

THE EDUCATOR

COLLEGE OF EDUCATION • FALL 2004



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MESSAGE FROM THE DEAN



Michael Lewis

WELCOME to the inaugural edition of the redesigned *Educator*! The name remains the same, but the new style reflects a change to a friendlier, in-depth format similar to a news magazine. Look for your copy on a semi-annual basis. Our hope is that the new design will provide alumni, friends, and supporters of the College a more comprehensive look at the broad array of work undertaken by our diverse and talented faculty, staff, and students.

The new *Educator* also comes at an exciting time of change at Sacramento State. We recently inaugurated Alexander Gonzalez as the new President of the University, marking the transition to a new era of leadership. Similarly, the College continues to evolve, most dramatically with the addition of a large number of new faculty to work along with our outstanding senior faculty. With new faces come new ideas, new dreams, and new kinds of energy—all essential to building the future of the College.

In this sense, the redesigned *Educator* underscores the exciting transformations underway in the College of Education. We hope you enjoy the new look and encourage your feedback. We also would like to hear your ideas for the content of future editions. Your perspective will help keep the *Educator* fresh, vibrant, and relevant to our educational community. Forward your ideas, comments, and suggestions to my editorial staff at educator@csus.edu. ■

THE EDUCATOR Published for the Alumni, Supporters, Faculty and Staff
of the Sacramento State College of Education

COLLEGE OF
EDUCATION



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STUDENT TEACHERS REAP BENEFITS OF professional development schools

California often leads the country in innovative programs. But when faculty in teacher education and bilingual/multicultural education in the College of Education were seeking a way to better prepare their student teachers for urban settings, they drew inspiration from an approach that had already been embraced in other parts of the country—professional development schools.

Of course, their California spirit led the Equity Network, the University's professional development school effort, to be bigger and more ambitious than its predecessors, with more than 12 professional development schools in the Sacramento Region, affiliated with 16 schools in the Roseville City, San Juan, Washington, Sacramento City and Elk Grove school districts.

Professional development schools are a close collaboration between the University and a school, or a group of schools, to work on mutual goals of improving

student learning and enhancing teacher development, at both the pre-service and in-service levels.

"We take University and school district resources and apply them together to further student learning

"The schools want to work with our students and they also get a tie with our faculty."

and teacher development," says Pia Wong, a bilingual/multicultural education professor who coordinates the program for the College. "The schools want to work with our

students and they also get a tie with our faculty. The University's teacher preparation programs also get an infusion of current and practical professional knowledge and expertise from the teachers that collaborate on the professional development school effort."

The decision to follow the professional development school model came from an ongoing concern—how best to prepare future teachers to be effective in urban classrooms and schools. A

key part involved getting student teachers to become fully active at their student teaching placements, especially in the area of pupil learning.



“Let’s face it, the student teachers would rather be in the schools than in a campus classroom,” Wong says. “It gives them the chance to be involved with school activities, working with the students and their parents. This partnership gives the faculty the opportunity to reach pupils on site. And the student teachers get to work with really high-quality mentor teachers who have a real commitment to pupil learning.”

The program is funded by a \$1.4 million federal teacher quality enhancement grant. Though the federal program supports different kinds of collaborative projects, the Equity Network directs its efforts explicitly at Title 1 schools—typically underachieving schools that often have a population that is high-poverty and is culturally and linguistically diverse.

One result of the effort is that some

schools have become mini-satellite branches of the University, such as in West Sacramento’s Washington Unified School District, in San Juan Unified and in Sacramento City Unified. In these cases, courses are taught at the professional development school and faculty are able to coordinate their lesson plans with content that is being provided in K-8 classes. They are also able to push their methods instruction into real classrooms. And teachers can be actively involved in co-teaching or guest lecturing in teacher preparation classes.

“It’s a great experience—the methods course is really a lab,” Wong says. “Student teachers get to put theory into practice with immediate feedback from course instructors and mentor teachers.”

Though all the professional development schools share the common goals of improving student learning, enhancing teacher preparation and development, and conducting action research, each goes about it in a different way, reflecting the individual nature of the school and its surrounding community. Some even use those differences as an integral part of their curriculum. Students at Golden State Middle School conduct a community study developed by teacher education professor Lorie Hammond and bilingual/multicultural professor Sue Heredia, where they are given maps of the neighborhood and encouraged to walk it. “It helps them to understand the community and where students are from,” says teacher education professor Julita Lambating, who also works at the school. “The second time we did it, we had the students focus on the different types of resources available such as the church or the market. They can then use these resources in their lessons.”

Janet Hecsh, a professor in the single subject preparation program, works with several high schools in the Sacramento City Unified School District. She adds, “Our perspective is that student teachers need to learn more about the mosaic of the neighbor-

hoods students come from in order to design and implement instruction that is linguistically and culturally consistent, and that both builds on the resources students bring from home and strengthens school-community connection." As an example, student teachers, community members and faculty at New Technology High School are working on a plan for youth-led research to identify, describe and develop action plans to address community needs in the Freeport Manor community.

This ability to tailor and continually revise lessons to fit the situation is also encouraging the faculty to try out methods to enhance teaching that haven't been used in the United States before.

Lesson study is a major form of professional development in Japan. As

part of his effort to introduce more science into the classroom, teacher education faculty member David Jelinek is implementing a lesson study project in Elk Grove.

His team of teachers and student teachers work together to develop a model lesson and then observe as one member of the team teaches it. After, the team identifies ways to improve it. "Some teachers come in afraid to do science. This gives them the opportunity to work on lessons," he says.

"It's been terrific. At one of our professional development schools, the entire school got involved in lesson study," Wong says. "We often worried we weren't doing enough to hone teaching skills. This gives us a chance to do that." Lesson study teams also operate at the Fruitridge and Greer professional development schools.

Other professional development school projects include:

- **In Jana Noel's professional development school** at John Bidwell School, they have students stay at one school for their entire teacher preparation program. "They become part of the school community,"

says Noel, a professor of teacher education. They even produce a newsletter and two student teachers who attended an Equity Network summer science institute offered by the Colleges of Education and Natural Sciences and Mathematics took it upon themselves to launch a mini-science institute at the school.

- **Bilingual/multicultural education professor Susan Baker** has two professional development schools at one site, one of which is a dual-immersion English/Spanish language academy. The students are one-third English dominant, one-third Spanish dominant and one-third bilingual. Kindergarten students receive 90

"Student teachers get to put theory into practice with immediate feedback from course instructors and mentor teachers."

percent of their instruction in Spanish and 10 percent in English with the proportion of English instruction increasing every year until it reaches 50 percent in sixth grade. Wong also works with the schools and helped develop the site's community study which has student teachers walk with the schoolchildren around the neighborhood in order to deepen their understanding of community resources in order to tailor their coursework.

- **Kingswood Elementary School** actually campaigned to become part of a professional development school, says teacher education professor Daniel Orey. Through the Equity Network, all teachers at this site received training on standards-based mentoring and created one of the first-ever site-based student teacher handbooks.
- **Technology integration** is the focus at teacher education professor Deidre Sessoms' professional development schools in Roseville. In addition to looking at ways to incorporate technology into the curriculum, they're also making efforts

see **STUDENT TEACHERS** page 11

Report from the Dean

The fall semester is in full swing on campus and within the College of Education. During the fall season, the College has participated in a number of lively events. In September, the College celebrated our student scholarship recipients and their generous donors at the 2nd Annual Scholarship Reception. Nearly 200 community members, students, faculty and staff attended the reception at the Alumni Center. President Alexander Gonzalez was on hand to give welcome to our community. During Homecoming Week, our faculty turned out in large numbers to participate in the inauguration of President Gonzalez, the 11th President of the University. On Friday of Homecoming Week, the College honored five distinguished alumni at the annual Alumni Honors Luncheon: Cecilia Gutierrez Farias; Marilee Sullivan; Evelyn Marshall Baffico; Karen Haggard; and Kelvin Lee. Later that same day, the College hosted a reception for collaborating teachers in the lobby of Eureka Hall. It was a wonderful opportunity to say “thanks” to all who support the preparation of school personnel by sharing their practice with our new professionals. Fall 2004 also marks the 10th Anniversary of the Department of Bilingual/Multicultural Education. Congratulations to the faculty, staff, students and alumni who have worked so hard over the years to create a first-rate set of programs.

New Appointments

Fall has brought some changes to the College, as it does each year.

- Following the retirement of Dr. Janie Low, **Dr. Deidre Sessoms** has been appointed the new director of the Teacher Preparation and Credentials office. Dr. Sessoms has served on the faculty of the Department of Teacher Education since 2000.
- After a hiatus of several years, **Dr. Bernadette Halbrook** has returned as chair of the Department of Counselor Education where she has served on the faculty since 1996.
- The Department of Special Education, Rehabilitation and School Psychology has a new chair, **Dr. Bruce Ostertag**, a faculty member since 1981.
- Last spring, **Dr. Michael Ballard-Rosa** became chair of the Department of Child Development where he has served as a faculty member since 1981.
- Over the summer, **Dr. Rosemary Papa** was selected as founding director of our highly anticipated Joint Doctoral Program in Educational Leadership; Dr. Papa has served on the faculty in Educational Leadership and Policy Studies since 1999 and as director of the CSU Sacramento Center for Teaching and Learning since 2001.
- We also have **four new tenure-track faculty members** who began with the fall semester; with these new faculty members, the College has hired more than thirty new faculty since fall 2002, fully one-third of the entire College faculty.

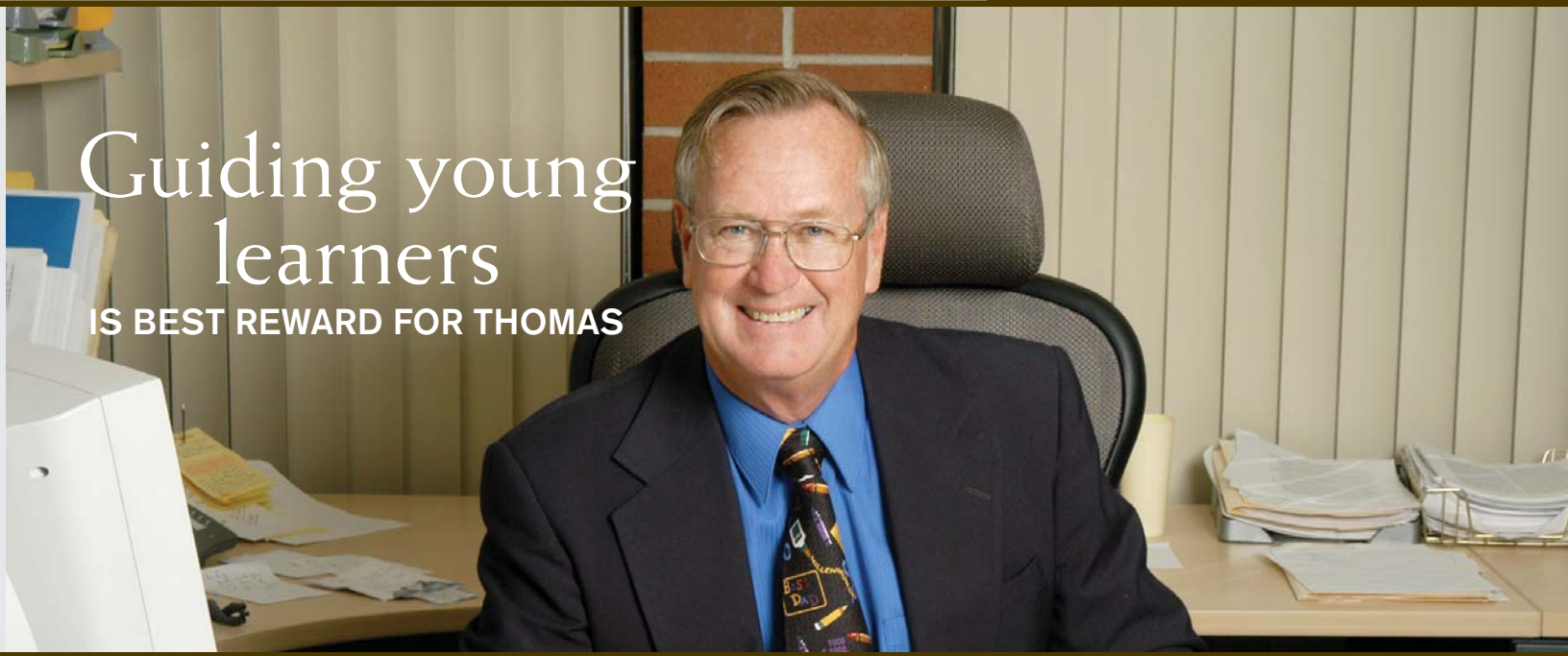
Current Challenges

As you know from the media, the California State University system is presented with a challenging year with regard to the budget. The faculty and staff of the College worked all summer to stay within budget while maintaining access to our programs and services. Despite

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Guiding young learners

IS BEST REWARD FOR THOMAS



Terry Thomas

Take more than 22,000 young scholars. Add a team of highly motivated California State University, Sacramento faculty, high school teachers and industry professionals. Blend in the secret ingredient that completes this special brew—director Terry Thomas—and what do you have? The wildly popular *Academic Talent Search*.

Since 1982, Terry Thomas has been the driving force for the program, which offers students in grades six through nine the opportunity to explore natural talents and develop strengths through challenging and exciting classes on the Sacramento State campus. He is also the University's very first recipient of the Lifetime Achievement Award for Community Service.

Academic Talent Search offers more than 100 classes ranging from forensic science to veterinary medicine. These accelerated courses are designed for students to master in five to six weeks what is normally taught in nine months. Perhaps the most exciting twist is that students elect to delay vacations, summer camps and leisure in front of the television, to

expand their learning capacities in a fun and innovative setting during summer break.

An educator since 1969, Thomas has willingly contributed time to his community, and guaranteed a lasting commitment to his students. In addition to Talent Search, Thomas is also founder and director of Ac-

celerated College Entrance or ACE, an early entrance program for highly able high school students. ACE provides qualified students with access to Sacramento State classes on campus and selected local high schools. More than 800 students enroll each semester, and upon successful completion of coursework,

receive college credit prior to high school graduation.

Since the birth of Academic Talent Search, Thomas has witnessed three classes and 100 students flourish into more than 100 classes and 2,000 students. "We have lawyers, a veterinarian, and a cartoonist who teach and bring their

"Students need the opportunity to expand their horizons and this is what we do best."

special skills," Thomas explains. "Students need the opportunity to expand their horizons and this is what we do best."

The program is a great supplement to the traditional school classroom, where students can feel restricted to standard curriculum

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a reduction in the funds available to hire part-time faculty, we were able to plan a Fall 2004 schedule of courses that would accommodate the same number of students served in Fall 2003. Interest in our coursework and programs remains high in the community, with significant increases in enrollment this fall for programs in Educational Leadership, Special Education and in Child Development. However, there is some evidence—both locally and statewide—that application rates for programs leading

to teaching credentials are beginning to fall. There is debate over what may be causing this phenomenon—a temporary cooling off of the job market for new teachers; the new requirement for all multiple subject candidates to pass a standardized test of subject matter knowledge; an increase in fees for public universities. Whatever the cause, it is important to note that the state and region will continue to need teachers. While demand is not what it was a few years ago following the sudden

implementation of the statewide class-size reduction program, our program evaluation data show that our graduates are finding jobs. Both the teacher retirement projections of the California Teachers Association and the continued explosive growth of the Sacramento region suggest that if we are not careful to maintain our graduation rate of well-qualified new teachers, we could return very quickly to teacher shortages in the face of escalating retirements of our “baby-boomer” teachers.

A Look to the Future

Despite temporary budget challenges, the College continues to dream, plan and build. Here are a few of the tasks that will engage our faculty, staff, and community partners during the 2004-2005 Academic Year:

- **The faculty and school partners** working within the program pathways leading to multiple and single subject credentials in three departments are implementing the program reforms planned in the last few years in response to S.B. 2042. It is interesting to see how the program reforms play out in the real world of teaching, and I am sure there will be a few lessons learned that can be used to fine tune the program in the coming semesters.
- **The faculty in Counselor Education** are continuing their work to gain national accreditation through the Council for Accreditation of Counseling and Related Educational Programs. They are preparing responses to questions posed by the examiners

subsequent to their initial submission for accreditation and hope to complete the accreditation process in the near future.

- **The California Commission on Teacher Credentialing** (CCTC) has issued new program standards for the Administrative Services Credential. The faculty in Educational Leadership and Policy Studies are engaged in a substantive review of the curriculum in relation to the new standards and will submit to CCTC for reaccreditation during this academic year.
- **Our very first doctoral program**—an Ed.D. Program in Educational Leadership—is proceeding through the review process; the accreditation

documents were completed by the faculty this fall and submitted for review to the Western Association of Schools and Colleges (WASC). After final approval and accreditation, the program is scheduled to begin in summer 2005.

- **We also will begin discussion among faculty, staff and the community** over our dreams for a new building housing the College of Education. A new home for the College is part of the ambitious and visionary plan for the renewal of the campus—Destination 2010. While we are several years away from seeing steel rise from the ground, it is time to begin planning a building that will have the greatest possible impact on the quality of instruction and student learning.

As always, the College of Education stands ready to meet the needs of the community. If you would like to discuss the work of the College or share your own vision for linking our work with the needs of the region, I would love to hear from you. ■



Front Row from far left: Kathleen Gee, Jose Chavez, Claudya Lum, William G. Vicars, Joyce Baptist, Lisa Michals, Chia-Jung Chung, Albert Lozano, and Mimi Coughlin. Back Row: Jean Gonsier-Gerdin, Frank Lilly, Maggie Beddow, Louis Downs, Christi Cervantes, Carolyn Jaynes, and John Cowan.

COLLEGE OF EDUCATION looks to the future

Joyce Baptist

Assistant professor of counselor education

Background and expertise

Baptist holds a doctorate in human development with an emphasis in marriage and family therapy from Virginia Polytechnic and State University, a master's degree in community counseling from Loyola University, Chicago and a degree in financial management from Chartered Institute of Management Accounting. Her areas of expertise include clinical work with couples, family systems—particularly multicultural—and trauma survivors as well as medical family therapy and supervision. Her research interests include couple resilience, and dynamics within gay families.

Maggie Beddow

Assistant professor of bilingual/multicultural education

Background and experience

Beddow earned her bachelor's degree in liberal studies and her master's degree in educational

administration at Sacramento State. She has a doctorate in language, literacy and culture from UC Davis. Her expertise is in teaching social studies methods to K-8 teacher candidates of English learner students, with a focus on pedagogical content literacy. Her research focuses on examining best practices of elementary social studies teachers of English learners that foster socially mediated discourse and academic content literacy.

Margarita Berta-Avila

Assistant professor of bilingual/multicultural education

Background and expertise

Berta-Avila earned a bachelor's degree in Chicana(o) studies from UC Davis, a bilingual teaching credential and a master's degree in education from Claremont Graduate University and a doctorate from the University of San Francisco. Her expertise is in multicultural and bilingual education in relation to the content and classroom

environment provided for linguistically and culturally diverse students. She has worked with student teacher candidates and teachers in the classroom to analyze and act on their teaching from this perspective as a means for students to gain access academically and socially within a school/societal context

Stephanie Biagetti

Assistant professor of teacher education

Background and expertise

Biagetti holds a bachelor's degree in development studies, a master's degree in education and a doctorate in urban schooling, all from UCLA. Her expertise is in secondary level teacher education, professional development with secondary mathematics teachers, K-12 math education, and the development of children's mathematical thinking. She has also studied how a knowledge of the development of students' mathematical thinking affected teachers' practices, knowledge and identity.

COLLEGE OF EDUCATION

looks to the future *from p. 9***Mark A. Biernbaum***Assistant professor of child development***Background and expertise**

Biernbaum earned his bachelor's degree in human development from Cornell University, his master's degree in psychology from the New School for Social Research and his doctorate in developmental psychology from the University of Washington. He completed a post-doctoral research fellowship in child clinical psychology at the University of Pittsburgh. His areas of expertise include social-emotional development, parent-child attachment, mental illness in children and adolescents, educational evaluation, and adolescent drug and alcohol policy.

Eric Bull*Assistant professor of teacher education***Background and expertise**

Bull earned a bachelor's degree in natural sciences and a master's degree in administration from San Jose State University and a doctorate in science education from Curtin University in Perth, Australia. His expertise is in teaching students that science can be applicable and enjoyable, making science practical, affordable and related to students' experiences, and in finding ways to integrate science into other subjects.

Christi Cervantes*Assistant professor of child development***Background and expertise**

Cervantes earned a bachelor's degree in psychology and linguistics from San Diego State University and a doctorate in developmental

psychology at UC Santa Cruz. Her teaching expertise is in language development and socialization, culture and development, social-emotional development, and interpersonal relationships and development. Her research is in cultural and gender variations in family talk and understanding about emotions, parents' beliefs about young children's development.

Jose Chavez*Associate professor of educational leadership***Background and expertise**

Chavez has a bachelor's degree in liberal studies from San Diego State University, a master's degree in education from the University of San Francisco and a doctorate in education from the University of Southern California. His expertise is in educational leadership in higher education with an emphasis in community college and secondary education, and in issues of diversity, equity and academic achievement gaps in higher education in grades K-12.

Chia-Jung Chung*Assistant professor of teacher education***Background and expertise**

Chung earned a bachelor's degree in science and mathematics education from National Taipei Teacher's College in Taipei, Taiwan, a master's degree in curriculum and instruction from Penn State University and a doctorate in curriculum and instruction from the University of Iowa. Her expertise is in applications of technology to teaching and learning, collaborative learning and critical thinking, online professional

development community for in-service and pre-service teachers and e-portfolios in teacher education.

Amanda Clinton-Higuita*Assistant professor of special education, rehabilitation and school psychology***Background and expertise**

Clinton-Higuita has a master's degree in school psychology from the University of Washington and a doctorate in psychology from the University of Georgia. Her expertise is in neuropsychology, cross-cultural psychology with an emphasis on Hispanic culture and Spanish language, early childhood, and prevention.

Mimi Coughlin*Assistant professor of teacher education***Background and expertise**

Coughlin earned a bachelor's degree and a master's degree from Stanford University and a doctorate from Boston College. Her expertise is in social studies education, women in education, gender equity and appreciative inquiry. She has also been a high school teacher and a facilitator of diversity workshops.

John Cowan*Assistant professor of teacher education***Background and expertise**

Cowan earned a bachelor's degree in multicultural teacher education, a master's degree in training and learning methodologies and a doctorate in language, literacy and sociocultural studies, all from the University of New Mexico. His expertise is in teacher education in the integration of educational tech-

nologies and practitioner research. He also spent a decade as an elementary and high school teacher.

Louis Downs

Assistant professor of counselor education

Background and expertise

Downs earned his doctorate at Oregon State University. He has 20 years of counseling and psychotherapeutic experience. His expertise is in high-risk, dual diagnosis, survivors of trauma, personality disorder, serotonin-based disorder, counseling, clinical supervision, small group work, employee assistance programs, and school and agency counseling.

Kathleen Gee

Associate professor of special education, rehabilitation and school psychology

Background and expertise

Gee has a bachelor's degree in psychology and social welfare from UC Berkeley, general education and special education credentials and a master's degree in education of exceptional children from San Francisco State University, and a doctorate in special education from UC Berkeley and San Francisco State. Her expertise includes assessment design and instructional strategies for students with severe cognitive disabilities, augmentative communication, developing social relationships between students with and without disabilities, supporting students with severe disabilities in general education classrooms, schools and the community, designing positive behavioral interventions for students with severe challenging behavior, whole school systems change and reform strate-

gies, single subject research design methods, visual analysis data, and special education research.

Jean Gonsier-Gerdin

Assistant professor of special education, rehabilitation and school psychology

Background and expertise

Gonsier-Gerdin has a bachelor's degree in human biology with a secondary major in psychology, and a master's degree in social sciences in education, both from Stanford University and a doctorate in special education from UC Berkeley and San Francisco State University. Her expertise is in inclusive education policies and practices, promoting social relationships of individuals with severe disabilities, positive behavior supports, autism spectrum disorders, interprofessional collaboration, and qualitative research and evaluation methods.

Carolyn Jaynes

Assistant professor of teacher education

Background and experience

Jaynes holds a bachelor's degree in English literature from UCLA, a multiple subject teaching credential from UC Berkeley and a doctorate in educational psychology from Michigan State University. Her expertise is in reading comprehension and reading assessment. She also spent more than 10 years as a classroom and reading teacher in Northern California.

Frank Lilly

Assistant professor of teacher education

Background and expertise

Lilly has a bachelor's degree and a master's degree in psychology

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to determine how it can improve student learning at each grade level. The student teachers at one of Roseville's professional development schools, Sierra Garden Elementary, also developed an after-school program where students can learn skills like sign language.

- **At Golden State Middle School**, the strong collaboration between school faculty and teacher education professors Lorie Hammond, Julita Lambating, Susan O'Hara, Cid Gunston-Parks and Eric Bull results in student teachers who learn how to teach in communities, not just classrooms. Using innovative curriculum projects that draw on community resources like the school's ethnic gardens and the adjacent river ecosystem, student teachers work with their mentors to create culturally relevant learning environments where the school's diverse student population experience success.

Wong says these partnerships between the College and the schools not only benefit Sacramento State students and the schools' teachers, in the long run they make the schools better. "By having faculty, student teachers and teachers all in one spot everyone is making a contribution. The new ideas that are generated by the collaboration result in improvements at the schools as well as in our teacher preparation programs," Wong says. ■

For more information on the professional development school program, contact Wong at 278-4978.

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looks to the future *from p. 11*

from the University of Central Oklahoma and a doctorate in educational and counseling psychology from McGill University. He has worked in private practice as an educational and counseling psychologist, as an educational specialist and as an assessment and evaluation counselor. His expertise is in creative teaching and learning within diverse and inclusive classrooms.

Claudya Lum

Assistant professor of bilingual/multicultural education

Background and expertise

Lum holds a bachelor's degree in biological sciences from UC Irvine and both a master's degree in teaching of biology and general science and a doctorate in curriculum and instruction from the University of Illinois, Urbana-Champaign. Her expertise includes elementary and secondary science education, the development and implementation of science curriculum and instruction, constructivism, conceptual change and action research. She is currently interested in assisting teachers to help children strengthen their academic and oral English skills through inquiry-based, antiracist science pedagogy and practice.

Lisa Michals

Assistant professor of teacher education

Background and expertise

Michals holds a bachelor's degree in education, and a master's degree and a doctorate in curriculum and instruction, all from the University of British Columbia. Her expertise is in drama in education, narrative,

communities, video ethnography, additional language learning, using drama to create community in the classroom, impact of culture and language in a classroom setting and leadership. She also specializes in strategies for teaching in higher education, learning styles, teaching perspectives, wellness in the workplace, planning, community in higher education, physical education, secondary education and gender studies.

Jan Osborn

Assistant professor of counselor education

Background and expertise

Osborn has a bachelor's degree in nursing and a master's degree and a doctorate in marriage and family therapy, all from Syracuse University. Her expertise is in private therapy practice, specializing in abuse and trauma, couples therapy and gay/lesbian issues. Her teaching specialty is marriage and family therapy theory and supervision.

William G. Vicars

Assistant professor of American Sign Language

Background and expertise

Vicars holds a master's degree and a doctorate in deaf education, both from Lamar University. His expertise is in computers assisted American Sign Language (ASL) acquisition, Internet-based ASL instruction, bilingual/bicultural-ASL teaching methodology, excursion-based ASL immersion training and ASL linguistics. He is the author of *Sign Me Up!*, an ASL text and finger-spelling guide. ■

Are you a classroom teacher or an educational administrator?

The College of Continuing Education would like to hear from you! We are working with the College of Education to identify the continuing professional development needs of educators and educational administrators in our region, in order to build programs that will help you face the challenges of the future. Please complete the survey on our website at <http://www.cce.csus.edu/survey/educators.htm>, then submit it by clicking the "submit" button. If you have any difficulty accessing this survey electronically, please contact Manuela McClary at Manuela@csus.edu or 916/278-5485 for a print copy of the questionnaire. Thank you.

Kellough puts help WHERE IT'S NEEDED

It's no secret that in recent decades, the public school system has seen a tremendous increase in the need for quality teachers and a shortage of positive supplemental programs. Between budget cuts and lack of time as well as other pertinent resources, those students who need that extra push ahead sometimes get left behind.

Teacher education professor Noreen Kellough recognized this area of need and responded. And this year she was honored by the University with an Outstanding Community Service Award.

Under her direction, the Sacramento State READERS Program—an acronym for Reaching Excellence After Developing Effective Reading Skills—recruits, trains and supervises more than 300 tutors, accommodating approximately 600 first- through third-grade students each year. This early intervention reading program realizes the needs of the area's Title 1 schools, and encompasses three districts—North Sacramento, Folsom-Cordova and Sacramento City—at no cost to the schools.

Kellough believes it is of utmost importance to uphold the College of Education's mission, embracing the diversity of her community and building on its strengths while addressing its needs.

Alongside fellow Sacramento State professor Pamela O'Kane, Kellough trains students through the course EDTE 103: Tutoring Children in Reading, providing them with the tools necessary to act as tutor, role model and friend to at-risk children. The tutors work individually with two assigned children 60-90 minutes per day, two times per week in a before- or after-school program. Because this program is just as rewarding for tutors as it is for the students, Kellough promotes involvement from majors such as criminal justice and social work.

"Our job as role models is just as important as our job as tutors," Kellough explained. She encourages the tutors to inspire and motivate the students to pursue higher education and excel in the areas in which they are working below grade level. The impact READERS has made is phenomenal, as the program has been shown to foster better school attendance, higher self-esteem and increased chances for graduating from high school. Kellough assures the program is "not competing with, only supporting" the public school system.

Kellough says being honored with the Outstanding Community Service Award is the "icing on the cake." She initially believed she was being honored for her voluntary community service with the Sacramento Children's Home. Her love for her work runs parallel to her love for her community. ■



"Our job as role models is just as important as our job as tutors."



LIFELONG SACRAMENTANS give back to education

Charles and Leora Keaster have lived in South Land Park for more than 20 years, but the family's history in the region dates back generations. Charles lived south of Sacramento and Leora lived in Oak Park long before it was part of the City. Charles is a product of the city school district, graduating from Sacramento High School where he recently served on the Alumni Board. He began to work his way through school to attend Sacramento Junior College.

And that is how he met Leora Chase, whose family helped students by providing room and board at their home in exchange for work. This opportunity was given to Charles when he enrolled. "The Chase family was good enough to help me, a struggling student at the time," Keaster remembers.

lessons. I had to wear many hats and I learned that the value of my education was in being able to provide an education to others."

Charles holds a Ed.D. from UC Berkeley, but attributes his success to the education he received at Sacramento State. "The most influential people in my professional life were those I

Board of Education.

Charles's education didn't stop with his Ed.D. A lifelong love of learning brought him back to Sacramento State. He finished a computer class and has worked on the College of Education history project. Through his regular contact with students in the courses he

"The most influential people in my professional life were those I met as an undergraduate. I learned a great deal at the University and I am still learning."

takes, Charles has strong feelings of compassion

In 1942, Charles entered the Army. He served at Fort Bliss, Texas, and later in Florida. While on leave in 1944, he and Leora were married. He later transferred to the headquarters of the Hawaiian Artillery Command, where he remained until his discharge.

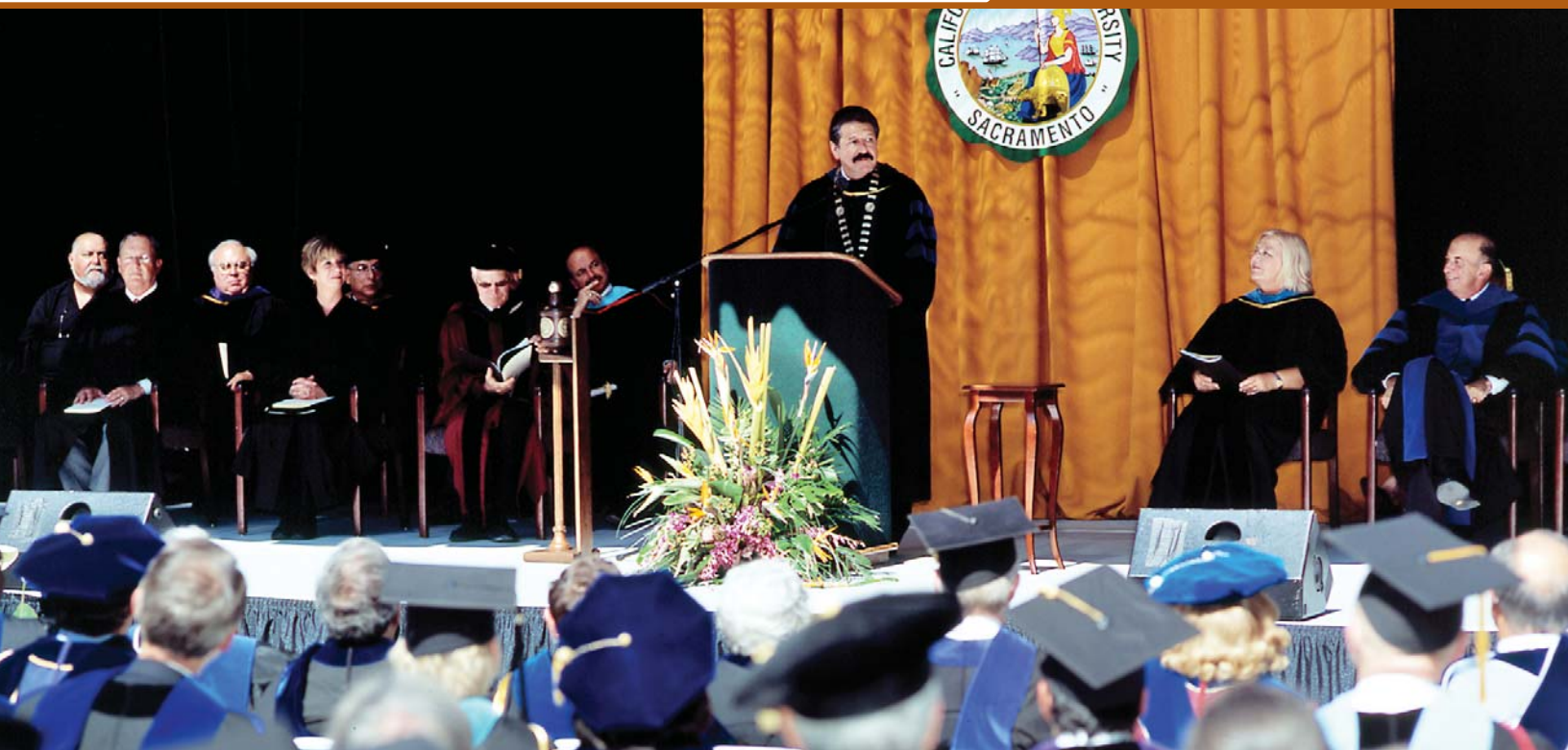
After the war, Charles completed his B.A. and M.A. in education at Sacramento State College. In the 1950s, the couple moved to Woodland where Charles taught and was principal of the Zamora Elementary School. "Those years taught me some very valuable

met as an undergraduate. I learned a great deal at the University and I am still learning."

After leaving Zamora School, Charles became audiovisual director for the Yolo County Superintendent of Schools, eventually becoming assistant superintendent. He then moved to the State Department of Education and ended his career as superintendent of the Diagnostic School for Neurologically Handicapped Children in San Francisco. During all these years he had the support of Leora, who was serving as assistant secretary to the State

because of the financial hardships that many endure.

Having administered several estates, Charles became a firm believer in the use of living trusts. When he and Leora prepared their own trust, they included a bequest to Sacramento State. When asked why they decided generously to name the University, Mrs. Keaster replies without hesitation, "Because the University has been so good to us." For the Keasters, the cycle of educational support has come full circle. ■



INAUGURATION OF PRESIDENT GONZALEZ MARKED BY pageantry and optimism

In a day of academic tradition, touching moments and a surprise gift announcement, Alexander Gonzalez was officially inaugurated as Sacramento State's 11th president.

The Oct. 4 event at the Outdoor Theatre drew university representatives from throughout the state, including CSU presidents, CSU Trustees and CSU Chancellor Charles Reed.

President Gonzalez told the crowd of hundreds of visitors and members of the campus community that he was committed to improving Sacramento State by helping its people achieve their potential—to pursue “self-actualization.”

“The people here need to be encouraged to and allowed to thrive if this University hopes to be its best,” Gonzalez said, adding later, “A clear sense of purpose, a clear

sense of identity and a rising tide of excellence and creativity will indeed lift us all.”

He tied his commitment to helping students, faculty and staff achieve their potential to the University's Destination 2010 initiative. He said Sacramento State was already a great regional institution, but that it would become a premier metropolitan university with planned improvements such as the recreation center and new residence halls, and a commitment to improving academic programs and the University's overall reputation.

“You'll hardly recognize it five years from now,” he said.

Gonzalez, who arrived at Sacramento State last July, also thanked the campus community for making him and his wife Gloria “feel right at home over the past year.”

The ceremony began with the ringing of campus bells and a procession of regalia-clad faculty and guests from the University Union to the Outdoor Theatre. Economics professor Stephen Perez narrated the event. Emeritus Sacramento State professor Alan Wade led the procession with the University Flag, while Faculty Senate Chair Cristy Jensen followed with the University's new ceremonial mace.

see **GONZALEZ** page 19

Partnership with TV station honors teachers

COLLEGE JOINS NEWS10 TEACHER OF THE YEAR PROGRAM

Coming to a television near you—the best in regional teachers.

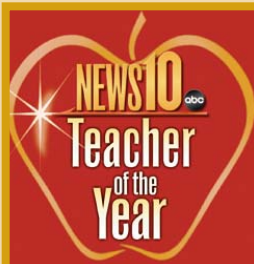
Over the past year, the College of Education took another step in its efforts to promote and recognize great teaching by teaming up with Sacramento television News10 in its Teacher of the Year program.

The budding relationship gives the College the rewarding but challenging role of helping choose 12 News10 Teachers of the Month, and eventually one News10 Teacher of the Year, from scores of nominations sent to the station.

It's a partnership that makes sense, says Kimberly Gordon-Rouse, a child development professor and chair of the College's Professional Development Community/Student Affairs Committee, the campus group that chooses the Teacher of the Month candidates and ultimately selects the Teacher of the Year. "Because the College of Education is the premier resource for teachers in the region, and News10 is recognizing teachers for the region, it seemed for all of us like a perfect fit. Our faculty educated many of those teachers."

Nominations come from a variety of sources throughout the region—students, other teachers, parents and principals. K-12 educators from 16 counties around the region, including Amador, Calaveras, Colusa, El Dorado, Nevada, Placer, Plumas, Sacramento, San Joaquin, Sierra, Solano, Stanislaus, Sutter, Tuolumne, Yolo and Yuba, are eligible.

Each month, faculty members from the College select three nominees from the submissions and forward them to the station for the final decision. Nominees are chosen for a



The News10 Teacher of the Year for 2004-05 was

Heidee Harvey

Vencil Brown Elementary in Roseville.

The other Teachers of the Month for 2004-05 were:

- Molly Brusca of Valley Oaks Elementary in Davis
- Gary Kautler of Nevada Union High in Grass Valley
- Patrice McCallum of Eureka Elementary in Granite Bay
- Derek Sato of Earl Williams Elementary in Tracy
- Asa Salley of John Bidwell Elementary in Sacramento
- Muffet McCleneghan of Twin Lakes Elementary in Orangevale
- Michael Prero of E.V. Cain Middle School in Auburn
- Gerry Colon of Oakmont High School in Roseville
- Stu Clark of Albert Schweitzer Elementary in Carmichael
- Timmi Elcock of Twin Lakes Elementary in Orangevale
- Tom Gieck of Roseville High

In addition to being able to honor the region's teachers, the University's partnership with News10 has the added benefit of extensive coverage on the station. The College is featured prominently on the Teacher of the Month website and is mentioned as a partner in the monthly features and during two 30-minute specials during the year.

see **PARTNERSHIP** page 19



Robert Dodge Memorial Scholarship recipient Emily Hirschklau accepts congratulations from Associate Dean Virginia Dixon (right).

Reception honors SCHOLARSHIP DONORS AND RECIPIENTS

The College of Education celebrated its second annual Fall Scholarship Reception, which honored student scholars and recognized their generous benefactors.

It was a night to express the College's gratitude to those who contributed to the scholarship funds. Because of their support, the College awarded more than 55 scholarships to deserving students over the course of the evening.

Sacramento State President Alexander Gonzalez was on hand and gave the evening's opening remarks. And College of Education Dean Michael Lewis was able to announce the establishment of three new scholarships.

The first of the new scholarships announced was the Louis & Frances Carp Memorial Scholarship in Teacher Education which was created through a bequest from the estate of Louis and Frances Carp. The scholarship reflects their desire to help students enrolled in the teacher education programs.

A second new scholarship was the Phi

Delta Kappa-Sacramento Chapter Scholarship in Teacher Education. The leading professional organization for educators in the Sacramento region, Phi Delta Kappa established this scholarship to benefit students enrolled in teacher education programs.

The third, the Vind-Peters-Canessa Scholarship Fund, was established by Genie

Because of their support, the College awarded more than 55 scholarships to deserving students.

Churchill in memory of her mother. The award is dedicated to helping students in the counseling master's program who are seeking their certificate in marriage and family counseling.

The reception also was an opportunity for the College of Education to recognize a number of individuals and organizations for their years of support of student scholarships. Donors representing scholarships marking



Development Associate Debbie Santiago (center) introduces emeritus professor Dr. Chuck Toto (seated) to Jamie Staple, recipient of the 2004 Chuck Toto Memorial Scholarship.

anniversary dates of five and 10 years were recognized.

Honored Donors

- **Alicia Meza** was honored in recognition of her 10th year of support and dedication to students in the College of Education. The Escalameza Scholarship, created in honor of her parents, was established to assist students preparing to be bilingual teachers, who come from migrant farming backgrounds and who demonstrate a commitment to social action in the Mexican American community.
- **Heritage Community Credit Union** has supported students for five years with the Susan L. Blakeman Memorial Scholarship in memory of the namesake's hard work, dedication and service.
- **Mary Ann and Lou Peoples, and the Boyd Foundation** were honored for providing five years of support through the Kathryn & Eugene Boyd Excellence in Education Scholarship which is given to credential candidates who are committed to teaching in the Sacramento Region for at least one year.
- **Niel and Jeanne Malveti** have been faithful donors for five years through the Muriel F. Maloney and Malveti Family Scholarship. Established in honor of Jeanne Malveti's mother, this scholarship is given in the hope that students who receive it will dedicate their lives to serving children.
- **Roger and Marie Valine** dedicated the Marie Brushia and Lorraine Valine Special Women's Scholarship in memory of their mothers. For the past five years, this scholarship has gone to deserving students who not only will need to work their way through college, but also demonstrate a dedication to family and community.
- **The Roger Valine Vision Service Plan Endowed Scholarship** was established by the Board of Directors of Vision Service Plan in recognition of Valine's 25 years with the company. In the past five years, this scholarship has been awarded to deserving students who have a passion and long-term focus to education as a good foundation for the rest of their careers.
- **Robert Davis and Jean Nix Davis** were honored for their five years of support of the Drs. Robert and Jean Davis Scholarship. ■

PARTNERSHIP from page 16

number of traits such as innovation in the classroom, impact on students from all backgrounds, and longevity.

Gordon-Rouse says the committee has a tough job deciding among the nominees. "The nominations we receive are absolutely compelling and inspiring stories. These are teachers who've gone above and beyond the call. There are so many good choices."

Each Teacher of the Month is profiled in a segment on News10 that airs during the 5 p.m. newscast on the second Friday of the month. The stories focus on the special qualities that led the teacher to be considered for the honor.

From these monthly winners, a Teacher of the Year is chosen. The announcement is made at a festive ceremony at the Esquire IMAX Theater in downtown Sacramento, hosted by News10 anchors Cristina Mendonsa and Dale Schornack.

Before the top honor is announced, each Teacher of the Month is recognized, giving the people who nominated the recipient the chance to cheer the teacher on. At last year's event, one teacher's students even chanted for him like fans of a sports team, going as far as to spell out his name on their chests and do "the wave."

"It was great to see educators here, but the part that makes it so real is the students," said the College's Associate Dean, Virginia Dixon. ■

To nominate a teacher for the News10 Teacher of the Month program, call News10 at (916) 441-2345 or go to the station's website at www.news10.net. For more on the College of Education, visit www.edweb.csus.edu.

THOMAS from page 7

and required courses. Students get to explore areas of interest that might otherwise go untapped while being entertained and intellectually stimulated. They are eager, ready, and willing to spend great portions of their summers in the program, which Thomas says, is thrilling.

Added to his repertoire of service, Thomas acted as project coordinator and principal investigator in a 12-year longitudinal study of the impact of Academic Talent Search on its precocious participants. The study found that after high school, college and beyond, Talent Search alumni were socially adjusted, with balanced views and realistic expectations.

Most had attended prestigious colleges and universities, and had made successful and empowering career moves and life choices. The former students say the impact the program has is long-lasting in the way it gave them a sense of achievement and responsibility, while being treated with respect.

Thomas maintains that although being honored with a Lifetime Achievement Award is rewarding, his biggest reward is the volume of schools that are being reached in the community, and the number of students who flood the program each summer. "We end up touching the lives of an awful lot of students, and that's what it's all about." ■

GONZALEZ from page 15

During the event, Gonzalez' younger brother Francisco Gonzalez, who has been called one of the best American-born harpists of the Mexican tradition, presented a musical selection titled "Cuatro Milpas."

There were also numerous speeches by representatives from the University's core constituencies—students, alumni, faculty and staff, and the community—as well as Chancellor Reed and other visitors.

Among them was Sacramento State student body President Joshua Wood, who said that, "We gather to inaugurate a President who will not be satisfied with fulfilling the status quo, but will reach beyond with ambitious goals for a better future for our institution."

CSU Board of Trustee Chair Murray L. Galinson told the President that he and the board "look forward to many more years of working with you and watching this university reach new heights of accomplishment."

The occasion will be remembered not only for the ceremony itself but for Gonzalez' announcement near the end that Alex G. Spanos and his wife Faye have committed \$10 million as the cornerstone donation for the remodeling of Hornet Stadium and the construction of a planned \$73 million Recreation, Wellness and Events Center.

"Although (Spanos) has supported our efforts in the past," Gonzalez said, "this latest gesture is one of the clearest expressions of affirmation for what we do and what we hope to achieve." ■

The Educators' Exchange

To kick off the first edition of the *Educators' Exchange*, we asked *College of Education* faculty members, "What advice do you wish you would have had before your first year on the job?" Here's what they told us:

Rebeca Garcia-Gonzalez, *Professor of bilingual/multicultural education*

Something I wished someone had told me in 1990 when I was teaching my first class in San Francisco was how to deal with the never-ending flow of paper that inundated my classroom.

Before becoming a teacher, I thought I was a very organized person and prided myself

on having a place for everything and everything in its place. However, after three months in my new position as a third grade teacher, the fire marshal declared my room a fire hazard. I just thought I would have time at the end of the week to prioritize and sort through the junk mail, notices and forms I picked up from my box downstairs.

I was also mistaken on the amount of effort my third graders would place on keeping the room neat and organized. Their work peered at me from every corner of our small and

stuffy room. The real problem was when I needed to locate something in a short time. It was impossible.

It wasn't until four years later that our custodian gave me his award for "tidiest room in the building" (yes, he really did have one). Over time, I figured out what worked for me as a new teacher. Now I can share it with you:

- Never take junk mail up to your classroom. You will never look at it again.
- Never take forms to do at home. Do them at lunch. Designate a place for visual reminders, and place them all there.
- Take the notices upstairs and post them on your bulletin board on that same day, before lunch. Do not place them on your desk.
- Prepare baskets for students to turn in their work, for extra homework, and for anything you'll be passing out later. Categorize the student work (for example, by period or subject) and place it in shallow boxes for each category. When the boxes fill up, one at a time, it's time to check them.
- Designate half an hour each week when your only job is to deal with desk clutter, and stick to it. Mine was on Fridays, when the P.E. teacher took my class outside.
- Place several recycling receptacles around the room. Send someone around to collect paper trash during lessons, if necessary.

My experience is that most new teachers would like to keep their room organized, but the first year is too overwhelming and tiring for them to develop their own systems. So feel free to use mine.





Bernadette Halbrook, *Professor of counselor education*

I began my teaching career in 1974 as a high school teacher in Atlanta. I had recently turned 22, and looked about 16. While I was able to use my youth to my advantage with many of my students, communicating with parents was a particular challenge, and certainly nothing that my teacher training had prepared me for.

My first back-to-school night was a nightmare. I don't know who was more nervous—the parents or me.

I hadn't realized how traumatic it often is for parents to attend these functions. Some have bad memories of their own educational experience and their encounters with "teachers as authority figures." Additionally, finding out that one's child is performing inadequately has a way of touching a nerve in almost all parents.

Some react with anger, some believe it is your fault that their child is not doing well, and some are afraid that it is because they are somehow inadequate as parents. Later in my training as a counselor I would come to realize how back-to-school nights really tell you a lot about parents, but of course I knew none of that as a novice teacher.

When a parent was angry or upset, I

assumed that I had to say something in an attempt to remedy the situation. All too often, I either inflamed an already tense situation, or succeeded in making myself look as naïve as I actually was.

I wish someone had told me that at times like this, the best response is to practice active communication, listening to what the parents had to say, listening beneath their words for what they might be feeling, and

"My first back-to-school night was a nightmare. I don't know who was more nervous—the parents or me."

always leaving the impression that we were on the same side—wanting the best possible outcome for their child.

Unfortunately, as someone once said, "Experience is a hard teacher because she gives the test first, the lesson afterwards." ■

The Educators' Exchange is your place to share tips and tricks of the trade. If you have discovered a novel approach to a nagging problem or found a creative way to liven up your classroom or practice, share it with your fellow alumni. Send your idea, solution or advice to: The Educator, College of Education, 6000 J Street, Sacramento, CA 95819-6079 or e-mail educator@csus.edu.

College stalwart to retire



Jo Anne Breese, an administrative analyst/specialist in the teacher education department will step down in December after more than 35 years with California State University, Sacramento—32 of them in the College of Education. But she won't be going far. Breese will continue to serve what she says is the "best department to work for" on a part-time basis as a retired annuitant, but she also plans to spend time with her husband and grandchildren and to travel.

A retirement reception in her honor will be held from 4 to 7 p.m., Monday, Dec. 13. For more information, contact the teacher education department at (916) 278-6155. ■

Spring Banquet

MARK YOUR CALENDAR

SAVE THE DATE—the College's annual spring banquet, "Better Together—A Partnership of Education, Business and Community," is fast approaching. The event, which honors the efforts educators, businesses, community agencies, schools and individuals have made on behalf of local public education, is set for Friday, April 29, 2005, at 6 p.m. in the Alumni Center. More information will follow

on the College's website: www.edweb.csus.edu.

For information on how to nominate an individual, organization, teacher or school contact Debbie Santiago, College of Education, California State University, Sacramento, 6000 J St., Sacramento, CA 95819-6079, call (916) 278-3618 or e-mail educator@csus.edu. ■



Friday, April 29 at 6 p.m.

Alumni Center

Alumni News

HERE'S WHAT SOME OF YOUR FELLOW ALUMNI ARE UP TO:

Melba Mosher, '49, B.A., Teacher Education, received the College of Education's Distinguished Service Award at the Alumni Association's annual Distinguished Service Awards in May.

Bobbie Williams, '71, M.A., Teacher Education, was honored at the Alumni Honors Luncheon in October 2003.

Keith Foster, '72, M.S., Special Education, Rehabilitation and School Psychology, was honored at the Alumni Honors Luncheon in October 2003.

Ceilia Farias, '73, B.A., Bilingual/Multicultural Education, was honored at this year's Alumni Honors Luncheon during Homecoming Week.

Karen Haggard, '73, M.S., Special Education, Rehabilitation, and School Psychology, was honored at this year's Alumni Honors Luncheon during Homecoming Week.

Marilee Sullivan, '74, M.S., Counselor Education, was honored at this year's Alumni Honors Luncheon during Homecoming Week.

Kelvin Lee, '87, M.A., Teacher Education, was honored at this year's Alumni Honors Luncheon during Homecoming Week.

Nafeesah Mustafa-Rasheed, '91, B.A., Child Development; '00 M.A., Bilingual/Multicultural Education, has received her administration credential in education from the University of LaVerne.

Denise Beck, '92, Credential, Bilingual/Multicultural Education, was honored at the Alumni Honors Luncheon in October 2003.

H. Tess Keehn, '94, M.S., Counseling, has opened her private practice in Fair Oaks as a licensed marriage family therapist.

Jules Stout, '03, B.A., Child Development, was honored at the Alumni Honors Luncheon in October 2003.

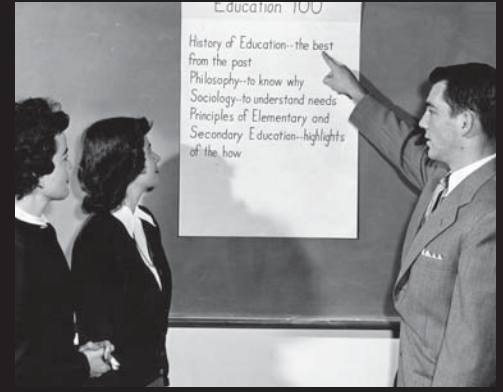
John McCormack, '04, Vocational Education, received the College of Education's Outstanding Senior Award at last spring's Honors Convocation.

Asa Salley, Credential, Teacher Education, was one of two Sacramento County teachers honored as the Sacramento County Board of Education's Teachers of the Year for 2005. He was also named a News 10 Teacher of the Month for 2003-04 by News 10 and the College of Education. Salley is a third-grade teacher at Bidwell Elementary School.

Evelyn Baffico, '01, Educational Leadership, was honored at this year's Alumni Honors Luncheon during Homecoming Week. ■

Alumni, Do you have a new job? Promotion? Are you furthering your education? Retiring? Part of an innovative project?

The College of Education would love to hear from you and share your accomplishments with other alumni from the College. Send your news to: Debbie Santiago, College of Education, California State University, Sacramento, 6000 J St., Sacramento, Calif. 95819-6079 or e-mail educator@csus.edu.



We want your photos

There's a large chunk of history missing from the College of Education, and it may be with you. We're looking for old photos from our alumni's college days. We hope to use the photos to adorn the walls of a future new Education Building. Help us preserve our memories and rebuild our history.

For information on how to submit your photos, contact Debbie Santiago by mail at College of Education, 6000 J St., Sacramento, Calif. 95819-6079; by phone at (916) 278-3618 or by e-mail at educator@csus.edu.



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