

# THE Mentor



CHARTER COLLEGE OF EDUCATION, CALIFORNIA STATE UNIVERSITY, LOS ANGELES

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Charter College of  
Education

*"Community Engaged  
Collaboration in and through  
Teaching, Learning,  
Research and Service."*

*Only the educated are  
free: We understand the  
meaning and we live  
with and for the message  
as educators. Thus, we  
work collectively to  
honor, protect, and  
further enhance the  
basic human rights of  
learning for all.*



*"Only the educated are free."  
Epictetus, ca A.D. 100*

## The Dean's Desk

Eunsook Hyun, Ph.D., Dean  
Charter College of Education



Dean Hyun

Dear CCOE colleagues: faculty, staff, students, alumni, community partners, and lifelong supporters,

Only the educated are free (Epictetus, ca. A.D. 100)! Imagine a profession that honors, protects, and further enhances the basic human rights of learning, thus making a difference in the lives of children, youth, and families. We welcome them, nurture them, and support them in their journey of achieving their dreams, and help them thrive as they progress from one achievement to another. The Charter College of Education is committed to community engaged teaching, learning, research, and service *in* the community, *for* the community, and *with* the community. As one of the most respected members in education, the CCOE would like to invite you to participate in this important endeavor and share with us your vision of how to improve public education and close achievement gaps in urban settings.

Nineteen months have passed by since I joined the college. I have listened, observed, and learned about us, particularly our strengths as well as our implicit and explicit aspirations for the college's future. Based on the college's strengths, I want to share my vision for the college's development and fundraising initiatives over the next ten years, which also coincides with President Covino's and the university's vision for "Engagement, Service, and the Public Good." As of Fall 2014, the CCOE's key development and fundraising priorities are the following:

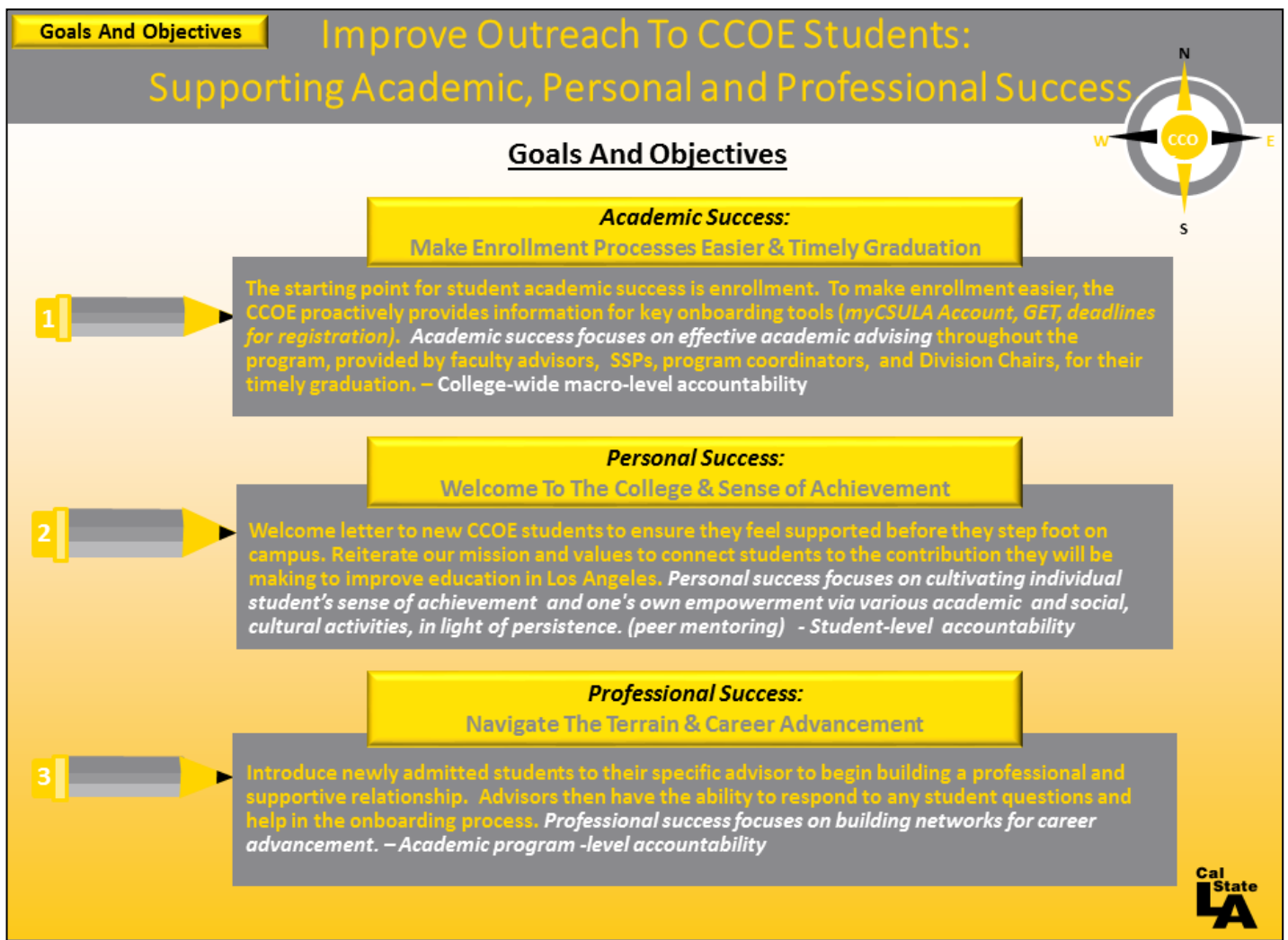
- Strengthen the nationally recognized Los Angeles Urban Teacher Residency (LAUTR) program and, possibly, the Principal Residency Program. Since 2009, the CCOE has had two successful field-based and field-integrated residency programs in urban teacher education and principal preparation. Similar to a medical school residency program, the Teacher Residency and Principal Residency Programs are focused on transformative urban education and social justice to support the national goal of closing achievement gaps. One of the college's aspirations is to continue, expand, and sustain these two successful programs.
- Bring all of the CCOE's academic foci together and build the college's own professional development school, TK-8 Charter School, to model transdisciplinary center-based, community-engaged, and field-integrated education. The end result is teaching, learning, research, and service, which will be interconnected and interdependent as a whole to provide a full ecology of educational support systems for children, youth, and their families.
- Explore and build a new online scholarly journal to cultivate a unique capacity for contemporary scholarly endeavors that capture and promote new and different forms of Scholarships of Discovery (Scholarships of Uncovering), particularly with the CCOE's students and community partners.



- Create endowed chair positions for the CCOE's clinics, centers and several key academic areas. Each endowed chair will lead its designated area's research activities (particularly with students in and for the community), grant-seeking/grant-getting activities, research-informed teaching practices, internship programs, and community-based services, as well as assess the program's impact in the community.
- Renovate and expand the School-Based Family Clinic, the Reading & Writing Clinic, and the C. Lamar Mayer Learning Center to provide more and better research-informed teaching, learning, and services to students and local communities.
- Create a Transdisciplinary Center to lead research-informed cross-disciplinary practice and human interactions for non-traditional and transformative education and rehabilitation services and counseling.
- Increase scholarship funds to support up to 40-50% of CCOE students, as they work toward earning their degrees or credentials. Currently, about 9% of CCOE students receive scholarship awards.

As the college strives to achieve these goals over the next ten years, we are only supported to a certain extent by the current funding recourse and will need to rely on other resources for support in order to actualize these aspirations. Thus, engaging in development and fundraising activities under well-defined priorities are inevitable and extremely important for this cause. As the CCOE strives to achieve its philanthropic initiatives, I would also like to encourage the CCOE faculty, staff, friends, and alumni to become a part of the college's legacy in serving the public good.

In this academic year, we articulated the **CCOE's own conceptual framework for Student Success**. It has three areas of Student Success as follows:



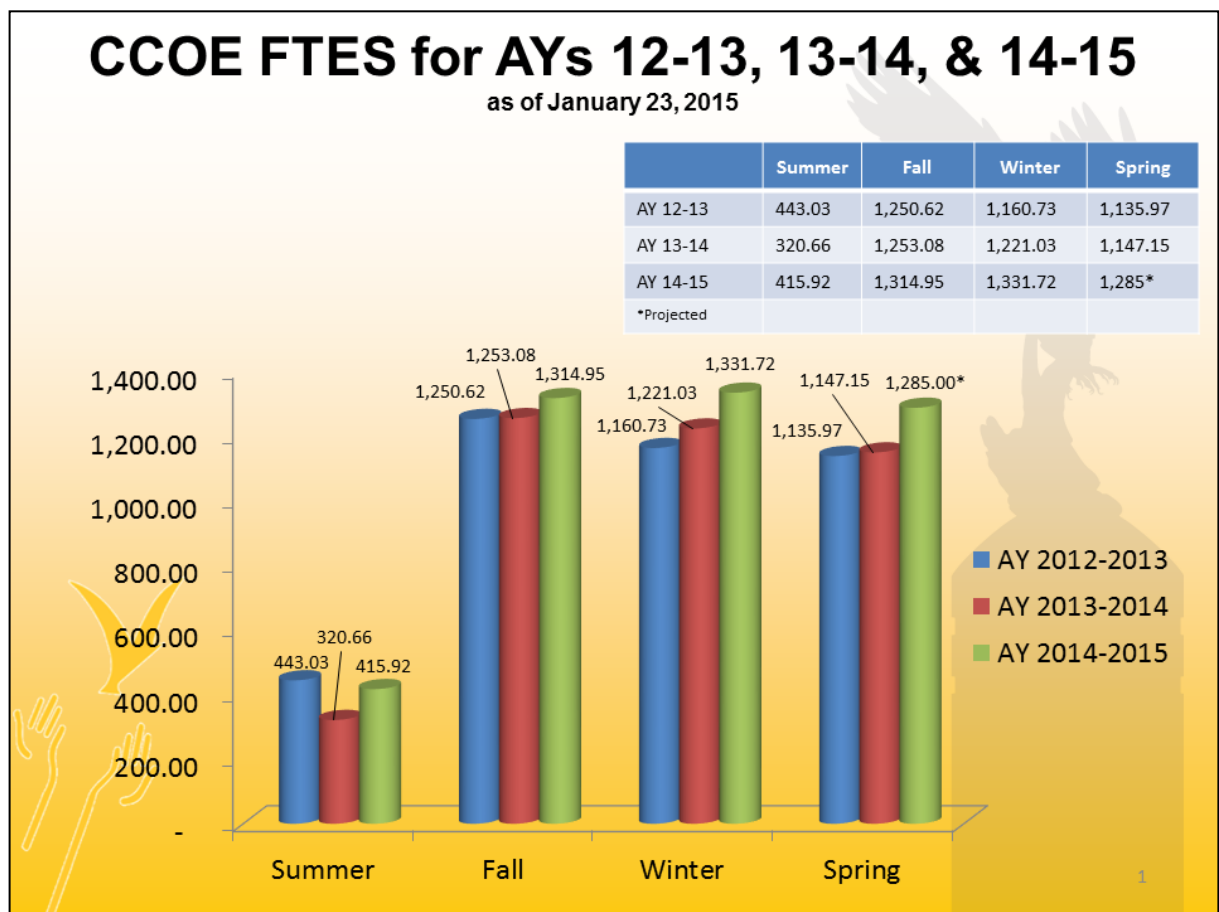
1) **Academic Success:** focuses on effective academic for students advising throughout their programs to ensure timely graduation. This is provided by faculty advisors, SSPs, program coordinators, and division chairs and requires a college-wide macro-level accountability.

2) **Personal Success:** focuses on cultivating a student's sense of achievement and personal empowerment via various academic, social, and cultural activities. This requires student-level accountability as students engage in peer-mentoring.

3) **Professional Success:** focuses on building networks for career advancement and requires an academic program-level accountability.

Thus, the CCOE's conceptual framework for Student Success requires our responsibility and collective efforts, including the student themselves. Under this conceptual framework, let us continue doing our best and making meaningful experiences for all.

Thanks to everyone's outreach efforts and effective advising, we have achieved a steady Full-Time Equivalent Student (FTES) enrollment growth. For example, during the Winter 2015 quarter, we increased the number of FTES by more than 9% when compared to last year's Winter 2014 point.



In this issue, we share our achievements in healthy FTES enrollment growth, semester conversion activities, and student success (i.e., Lovelyn Marquez-Prueher's 2015 California Teacher of the Year Award). In addition, we include supplemental reports on the CCOE's various strategic initiatives, including: CCOE's TK-8 Professional Development Charter School proposal initiative, CCOE's new scholarly online journal development initiative, CCOE's Grant Resource Center Seminar Series, and many more!

Thank you for your committed work. Our collective optimism is the foundation for the achievements we aspire!



## The Associate Dean's Desk

*Diane Fazzi, Ph.D., Associate Dean*



*Associate Dean's Office: Jacob Garrison, Leslie Yamagishi, Dr. Diane Fazzi, Anne Jeanette De Guzman*

The Charter College of Education has much to be proud of in our response to the campus conversion from quarter-to-semester. With the excellent facilitation of **Dr. Ann Snow** and hard work of our faculty and staff, we were able to examine our existing curriculum and imagine new ways of delivering our academic programs. As a result of the work of faculty, Division Instructional Policy Committees, and our Innovation, Curriculum and Assessment Committee (ICAC), the college had proposals approved to modify two bachelor's degree programs, five master's degree programs with their many options, two

doctoral programs, and numerous credentials and certificates. In addition, I am excited to report that we were also approved to offer nine general education (GE) courses to our campus undergraduate population.

It is an exciting opportunity to be able to share our content and pedagogical expertise with undergraduate students across the campus. In the upcoming year, we will devote time and energy to providing professional development for tenure/tenure-track faculty, adjunct faculty, and doctoral candidates to focus on effective teaching and learning for undergraduate students in order to ensure high-quality instructional delivery, general education learning outcomes for GE courses are achieved, and increased capacity for these offerings in the college is fully realized.

ICAC offered the third CCOE Collaborative Teaching Project. Two collaborative faculty teams, **Carlos Tejeda** and **Kimberly Persiani** and **Joan Fingon** and **Leila Ricci** are working on collaborative course offerings this winter and spring. They will be able to share the benefits experienced and lessons learned with all of us during the upcoming year, along with past collaborative teams and a doctoral student who studied the impact of the collaboratively taught

general and special education courses upon faculty and their students. Providing support to faculty for the initial work needed for planning, implementing, and evaluating such collaborative teaching is helping the college to build a deeper capacity for this ongoing work in the college that benefits all of our students.

In November, the Assessment Task Force worked with program coordinators and faculty in their divisions to prepare and submit Biennial Reports to the Commission on Teacher Credentialing for all credential programs offered in the unit. The group is already preparing for the next round of biennial reports that are due in 2016 by developing a tracking system for all performance assessments and program evaluation components to be collected for two years of data, analysis, reflection, and program improvements.

The 2014-15 academic year has already proven to be another busy and exciting year! With semester conversion still in the forefront, we will shift our energy to planning for the delivery of our new curriculum, including the development of transition and individualized advisement plans for students who will be experiencing both quarter and semester systems as part of their academic program.

## Q2S Charter Room Conversation Coordinator *Dr. Ann Snow*



In my column in the last issue of *The Mentor*, I described the Charter Room Conversations that took place in Fall 2013 as CCOE faculty began to contemplate semester

conversion. These Conversations provided an opportunity to think creatively about our courses and programs, to consider how we might adopt a more transdisciplinary approach, and to discuss ways to continue existing collaborations and work together in meaningful ways.

As the calendar turned to 2014, CCOE faculty and staff rolled up their sleeves and began to put these Conversations into more concrete form as we prepared the required documents for semester conversion while working under an extremely tight time frame. In order to meet the university's deadlines, ICAC expanded to nine members; committee members worked diligently all summer to review (and in many cases, review again) each program modification and the supporting course modifications while providing valuable feedback and a wider lens. In all, CCOE faculty submitted more than 500 Q2S proposals, including 108 new course proposals and 167 course modifications.

Despite the time pressure, I commend CCOE faculty and staff for yeoman's work. We should all be proud that we

took our responsibilities so seriously, striving to improve courses and programs for the benefit of our students. And, of course, we are particularly grateful for the incredible work and unrelentingly good cheer of Associate Dean, **Diane Fazzi**, and administrative analyst extraordinaire, **Anne Jeanette De Guzman**.

More recently, program coordinators have submitted transition templates and are working on preliminary schedules for 2015-2016 and 2016-2017. Our next big challenge is to design transition advisement plans that will include Individual Academic Plans (IAPs) for students who will graduate with both quarter and semester classes. Stay tuned!





# CHARTER COLLEGE OF EDUCATION'S STRATEGIC INITIATIVES

## SAW Reflection

*Drs. Michele Wallace, A. Dee Williams*



The 2014-2015 academic year has proven to be busy for the CCOE and the SAW. We started the year with another great retreat, where we solidified and set goals for the various centers. We got all of our programs and coursework through IPCs, ICAC, and EPC! We were able to have a number of courses that meet the GE requirements approved at the University level; this is great news for the CCOE. Now we need to start planning to have important conversations around scheduling on the new semester system (make sure to join the conversation at the upcoming SAW meetings). We have also had some restructuring of the SAW committees and have an ad hoc committee to **write the bylaws this year**. Moreover, we are on our way in planning for the CCOE's commencement. Paula Arvedson will be

serving as the CCOE marshal and we will be selecting speakers soon. We have a number of presentations planned for the remainder of the academic year that will provide valuable information and planning for the future of the CCOE (we look forward to seeing and hearing from you during these presentations). We also should say that bringing lunch back to the SAW meetings has been great! In one word, we are off to a GREAT start this academic year.

## Grant Resource Center

*Dr. Simeon Slovacek*

The Charter College of Education launched the Grant Resource Center in the Fall 2014 with the purpose of building awareness among tenure-track faculty on the benefits of externally funded grants. To help achieve this goal, the Center created quarterly Seminar Series talks. To kick-off the series, the Center had three speakers in the Fall 2014 quarter. **Dr. Simeon Slovacek**, Center Director, gave a presentation on **"Benefits of Contracts and Grants."** **Dr. Carlos G. Gutierrez**, Professor of Chemistry and Program Director of the MORE (Minority Opportunities in Research) Programs, gave a presentation

on **"Tips for Writing Successful Grant Applications."** Finally, **Dr. Jason Shiotsugu**, Director of Research and Development at Cal State L.A., and **Alma Sahagun**, Executive Director of the Office of Research & Sponsored Programs gave an introduction of the University Auxiliary Services, Inc. (UAS) role and information on submitting a grant proposal at Cal State L.A.



*Dr. Robert Land sharing his Grant Success Story*

The theme of the Winter and Spring Seminar Series talks focus on CCOE faculty members who have been successful in bringing in or working on grants exceeding one million dollars, and is called the **"Million Dollar Club."** These faculty members have a lot of helpful experience to offer new grant seekers. The speakers for the Winter 2015 quarter include: **Dr. Robert Land** (Professor, Division of Curriculum and Instruction and Co-Director of the L.A. Writing Project), **Dr. Fred Uy** (Chair, Division of Curriculum and Instruction and Professor of Mathematics Education), **Dr. Frances Siu** (Assistant Professor and Undergraduate Coordinator of the Rehabilitation Counseling Education Program) and Dr. Jason Shiotsugu. This Winter, Dr. Land and Dr. Uy gave excellent presentations on their successes and challenges with grants. We are looking forward to hearing from the other "million dollar" speakers for the remainder of the Winter and Spring quarters.



*SAW Engagement Activity with the CCOE Faculty*



Coordinated by its Chair, Professor George Hong, the CCOE's Scholarly Online Journal Ad Hoc Committee is responsible for brainstorming the rebirth of the college's new scholarly online journal. Among their responsibilities, **the ad hoc committee is charged with exploring and building a unique capacity for cultivating contemporary scholarships that capture and promote new and different forms of scholarships of discovery, particularly with the CCOE's students and community partners.** They are also charged with developing a formal proposal for the CCOE's scholarly online journal that details its mission, aim, scope, title, organizational structure, design, unique features, nature and format, editorial team, editorial structure and policy, selection criteria, delivery mode, budget outline, etc.

The ad hoc committee met for the first time in January 2015 and commenced their collective brainstorming for the scholarly online journal. In addition, the CCOE's ITC's, Russell Young and David Wong, and the new Instructional Designer (to-be-hired this year) will serve as extended ad hoc team members for this committee. They will attend the regular monthly meetings and assist with the technological brainstorming of the online journal.

Between January 2015 and January 2016, the ad hoc committee and Professor George Hong will hold monthly face-to-face meetings to discuss the goals and progress of their charges for the scholarly online journal. The majority of the work will be conducted via email or any other electronic platform that the committee members wish to utilize. The implementation of the plan will start in AY 2016-2017, and the full operation of the CCOE's scholarly online journal will begin in AY 2017-2018.



*Los Angeles Urban Teacher Residency Program Students*

### Los Angeles Urban Teacher Residency (LAUTR)

*Dr. A. Dee Williams*

The Los Angeles Urban Teacher Residency Program (LAUTR) was originally a collaborative partnership between the Charter College of Education, Center for Collaborative Education – Boston (CCE), Los Angeles Unified School District (LAUSD), and WestEd. This partnership was funded through a Teacher Quality Partnership (TQP) grant from the United States Department of Education. The original purpose of the grant was to reconstruct teacher education by creating space for teacher candidates to formally (and more substantially) engage in classrooms. The model funds teacher candidates (or residents) to spend four days a week, full-time in classrooms co-teaching with an expert mentor teacher for a full school year. The original program has just completed its fifth year and is currently engaged in a no-cost extension as we finish serving the fifth and final cohort of Math and Science secondary teachers.

On October 1, 2014, the collaborative partnership was awarded a new TQP grant for \$11,064,077 to extend the program to new school districts and new credential programs. This new grant is entitled the Los Angeles Urban Teacher

Residency – Transformation Initiative (LAUTR-TI). The LAUTR-TI program has the fundamental purpose of transforming the ways in which credential recommendations are earned. While the initial grant focused exclusively on credentials issued in Secondary Math and Science, LAUTR-TI will expand its focus to include two new strands - (1) Educational Specialists (with a secondary education specialization), and (2) a Blended credential of Multiple Subjects (Elementary Education) and Educational Specialist (Special Education). Another new component of the LAUTR-TI is that each of the three strands will share a Master's Degree specialization in the Integration of Science, Technology, Engineering and Mathematics (Integrated STEM).

For the LAUTR-TI Grant, we are also excited to announce three additional school district partnerships. In addition to our ongoing collaboration with the **Los Angeles Unified School District**, we will be partnering with the **Montebello Unified School District**, **Alhambra Unified School District**, and **Pasadena Unified School District** to prepare the next generation of teachers. We are actively recruiting now for Cohort 6 residents who will begin classes starting on June 22, 2015.





CCOE's TK-8  
Professional Development  
Charter School  
*Drs. Gay Yuen, Simeon Slovacek,  
and Kimberly Persiani*

**A**fter Dean Eunsook Hyun began the 2014 Administrative Council summer retreat with an announcement, the CCOE Charter Professional Development School Committee was formed. The small committee began meeting monthly throughout the fall quarter to lay the groundwork for faculty participation in the design of an innovative charter TK-8 school. The intent was to capture the beliefs, values, and research on **what a school in the 21st century should look like, who will be the students of 2030, how will**

**learning take place for these students of the future, and, most importantly, how will the work of the CCOE be different as we design the new charter school while redesigning the CCOE.**

The committee has been meeting consistently and working diligently to define the direction we would like to take as we move forward with the chartering process. **Ms. Jannelle Ruley**, the legal consultant to this committee, has been an invaluable resource in helping us make this happen, as was an inspiring visit from **Dr. James Meza**, former Dean of the University of New Orleans and a pioneer in the charter school movement. He said something that will stay with us as we look ahead, "develop the most powerful learning environment for all children to be

successful" and "you have an opportunity to demonstrate that children are not the problem."

On January 28, 2015, committee members, along with all interested CCOE faculty, took those words to heart and convened at a mini-retreat where we worked together to better solidify the elements and components we believe will meet those ideas. What came out of the retreat were our shared values and goals giving us consensus because of our love, passion, and belief in building a school for our community's children and a place to develop strong educators. This will guide us in the creation of the CCOE Charter Professional School. We encourage all interested faculty to join the growing committee.

## FEATURED ALUMNUS STORY

### 2015 CALIFORNIA TEACHER OF THE YEAR



Lovelyn Marquez-Prueher  
Teacher, Dodson Middle School  
Los Angeles Unified School District

Charter College of Education Alumnus  
M.A. in Education with an Option in  
Middle and Secondary Education,  
Curriculum and Instruction  
(Specialization in Language and Literacy)

**Q: What does the 2015 California Teacher of the Year Award mean to you?**

**A:** This award is, first and foremost, recognition of the professors, mentors, directors, administrators, and teacher-collaborators who I have had throughout my undergraduate program and Mount St. Mary's College and graduate program at Cal State LA and 12-year career in the Los Angeles Unified School District. It is through the guidance, support, and opportunities they have given me that I have continued to develop and grow in my roles as a classroom teacher and instructional leader. Secondly, this award is a responsibility that I am honored to take in order to advocate for the teaching profession, public education, and our students.

**Q: How has the Charter College of Education contributed to your success and experiences as an educator?**

**A:** The Charter College of Education contributed to my success and experiences as an educator because the program introduced me to numerous opportunities such as the Los Angeles Writing Project, led by Drs. Robert Land and Carolyn Frank and the National Board Certification, facilitated by Dr. Norman Unrau. By becoming a Writing Project Fellow, I became a better teacher of writing, and I was able to network with K-College teachers who taught me practical strategies on how to teach writing to students of all ages, grades, backgrounds, and abilities. This led to my work as a Writing Consultant who gives in-service for teachers who teach in schools throughout Los Angeles. By introducing me to the National Board Certification requirements through his coursework, Dr. Unrau ensured that I was well prepared to pursue the highest level of certification in the teacher profession. Overall, the professors' high student expectations cultivated me into a reflective classroom teacher who gained the knowledge and skills needed to become an instructional leader that can mentor the next generation of teachers. As a result, I taught as an Adjunct Instructor for three quarters.





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## THE MENTOR

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## Upcoming Events!

The Charter College of Education's upcoming events recognize the professional achievements of its students and educational leaders in the community. All Cal State L.A. faculty and staff, CCOE students and alumni, and college supporters are invited to join the festivities.

April 24, 2015	Honors Convocation	King Hall
May 8, 2015	Day of the Educators	Golden Eagle Ballroom
June 12, 2015	CCOE Commencement	Reeder Field
November 13, 2015	Distinguished Educators Award Dinner	Golden Eagle Ballroom

For more detailed information, please call the CCOE's Dean's Office at (323) 343-4300.

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