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IMPACT, Fall 2009

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IMPACT

Preparing tomorrow's teachers today

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A LURIE COLLEGE GRADUATE STUDENT'S SINGULAR HEROISM



Aspiring to higher things

GEAR UP sets students on the path to college

AMID THE LUNCH-BREAK BUSTLE, a student walks up to Maria Flores brandishing a half-eaten pear that has a peculiar red blotch on its skin. "Maria," the girl asks, "Is this healthy?" Flores inspects it matter-of-factly. "Yes it is," she assures her. "Finish it up."

It's a small, perfect GEARUP moment. The student sees in Flores someone approachable enough to be called by her first name and a trusted older friend. That's the kind of relationship Flores and her colleagues at Herbert Hoover Middle School in west San José have tried to nurture with 340 eighth graders for more than a year.

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from the Dean



Welcome to the first issue of *Impact*, the newsletter for the Connie L. Lurie College of Education. Why the name *Impact*? When we were pondering what to call our newsletter, several ideas came immediately to mind. We have a long and distinguished history of preparing teachers, dating back to 1857, when San José State University began as California's first normal school. We continue to be one of the largest producers of teachers, administrators, counselors and other educational professionals in the Bay Area. Go into

any school in Northern California and you're likely to meet a Lurie College of Education graduate.

But our impact is not just in the number of educators prepared. We are also known for our close ties to local schools and clinics. CommUniversity, a unique partnership between the university and the City of San José, was the brainchild of Dean Emeritus Susan Meyers. We collaborate with our school partners in grant projects, such as GEAR UP, that support their educational mission. Our Lab School provides an affordable, high quality preschool education for families in our community. Our Speech and Language Clinic offers services at below-market rates. These are but a few examples of the Lurie College of Education's commitment to serving the citizens of Silicon Valley.

We invite you to comment upon the work we do in education. We are especially interested in your thoughts about this newsletter and the featured articles. Send your thoughts and letters to: eduImpact@sjsu.edu, or by regular mail to *Impact*, Dean's Office, Lurie College of Education, San José State University, San José, CA 95192-0071. Please be sure to include the full zip code.

In this first year, we will be publishing both a print and an electronic version of the newsletter. For those of you who would prefer just an electronic version, please let us know by sending an email to eduImpact@sjsu.edu. You can also always find all copies of *Impact* at our website: www.sjsu.edu/education.

Elaine Chin, Dean
LURIE COLLEGE OF EDUCATION

The art of giving

Marion Cilker's generosity supports arts education at SJSU



GROWING UP IN LOS GATOS, Marion Cilker found that her love of art—nurtured in part by gifted teachers—helped her through some tough times and gave her a richer appreciation of the world around her.

Now, Cilker's lifelong love affair with art and her ardent support for San José State University have taken the form of an extraordinary gift to the Connie L. Lurie College of Education to support art in the classroom.

Dean Elaine Chin said part of the gift is to endow two full-tuition scholarships for teacher education students who are committed to infusing their teaching with the arts. The gift stipulates that the students can teach at any grade level and in any subject.

The remainder of the gift will be used to support an annual Marion Cilker Conference for Arts and Education, which will offer a series of hands-on workshops to show how art can be used to teach traditional academic subjects, Chin said.

Cilker's gift will enable free attendance at the conference by all SJSU students, as well as teachers from local Title I-designated public schools, Chin said.

"Exposure to art at a young age leads to a long life of enjoyment in the arts," Cilker said, by way of explaining her decision to support arts education. "I have personal experience in this."

"This wonderful gift will help the Lurie College of Education lead the region in bringing the arts back into public schools," said Chin, who has made arts education a cornerstone of her vision for the college. "It's part of our big push to put more emphasis on the arts."

This is Cilker's second gift to the college. In 2007, she made a significant gift to support the Communicative Disorders and Sciences Department, as well as the Leveling the Playing Field Project.

Cilker owes her love of art to her mother, Hazel Lester Cilker Smith, who graduated from what was then the San José Nor-

mal School. A widow with four children, her mother taught her to see the beauty of everyday life, Cilker recalls. At Los Gatos High School, an art teacher helped her deepen her love of art.

She decided to enroll at SJSU because of its reputation for producing well-prepared teachers, she said. As an undergraduate, she was involved in student government and was a member of Spartan Shields, a drama club. She graduated with a degree in art and education.

Cilker's Los Gatos home is filled with artwork testifying to her skills as a painter and visual artist. While living in Mexico City with her husband for 13 ½ years she took many art classes at a local university, she recalls. "I've used my own artwork to decorate my house and so many people enjoy them," she said. "Art instills an appreciation for what you have and what you can contribute to others' enjoyment."

This year's Cilker Conference for Arts and Education, scheduled to convene Nov. 20-21, is co-sponsored by the Lurie College of Education and the California Kindergarten Association, in collaboration with the Santa Clara County Office of Education and the SJSU student chapter of the National Education Association.

The first day's program will draw on SJSU visual and performing arts faculty and focus on university students. The second day's program is expected to attract some 125 local public school teachers.

"The goal is to promote more awareness about the arts," says Andrea Whittaker, chair of the department of elementary education, who has helped organize the event. "We want to show how the arts can be embedded in the curriculum."

Meanwhile, Marion Cilker is happy to invest in something so close to her heart and says she can't wait for the conference to start. ☞

“When they are working in schools they are also role models for the kids.”

Flores, a poised 25-year-old, is site coordinator at Hoover, one of 16 San José-area schools benefiting from a \$14.4 million GEARUP grant administered through the Connie L. Lurie College of Education at San José State University. The grant targets some 3,000 at-risk students in five school districts.

The goal? “To get as many kids to graduate from high school and have the option of college as possible,” she says succinctly.

GEARUP (it stands for Gaining Early Awareness and Readiness for Undergraduate Programs) is a federal program that encourages low-income students to pursue post-secondary education. Children entering the program in the seventh grade are accompanied through high school graduation by a team of counselors who help them master the skills needed to make it in college.

The principal investigators for the 2008-2014 grant are Xiaolu Hu, chair of the Department of Counselor Education, and Andrew Hughey, a professor in the department.

The grant money pays for several program coordinators as well as a full-time site coordinator and two part-time workers at each school—50 staff in all, Hu says. Most are master’s degree students in the counselor education program, with bilingual and multicultural backgrounds.

“When they are working in schools they are also role models for those kids,” Hu says. “They see someone from their own

background can succeed and go to college.”

San José State has run two previous GEARUP programs, starting in 1999 and 2000, with grants totaling \$25 million, she says. In the previous groups, 90 percent of graduating students applied to college, as opposed to the 50 percent who usually do.

“This is very convincing, hard evidence,” Hu says. “When we see the results, we feel rewarded.”

At Hoover, Flores and fellow GEARUP counselor Brian Stevenson spend much of each day hanging out with students in a resource room plastered with college pennants and hand-drawn renderings of team mascots. They also attend staff meetings and offer after-school math tutoring three days a week.

When they started with Hoover’s seventh grade in August 2008, they found they had to prove themselves to the faculty as well as to the students. After a year, Stevenson says, the students are starting to look to the counselors for approval. “They want to do well for us,” he says. “They want us to be happy and proud of the work they’re doing.”

The counselors-in-training candidly share their own stories with the students. “They’re getting to know us and learning about our struggles and experiences we had,” says Flores, who majored in communications at UC Davis. “You see them struggling with math homework and say, ‘Oh, I had a hard time with math too.’”

Stevenson, who studied film, media and digital arts at UC Irvine, adds, “I try to explain to them that college is really different from middle school or high school. It’s more enjoyable.”

While seventh-graders may have a fuzzy grasp of campus life, Stevenson thinks it isn’t too soon to plant the idea in a kid’s head. “I think it’s completely relevant to talk to middle-schoolers about college,” he says.

Although Silicon Valley and its surroundings are home to world-class colleges and universities, many students have never

set foot on a college campus. The GEARUP staff has organized field trips to Bay Area campuses like UC Berkeley, Stanford and Santa Clara University, as well as San José State.

Hu, who recently accompanied the Hoover students on a field trip to a football game at Berkeley, says the kids were agog at the sight of 30,000 screaming Golden Bear fans. “They can see what college means—it’s a community, it’s a lifestyle,” she says. “It gives them a bigger vision about their lives and what they can aspire to.”

In addition to tutoring and field trips the GEARUP curriculum also includes GPA monitoring, parent education, a Saturday academy, a college overnight trip and a summer academy.

Just after the spring semester ended last June, 25 lucky Hoover students got to spend two weeks at SJSU in a program that included daily math, language arts and PE classes, as well as a chance to stay in campus dorms.

“It was pretty cool,” says George Vargas, a 13-year-old who enrolled in the summer program. He credits the GEARUP counselors with helping him to focus on his homework and get it done faster, but he’s



Thanks to after-school help with homework from his GEAR UP mentors, George Vargas says, “I’m starting to get the hang of it.”



GEAR UP counselor Brian Stevenson says that after a year on the job students have decided “it’s socially acceptable to hang out with us.”

apprehensive about next year, when he and his classmates move on to Lincoln High School. “It’s bigger,” he points out. “You have to work harder and be more responsible for yourself. I don’t know if I’m ready for that.”

Giovanni Velasquez, 12, says that before GEARUP, he was getting an F in math, but thanks to the tutoring he’s received, has a C now—and an incentive to do better. “I want to go to college, and I told my dad,” he says. ‘He said, ‘I’ll pay for it if you really want to get your grades up and go to high school.’ He wants me to get my math grades up to an A or B.”

Hoover, an academic, performing, visual and technical arts magnet school, has a diverse student body. “Demographically, the majority are from a Spanish-speaking background,” Flores says. “Socio-economically, the majority get free or reduced lunch.”

Flores, who is bilingual, says her language skills come in handy for communicating with some of the parents, most of whom come from Mexico. Some families

are headed by single parents, and many students live in neighborhoods where there is pervasive gang influence, she says. “The parents I’ve spoken with struggle with finances,” she says.

As counselors like Flores and Stevenson provide invaluable personal attention and a path toward a richer academic experience for GEARUP participants, what about all the students who don’t get to participate?

“The federal grant only covers one cohort,” Hu says. “We are more of a modeling program. We hope we can help to create some system change so there will be more support from the districts.”

For example, after participating in previous GEARUP programs the San José Unified School District (of which Hoover is a part) formally adopted a “college-going culture,” Hu says. “I think it’s a win-win project for all of us.”

That certainly seems to be the case for the San José State students. Flores says her time at Hoover has been “very hands-on” and a bit of an eye-opener.

“I thought I was patient before, but I learned in the first few weeks that I needed to work on being more patient with the kids,” she says. She also learned that there is often “a great disconnect” between adults and students in schools.

Flores meanwhile has been touched by her encounters with the students’ parents. “Some of the parents come in and call me ‘maestra’ (teacher),” she says. “It feels good. They have that respect for us, and that’s very gratifying.”

Hu and Hughey hope that full-time coordinators like Flores will stay with the program for its full six-year duration, although it is expected that most of the part-time staffers will move on and be replaced by incoming counselor education students.

Meanwhile, if past GEARUP programs are any indication, the counselors will have jobs awaiting them when they leave the program, Hu says. “This is a great experience for our students to show them what kinds of things counselors need to do to make a difference in these children’s lives.” ➡

Teaching technology

College celebrates new smart classroom

BACK IN 1908, when Leola Lyth Forward graduated from the San José Normal School, students were accustomed to sitting at desks in neat rows watching their teachers write on chalkboards.

Were she alive today, she might have trouble recognizing the newly refurbished classroom on the second floor of Sweeney Hall for what it is. White dry-erase boards of varying sizes hang on the walls, with nary a chalkboard in sight. Students sit at tables, which can be wheeled around the room in different configurations.

Strangest of all, it is equipped with a ceiling-mounted projector capable of putting computer-generated graphics on a touch-sensitive “smart board,” which a teacher can modify or erase with the swipe of a hand.

The Leola Lyth Forward “Smart” Technology Classroom, dedicated Sept. 9 at the Connie L. Lurie College of Education, was made possible with a generous gift from Forward’s granddaughter, Donna Lenz Rooney, and Rooney’s sister-in-law, Marla Duino Lenz.

The pair figures the high-tech classroom would probably have met with their grandmother’s approval. “Since her name was Forward, she would be going forward with her ideas,” Lenz says.

Like Leola Lyth Forward, Lenz and Rooney (and Rooney’s late mother Frances) were teachers, graduates of what became the Lurie College of Education. They came up with the smart classroom idea in 2008.

“Donna called me on the phone and said, ‘Wouldn’t it be nice to do something to honor Grandma, because it’s been 100 years of women in education in our family?’” Lenz recalls.

“Our thought was maybe we’d do a scholarship,” Rooney adds. But then-dean Susan Meyers suggested that they might use the money to equip a smart classroom.

The dedication occurred on what would have been Forward’s 122nd birthday, with dozens of guests on hand, among them her youngest daughter, Phyllis Forward Simpkins (aunt to Rooney and Gary Lenz), as well as her other grandchildren, Bob Simpkins, Bill Simpkins and Diane



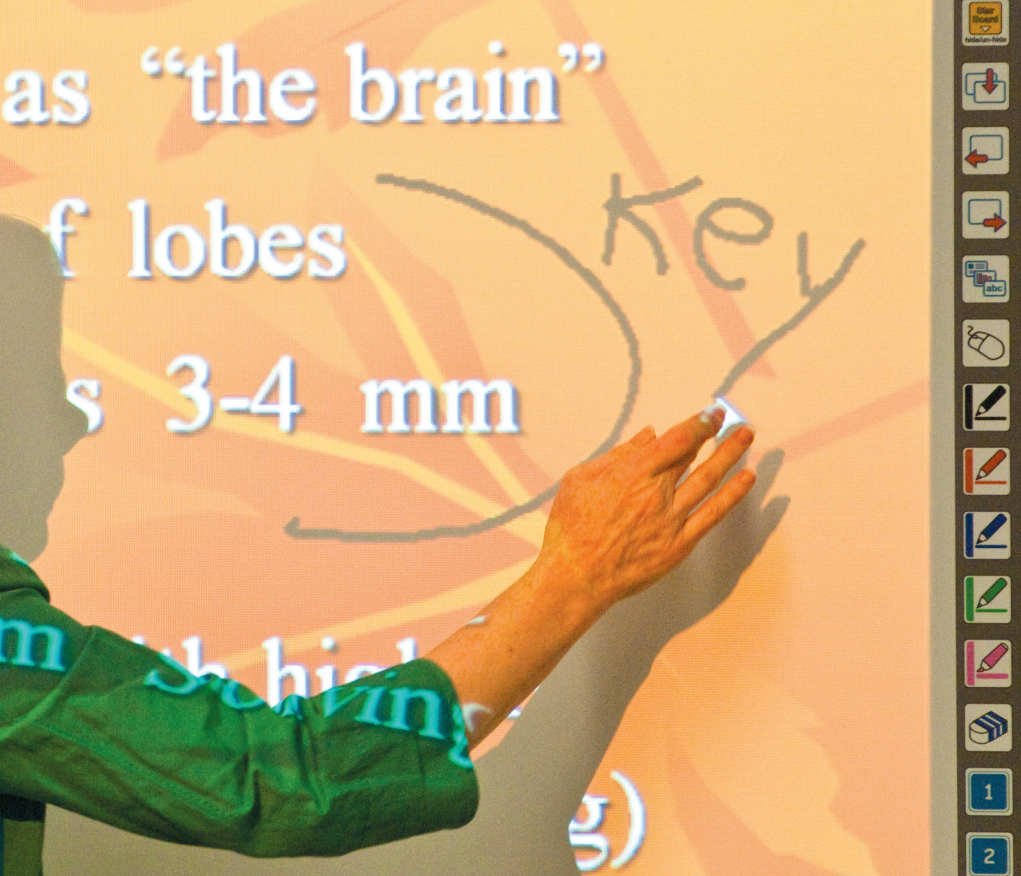
Simpkins Bordoni and great-grandchild Andrew Lenz.

Elaine Chin, the new dean of the Lurie College of Education, thanked the donors for “a gift that allows us to fulfill our vision for infusing advanced technology into instruction.” She added, “Our faculty and students appreciate what such a gift provides to the preparation of the next generation of educators.”

Interim associate dean Mary McVey, who helped to design the new classroom, demonstrated what it could do. Some of the guests took turns tentatively tracing on it with their fingertips.

The family’s matriarch, Leola Lyth was born in Nebraska in 1887, moving to California as a young child. She married James Forward in June 1909, ending her brief teaching career. After homesteading in British Columbia, they opened a dairy in Santa Clara.

“She was a good pioneering woman,” Lenz says. “We thought it was wonderful that a woman went to college back in those days. It wasn’t an inexpensive thing.”



Interim Associate Dean Mary McVey (left) demonstrates “smart board” provided through a gift by Donna Lenz Rooney, ’60 and Marla Duino Lenz ’64 (below).



Leola Lyth Forward

Rooney remembers her grandmother, who lived to be 87, as fun loving and supportive. “She was proud of what I was doing,” Rooney says. “I think it was important to her that I went to college.”

When Rooney and Lenz started teaching in the 1960s overhead projectors and filmstrips were considered cutting-edge multimedia tools. But the sisters-in-law know enough about current technology

to tell how the new classroom will allow teachers to project Skype conversations on the smart screen.

“It’s great,” Rooney says. “It’s exciting to see how happy the kids are with it.”

A week after the dedication, John Jabagchourian is using the classroom for his early childhood development class, which is grappling with the concept of “subitizing”—the innate ability to estimate quantities.

Jabagchourian, a tall, bearded instructor in the Child and Adolescent Development department, steps up to the smart board, which has a computer desktop projected on it, and presses a virtual button. An array of beach balls briefly flashes on the screen, too quickly to count.

“How many beach balls were there?” he asks. Students raise their hands. “Five,” one answers. “Six,” says another.

Jabagchourian invites a student to step up to the screen to try to replicate the pattern. As she touches the screen, purple

blotches appear, representing the balls as she remembers seeing them.

Jabagchourian taps an onscreen button and the beach balls reappear. There are seven, arranged in three symmetrical rows that bear a passing resemblance to the student’s diagram.

Moving on, he turns to a conventional PowerPoint presentation of text and images that compare Jean Piaget’s notions of early childhood cognition with current research findings. Then he divides the students into teams, asking them to use the portable “huddle” boards hanging around the classroom to diagram concept maps around Piaget’s theory of constructivism. “I want to see you discuss with each other,” Jabagchourian reminds them.

After tracing out a diagram of his own on the smart board he circulates from one table to another to see how the groups are doing.

As the class ends he stands there with a satisfied smile. A teacher teaching; it is a sight that would have been familiar to Leola Lyth Forward. ☺

Updates

Elaine Chin

Elaine Chin succeeds Susan Meyers, who retired in June after eight years as dean at the Lurie College of Education. Chin came to San José State University as an associate dean for administrative affairs in 2007 after spending 11 years in the college of education at Cal Poly, San Luis Obispo.

A public school teacher before moving into higher education, Chin sounds slightly surprised to find herself in charge. “When I was a high school teacher, it was beyond my imagination to think I would ever be a dean at a university,” she says.

Chin grew up in Reno, Nev., and earned a bachelor’s degree and an MAT at the University of Chicago before moving to Maryland, where she taught middle school and high school English and journalism for six years.

Chin completed her PhD at Stanford University in 1991 and served as an assistant professor of education at the University of Michigan, Ann Arbor, for five years before returning to California to teach at Cal Poly. Her research interests include alternative teacher certification programs, the policies governing teacher licensure and the process of socialization into professions.

At Cal Poly, Chin served as chair of the school’s teacher education division and associate director for teacher education responsibilities. Her duties included budget, student affairs, curriculum and policy development and new faculty mentoring.

Her goals for the Lurie College are still evolving, Chin says, but she already knows she would like to see arts education better integrated into the teaching curriculum. She also wants to use technology to improve pedagogy and plans to improve data collection for academic assessment and accountability measures.

“I like thinking about things at a systems level,” Chin says, “and being a dean allows me to do that.”



New to the Job (from left): Terry Pollack, Caitlin Williams, Elaine Chin and Mary McVey.

EACH FALL SEMESTER, fresh faces appear around the Connie L. Lurie College of Education as students come to campus for the first time, but among this year’s arrivals are a crop of new deans and faculty members.

The changes start at the top, with associate dean **Elaine Chin**’s promotion to dean of the college. Joining her as interim associate dean is **Mary McVey**, a longtime teacher and researcher in the Child and Adolescent Development department making the transition to full-time administration.

Meanwhile, the Department of Counselor Education welcomes **Caitlin Williams**, a widely published expert in career development who has also taught as an adjunct for three years. **Terry Pollack**, an elementary school teacher-turned-academic, joins the Educational Leadership department, which has also hired educational researcher **Rebeca Burciaga**, who is due to arrive on campus for the Fall 2010 semester.

Mary McVey

Interim associate dean Mary McVey is charged with overseeing the college's use of technology. That means she is also deeply involved with the accreditation and assessment process, which has a strong technological component.

Where visiting accreditation teams once were confronted with a roomful of paper-filled binders meant to document a school's academic performance, most of that information can now be delivered online, McVey explains. For example, one piece of software can compile reports by drawing data from Blackboard, a popular online learning management system, she says.

"I'm looking forward to getting the assessment and accreditation procedures up and making the systems of the college run smoothly," she says.

McVey grew up in Wilmette, Ill., and earned her bachelor's degree at Goucher College in Baltimore, Md. She received a PhD at Stanford in 1992 and was hired at SJSU the same year.

McVey, who has taught research methods and statistical concepts, was one of the university's first professors to offer fully online and blended courses, using tools like podcasting, digital portfolios and tablet PCs. McVey says she aims to use technology "to mesh with students' individual differences."

Earlier this year McVey received the Provost's Outstanding Scholarship of Teaching and Learning Award, and in 2007-2008 was selected as a university Teacher-Scholar.

McVey misses teaching, but says she moved into administration because she was looking for a new challenge. "A major inducement for me was to work with Elaine," says McVey. "I think she has an interesting, vibrant vision for the college."

Caitlin Williams

Caitlin Williams had few academic role models when she was growing up in Cleveland, Ohio, but a love of learning sustained her nonetheless.

"I was the first-generation high school graduate in my family," she says. "Books were always my escape, always. I lived in libraries. I loved the smell."

Williams worked full-time as an assistant at a stock brokerage while earning her bachelor's degree in elementary education at Cleveland State University. She continued to work while earning her master's from Cleveland State and a PhD in counseling psychology at Kent State University (where she met her husband, Tom Mraz, a licensed psychologist who also teaches in SJSU's counselor education department).

Along the way, Williams shifted her vocational focus to serving as a career coach, consultant and trainer and which taught her to be at home in two very different worlds.

"I love having one foot in academia," she says. "But I also love meeting with the guys at Ford Motor Co. I feel equally comfortable with the CEO and the Ford worker."

Williams, who speaks frequently on career issues, has also written an award-winning book, *Successful Woman's Guide to Working Smart: 10 Strengths That Matter Most*, and coauthored another, as well as written for business and career-counseling publications.

Williams arrived at SJSU as an adjunct professor teaching graduate courses on career development theory and practice. Workplace trends are a focus of her research, especially international workforce development. "I want to know what are they doing with laid-off workers in Great Britain or Europe," she says.

Terry Pollack

Her doctoral research on "deficit narratives," the negative stories teachers tell one another about second language-learners and students from minority families, gave Terry Pollack some uncomfortable moments of self-recognition.

"I have been complicit in all of this through the years," says Pollack, a former elementary school teacher. "I was both a recipient of and a contributor to this deficit thinking about families. I began to question a lot of that talk. It was a long, gradual process, of real critical self-reflection."

Pollack's own upbringing was hardly privileged. One of seven children, she became only the second member of her family to attend college.

She dropped out of San Francisco State University a semester shy of graduation to get married and raise a child, but returned to complete her BA and earn her teaching credential. She has 16 years of experience as a public elementary school teacher. At Mills College in Oakland, she served as adjunct faculty while earning her administrative services credential, a master's degree and her doctorate.

Pollack's dissertation arose from listening to teachers and administrators talk about students. She asked graduate education students to keep journals of the stories teachers shared informally at their school sites.

Typical narratives included "don't blame me" stories that absolved teachers of responsibility for their students' poor performance, Pollack says. Some teachers claimed they were just "telling it like it is," while others silenced themselves from objecting to overtly racist talk.

The graduate students were "amazed" at what the journals revealed, Pollack says. "I didn't anticipate that they would benefit so much from their participation," she says. "It sharpened their ear to everyday teacher discourse."

Rebeca Burciaga

Educación means “being raised with integrity, respect and communal responsibility,” says Rebeca Burciaga, who in her research has been exploring how community values shape the educational aspirations of students of color.

In Burciaga’s case, that upbringing began with her father, a Chicano artist and writer, and her mother, an administrator who worked at Stanford University. Burciaga and her younger brother grew up on the Stanford campus and she went on to major in Latin American and Latin Studies at UC Santa Cruz. At the time, she says, “I wanted to be a diplomat, not really knowing what that meant.”

After spending a year as an outreach counselor at CSU Monterey Bay, she enrolled in a master’s program at Harvard University. There, she and a friend collected stories from fellow students of color, publishing their accounts as an anthology. The book included student narratives, along with parody dictionary and course catalogue entries. It has been replicated by students in the program since 1999, she says.

In 2001 she started her PhD program at UCLA under the mentorship of Daniel Solorzano, working as a research teaching assistant in the school of education and in the Chicano Studies department.

After earning her degree in 2007, she received a two-year post-doctoral fellowship in developmental psychology at UC Santa Cruz, followed by a one-year post-doc at UC Davis studying the high school dropout phenomenon. Meanwhile she was hired at SJSU, but has deferred starting until Fall 2010 because of her work at Davis.

Burciaga’s primary research interest is in looking at how families and communities influence students’ persistence and aspirations.

IN MEMORIAM

Brenda L. Fikes

The Connie L. Lurie College of Education lost a beloved colleague with the passing in June of Brenda L. Fikes, a graduate lecturer and program coordinator in the department of elementary education, following a long illness.

Fikes, 65, a San José State University graduate and university employee for 36 years, founded and led the school’s full-time internship program for multiple subject candidates. The program, which has produced nearly 1,000 teachers in the course of a dozen years, has had an impact on hundreds of thousands of children.

Born Brenda Lee Ball in Richmond, Calif., she was the oldest of six children (and the only girl). She attended San Francisco Junior College and graduated from SJSU with a master’s degree in education.

Fikes was also a founding board member of the California Teacher Corps, an organization representing 70 alternative certification programs dedicated to training 100,000 new public school teachers for California by 2020.

Friends and colleagues remembered her warmth, humor and confidence.

“She was a woman of determination and strength,” says Nancy Markowitz, a professor of elementary education who taught alongside Fikes for two decades. “There was a joke about her that you just could not say no to her. Everybody absolutely adored her.”

Fikes is survived by Charles Fikes, her husband of 45 years, and daughters Kesha and Kristen Fikes.

A memorial service was held June 27 at Emmanuel Baptist Church in San José. Her family asked that donations be made to Triple Negative Breast Cancer Foundation: www.TnbcFoundation.org.

FACULTY NEWS

Dr. Mark Felton wrote an entry on “Argumentation” in *The Psychology of Classroom Learning: An Encyclopedia*, E. Anderman and L. Anderman, eds. (Detroit: Macmillan, 2009).

Dr. Michael Kimbarow presented two papers at the *American Speech-Language Hearing Association Annual Conference* (2008).

Dr. Henriette W. Langdon published “Providing Optimal Special Education Services to Hispanic Children and Their Families,” in *Communication Disorders Quarterly* 30:2 (2009)

Dr. Lou Larwood was awarded an \$800,000 federal training grant to prepare deaf and hard of hearing teachers for underserved communities. She also presented her teacher induction research at the *International Pacific Rim Conference* in Honolulu, Hawaii, in April 2008.

Dr. Judith Lessow-Hurley received the 2008-2009 San José State University Distinguished Service Award. She also published *The Foundations of Dual Language Instruction, 5th Edition*, (Boston: Pearson/Allyn and Bacon 2009).

Dr. June McCullough presented “Evidence-Based Practices in Audiology: Update,” at the *California Academy of Audiology* in September 2009.

Dr. Hyun-Sook Park co-authored a chapter on school inclusion and multicultural issues in special education in *Multicultural Education: Issues and Perspectives, 7th Edition*, James A. Banks & Cherry A. McGee Banks, eds. (Hoboken, N.J., Wiley, 2009).

Dr. Roxana Marachi presented “School Violence Prevention Research Meets Technology: The Impact of Tech Savvy Interventions to Connect With Teens,” at the *Fourth World Conference on School Violence and Public Policy* in Lisbon, Portugal, in June 2008.

Dr. Noni Mendoza Reis published “The Changing Face of Diversity,” in *Principal Magazine*, November/December 2009.

Dr. Maureen Smith published “Early Childhood Educations: Perspectives on Maltreatment and Mandatory Reporting,” in *Children and Youth Services Review*. She co-wrote an entry in *Planning Child-Friendly Neighborhoods & Cities #56*, from IMCL (2009).

Dr. Maureen Smith and **Dr. Ravisha Mathur** published “Children’s Imagination and Fantasy: Implications for Development, Education, and Classroom Activities,” in *Research in The Schools* 16 (2009): 52-63.

Dr. Caitlin Williams addressed the California Career Development Association in November 2009 on “Sustaining The Spirit: Taking Care of Our Working Worried Clients and Ourselves During Challenging Economic Times.”

Call to action

*SJSU student saves lives
in ways large and small*

Just after 8 am on the morning of Aug. 24, counselor Ed Canda was meeting with another staff member at Hillsdale High School in San Mateo when he heard a bang.

Then the fire alarm went off.



“There was someone yelling about bombs,” Canda remembers. When he went to investigate, he found teacher Kennet Santana grappling with a teenage boy wearing a black vest. Acting on instinct, Canda and school principal Jeff Gilbert ran over and helped tackle the boy.

With a firm hold of the struggling teen’s legs, Canda saw a pipe bomb stuffed in a pocket of the vest and realized the boy might have access to a detonator.

Fortunately no one was injured. The San Mateo Police Department later reported that after setting off two bombs, the 17-year-old suspect, a former Hillsdale student, still had eight pipe bombs stuffed in his vest, along with a sword and a chainsaw. The police described the trio’s actions as “heroic.”

Reflecting back on that morning, Canda, a student in the counselor education program at the Connie L. Lurie College of Education, doesn’t think he did anything special.

“It’s embarrassing for me to receive any acclaim for what I did in this when there were others who did their piece, which is just as important,” he says. Canda praises the ordinary heroism of teachers and counselors who engage with troubled youths on a daily basis. “They’re the ones who prevent kids from wanting to do things like this,” he says.

Canda, 35, grew up in San Mateo and played football at Hillsdale. After graduating from San Francisco State University, he taught fifth and sixth grade for a number of years.

He gravitated toward high school counseling after realizing that many of his students’ parents were intimidated by

the educational system and needed someone to help them navigate its complexities.

In the bombing’s aftermath, more than 250 students sought counseling to deal with their anxieties. “My experiences here at San José State prepared me for the events that happened at Hillsdale,” he says. “It made me more aware and attuned to how students might react.”

Canda, who himself sought counseling afterward, adds, “I feel like I can now connect with my students who have had other traumatic events. There’s that helpless feeling, that vulnerable feeling that there’s nothing else you can do.

“There is a loss of innocence.” ➡



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