, the Hindi speaker in the bunch. "The seniors couldn't have been more excited to work with someone in their own language and for the students

it was a very powerful experience to be providing these services in their language."

This semester, Mahendra is broadening that community involvement in two sections of a class she is teaching on neurologic disorders. Some 40 students will have the opportunity to offer screenings to senior citizens through a partnership with Catholic Ministries in San José.

"Seeing that confidence, when a student nervously gets through their first screening and then it builds through the day with practice, and seeing that confidence develop is really one of the most rewarding aspects of this for me," Mahendra says. ➔

CLEANING OUT THE CLOSET

Credentials staff wins big in coat drive

Catherine Davis and Ha Thai, both long-time staff members of the Lurie College, were knee-deep in coats leading up to the winter break. Women's coats, men's coats, children's coats. Wool coats, cotton coats, even some fur coats.

The women, who run the College's Credentials Office, were in the second year of a college-wide coat drive to provide outerwear for community members in need.

It all started when Thai saw a flyer for the nonprofit One Warm Coat, asking for donations of gently used coats for needy San Joséans.

"I had coats I wanted to get rid of," Thai remembers. "I thought this was a great way to clean out the closet. You can do something nice and you don't have to spend money."

Thai took her own coats and some collected from a few co-workers to One

Warm Coat in 2014. The next year, she and Davis made a push for Lurie staff and faculty to donate. They collected 55 coats, all donated to the East Side Union High School District for distribution. This last winter, they started collecting around Halloween and by Christmas they had 85 coats, with donations also coming from several other SJSU colleges.

"People were really willing to help," says Davis, in her 15th year as a Lurie College employee. "And we got some great stuff. Some with tags on them—brand new. East Side Union was really appreciative."

Davis and Thai will be opening their office in Sweeney Hall again this fall, hoping to break the 100-coat mark. And they are also thinking about San José's homeless population and how to broaden donations beyond coats.

"We are thinking of also asking for new socks," Davis says. ➔



Catherine Davis sorts through donations.

FACULTY ACCOMPLISHMENTS

Allison Briceño, with A.F. Klein, contributed the article [Making instructional decisions: Deepening our understanding of emergent English learners' processing of text](#) to the *Journal of Reading Recovery*.

Rebeca Burciaga and G. Rodriguez edited a special 2016 issue of the *Association of Mexican American Educators Journal* titled [Latina/o educational leadership: Testimonios from the field](#). She also collaborated with T. Yosso on [Reclaiming our histories, recovering community cultural wealth](#), a research brief published for the Center for Critical Race Studies at UCLA. Burciaga and J.L. Figueroa reviewed *Abriendo Puertas, Cerrando Herridas: Opening Doors, Closing Wounds: Latinas/os finding work life balance in academia* in *Teachers College Record*.

Brent Duckor and **Carrie Holmberg** are the authors of [Mastering formative assessment moves: 7 high-leverage practices to advance student learning](#). Duckor and Holmberg, along with J. Rossi Becker, contributed [Making moves: Formative assessment in mathematics](#) to the journal *Mathematics Teaching in the Middle School*. Duckor, with C. Tillery, contributed the chapter [Early intervention in college and career readiness: The GEAR UP model and its implications for 21st century education policy](#) to *Preparing Students for College and Careers: Theory, Measurement, and Educational Practice*.

A documentary film "[Communities as Classrooms](#)" produced by **Bob Gliner**, aired on PBS stations in major markets across the country. The film is also being distributed to colleges, universities and libraries through Films Media Group.

Andrea Golloher contributed [Adapted shared storybook reading: A study of its use and effectiveness in home settings](#) to the journal *Focus on Autism and Other Developmental Disabilities*.

Esther Hugo contributed [Counseling the crowds: Using creativity and accountability to serve large case loads](#) to *Fundamentals of College Admission Counseling: A Textbook for Graduate Students and Practicing Counselors*. With Tacey Rodgers, she produced [Using data to maximize student outcomes](#), a nationally broadcast webinar for The College Board.

Amna Jaffer and Erica Michael Hollander contributed the article [Gearing up in psychodrama: Using psychodrama to support education in diverse communities and building teams to deliver support](#) to the journal *Zeitschrift für Psychodrama und Soziometrie*.

Jason Laker served as guest editor for a special thematic issue of the journal *Social Alternatives* whose theme was about the present state and future directions of genders and sexualities.

Cara Maffini, with P.L. Toth, contributed an article [Quality improvement in university counseling centers](#) to the *Journal of College Student Psychotherapy*. She also collaborated with G.M. Kim-Ju on [Fighting and bullying among Asian Americans and Latinos: Testing the roles of self-efficacy, ethnic identity, and ethnicity](#), an article in the journal *Youth & Society*.

Danielle Mead, Stacy S. Manwaring, Lauren Swineford and Audrey Thurm contributed an article titled [Modelling gesture use and early language development in autism spectrum](#)

disorder to the *International Journal of Language & Communication Disorders*.

Ellen Middaugh contributed [The social and emotional components of gaming: Response to "The Challenge of Gaming for Democratic Education"](#) to the journal *Democracy & Education*. With B. Bowyer and J. Kahne, she contributed [U suk! Participatory media and youth experiences with political discourse](#) to the journal *Youth & Society*.

Colette Rabin and **Grinnell Smith** contributed an article, ["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*.

Megan Thiele and Brian Gillespie contributed [Social stratification at the top rung: Classed reports of students' social experiences on a selective university campus](#) to *Sociological Perspectives*. She also contributed the article [Resource or obstacle? Classed reports of student-teacher interactions](#) to *The Sociological Quarterly*. With Diana Pan and Devin Molina, she contributed [Alienating students: Marxist theory in action](#) to *Learning and Teaching in the Social Sciences*. And with Irene Beattie, she contributed [When bigger is worse: College class size and academic social capital](#) to *The Journal of Higher Education*.

Pei-Tzu Tsai contributed [Involvement of the central cognitive mechanism in word production in adults who stutter](#) to the *Journal of Speech-Language-Hearing Research*.

CULTURAL EXCHANGE

Chinese special ed teachers learn from SJSU partners

Photos by Robert Bain



A dozen teachers and administrators from a school for children with autism spectrum disorders in Beijing, China, traveled to the United States in November and spent one very long day at the Lurie College learning about interventions and the American approach to educating children with special needs.

Instruction was provided by Lisa Simpson and Interim Dean Paul Cascella. Simpson, an assistant professor of special education at Lurie College, had made contact with the founder of China's Stars and Rain School at an international conference. Autism education is rare in China and the school operates as a training ground for parents. Parents and children

come to the school for three months for assessment and parent training. "At the end of the 12 weeks," Simpson says, "they're going to go home and the family is going to become the teacher."

Simpson has been helping teachers in China, via email and Internet chats, develop classroom materials. The international exchange was another step in the collaborative relationship.

The Chinese visitors were eager to learn about U.S. laws that guarantee public education to all and accommodate special needs in inclusive classrooms. "I think they see that as an ideal they want to strive for," Simpson says. ➡



Wang Ming and other Stars and Rain teachers learn about autism interventions.



Lisa Simpson guides a Stars and Rain teacher through some assessment materials.

Alumni Corner

By Cherie Donahue, Alumni Board Secretary

Greetings. As our skies clear and the robins sing, our board members have been busy doing all manner of things.

We had a great Scholarship Gala fundraiser at Joseph George Wine Tasting, raising over \$2,700 for our fabulous students. Thanks to the generosity of the attendees, we were able to award \$1,250 each to two students. Our SJSU students are amazing in their dedication to the education of our future generations.

Additionally, we awarded two wonderful Lurie College professors with \$500 each to further their academic projects. Allison Briceño supports an M.A. colloquium in May at which the students present their graduate research projects. Our funds provide the top projects with a \$100 award. Pei-Tzu Tsai also received \$500 to help with research and training at the Kay Armstead Center for Communication Disorders aimed at voice therapy for transgender females. So much talent at SJSU!

Faculty Board Member Marcella McCollum and Interim Associate Dean Robin Love have been working to create a program of outreach to our future alums, keeping them connected to Lurie College of Education. The Young Alums are looking to host a beer tasting at Stanley Ice in May, between the end of classes and the beginning of finals, to connect our grads before they go off into the world. Have fun everyone!

As always, the Board will host the Honored Teacher/Scholarship Reception May 24 at the One Room Schoolhouse in San Jose History Park off Senter Road. At this event, we will honor six educators from the Santa Clara Valley and our scholarship recipients, Mandeep and Pamela. The Honored Teacher Program gives tribute to wonderful instructors who have dedicated their careers to education. If you want a lovely afternoon, come by and enjoy the Schoolhouse and its 1890's charm, while meeting some wonderful educators and future ones.

If you feel inspired to know more about our programs, or how you can participate, please call the office at (408) 924-3600. We look forward to talking again next semester. ➡

Connie L. Lurie
College of Education

One Washington Square
San José, CA 95192-0071

Change service requested

Non-Profit
Organization
U.S. Postage
Paid
Albuquerque, NM
Permit no. 1100



SUCCESS!

The Student Success Center, the newest addition to Sweeney Hall, is complete. The airy space on the edge of the courtyard—room 106—has been gutted and reimagined with sleek furniture, conferencing technology and room to gather. The SSC is now a career development and event space for speaker series, workshops and meet and greets with school district officials—all to prepare our Lurie students for careers in education.

IMPACT

Spring 2017
Paul W. Cascella, Interim Dean

Editorial
Leslie Linthicum
Lesley Seacrist

Photography
Karl Nielsen

Design
Andy Plymale

www.sjsu.edu/education