

GREATER WORKS

SPRING 2009
ISSUE 2



California Teacher Education Deans and Directors at APU

State Superintendent Jack O'Connell holds the 2nd Annual Meeting with California's Teacher Education Deans and Directors at APU.

Technology in the Classroom

INSIDE THIS ISSUE...

21st Century Classrooms
Addressing the needs of digital natives.

Technology Tips
Technology tools and tips.

Diversity Workshop
Issues, scriptures, and scribes.

FROM THE DEAN

Grace and peace be unto each of you,

The School of Education (SOE) is delighted to send you the second edition of its new magazine, *Greater Works*. As promised, this publication shares more highlights from the many activities, in which we are engaged, more importantly though, it shares with our readers more information about the professional activities our many graduates undertake that benefit the field of education in California and throughout the world.

As a follow-up to and in recognition of the greater work SOE did in the National Council for Accreditation of Teacher Education (NCATE) and California Commission on Teacher Credentialing (CTC) Reaccreditation process, NCATE asked APU to host its Annual Board of Examiners Training Session. They wanted their new reviewers to see and experience



excellence, so they would know what to look for when they serve on review teams at their institutions. State Superintendent Jack O'Connell chose APU to be the location of his Second Annual State Deans and Directors of Education Meeting. Sixty-four higher education professionals and representatives from Mr. O'Connell's office attended the sessions. As Dean of the SOE at APU, I am delighted to be one of six deans to serve on his advisory council, and one of three who represented public and all private postsecondary schools of education. The major focus of each of these meetings

was twofold: Creating a robust pipeline of K-12 teachers in private and public California schools, and developing culturally responsive K-12 classrooms in California.

Scholarship in the SOE is at an all time high. With a focus on tangible scholarship, faculty and students continue to do a stellar job of representing the APU-SOE at conferences throughout the country and the world. Hawaii, France, China, and Taiwan have received direct benefits of our expertise. Recently, Dr. Kathleen Bacer, Director of Online Technology, published a book entitled; *Hands-on Math Learning Numeration through Manipulative Activities, 2nd Edition*. Dr. Linda Chiang, Professor in Advanced Studies, published a book on Positive Psychology: *Implications for life, work and teaching*, written in Chinese. At the Annual SOE Kick-Off in August 2008, two faculty received the Award of Excellence in Research, two received the Award of Excellence in Teaching and one staff person received the Award of Excellence in Service.

As we move forward, the SOE is focused on preparing teachers and administrators to more effectively meet the needs of 21st century children and leadership. The curriculum and pedagogy that worked for the baby boomer generation is woefully insufficient for children with social networks that include MySpace, Facebook and Tagged. We must employ mobile, collaborative, interactive, and personalized learning experience technologies to undergird our curriculum based on the International Society for Technology in Education (ISTE) standards. Look for more to come in our new Digital Teaching and Learning Master's Degree Program led by Dr. Joanne Gilbreath, Director of Digital Teaching and Learning, and a new Ph.D. Program which is now being designed by a committee of scholars.

As we look toward our immediate future, I pray that each of you will have a wonderful year and through Jesus be empowered to do the "Greater Works".

In Christ,

Helen Easterling Williams, Ed.D.

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ON THE COVER

Left to right: Gavin Payne, Chief Deputy Superintendent; Angela Clark-Louque, Ed.D., Associate Dean of Academic Affairs; Helen Easterling Williams, Ed.D., Dean; Gail Houghton, Ph.D., Associate Dean of Assessment; Jack O'Connell, California State Superintendent of Public Instruction

Inset Photo: Dr. Joanne Gilbreath demonstrates technology use to students.

Online Technology Program

With Cadre 13 making its debut this September,

Azusa Pacific University's Online Master of Arts in Educational Technology program continues to enable students to receive their master's from anywhere in the world.

by Kathleen Fletcher Bacer, Ed.D.



Jonathan Morrison (Chicago, IL) engaged in the program on a family farm in Plainview, IL; in a bus traveling through Ireland and Scotland; at the Wimbledon in England, in internet cafés in England, Ireland, and San Francisco; through web TV in Seattle, WA; at hotels in Palm Harbor, FL and Honolulu, HI; and at a public library during spring training in Arizona. He took us all with him as a part of the learning adventure.

Valarie Suffern (now an adjunct for the program) traveled to Moscow, Russia for three weeks to adopt their little girl. This heart-warming journey was a shared experience by her cadre through her digital photo journal.

While there are many others who traveled and ministered throughout their time in the program, the main thrust of this cutting-edge technology program continues to focus on connecting students in classrooms around the world through telecollaborative projects that promote cross-cultural experiences while utilizing technology to make a difference. Transcending time and space, the School of Education students have been brought together virtually from South

teachers to utilize technology throughout their teaching/learning environments. Students enter the program in learning communities (cadres) of 15 students while following a sequenced, integrated coursework plan. The program reaches not only K-14 classroom teachers seeking to utilize the power of technological resources and practices to embrace new teaching pedagogies for the 21st century, but also tech leaders by moving them to a new level of technological implementation.

Many students move into roles of technology leadership before even finishing the degree program. For example, Venetia Louie-Chee, from cadre 10, has been “on loan” from her school district to provide expertise as a part of the Teacher Quality Enhancement (TQE) Teacher PREP initiative under a grant from Cal

Poly Pomona with neighboring school districts. She is serving as a professional associate to work with teacher interns and education faculty to assist them with the integration of technology and teaching practices. Louie-Chee shares, “I thank the Lord for the APU program—I feel that I can voice with confidence some intelligent thoughts and ideas regarding technology and learning because I have had the chance to process and dialogue for a good 15 months. The program was an excellent springboard to this professional opportunity—as I see it allowing me to apply and explore more in depth areas such as social networking, Web 2.0, and online learning.”

Utilizing technology to transform the teaching/learning environment through this online master's continues to make a difference in the lives of APU students around the world.



Jonathan Morrison
Cadre 1
York café, U.K.

This cutting-edge program is under the direction of Kathleen Bacer, with a group of top-notch practicing professionals—Barry Bettger (Huntington Beach, CA), James Brown (Lake San Marcos, CA), Joe Bruzzese (Santa Barbara, CA), Mary Mauldin (Charleston, SC), Elisabeth Silver (Spokane, WA), and Valarie Suffern (Mims, FL). Since its inception in the spring of 2003, the program is passionate about empowering



Valarie Suffern
Cadre 2
Moscow, Russia

For more information about the Online Technology Program, please contact Kathleen Bacer, Ed.D. at kbacer@apu.edu or (626) 815-5355.

Teacher Preparation for the 21st Century Classroom

by Joanne Gilbreath, Ed.D.

With the School of Education's commitment to God-Honoring Excellence, comes the responsibility to train our teacher education candidates to meet the needs of all learners. As we move toward the end of the first decade of the twenty-first century, one of the greatest challenges is to address the needs of the digital natives who inhabit our K-12 classrooms. With all of the technology available today such as cell phones, iPods, web-based social networking, and online resources, students interact with those tools on a daily basis. Is it reasonable to expect them to put them away when they walk into a classroom to learn? Are we truly preparing K-12 students to succeed in the world they will live and work in as adults if they cannot use

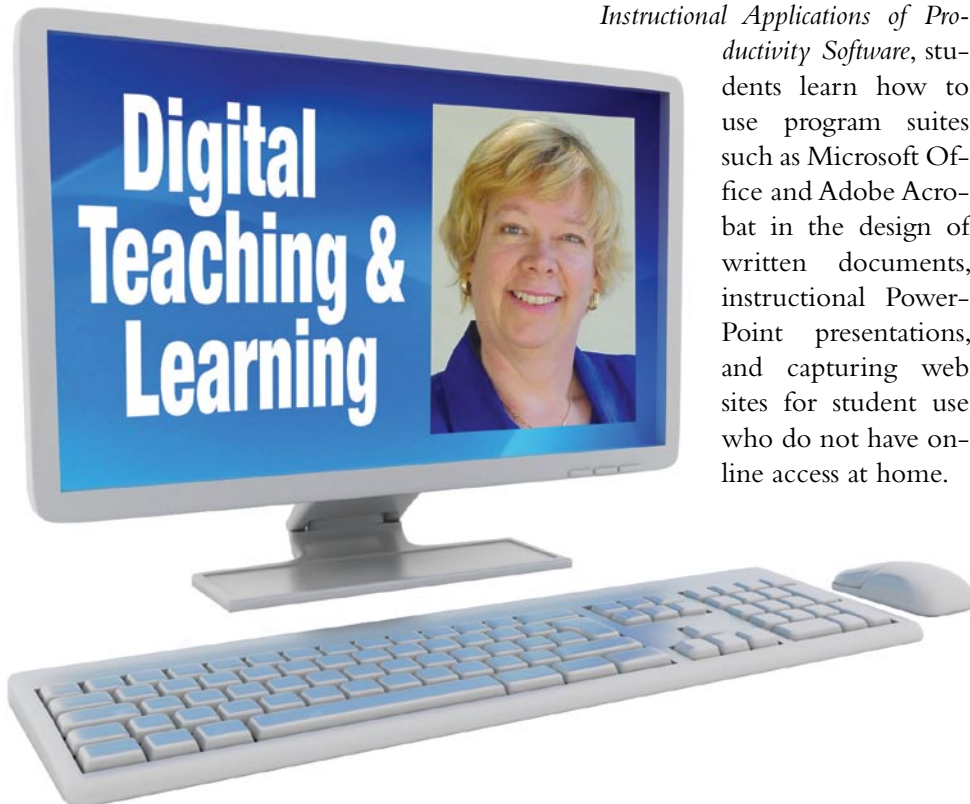
the technology they use as soon as the school day ends? The answer is no. Teachers today must integrate these tools into the learning process. A new program to address these issues is now available to students earning a teaching credential and master's degree.

The Master of Arts in Education: Digital Teaching and Learning prepares teacher candidates to embed these tools into their classrooms through technology-rich learning experiences. This new program, started Fall 2008, is an option for teacher candidates working on their teaching credential in either single or multiple subjects. This exciting new option for teacher education students consists of five courses covering basic technology-enriched teaching tools and learning theory. Starting with EDUC 512

Instructional Applications of Productivity Software, students learn how to use program suites such as Microsoft Office and Adobe Acrobat in the design of written documents, instructional PowerPoint presentations, and capturing web sites for student use who do not have online access at home.

Students create their own learning networks by developing and maintaining a blog or wiki throughout the program. The second course, EDUC 522 *Learning in the 21st Century*, explores learning theory and how technology tools can provide the opportunity for all learning modalities to be included in lesson design and delivery. Next, students learn how to create and produce instructional videos in EDUC 514 *Digital Video in the Classroom*. The fourth course, EDUC 515 *Evolving Educational Technologies*, gives students the opportunity to learn how to make and incorporate podcasts into their instructional program. Finally, putting it all together, students complete the program in EDUC 526 *Capstone Experience in Educational Technology and Learning*. Each student develops a portfolio that includes a curricular unit of study of their choice that incorporates the tools and teaching strategies they have learned throughout their credential and master's program.

Preparing new teachers with the knowledge and skills to be successful in the classroom has long been a hallmark of the School of Education. The Master of Arts in Education: Digital Teaching and Learning offers teacher candidates the opportunity to enhance their technology skills and teaching strategies to effectively work in the 21st century classroom.



For information about the Digital Teaching and Learning Program, please contact Joanne Gilbreath, Ed.D. at jgilbreath@apu.edu or (626) 815-5059.



Richard S. Martinez,
Ed.D.

On August 26, 2008, APU's School of Education met at the Pomona Fairplex Sheraton for the Annual Faculty/Staff Kick-Off. The theme for the event was *Embracing Culturally Responsive Education: A Focus on Assessment, Technology, and Diversity*. To enhance the diversity portion of the theme, the Diversity Committee headed by Dr. S. Malia Lawrence and Dr. Susan Warren

facilitated a Diversity Workshop that was highlighted by an *issues, scriptures, and scribes* activity.

In order to deepen individual and collective knowledge, the faculty was divided into six groups. The objective of the activity was to connect scriptures to issues and/or challenges about diversity in education and then identify personal beliefs and strengths that impact the actions of educators in the classroom and work environment.

Each table group chose various scriptures and responded to a diversity question. They recorded their responses and shared with the whole group. One example was based on Romans 12:2, "Do not be conformed to this world, but be transformed by the renewing of your mind." The group then

grappled with the diversity question, "How can we articulate our feelings about racism and other discrimination?" The answers from this particular group were particularly insightful:

- *We all bring our differences and feelings to our particular settings. Do not think of yourself more highly than you should. The fundamental assumption of racism is that we think of ourselves too highly.*
- *This makes discrimination and racism a violation of God's principle.*
- *Scripture says we are to renew our minds. If we focus on that, the message is consistently a message of love. God commands us to love.*

Following the whole group reflection each department showcased their diversity goals and accomplishments.



"...Do not be conformed to this world, but be transformed by the renewing of your mind..."
Romans 12:2 (NASB)

California Gamma Chapter of Alpha Chi National College Honor Society 2009 School of Education Inductees

Miguel H. Agredano

Donna J. Andrew

Alison M. Ayon

Joleen R. Buxbaum

Lauren M. Calise

Denise Carranza

Lisa M. Carroll

Roxanne M. Cortez

Celena DeLuca-Stickney

Cheryl L. Demus

Jennifer M. Diaz

Sara J. DiSalvo

Alvaro G. Frausto

Veronica M. Glover

Joshua W. Goodwin

Margaret H. Griffith

Dooree D. Jung

Alicia M. Lagendijk

Carol L. Martindale

Diane H. May

Gabriela A. McEachem

Perla Mendez

Janene G. Morgan

Vivian Moy-Dinson

Belinda Navarro

Jeffrey M. Perrault

Anthony T. Polino

Karen A. Rahn

Donna M. Rivera

Karina Romero



Mariana L. Ryan

Christin K. Samura

Tammy S. Schwab-Gotto

Elsie N. Solls

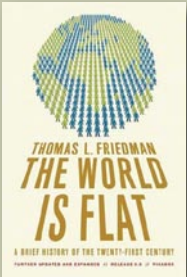
Carol A. Uhrhan

Heather P. Vaughan

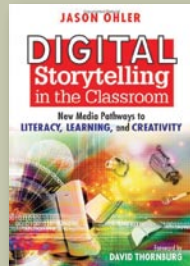
Tracy A. Weekley

Cassandra S. Wesolowski

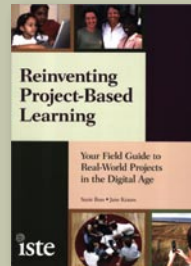
It is my pleasure to share with you some of the resources that have been emerging over the last year. One of the keys to inspiring students is effectively leveraging technology in powerful and meaningful ways. The first standard in the 2008 National Educational Technology Standards for Teachers (ISTE NETS•T) is that teachers “...Inspire Student Learning and Achievement.” Although many are still wrestling with how to teach to all the standards, there are a growing number who have overcome this hurdle and deeply enjoy their work inspiring students to learn. Below is a list of resources that just may inspire you to work and learn in new, meaningful ways.



Friedman, T. L. (2007). *The World Is Flat 3.0: A Brief History of the Twenty-First Century* (p. 672). Picador.



Ohler, J. B. (2007). *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity* (p. 248). Corwin Press.



Boss, S., & Krauss, J. (2007). *Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age*. (p. 200). International Society for Technology in Education.



Ribble, M., & Bailey, G. (2007). *Digital Citizenship in Schools* (p. 149). International Society for Technology in Education.

Productivity Enhancers

eToolkit: “The School 2.0 eToolkit is designed to help schools, districts, and communities develop a common education vision and explore how that vision can be supported by technology.” It includes the following sections: Learning Ecosystem, Leadership Resources, Reflection Tool, Bandwidth Planner, and Transformation Toolkit. www.etookit.org

Wikis in Plain English: Learn why wikis enhance productivity: www.youtube.com/watch?v=-dnL00TdmLY

Collaborative Writing: <http://docs.google.com>

Jott converts your voice into emails, text messages, reminders, lists and appointments: www.jott.com

Live Audience Polling using cell phones: www.poll everywhere.com

Kitzu: Photos for educators organized by subject: www.kitzu.org

Fring: Using your handset’s internet connection, you can interact with friends on all your favorite social networks including Skype®, MSN Messenger®, Google Talk™, ICQ, SIP, Twitter, and Yahoo!™. You can also set it up to make outbound calls over a wireless network.

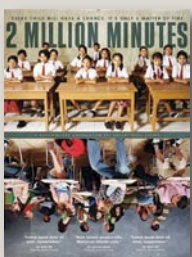
www.fring.com

TeacherTube: Share your own instructional videos with a community of learners. <http://teachertube.com>

ELL Teacher Tool: LessonWriter analyzes pasted text for vocabulary, grammar and usage, pronunciation, and word roots and stems. Then, it writes a lesson plan and a lesson that teaches the skills you chose in the context of the passage—automatically. <http://lessonwriter.com>

Apple Classrooms of Tomorrow Today (ACOT²): *Learning in the 21st Century*. (April 2008). Apple Learning Interchange. <http://newali.apple.com/acot2/>

Videos



Two Million Minutes: This film takes a deeper look at how the three superpowers of the 21st Century—China, India and the United States—are preparing their students for the future. As we follow two students—a boy and a girl—from each of these countries, we compose a global

snapshot of education, from the viewpoint of kids preparing for their future. www.2mminutes.com

Adina’s Deck: Solving Cyber Bully Mysteries is a 30-minute film, website and parent/teachers guide to educate 9-15 year olds about cyber bullying, harassment via the Internet, digital technologies and mobile phones. DVD at: www.adinasdeck.com

2nd Annual Meeting of Teacher Education Deans & Directors



by Angela Clark-Louque, Ed.D.

On Thursday, May 29, 2008, Jack O'Connell, the California State Superintendent, held his second annual meeting with the deans and directors of California's schools of education at Azusa Pacific University. The event was hosted by Dean Helen Easterling Williams with Associate Deans Angela Clark-Louque and Gail Houghton, and Cindy Langill, data manager, as the event coordinators. Deans and directors from the campuses of the University of California, the California State University, and the independent California colleges and universities were invited with over 65 persons in attendance.

The event continued the dialogue from the previous year's meeting and the November Achievement Gap Summit which was held in 2007. The title of the event was "Teacher Preparation in California: A Critical Element in Closing the Achievement Gap in California's

O'Connell gave his opening remarks. "Every study that you've looked at in education in terms of improving our educational system comes down to the most important factor—the quality of that teacher and that's where our re-

"We not only have a moral imperative, but a social and an economic imperative to close the achievement gap."

— Jack O'Connell

sponsibility really comes in. I've come to the conclusion over the last couple of years, [that] clearly; the most important

critical and that "being a teacher is the noblest profession."

During his PowerPoint presentation, he went on to give some demographic statistics regarding the students of California. He stated that over 50% of California's students are from low socio-economic backgrounds, 47% Latino, 31% (or a little less) are White, 8% are African American, 8% are Asian American, 40% come from homes that speak a language other than English, 39% of kindergartners come to school to learn English, one out of four K-12 students go to school to learn English, 10% are special education students, and there are over 100 languages spoken in several school districts. He pointed out that although scores on tests have increased and "moving in the right direction" for various groups of students, the achievement gap is not narrowing. The most telling data, according to O'Connell, is



Joyce Justus, UC Leadership Leader Institute, addresses the group during the opening comments.



Dean Williams (r) greets Larry Birch (l), CTC Director, Professional Services Division and Shane Martin (c), Loyola Marymount University.



Mary Crist (r), Dean, California Baptist University School of Education contributes during a break out session.

Public Schools."

After the greetings by APU's provost Michael Whyte and the satellite welcome by President Jon Wallace,

'r' (of rigor, relevance, and relationship) is the third. It is the relationship that students have with that teacher." He stated that our jobs as educators are

that approximately 38% of low socio-economic White students perform better than wealthy Latino and African American students. O'Connell commented,

“We not only have a moral imperative, but a social and an economic imperative to close the achievement gap.”

After State Superintendent O’Connell spoke, two best practice briefings were presented by the Teacher Education Dean’s Advisory Group. The panel discussed the topic “Creating the Culturally Responsive Classroom in California’s Public School” by responding to the question “What knowledge and skills do teachers need to be effective in a culturally diverse classroom?” Dr. Larry Birch, Director of the Professional Services Division at the California Commission on Teacher Credentialing noted that regarding the standards for teacher education program, the question really is, “are we coming out with what we should be coming out with?”, meaning although there are standards for the education programs, are they providing teachers with what they need? Dean Williams participated in the panel as well. She told the group, “We have the mechanics in place; we have the curriculum in place. We’ve got everything we need to

is the heart.”

Breakout discussions were then held with participants assigned to different rooms. The participants were asked during the first session, “What knowledge



Superintendent O’Connell speaks regarding institutions of higher education working together to close the achievement gap in California.

and skills do teachers need to be effective in a culturally diverse classroom?” One participant responded that “Many in the profession for a long time have been through ‘values clarification’, many strands to put the heart in the classroom

challenge.” Another participant stated, “What is left out, is an important, perhaps controversial point; most teachers at the university and K-12 are White. Training needs to include the teacher education student learning about and understanding their own culture/roots.”

Later in the afternoon, a second panel and session focused on “Partnerships to Improve New Teacher Placement.” Partnership building is what some educators indicated as “not just academic partnerships, but building community partnerships,” and that since students come from different environments, resources should be pulled together.

The closing remarks were given by Gavin Payne, the Deputy State Superintendent of California. These important dialogues received significant and positive attention for the deans and directors of California’s schools of education. They were “struck by Jack O’Connell’s presentation on the labor and job statistics.” The activities were summed up with hope for continued conversations and opportunities. Dean Mary Falvey of



Joe Radding, CTC Education Program Consultant, announces a break out session.



Dean Williams (l) greets Ric Hovda (c), San Diego State University and Harold Levine (r), UC Davis.



Mary Falvey, Dean, Charter School of Education at CSU Los Angeles responds during the panel discussion.

make sure our teacher candidates finish our programs with stellar theory and all the pragmatics. But what we don’t have

(relationships). It’s more than knowledge and skill, and empathy—beyond tolerance. Internalizing it is the chal-

California State University, Los Angeles reflected that “the superintendent has taken a very brave direction.”

Learning and Giving

A Partnership at Hodge PDS

By Ivy Yee-Sakamoto and Maureen Taylor



Ivy Yee-Sakamoto, Ph.D.,
PDS Program Director



Leansa Bryan,
PDS Program Coordinator

Nestled in a quiet residential area of Azusa, Hodge Elementary School houses a cohort of teacher candidates enrolled in the Professional Development School Program (PDS). Now in its fifth year, the PDS Program represents a vital partnership between Azusa Pacific University and Azusa Unified School District, and differs from most traditional teacher training programs. One among approximately 650 professional development schools in the United States, this collaborative effort provides new teachers with a high-quality credential preparation experience, offers meaningful professional development for veteran teachers and educators, and enhances children's academic achievement.

Teacher candidates in the PDS Program appreciate a firsthand view of before-the-start-of-school planning and preparation, and end of a school year achievements and assessments, not to mention everything else that takes place from September to June. By completing all their fieldwork, course work, and

student teaching requirements on site, students not only gain invaluable inside knowledge of school programs and procedures, but also become part of the school culture.

Lauren Matthews, current PDS cohort member, understands the value of this exposure, "The PDS Program gives us the chance to be part of a wonderful classroom for the entire year and to see quality teaching that will help us mold our future classrooms. This program also transforms participants into great candidates to hire in any school district."

Fieldwork and student teaching experiences relate directly to the credential course work. Fieldwork assignments provide teacher candidates opportunities to build a link between theory and practice. During this time, each teacher candidate at the PDS has a placement in an upper grade classroom where they are supporting intensive literacy development, especially among English language learners. "Demographic reports validate the importance of understanding the challenges of a diverse student popula-

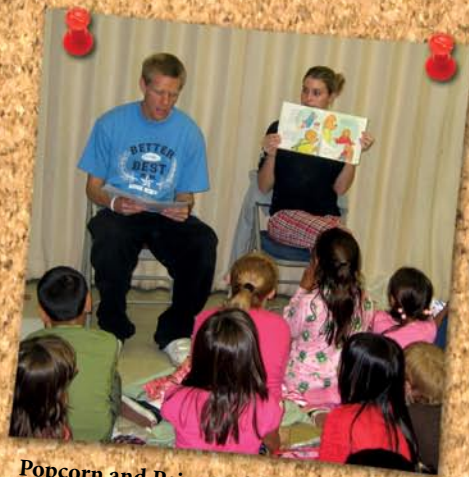
tion," said Program Coordinator, Leansa Bryan. "And that's before these teacher candidates stand before a classroom and see a dozen children struggling to gain English competency and eager to learn. That's why they want to be teachers. That's why they are running our English Learner Intervention Program by diagnosing and meeting the literacy development needs of the fourth and fifth grade students."

School Site Liaison Julie McGough substantiates the value of the mentoring that each participant receives. "Our candidates receive extra expert support that has translated into higher job placement rates among program graduates," said McGough. "That statistic given our economy and the real needs of today's California classrooms for well-trained, compassionate educators justify the program."

The cohort support system fosters camaraderie and develops lasting professional relationships among the teacher candidates, master teachers, and university faculty. As students' efficacy increases, so does their confidence which impacts



**English Learner Intervention Program
small group led by Ashley Walden**



**Popcorn and Pajamas family reading
night story telling with Brent Peterson
and Ashley Walden**



**English Learner Intervention Program
small group led by Mayte Ortiz**

their teaching and benefits their students.

“The PDS Program offers a comfortable and supportive learning environment. Surrounded by experienced master teachers and knowledgeable professors ready to offer advice gleaned from years of experience or an effective strategy to overcome a challenge. I know I will

into the classroom, felt the support and guidance of master teachers, and saw the impact they were making, every doubt faded and now they cannot imagine doing anything else but teaching.

“What’s even more rewarding than their own sense of accomplishment,” noted Bryan, “is watching their students

teacher candidates to organize creative and educational school events for families. McGough shared that, “Parents tell me they are happy and grateful that APU and the teacher candidates are helping their children learn.”

Brent Peterson, current PDS cohort member and graduate of APU’s Liberal Studies Program, appreciates the fun climate that program encourages. “I have enjoyed every moment of the PDS Program here at Azusa Pacific. Whenever someone asks, I attest to the fact that it’s challenging, but it’s always fun. The program captures everything I want in a teaching credential program.”

Vital new teachers ready to impact today’s classrooms. Children eager to learn. Parents and community involved in their children’s school life. APU’s PDS Program does these, all in Azusa, the city this university calls home.

“Parents tell me they are happy and grateful that APU and the teacher candidates are helping their children learn.” – Julie McGough

emerge from this program ready to be an effective teacher,” said Ashley Walden.

For Claudia Ortega, the PDS Program is so much more than required classes and fieldwork, the program is about making a difference in children’s lives. Both Claudia Ortega and Mayte Ortiz agree that deciding to become teachers was a leap of faith. However, once they and their classmates walked

grow and develop as they unpack new lessons and break down barriers to learning.”

As the participants have grown, their impact on the school community has grown beyond the classroom. Parents who attended Popcorn and Pajamas, a family reading night, or Family Craft Night said they are delighted with the contributions made by the APU

For more information about the PDS Program, please contact Ivy Yee-Sakamoto, Ph.D. at iyeesakamoto@apu.edu or (626) 815-6000, ext. 5529.

EXCELLENCE IN RESEARCH**Chinaka DomNwachukwu, Ph.D.**

Over the past ten years, DomNwachukwu, has focused his research on teaching in a multicultural classroom. "It is my desire through my research, and teaching, to significantly influence my students and readers to become agents of social transformation." DomNwachukwu presented his most recent paper, *Technology as a Tool for Assessment of Program Quality in Teacher Education: Implementing the California Teacher Performance Assessment (TPA) System* at the International Multi-Conference on Society, Cybernetics and Informatics in Orlando, FL in the summer of 2008. DomNwachukwu currently serves as the Department Chair of Teacher Education and continues his work on Multicultural Education as Learner-centered pedagogy.

**Hae Seong Park, Ph.D.**

Park's research has centered mainly around the impact of religious participation of attitude, behavior, and academic achievement of adolescents, and diversity and ethnic and language minorities.

Park published two articles titled, "The Impact of Technology use on Hispanic Students' Mathematics Achievement within Family and School Contexts: Subgroup Analysis between English and non-English Speaking Students" in the *Journal of Education Computing Research* and "Family Religious Involvement, Parenting Practices, and Academic Achievement in Adolescents" in *School Psychology International*. Park teaches in the Doctoral Studies Department and chairs numerous dissertations and quantitative research projects.

EXCELLENCE IN TEACHING**JoAnn Jurchan, Ed.D.**

As the Single Subject Program Coordinator in the San Diego and Murrieta Regional Centers, Jurchan believes the Lord called her into the ministry of teaching. Her 29 years of teaching have been focused on maintaining a balance in approaches and methods, providing a learning environment that compels one towards excellence and competence, and developing a sense of community through commonality, communication, consistency, and celebration. "The Lord gave me a teacher's heart. He set my face, energies, skills, and gifts towards the student—whoever and wherever that student might be," Jurchan recalls.

**Chris Yoon, Ph.D.**

Yoon teaches Advanced Educational Psychology in the Department of Advanced Studies and was chosen as a recipient of the Excellence in Teaching Award. "I use many hands-on activities such as creating and designing educational programs, taking various fun tests such as creativity, stress, and EQ (emotional quotient) assessment. Memory exercises, brain games, motivational debates are also implemented to help my students become curious." Yoon earned some of the highest student evaluations over the past few years.

EXCELLENCE IN SERVICE**Pamela Bowman**

The 2008 Excellence in Service Award was awarded to Ms. Pamela Bowman, the Student Records Coordinator. The award is given to a current SOE full time staff member in recognition of their extraordinary service to APU's

internal and/or external community. Ms. Bowman practices exemplary service by providing her own "system for tracking invoices and payment of master teacher stipends." She has assisted faculty and staff members by collaborating with the Career Services Office, the Graduate Center, and Accounts Payable to improve services for students and the campus.

Every year the dean of the School of Education will bestow Excellence in Education Awards. Recommendations are based on nominations made by the Dean's Award Committee (DAC) for excellence in the areas of teaching, research, service and spirit. The Excellence in Teaching Award and the Excellence in Research Award focus on faculty achievements. The Excellence in Service Award focuses on staff achievements.

What's New

PE Combo Program

by Joseph Mintah, Ed.D.

The California Commission on Teacher Credentialing (CTC) places physical education high on the California education map for prospective teachers seeking Single Subject Teaching Credentials. In an August 2008 press release, the CTC approved new Subject Matter programs and new Induction programs for first and second year teachers. APU's physical education program was recognized alongside California State University Northridge and California State University San Bernardino. The CTC's recognition of APU's physical education program did not seal the seven year NCATE reaccreditation of the School Education programs, but open new opportunities for prospective candidates seeking Single Subject Teaching Credential and Master of Arts in Physical



Joseph Mintah, Ed.D.

Education combo degree. Beginning Spring 2009, Physical Education, Kinesiology and Exercise Science undergraduate majors can acquire both their Single Subject Teaching Credential and Master of Arts in Physical Education. This combo program prepares physical education candidates to teach in K-12 schools, junior colleges and four year universities. This program could be completed in twenty four months. The program meets the needs of the twenty first century physical educator as outlined in the APU's School of Education goals.

For further information about the Master of Arts in Physical Education and Master of Science in Physical Education, please contact Joseph K. Mintah, Ed.D., Professor of Physical



Dr. Mintah ensuring players of Cape Coast Ebusua Dwarfs stretch before a Premier League match against Ghana's Accra Hearts of Oak.

Education and Program Director, at jmintah@apu.edu or 626-815-6000, ext. 5213.

The Ones Who Care A Successful Global Learning Project

by Melanie Graf, M.A.

A local group of teens come together to combat the devastating effects that global warming has on polar bears by using technology in the Lexus Environmental Challenge (contest). The Ones Who Care team from Baldwin Park, California used a unique method of raising awareness. The team used a traveling educational device called the "Flat Stanley." The "Flat Stanley" project is a traveling figure that visits local landmarks and people post pictures with descriptions on the web. Then, "Flat Stanley" is in another city, country or continent. The Ones Who Care took the same concept, but applied global warming knowledge to a traveling "Lexus" the Polar Bear. The team set up a blogsite, a wiki and held local

informational demonstrations to raise awareness. The global learning project gained recognition by over 300 people and over 150 entries on their MySpace account (<http://www.myspace.com/theoneswhocare>). The team was able to raise awareness of the effects global warming has not just on humans, but also on wildlife; such as the polar bear. The team was one of ten teams to win first place prize in the nation. The Ones Who Care won four out of their five challenges with a total winning of nearly \$60,000. This global learning project was a great experience and one that would not have been possible if Melanie Graf, Azusa Pacific University Master's Online student in Educational Technology, had not been enrolled in courses guiding her to incorporate technology in everyday classroom projects.

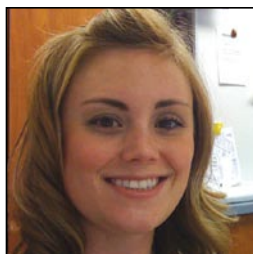
Aresa A. Allen, Ed.D. '08



As the Coordinating Specialist of Parental Involvement for Los Angeles Unified School District's Office of Academic English Mastery/Proficiency Plus, Allen leads a collaborative effort in designing and implementing research-based comprehensive professional development opportunities for teachers, teacher-leaders, administrators and parents on culturally relevant and responsive teaching/school practices, parent engagement, leadership and advocacy with the intent to improve student learning and achievement. She also oversees the Academic English Mastery Program's (AEMP) "Parents as Partners" component, which includes more than 80 AEMP Parent Information and Involvement Centers and the AEMP Parent/Community Representatives who staff the centers. Allen served as the Chair of the Closing the Achievement Gap Sub-Committee on Parental Involvement which culminated with the development of a district-wide administrative and school support manual on parental engagement. Her recent study, *Voices Within the Village: A Phenomenological Study of African American Parents' Experiences With Culturally Relevant and Responsive Education* examined how the cultural

experiences of parents influence their perceptions about school and impact the decisions regarding the institutions for their children. Allen credits APU's doctoral program in her development as a researcher and one who has the ability to serve as a change agent in the field of education and one who can add to the body of knowledge already established. Her research interests include African centered educational practices, culturally responsive pedagogy and practice, preparation of teachers to serve in urban environments, parental involvement and engagement, and effective infusion of youth culture (hip-hop) into the curriculum to engage students and increase academic achievement.

Amanda Scott, M.A. '07



Ms. Scott received her Bachelor's of Arts degree from APU in 2004 and a Master's of Education degree in the field of teaching in 2007. She started working in the Corona-Norco School District in 2006 and began teaching in the inaugural year of John F. Kennedy Middle College High School. She teaches United States History and Contemporary World Affairs. She is also the GATE Coordinator and the Model United Nations Coordinator. As a U.S. History teacher she has benefited from

her education from APU by being able to teach from the perspective of a Christian worldview even though she teaches at a public school. The experience of teaching U.S. History has been a huge reward to her.

Keyisha Holmes, M.A. '06



Being an advocate for students, is what Keyisha Holmes considers her passion. Ms. Keyisha Holmes has spent nearly 7 years working with at risk youth in the educational and juvenile justice system. Ms. Holmes has proven to be goal-oriented, organized, highly motivated and a detail-directed problem solver in her many roles at Citrus Hill High School in Perris, CA. She operates in the spirit of God's strength and boldness.

Although she's served as a Special Education Teacher, her role has recently expanded to include Administrative Intern, Program Coordinator of Salvaged Sisters, and the Coordinator of the Project to Address the Achievement Gap. As the administrative intern, she is the designee for expulsion hearings, the mediator of conflicts among students, and is the Western Accreditation of Schools and Colleges (WASC) leader for school culture and diversity.

To address the academic achievement gap, Holmes organized and planned activities to promote awareness and participation from parents, teachers, and students to maximize and evoke the true potential of the students that make up the gap. An atmosphere that was modeled after the African proverb, "It takes a village" was incorporated and stressed, and involved teachers from various ethnicities and backgrounds. She was instrumental in inviting The Village Nation, an organization

WHERE ARE YOU?

Email GreaterWorks@apu.edu a 100 word paragraph with general information about you such as hobbies, graduate studies, honors community activities, comments on family, and job. Please include the following alumni information:

- Name
- Class Year
- Telephone Number
- Type of Degree
- Full Address
- Email Address

comprised of three African American men who have proven to raise test scores statewide to assist in the process of addressing the achievement gap.

This past fall, Holmes decided to continue her academic endeavors by enrolling in the Social Justice Doctoral Program at the University of Redlands. Her major area of research will be African American students and student achievement. She continues to prove her ability to work in unison with staff, volunteers, and the student body by organizing small learning communities and creating a family or village atmosphere where students know they are valued.

Melissa Dabiri, M.A. '03



Melissa Dabiri began her studies at APU by earning a Bachelor of Arts in English (1997). She continued her studies at

APU by earning a Multiple Subject Credential and Master of Arts in Education: Teaching. Her thesis focused on her passion for developing resiliency in academically at-risk youth. Following her desire to work with teachers and their professional growth, Melissa is currently an adjunct instructor in APU's credential and Advanced Studies programs. She is pursuing her Doctorate of Education at APU, with a research emphasis on utilizing methods of differentiated instruction to increase the success of diverse learners.

Veronica Wagstaff, M.A. '03



Veronica Wagstaff graduated from APU with a Bachelor's degree in Human Development in the year 2000.

Thanks to the insistence of her APU program mentors, Veronica continued in the Master's of Arts in Education: Teaching Program and received her M.A. degree along with a Preliminary Multiple Subject Teaching Credential and CLAD certificate. "I was one of the lucky ones to get hired on an emergency credential as soon as I completed my Bachelor's degree." Since becoming fully credentialed, she has several grade levels including first, third, and fifth. She has also served as the grade level leader, BTSA mentor, and as part of the Student Site Council. "I have nothing, but praises for the outstanding education I received at APU."

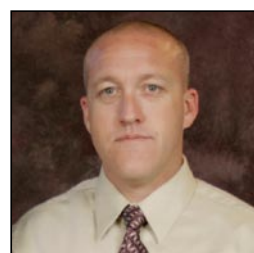
Marsha Swindler, M.A. '02



Marsha Swindler began her studies at APU by earning a Bachelor of Arts in Human Development with the accelerated

degree completion format (2000). In 2002, she returned to APU and earned a Master of Arts in Education: Teaching Degree along with a Professional Clear Multiple Subject Teaching Credential and CLAD Certificate. She is currently pursuing teaching master's degree students with Concordia University. Her focus in for teaching is to "further enlighten teachers and trained professionals to the needs of all levels of student learning through the use of her website www.drswindler.com.

Leroy Welch, M.A.Ed. '01



Leroy Welch earned all of his degrees and credentials from APU: B.A. in Sociology ('96), B.A. in Social

Science ('97), Single Subject Teaching Credential ('98), Pupil Services Credential in Counseling ('02), and M.A. in Education ('01).

He has been working in the Corona Norco USD since 2002, and currently serves as an Assistant Principal at John F. Kennedy Middle College High School. "Our target audience is the 'middle 60%' of students who have average test scores, but typically find themselves disengaged in their current high school settings. Students of JFK take their high school graduation requirements at the school, and their electives through our partnership with Riverside Community College."

Welch is married to Amy (Barkley) Welch ('96). They are the proud parents of two girls, Madelyn and Janis.

IN MEMORIAM



Paul Long, M.A.Ed. '91

Paul Long went home to be with the Lord on September 27, 2008 after

suffering injuries sustained from a Metrolink train accident. Paul, wife Karen, and their son, Davin, were traveling home to Moorpark from Paul's mother's funeral out of state. Karen and Davin were treated for their injuries, then released. Paul was a beloved English teacher at Oaks Christian School. Mr. Long earned his M.A. in Education from APU in 1991. Students, faculty, parents, and community and church members held prayer vigils throughout Moorpark. Donations are being accepted for the Long Family: The Paul Long Memorial Fund, c/o Oaks Christian School.



2009 SPRING AND SUMMER **CALENDAR**

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MONDAY, APRIL 13

Spring II Classes Begin

SATURDAY, MAY 9

Spring Commencement

MONDAY, MAY 11

Summer and Summer I Classes Begin

TUESDAY, MAY 12

Teacher Interview Day
9 a.m.-4:30 p.m.

MONDAY, JUNE 22

Summer II Classes Begin

MONDAY, JUNE 29

Summer III Classes Begin

FRIDAY, JULY 31

Summer Commencement

WEDNESDAY, AUG. 12

Graduate School of Education:
Prospective Student Application Meeting
Inland Empire Regional Center, Ste. 100
6-8 p.m. | Additional meetings held
monthly. See www.apu.edu/education
for the full calendar.