Charter College of Education

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MISSION

“Promoting an inclusive environment
to support caring professional educators
for the future, so that all learners
achieve their fullest potential.”
Charter College
of Education

CALIFORNIA STATE UNIVERSITY, LOS ANGELES
The Charter College of Education views the 2001-2002 academic year as one of the most successful years in the college's history. This annual report, the third formal one for the Charter College of Education, provides evidence of the successes of the faculty and staff of one of the most unique and innovative experiments in the history of higher education. The readers of this report will find ample evidence of a highly productive group of professionals whose commitment to the children in the schools remains firm and unswerving. Additionally, the college's faculty and staff are committed equally to providing an outstanding environment for the preparation of high quality school site and other school professional personnel.

In my state of the college address in September 2001, I called for a year of reinvigoration. The 2001-02 academic year was spent preparing for the joint visit of NCATE and the COA that will occur in November 2003. Faculty and staff engaged in many activities that set the stage for the major redesign of our programs in the multiple and single subjects credentials, in the pupil personnel services credential with its various options, and in educational administration. Major publications and presentations brought national and international recognition to the College. Collaboration with our colleagues in preK-12 documented and affirmed the fact that the CCOE cares deeply about and is committed fully to helping schools meet the needs of all the children and families they serve. Throughout all its important work, the College continues to reflect an unyielding commitment to quality preparation programs for teachers and other education professionals, to equal educational opportunity for all children, and to addressing the challenges presented by urban education in this new millennium.

I hope you find this report both informative and inspiring. I welcome your comments and suggestions.
Innovation continued to be the hallmark for the curriculum process in the CCOE. The 82 curricular actions this year represented a 44% increase over the number last year.

Highlights of the changes included program modifications and new courses in multiple and single subject credentials and Urban Learning blended program, to meet the new SB 2042 teacher preparation standards, and modifications in several master’s degree programs. The M.A. in Educational Foundations designed advanced courses in urban education, and new courses in Special Education were created to include distance learning components using the university’s technologically mediated guidelines. An Ed.D. degree, a joint doctorate with UC Irvine, CSU Fullerton, CSU Long Beach and CSU Pomona, with a specialization at CSULA in Educational Administration and Leadership, was approved by ICAC.

In collaboration with associate deans and faculty from other CSULA colleges, new or modified courses were created to meet the new standards under SB 2042 for the elementary subject matter preparation programs for both the traditional multiple subject and the blended undergraduate multiple subject programs. These requirements included courses from the CCOE, such as Storytelling for Teachers, Using Multicultural Children’s Literature in the Classroom and Language Development in the Elementary Classroom, which will be part of the new General Education upper division theme, “Language Acquisition and Usage in Contemporary Culture.”

Assessment

The Assessment System document, created by the Accreditation Task Force and approved by the SAW and the Assessment Advisory Committee in the fall, was implemented to structure the continuing assessment of programs in the college. The office conducted multiple surveys of current students, graduates and employers to provide data for decisions and program evaluation. The Assessment Workshop 2002 featured a faculty panel sharing an “Insider’s View” of the accreditation process based on personal participation in recent COA/NCATE accreditation visits. To facilitate assessment activities, faculty vitae and syllabi were posted on the password-protected CCOE intranet and also submitted in printed format.
The Associate Dean and CCOE technology support personnel collaborated with administrators and faculty from four other CSU campuses in the basin (Long Beach, Northridge, Pomona and San Bernardino) to create the Educator Preparation Clearinghouse (EPAC), to share information concerning assessment documents and instruments. The work was funded by a small grant from the CSU Chancellor’s Office and resulted in a website utilizing new Microsoft Sharepoint software. This project was shared campuswide in the assessment seminar series and at an international assessment conference in Hawaii.

The Associate Dean and a faculty member from the Division of Curriculum and Instruction participated in a Lottery-funded grant project titled “Sharing Assessment Strategies for Blended Multiple Subject Matter Teacher Preparation Programs,” which planned and presented two faculty workshops to share assessment methods for G.E., major and teacher preparation courses in blended undergraduate programs.

Graduate Studies

In March 2002 the office published a revision of the Student Advisement Handbook for the master’s degree programs. This updated the information from the previous version, written in September 2000.

The office processed 427 applications for master’s degrees during 2001-02 (a 9% increase over the 393 processed last year): 184 in Administration and Counseling, 104 in Curriculum and Instruction, 83 in Educational Foundations and Interdivisional Studies, and 56 in Special Education. The office also handled special petitions for course substitutions and program changes. Twelve master’s degree theses were accepted, with one from Administration and Counseling, two from Curriculum and Instruction, six from Educational Foundations and Interdivisional Studies, and three from Special Education. Two Ph.D. doctoral dissertations were also completed in Special Education.

The office assumed major responsibility for the graduate student recognition at Honors Convocation, which this year recognized 343 honor students and 71 scholarship awardees.

Accreditation and Evaluation/Accountability

The office took primary responsibility for the successful submission of documents for the following accreditation and evaluation/accountability reports:
1. Annual Report to NCATE
2. Narrative sections of the second annual CCOE Title II report.
3. Response to the Urban Learning Evaluation Report from the Educational Policy Committee

The office also assisted with the submission of the additional following reports:
1. First Annual Evaluation of the B.A. in Urban Learning Program
2. Program document for the special CCTC Reading Standard Study
3. Self-Study for the CSULA Program Review for the B.S. in Rehabilitation Services and M.S. In Counseling, Rehabilitation Counseling Option
4. Re-submission of the program document for the new Technology Standard for Multiple and Single Subject Credential, CCTC
5. Submission of the program document for Standard 13, English Language Development, for the new SB 2042 Standards for Teacher Preparation

In addition, the office organized the Institutional Overview meeting for the lead consultants from CTC to plan for the joint COA/NCATE accreditation visit in November 2003.

Grants

The office shared in the Blended Programs Assessment Lottery Grant ($4,000 of the total of $21,254) and was awarded a $6,400 mini-grant from the CSU Chancellor’s Office for the Educator Preparation Assessment Clearinghouse.

Staff

Staff participated regularly in office and CCOE meetings to discuss issues related to graduate student issues and accreditation.

Staff also continued to provide faculty and students with assistance regarding master’s degree program plans and graduation applications. Activities related to curriculum review, consultation, and revision and survey administration and document collection for accreditation were also completed.

Schedules for accreditation-related visits by external reviewers were also created and monitored.

Staff identified the recipients for awards at the annual Honors Convocation and planned and organized the distribution of the certificates at the event.

Honors Convocation - 2002
Since it inception in January 1999 the Charter College of Education’s Advisement Center has provided general and specific credential advisement to nearly 36,000 students. In 2001-02 nearly 13,200 students visited the center seeking individual advisement, a 15% increase over the previous year.

Forty-three percent sought multiple subject, 25% single subject, 9% special education, 8% undergraduate, and 15% general or unspecified advisement. Early in 2002 the Advisement Center required potential students to attend a group advisement session before seeking individual advisement. Four such group advisement sessions were held for general education and six sessions for special education per quarter. Over 400 students attended these sessions.

During the academic year, 1,378 students, seeking admission to the teacher credentialing program, enrolled in either The Teaching Profession: Education as a Career/Learners and Teachers in a Cultural Setting or Introduction to Special Education. This was a 5.6% decrease in the total number of students enrolled in these courses over the previous year. The office provided the staff support for these courses and processed all the student paperwork, including the creation and maintenance of the students’ credential files. Approximately 73% of the students completed this course and were admitted to a teaching credential program. This represents an overall 9% increase in students who enrolled and completed the initial admission requirements from the 1998-99 academic year.

Determining students’ eligibility for their supervised field practica, placing students enrolled in traditional student teaching and assigning university supervisors are major charges for the office. More than 1,700 students applied for directed teaching/demonstration of instructional competencies for multiple subject, single subject or special education field placement. Over 1,088 students completed their supervised practica with 28.9% completing traditional student teaching in multiple or single subjects. This was a 26.2% increase in supervised practica and a 63.7% increase in students requesting traditional placement. In addition, the Division of Special Education provided supervised practica to over 250 students seeking Education Specialist Credentials.
The office also processes and recommends to the CCTC all credentials for the entire university including credential programs not housed in the Charter College of Education, such as Nursing or Adaptive Physical Education. From July 1, 2001 to June 30, 2002, over 2040 credential applications were processed and 1835 were recommended for credentials during 2001-02. Multiple subject recommendations increased by 55.0% and single subject increased by 43.2% over the previous year. Students completing one of the CCOE’s new blended undergraduate/credential options accounted for 7.3% of multiple subject credentials. Education specialists recommendations increased by 23.5% with over 70 students completing their Level II credentials.

The office also processed 1,319 Emergency Permit Reissuance (CL-469). This is the second year of dramatic decline (20.0% and 23.1% respectively) from a time when the office processed approximately 2,100 annually. This decline is due in part to the CCTC changing the renewal form which no longer allows students to show their progress towards admission or the completion of nine quarter units. This is evident by the number of CL-469 which the office could not complete and therefore returned to students and the number of requests for Letters of Denial.

Special Events

The Day of the Teacher on May 8 was the Charter College of Education’s annual culminating event for those individuals completing their directed teaching during the academic year. Over 200 students and their families attended the event as well as faculty and numerous university representatives. The guest speaker was Marlene Canter, a member of the Los Angeles Unified School District Board. The event also featured the presentation of our outstanding teacher award “The Golden Apple”. The Day of the Teacher receives special support each year from the Friends of the Charter College of Education.

Scholarships & Grants

During 2001-02, the CCOE awarded or processed more than $75,000 in scholarships and grants to students:

**Friends of the Charter College of Education, $12,000**

This support group provides tuition support for students completing traditional student teaching assignments during the academic year. Fifty-seven students applied for the scholarships and after consideration by the Student Development Committee, 20 students received $600 awards on May 3 at the Scholarship Steak Bake.

**Edison International Teachers for Tomorrow, $20,000**

Scholarships of $5000 are awarded for full-time post-baccalaureate students pursuing a teaching credential. In collaboration with Student Financial Aid, the office mailed 165 applications to potential candidates. Twenty were returned, processed and forwarded to the Student Development Committee for consideration. Four students were awarded scholarships.

**Harcourt Foundation Scholarship $27,000**

**Scholarships in Special Education $8,985**

**Scholarships in Curriculum & Instruction, $8,335**

**Assumption Program of Loans for Education (APLE)**

This program, administered by the California Student Aid Commission, will assume up to $11,000 in outstanding education loan balances in return for the participant’s serving as a public school teacher in California in either designated subject matter areas or in schools serving large populations of students from low-income families. In collaboration with Student Financial Aid, the office mailed or distributed, processed and forwarded student applications to the California Student Aid Commission throughout the academic year:

The Day of the Teacher is the Charter College of Education’s annual event for those individuals who have completed their directed teaching. Each year “The Golden Apple” is presented to several outstanding teachers.
The Charter College of Education provides a broad variety of quality programs, all designed to help professional educators to meet the educational needs of culturally and linguistically diverse schools. The Charter College offers two undergraduate degrees, five master's degrees with 30 different options, 24 credential programs and a joint Ph.D. program in Special Education with UCLA.

In enrollment, it is the second largest college on the University campus.

Racial/Ethnic Groups

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<tr>
<td>American Native</td>
<td>Less than 1%</td>
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<tr>
<td>Asian/Pac. Islander</td>
<td>13%</td>
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<td>International on Visa</td>
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The Division of Administration and Counseling has continued to provide outstanding instructional programs with excellent tenure-track and part-time faculty committed to address the needs of culturally and linguistically diverse urban public schools.

Early in the 2001-2002 academic year Dr. George Hong assumed the role of associate chair.

The division’s two programs include 21.5 tenure-track faculty, two part-time faculty and two faculty on early retirement (Faculty Early Retirement Program).

A major focus of the faculty as a whole was curriculum review. New Pupil Personnel Standards issued by CTC required counseling faculty to review the entire curriculum and prepare possible revisions in courses and programs.

A CORE self-study was conducted in the Rehabilitation Program, resulting in a report submitted to CORE for approval. CORE has issued unconditional approval of the Rehabilitation program.

Finally, Educational Administration faculty worked on curriculum adjustments necessary after conversion of courses from five to four quarter units and other program modifications recommended by the Community Advisory Council in 2000-2001.
Faculty Professional Activities

The division’s faculty published extensively in a variety of venues.

Dr. George Hong published a book on counseling Asian Americans. Dr. Marty Brodwin published the second edition of his book on medical aspects of disability. This book included chapters by faculty from the counseling program and the Division of Special Education.

Dr. Marcel Soriano completed work on a CD-ROM containing interactive vignettes teaching cultural proficiency in schools, community-based organizations and mental health facilities. He co-authored an article with Dr. Hong and also secured additional funding for conducting research and training on cultural diversity in schools and community-based organizations for the 2002-2003 academic year. He also published a book review on career counseling and one on Cultural Proficiency: A Training Guide.

Drs. Gary Anderson, Franklin Campbell Jones, George K. Hong, Ed Negrete, and Lori Kim published many other refereed journal articles.

The faculty presented papers, participated in symposia and conducted professional development workshops at a wide variety of local, regional, and national conferences.

Collectively, faculty presented in over 25 local schools, professional conferences and workshops, 15 state-level conferences, and over 20 national/ international conferences.

These conferences included prestigious professional forums such as the national American Educational Research Association Conference, the International Council for Exceptional Children’s Conference, the International Conference of the Association for Behavior Analysis, the Annual Conference of the National Association for Education of Young Children, the American Counseling Association and the Western States Psychological Association.

Collaborative Programs & Projects

The faculty was involved in a variety of collaborative projects with school districts and community organizations.

The C. Lamar Mayer Learning Center is a collaborative effort between the Division of Special Education and the Division of Administration and Counseling to provide a Saturday enrichment educational program for over 220 local K-8 students, as well as counseling and parent education for the families.

Other collaborative school-based activities included Harrison, Murchison and Elizabeth Street schools, as well as numerous counseling centers requesting training or consultation. For example, training was conducted with INKE, Inc., a community-based series of clinics offering counseling services in Covina, Central Los Angeles and the East Los Angeles area.

Drs. Michael Carter and Marcel Soriano worked with local school districts to implement professional development workshops for teachers and staff. In the 2001-02 academic year faculty collaborated with over fifty schools, including schools in LAUSD, Garvey, Pasadena, Glendale, Hacienda La Puente, El Monte, Mountain View, Montebello, Alhambra, Temple City and the Los Angeles County Office of Education.

Drs. Soriano served on the UCLA Mental Health in Schools Project, a clearing house inclusive of “experts” who can provide consultation and training to schools developing school mental health programs. He also collaborated with Portland State University in training ethnic minority leaders working in community-based organizations in the Portland area and secured funding to implement this training in the Los Angeles area for 2002-2003.

Grants and Contracts

Dr. Roy Mayer lead the division with multi-year external funding from the Office of Education to train bilingual school psychologists. Additional grants were secured by Drs. Pauline Mercado, Marcel Soriano, Lori Kim and Franklin Campbell Jones.

Service to the Profession

Drs. Soriano and Margaret Garcia were appointed to serve on the PPS Panel that approves programs submitted to meet the new PPS standards. Dr. Soriano also served on the CTC Accreditation team for the University of San Diego.

Dr. Campbell-Jones served on a CTC Panel to review and recommend revisions to the Professional Administrative Credential Standards.

Faculty served as officers or board members for various national and state level professional organizations, served on editorial boards for professional journals and were field reviewers for many publications in such areas as career counseling (Soriano), cultural diversity (Soriano, Hong, Perluss, Campbell-Jones, R. Johnson), Organizational Change (Anderson, Campbell-Jones, R. Johnson, Soriano, Negrete) and Technology in Education (Kim, Taylor). Dr. Ruth Johnson was named Outstanding Woman of the Year by the CSULA Student-Faculty Alumni Association.

New Faculty & Staff

The division hired Professor Elizabeth Perluss in the area of School Counseling.

Next year Professor Audrey Hamm will join the School Counseling faculty, Dr. Heidi Paul will join the Rehabilitation faculty and Dr. Lawson Bush will join the school administration faculty. Susan Tsuji was selected new ASC for the division. Ann Dodt retired after serving the college since 1965.
The division’s faculty members planned and directed four conferences for international, national and state educators during the academic year.

The “Satellites in Education” conference brought international students and their teachers to campus in April. Dr. Paula Arvedson directed the conference with assistance from Dr. Ann Bingham-Newman.

Inclusive Education for Young Children Professional Development Center director Dr. Ann Barbour chaired and coordinated two conferences: “Making Connections: Children and Literacy” and “Career Pathways in Early Education.”

The first “CSU LA Basin Policy Makers Literacy Forum,” held in the spring, brought university faculty, Chancellor’s Office representatives, legislators, and school district personnel together to discuss current issues in literacy. The forum was planned by Drs. Alan Crawford, Anna Chee, Rosario Morales, Gay Wong Margaret Moustafa.

The Central Los Angeles Area Writing Project continues under the direction of Drs. Robert Land and Carolyn Frank, who planned over 320 hours of in-service education for more than 100 kindergarten through college level teachers.

In addition to hosting the annual project for writing fellows, the project now includes three classes of children from local area schools in grades 2-8 who are participating in a Young Writers’ Camp under the direction of teachers in the Writing Project.

**Faculty Professional Activities**

Dr. Lucy Tse’s book, “Why Don’t They Learn English? Separating Fact from Fiction in the U.S. Language Debate” was published by Teachers’ College Press.

Dr. Joy Morin’s book, “Integrating Social Science and Language Arts” will appear in the fall.


Dr. Fawn Ukpolo was awarded a book contract by Kendall-Hunt for the book “Teachers Integrating Technology in the Academic Content Areas.”


Many faculty members continued their professional development publishing in national, state and local journals. They include Dr. Tse’s journal article, “Resisting and reversing language shift: Heritage Language Resilience among U.S. Native Biliterates” in the Harvard Educational Review and “Heritage Language Literacy: A Study of U.S. Biliterates” in Language, Culture and Curriculum.”


Dr. Moustafa’s article, “Strategic Choices in Initial Literacy Instruction, What Works, What Doesn’t,” was published in the Claremont Reading Conference Yearbook.


Dr. John Shindler’s article, “Which Rubric is Best: Exploring Various Structural Options for Performance Assessment Scale Design” appeared in the NFTEJ.

**Collaborative Programs and Projects**

Faculty members continued their collaborative efforts with local school districts. Although Weingart funding ended for the DELTA project, Dr. Gay Wong carries on the work in Local District F of LAUSD to continue the reform efforts of the past five years. Preservice efforts this year focused on identifying the emergency credential teachers in the local district and counseling them to finish their credentials as soon as possible. Other involvement included Dr. Andrea Maxie’s work as University Practitioner Team Leader for the DELTA project in Local District G of LAUSD.

The DELTA participants decided that the most logical next step for the DELTA families was to extend the results of the five years of professional development into Professional Development Schools (PDS). The expertise that grew out of the program is being refocused into a professional development school model. Once funding is in place, Loretto Elementary School, where the current DELTA Professional Development Center is housed, will become a Professional Development School site. Other PDS sites are the three Apprentice Teacher Program schools in Local District H of...
LAUSD. Faculty members working on this model include Drs. Rosario Morales, Judy Washburn, Gay Wong and Jean Adenika-Morrow.

In order to extend the work started by Dr. Joy Morin, Dr. Wong met with LAUSD and surrounding school districts in the greater San Gabriel Valley to expand the CCOE internship program. This move was encouraged greatly by the Commission on Teacher Credentialing as the state is putting pressure on school districts to move from hiring teachers on emergency permits to hiring interns.

The divisions of Curriculum and Instruction and Administration and Counseling joined to establish the Western Alliance for the Study of School Climate. The Alliance helps schools improve the quality of their school climate. In addition to ongoing research to understand what creates healthy schools, the Alliance provides ideas, resources and services to schools seeking to examine and improve their effectiveness. Members of the Alliance are Drs. Lupe Cadenas, John Shindler, Albert Jones from Curriculum and Instruction and Dr. Clint Taylor from Administration and Counseling. Members of the Alliance have presented their research at national and local conferences.

An additional collaborative effort brought the divisions of Curriculum and Instruction and Special Education together to develop a proposed joint Multiple Subject and Educational Specialist credential. Members of this team included Drs. Fred Uy, Albert Jones and Judy Washburn from Curriculum and Instruction and Drs. Chris Civera, Diane Klein and Jennifer Mahdavi from Special Education.

Drs. Cheri Hawley, Lupe Cadenas, and Andrea Maxie continue their collaborative efforts with members of the CSULA science faculty to develop the Better Educated Science Teachers Project.

Dr. Juli Quinn continues her work with the The Accelerated School. Dr. Sabrina Mims serves on the national board of the Accelerated Schools. Dr. Fred Uy and Dr. Frances Lang are codirectors of the Mathematics Preparation Initiative. This project is funded by the Chancellor’s Office to partner with LAUSD to develop and teach courses to teachers who intend to earn their supplementary authorization in mathematics. Dr. Rama Menon participated in this program.

Service to the Profession

Dr. Andrea Maxie was elected President-elect for 2002-04 of the California Council on Teacher Education.

Dr. Anna Chee earned the “Outstanding Dissertation” award at graduation ceremonies at USC.

Dr. Margaret Moustafa was elected president of the California Professors of Reading and Language Arts.

Dr. Nonko Saito serves as president, Dr. Bingham-Newman was elected vice-president and Dr. Barbour serves as secretary of the California Association of Early Childhood Teacher Educators.

Dr. Moustafa was keynote speaker at the Australian Association for the Teaching of English annual Convention.

Dr. Tse was featured speaker at the California Association for Bilingual Education Conference.

Dr. Michener was appointed to the Advisory Board of a newly formed CSU system-wide Center for Reading Instruction.

Dr. Sharon Ulanoff was selected as an IIUSP (under-performing schools) External Evaluator for California.

The Reading Faculty participated in a very successful review of the reading program. CSLAs reading program was one of three reviewed by the State of California’s Commission on Accreditation that focused on the Reading Standard.

Dr. Alan Crawford traveled to Riggzzzzz, Latvia; Guatemala City, Guatemala; Lima Peru; Oaxaca, Mexico; and Baku, Azerbaijan to make presentations on bilingual education models, language policy, second language acquisition and literacy.

Dr. Maxie presented at the 26th World Assembly of the International Council on Education for Teaching in Santiago, Chile. Dr. Sharon Ulanoff presented a paper at the 19th Congress of Spanish in the United States in San Juan, Puerto Rico.


Drs. Rosario Morales and Judy Washburn presented the Apprentice Teacher Model at the annual meeting of the American Association of College Teacher Educators (AACTE) in New York City.

Dr. Barbour presented at the 2001 Annual Conference of the National Association for the Education of Young Children (NAEYC) and at the Association for Childhood Educational International (ACEI) Annual Study Conference.

Dr. Michener was awarded the CSULA Outstanding Professor Award at the opening week faculty meeting in September.

Three faculty members were awarded tenure this year. They are Robert Land, Frances Lang, and Ann Barbour.

New Faculty and Staff

The faculty welcomed six new members to the division. They are Drs. Sharon Ulanoff, John Shindler, Ambika Gopalakrishnan, Diane Brantley, Lucy Tse and Fawn Ukpolo. Paul Narguizian and Ann Wood were added at the end of the academic year to begin in the 2002-03 academic year.

Three faculty members, all named Professor Emeritus, retired: Alan Crawford, Dorothy Keane, and Joy Morin.
The Division of Educational Foundations and Interdivisional Studies (EFIS) is an interdisciplinary division that offers a Bachelor of Arts Degree in Urban Learning and MA degrees in Computer Education and Technology Leadership, Educational Foundations, New Media Design and Production, and Teaching English to Speakers of Other Languages (TESOL). It is especially proud of the role it has played in helping the CCOE with technology-related issues.

The TESOL faculty members are known nationally and internationally for their scholarship and applied skills in the field. They have taken leadership roles in the field of educational evaluation, and, working through the Program Evaluation and Research Center (PERC), the division’s research faculty has provided needed research capabilities to the Charter College and to many of the school districts in our service area.

Faculty Professional Activities

Some of the faculty’s publication efforts include:


Dr. Gustavo Fischman: “Interview to Lucy Tse” Multicultural Education 9 (4) pp 38-39.


Dr. Fischman authored “Introduction” in Lucia Gaspar da Silva e Maria Christina Siqueira de Souza Campos (eds.) Feminização do Magistério: vestígios do passado que marcam o presente. Paulista -São Paulo: Editora da Universidade São Francisco, de Bragança, I-XI.

Dr. Lia Kamhi-Stein coauthored “A project-based approach to interactive website design,” TESOL Journal; “Teaching in K-12 programs: Perceptions of native and nonnative English-speaking practitioners,” The CATESOL Journal; and “Teaching and learning academic literacy through Project LEAP” in Content-based instruction, TESOL.

She also authored “New voices in the classroom: Nonnative English-speaking professionals in the TESOL field.” in a special theme section of The CATESOL Journal.

Dr. Julie Kerekes authored “Distrust: A determining factor in the outcomes of gatekeeping encounters.” in Misunderstanding in Social Life, and “How can SLA theories and SLA researchers contribute to teachers’ practices?” in Research and Practice in Language Teacher Education: Voices from the Field, University of Minnesota: Center for Advanced Research on Language Acquisition.

Dr. Antony Kunnan wrote “TOEFL Research” in New TOEFL Documentation Project; “Educational, social and political contexts in language assessment” in Handbook of research in second language learning, Lawrence Erlbaum Associates; and “Test fairness” in European Year of Languages Conference Papers.


She also was an evaluator on the Mathematics Preparation Initiative Program, a CSULA and LAUSD partnership.


Dr. M. Ann Snow, with Dr. Lia Kahmhi-Stein, authored “Teaching and learning academic literacy through Project LEAP” in Content-based instruction in higher education settings, TESOL.

The faculty also made presentations,
delivered papers and served on workshops at various conventions and conferences:

Dr. Lois Andre-Bechley, with Griffith, A.I., presented two papers at the annual conference of the American Education Research Association in New Orleans: “Please take the time to read the enclosed material carefully: Explicating Social Relations in Different Genres of Texts Written for Parents” and “Good Schooling, Good Teaching, Good Mothering: Conflicts and Contradictions in the Context of Parents Choosing Schools,” and was a discussant at the same conference for the session, “Studying Women’s Lives: Rewards and Consequences of Being an Integral Part of Your Own Research.”


Dr. Stephanie Evans made several career conference presentations at LAUSD Schools during Black History Month on “choosing Teaching as a Career.”

Dr. Fischman presented “Uso de la Iconografía en la Investigación Cualitativa en Educación” at the National University in Sonora, Mexico and “Multicultural Education, Globalization and Hope: Beyond the Narrative of Redemption” during the Eighth Annual Multicultural Education Conference at California State University, Sacramento.


Dr. Anne Hafner presented papers “The impact of accommodations on low performing students” at the CCSSO Large Scale Assessment Conference in Palm Desert, CA; “Evaluation of assessment outcomes in preservice teachers” at the annual meeting of the AERA in New Orleans, LA; and (with Dr. Simeon Slovacek) “Evaluation of assessment outcomes in preservice teachers” and (with M St. Germaine) “Professor, assess thyself: Assessment models used in decisions on faculty merit pay” both at the Caribbean Planning and Assessment Conference, San Juan PR.

She also participated in the panel discussion at LA County Office of Education Technical Assistance workshop on After School Programs and the PERC workshop, “Writing winning grant proposals.”

Dr. Hernandez presented at the 3rd Annual Academic Technology Support TechEd Expo, California State University Los Angeles, and to the CSU Electronic Access to Information Resources Subcommittee at San Diego State University.

Dr. Lia Kamhi-Stein participated at TESOL ’02 in Salt Lake City, UT in colloquia: “NNS teacher identity as effective pedagogy,” “NNS teachers, teacher education and TEFL context,” “Critical Issues and Future Directions in NNEST Research” and “Information literacy and EFL/ESL students.” She also participated in colloquia at CATESOL ’02 in San Francisco, CA: “Preparing non-native English speakers in TESOL,” “Information literacy, teacher education, preparing for the future” and “The workshop model for ESL students in nursing classes.”

Dr. Julie Kerekes presented papers, “Action Research: How Teachers Apply SLA Theories,” at the annual CATESOL Convention in Salt Lake City, Utah; “Test Fairness” at the University of Cambridge Local Examinations Syndicate, Cambridge, U.K. and at The Association of Language Testers in Europe Conference, Budapest, Hungary; participated in the Structural Equation Modeling Workshop, University of Cambridge Examinations syndicate, U.K., and the Integrated English Language Testing Program- II Workshop, Cairo, Egypt; and presented “Articulating the concept of test fairness” at the Association of Language Testers of Europe Year of Languages Conference, Barcelona, Spain.

Dr. Deborah Oh presented/copresented (with Dr. Simeon Slovacek and Dr. Ann Hafner) “Evaluation of Assessment Outcomes in Pre-Service Teachers” at AERA 2002, in New Orleans and at the Caribbean Planning and Assessment Conference; “Pathways to Change 2002,” An International Conference on Transforming Math & Science Education in the K-16 Continuum; and “Best practice: evaluating the impact of training on assessment and learning” at the 2001 Assessment Institute in Indianapolis, IN.

Dr. Simeon Slovacek copresented “Arts are Basic: Los Angeles Music Center & Los Angeles Unified School District (also called MSXP - Middle Schools Expansion Program)” at the California Arts Council Demonstration Projects 2002 Conference, San Diego; and (with Dr. Antony Kunnan and Dr. Lori Kim)

Dr. M.Ann Snow presented (with Dr. Lia Kamhi-Stein) “The Workshop Model for ESL Students in Nursing Classes” at CATESOL ’02 and “English for Nurses” at TESOL ’02. She also was a copresenter of “From Top to Bottom, or is it? Implementing Standards in EFL Programs” in the colloquium “Local Teacher Knowledge Serving Institutional Policies: Empowerment or Co-option?” at the American Association for Applied Linguistics ’02. She delivered “Implementing Standards in Egypt. Are You Up for the Challenge(s)?” at the Cairo, Conference for Returned Participants.

Dr. James Wiebe presented National Educational Technology Standards for Teachers at the CUE Conference, Sacramento, CA.

Collaborative Programs & Projects

Dr. Fernando Hernandez worked with the East Los Angeles Business and Sheriff’s Association to hold the first annual East Los Angeles “Fiesta de Libros,” to promote reading in the home. It involved CCOE Reading MA faculty and students and faculty and students from the ULRN program. He also was reappointed chair of the State Advisory Committee of the United States Commission on Civil Rights.

In addition, he finalized the agreement with the University of Costa Rica (UCR) and CSULA for exchange of faculty and students, making it possible for the CCOE and other Colleges and Departments and Divisions to collaborate officially with the University of Costa Rica.

Future plans include offering joint online courses and inviting UCR doctoral students and faculty to CSULA and the CCOE for joint seminars and planning for future exchanges.

Dr. Anne Hafner worked with staff from three schools in Long Beach Unified School District, Stephens, Signal Hill and Garfield, in an after school program to improve student achievement.

Grants And Contracts

Grants and contracts awarded to the division’s faculty members included:

Dr. Fernando A. Hernandez helped to obtain an Americorps Grant in partnership with the University of San Francisco that provides 100 fellowships to CCOE students.

Dr. Stephanie Evans coordinated the Americorps program in conjunction with the University of San Francisco which served over 100 “fellows” in the program.

Dr. Anne Hafner’s grants included NCES, Training Grant on the Early Childhood Longitudinal Study; Stuart Foundation grant to evaluate the BEST program; and evaluation for NACHC for a grant from CDC on breast and cervical cancer prevention.

Dr. Lia Kamhi-Stein was the Principal Investigator for the Innovative Instruction Award, Using Interactive Technology to Enhance Language Teacher Preparation, and co-principal investigator for the Innovative Initiative Award, Charter College of Education: “English for Academic Purposes Center” (with Margaret Ann Snow).

Dr. Simeon Slovacek’s grants included California International Studies Project (CISP), International Social Studies K-12 Exploration Series; Minority Opportunities in Research (MORE) Evaluation; Long Beach Unified School District – Healthy Start Project Evaluation; Music Center – Middle School Expansion Project (MSX); and Glendale Arts Evaluation.

Dr. M.Ann Snow was awarded a Small Assessment Grant Award, “Developing a Rubric for the TESOL MA Comprehensive Examination.”

Dr. James Wiebe was awarded a Linking Teachers and Technology grant.

Dr. Anne Hafner received a contract with the Long Beach Unified School District to evaluate the 21st CCLC WRAP program.

Service To The Profession

Dr. Stephanie Evans has served on the editorial board of Annual Editions in Education for Dushkin McGraw Hill Publishers.

Dr. Hernandez gave workshops on the Social Science DataBase Archive at CSU Long Beach, Humboldt State, CSU Northridge and CSULA.

Dr. Lia Kamhi-Stein is president of the California Teachers of English to Speakers of Other Languages and chair of the Nonnative English Speakers in TESOL Caucus.

Dr. Julie Kerekes is Presidential Honorary Member of the American Dialect Association.

Dr. Simeon Slovacek is a trustee with the Inner City Education Foundation and The Accelerated School.

Dr. M. Ann Snow is a member of the Editor Search Committee, a reviewer and chair of the standing committee on standards for TESOL Quarterly.

New Faculty Or Staff

Huei-Chu (Pearl) Chen was selected to fill the tenure-track, assistant professor position in Instructional Technology area in 2002-03. Dr. Elizabeth Viau retired but will return as a FERP member.

Benjamin Romero joined the division as Administrative Support Assistant, and Mary Wong, Administrative Support Coordinator, retired.
The division remains committed to improving the education of a diverse student population in urban, heterogeneous settings; to increasing the capacity of related agencies to provide appropriate early and ongoing intervention; and to ensuring that all pre-service and practicing educators and related professionals receive cutting edge professional development.

Faculty Professional Activities

The faculty published extensively in a variety of venues.

Dr. Sherry Best was the coeditor and author or coauthor of multiple chapters in the textbook, “Teaching Individuals with Physical, Health, or Multiple Disabilities,” (4th ed.).

Dr. Nancy Hunt published the third edition of her coauthored textbook, “Exceptional Children and Youth.”

Drs. Mary Falvey and Chris Givner each authored chapters in the edited rehabilitation textbook, “Medical, Psychological, and Vocational Aspects of Disabilities,” (2nd ed.).

Dr. Bill Frea coauthored and published four refereed journal articles related to interventions for children with autism.

Dr. Diane Haager was coeditor of a special issue of the journal, Learning Disabilities Quarterly, as well as coauthor of a refereed journal article in that same issue on early literacy intervention for English Language Learners at-risk for learning disabilities.

Dr. Andrea Zetlin authored and Dr. Hunt coauthored separate articles in the 2002 Yearbook, Urban Learning, Teaching, and Research of the American Educational Research Association Special Interest Group.

Dr. Diane Klein co-produced and published three instructional videos related to her federal grant, Project Support. She also published two CD instructional modules related to her online classes that were integral components of federally and state funded collaborative projects with early childhood special education faculty at California State University, Northridge.

Collectively, the faculty presented at 19 local professional conferences and workshops, 24 state-level conferences, and over 30 national and international conferences. These conferences included prestigious professional forums such as the national American Educational Research Association Conference, the International Council for Exceptional Children’s Conference, the International Conference of the Association for Behavior Analysis, the U.S. Department of Education Office of Special Education Project Directors’ Annual Meeting, and the Annual Conference of the National Association for Education of Young Children.

Collaborative Programs & Projects

The faculty was involved in a variety of collaborative projects with school districts and community organizations.

The C. Lamar Mayer Learning Center, a collaborative effort between the divisions of Special Education and Administration and Counseling, provides a Saturday enrichment educational program for more than 220 local K-8 students, as well as offering a parent education program.

Another collaborative project is Project Plus at Harrison Elementary School, a federally funded early literacy intervention program directed by Dr. Haager. In addition, Dr. Hunt coordinates a family literacy project at the school as part of Project Plus.

The Collaborative Training of Native American Special Educators Project (federally funded through the Bureau of Indian Affairs) is coordinated by Dr. Sherry Best. Drs. Givner, Haager, Klein, Mahdavi, and Zetlin also participate as instructors in this collaborative personnel preparation program. This project involves Native American special education paraprofessionals from five reservations from California, New Mexico and Arizona.

Drs. Best and Sharon Sacks worked with local school districts to implement assistive technology professional development workshops.

Dr. Diane Fazzi was involved in a collaborative state level committee to develop a legislative proposal (Assembly Bill 2616 - Lowenthal) to support personnel preparation in visual impairment via distance education.

Dr. Mary Falvey participated on several state-level committees and task forces for the California Department of Education.

Dr. Andrea Zetlin has a long standing collaborative working relationship with Mental Health Advocacy Services to promote the educational needs of children in foster care in the Los Angeles area. Dr.
Zetlin also collaborates extensively with local school districts as well as the California Department of Education to expand the pre-internship and internship special education credential programs available to address the critical shortage of special education teachers.

Grants and Contracts

The division’s grants totaled more than $1,300,000, with faculty involved in 18 different projects.

Dr. Fazzi is the primary investigator for a federally funded collaborative project (with the University of Northern Colorado), Project STAR: Sharing Technologies and Resources for Personnel Preparation in Visual Impairment, U.S. Department of Education, Office of Special Education Programs.

Project Plus, for which Dr. Haager is the primary investigator, is in the third year of a multiple year grant.

Dr. Phil Chinn has a subcontract with the Alliance Project providing technical assistance in grant writing to minority universities.

Dr. Klein coordinates a grant which provides national technical assistance related to training of early childhood inclusion support providers. She is also project co-director of the federally funded Project PLAI (Promoting Learning through Active Interaction) to develop online instruction related to working with infants with multiple disabilities. Additionally, she is project co-director of another distance education project for early interventionists working with infants with multiple disabilities, federally funded as a Project of National Significance.

Dr. Zetlin is the primary investigator and coordinator of the Alternative Certification Program Grant—Intern and Pre-Intern Programs for Special Education funded by the California Department of Education.

Dr. Zetlin received a $30,000 American Honda Foundation grant to assist in the operation of the C. Lamar Saturday Learning Center.

Dr. Margaret Clark received a $20,000 grant from the California Commission for Teacher Credentialing Alternative Certification Network to investigate, “Intern Special Education Teachers’ and Support Providers’ Perceptions of Needed and Provided Intern Support”.

Service to the Profession

Faculty served as officers or board members for various national and state level professional organizations in their areas of specialization and expertise. They served on editorial boards for professional journals and were field reviewers for many different publications. Two faculty members were members of the California Bureau of Institutional Review Board.

Dr. Best was the state president for the California Association for Physical and Health Impairments.

Dr. Falvey served as the LRE (Least Restrictive Environment) consultant on LAUSD’s Chanda Smith Consent Decree; was a member of California Department of Education Task Forces, LRE, Alternative Assessment, and High School Exit Exam Accommodations; and served on the editorial board of JASH (Journal for the Association for Persons with Severe Disabilities).

Dr. Fazzi served as the co-president of the Southern California Association of Orientation & Mobility Specialists.

Dr. Frea served on several local and state boards related to applied behavior analysis and early intervention and was on the editorial boards of two journals—JASH and Journal of Positive Behavior Intervention.

Drs. Givner and Falvey served on the California Committee on Accreditation Board of Institutional Reviewers, each participating as the special education cluster leader for three different NCATE/COA joint accreditation visits across the state of California.

Dr. Haager served on the national Executive Board of the Division of Research, Council for Exceptional Children and national Task Force on Families of Children with Disabilities, CEC.

New Faculty and Staff

During the 2001-2002 academic year, the division hired two tenure-track faculty members, Dr. Jennifer Mahdavi, in the area of mild/moderate disabilities, and Dr. Sharon Sacks in the area of visual impairments; and one temporary full-time faculty member, Kathy Fuller, who also is one of our joint doctoral students. In addition, the division hired an administrative support assistant, Israel Martinez.

At the end of the academic year, to begin Summer 2002, four members were added to the division: Jennifer Symon, Holly Menzies, Ui-Jung Kim and Lois Weinberg.
Listed below are the more than $5.5 million in grants that were awarded to the Charter College of Education during 2001-02. The grants are identified by their source, amount of funds and faculty member.

Bilingual Teachers and Personnel Program
U.S. Department of Education, $243,040, Charles Leyba

Centers for Disease Control and Prevention IPA
Centers for Disease Control and Prevention, $82,984, Randy Campbell

School Wide Discipline
L.A. County of Education, $10,000, G. Roy Mayer

Training Bilingual School Psychologists
U.S. Department of Education, $192,863, G. Roy Mayer

Excellence in Science and Math Education for Hard-to-Staff Urban Schools
National Aeronautics and Space Administration, $199,940, Jean Adenika-Morrow

Satellites & Education Conference
National Aeronautics and Space Administration, $83,500, Paula Arvendson

The Model Teacher Education Program
Stuart Foundation, $100,000, Cherie DeJong

California Professional Development Institute in High School English
University of California, $70,000, Robert Land

Central Los Angeles Writing Project
University of California, $189,000, Robert Land

University Coach to Nightingale Middle School
Los Angeles Unified School District, $12,566, Norman Unrau

Project S.T.A.R., Collaborative Personnel Preparation in Visual Impairment
U.S. Department of Education, $300,000, Diane Fazzi

Master Teacher Exchange Program
Institute of International Education, $1,319,937, Jose Galvan

ISSUES - International Social Studies University/ K12 Exploration Series
University of California, $168,000, Simeon Slovacek

Educational Technology Professor Development Program
U.C. Chancellors, $35,000, Fawn Upkolo

New Alliance Project: Center to Promote Access and Participation
Vanderbilt University, $97,400, Philip Chinn

Preparation of Leadership Personnel in Low Incidence Early Childhood
U.S. Department of Education, $183,009, Jamie Dote-Kwan

Los Angeles Unified School District Regional Recruitment Center Planning Grant with Charter College of Education at California State University
Los Angeles, $12,349, Jamie Dote-Kwan

Income Account
Various Sponsors for General Income Account, $100,000, Diane Haager

California Children and Families Commission Agreement
University of California, $40,000, Diane Haager

Telecommunications/ Technology Instructors
Los Angeles County Office of Education, $17,500, Diane Haager

Project PLUS: Partnership Linking University School Personnel to Improve Early Literacy Outcomes in Urban Schools
U.S. Department of Education, $281,623, Diane Haager

California Reading Professional Development Institutes
University of California, $266,000, Diane Haager

California Reading and Literature Project CSU-Los Angeles
University of California, $168,000, Diane Haager

Cal State Northridge Subcontract for Project: Innovations
California State University, $26,216, Diane Klein

An Inservice / Preservice Model to Train Early Childhood Inclusion Support Personnel
U.S. Department of Education, $143,081, Diane Klein

Medically Vulnerable Infants Program/ High Risk Infant, Child and Family Project Renewal
State of California, $445,632, Aja Lesh

Proposed Home Visitation Expansion Program
County of Los Angeles, $319,975, Aja Lesh

High Risk Infant and Family Special Care Center - Family Preservation
Pomona Unified School District, $70,000, Aja Lesh

Catalise Project
Western Illinois University, $109,642, Allen Mori

Teacher Recruitment Center Planning Grant
Los Angeles Unified School District, $50,000, Allen Mori

Alternative Certification Program
Alhambra Unified School District, $219,500, Andrea Zetlin