



PARTNERS *in Education*

CAL POLY POMONA

Spring 2010 NEWSLETTER



PIE's mission is to support excellence in the preparation of future teachers at Cal Poly Pomona and, in collaboration with stakeholders, to develop and/or promote community-based programs that strengthen the education of the region's students.

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Chair's Message



Sue Johnson,
PIE Chair of the Board

This year marks the sixth anniversary of **Partners in Education** and we cannot help but let our pride show! For the past six years, **PIE** has supported students, faculty, staff and neighbors by advocating for quality education and educational development at Cal Poly Pomona and in the surrounding community.

During this short time, our Board of Directors has established several programs aimed at providing such support. In this inaugural issue of our newsletter, we spotlight the programs instituted by **PIE** and their positive impact on the Cal Poly Pomona community. While **PIE's** Goals and Objectives focus our attention on the future, we are pleased to celebrate our successes as well!

Four years ago, the Board launched the *Sponsor a Future Teacher* program. *Sponsor a Future Teacher* provides financial assistance to students during their two-quarter classroom teaching assignments. Student teaching is a required but unpaid apprenticeship in which student teachers work alongside master teachers in local schools, putting their coursework into practice in the real world of elementary and secondary education. Student teachers carry out all school-related tasks including planning lessons, teaching students, correcting papers, and performing adjunct duties. When the University found that many students were financially unable to dedicate themselves completely to their student teaching assignments (often holding down part-time jobs in addition to full-time student teaching jobs), **PIE** began the *Sponsor a Future Teacher* program. Since its inception, this program has provided scholarships to 30 future teachers, allowing them the opportunity to focus their energies in the profession to which they aspire. These 30 scholarship recipients represent future teachers placed in a wide variety of grade levels and subjects, from kindergarten through sixth grade self-contained classrooms to single subject classrooms at the junior and senior high levels. For some recipients, the **PIE** scholarships have made the difference between continuing their teacher education and completing the credential program or not being able to pursue their career any further. But, most importantly, it has made a

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Chair's Message *(continued from page 1)*

difference for countless children who will continue to be influenced by each of our recipients for years to come. We may never know just how many lives these scholarship awards may impact, but for these 30 recipients and the children they teach, their lives are forever changed.

PIE also established a Homework Center at the Pomona Public Library two years ago. This program, a collaborative effort between Cal Poly Pomona and the Pomona Public Library, provides elementary school students with homework assistance while at the same time providing Cal Poly Pomona students a service-learning experience. The Homework Center is open after school for students to receive additional small group or individualized help, ensuring they have a safe, supportive environment to continue their studies. Cal Poly Pomona students receive valuable hands-on experiences that help them determine if a career in teaching is in their future. This partnership program is a win-win for all! The participating elementary students have been encouraged and assisted toward academic success by their Cal Poly Pomona role models.

Finally, our **PIE Alumni Affiliate** has focused on continuing education for Cal Poly Pomona alumni as well as local educators. In its third year, our Alumni Affiliate has provided several workshops for local teachers including a full-day presentation on the topic of classroom management by nationally-recognized speaker Rick Morris. Nearly 125 local elementary and secondary school teachers participated in the workshop on refining the classroom environment to support student learning, increase the quality of teaching, and maximize instructional time. Another workshop which focused on strategies to promote student engagement, provided local educators with approaches to help all students learn and succeed. Recently, the Alumni Affiliate hosted a workshop for local teachers on teaching writing skills that meet California State Standards. The **PIE Alumni Affiliate** works to ensure that Cal Poly Pomona alumni and other local educators stay current with trends in education and have the training necessary to promote success in the classroom for both the student and teacher.

We are excited about the successes **PIE** has enjoyed over the past six years and we are looking forward to many more in the future. Without the support of our partners and donors, none of this would be possible, so we thank you for your tremendous support. As our journey continues, we invite you to become involved in any of our programs, whether as a sponsor or donor for our *Sponsor a Future Teacher* program, as a tutor at the Pomona Library Homework Center or through your attendance at any of our Alumni Affiliate workshops. Together, we will make a tremendous impact on the Cal Poly Pomona community that will indeed last a lifetime. The best is yet to come! 🍏



Partners in Education Awards 16 Scholarships to Future Teachers *by Esther Chou*

2010 PIE Scholars:
 Jennifer Ashrafnia,
 Kristopherson
 Asuncion, Emily Bonn,
 Rebekah Corbett,
 Bryan Figueroa,
 Cecilia Gonzalez,
 Garrett Larssen,
 Natalie Mateo,
 Claude Phan,
 Christopher Sanchez,
 Rhea Scruggs, Gisela
 Shimabukuro, Nicole
 Stowers, Bonny Taing,
 Casie Varner,
 Christine Yang

On top of her full-time student teaching responsibilities and college coursework, Emily Bonn was also considering a night job. A few months ago, the teacher credential student had stopped working full time so she could focus on the classroom.

"It was scary because I knew I was going to lose so much of my income. It was rough," she says. She applied and received the PIE scholarship, which allowed her to take her mind off the bills and concentrate on her teaching.

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PIE Awards 16 Scholarships *(continued from page 2)*

"Now that I have this scholarship, I come home, I do my lesson planning and I do my homework for my classes. The next day, I can get up and be refreshed and put into the classroom what I need to."

Bonn's story was echoed several times at the fourth annual Sponsor a Future Teacher Scholarship Awards Dinner on February 24 hosted by PIE. Cal Poly Pomona awarded 16 scholarships worth \$5,000 each to teacher credential students who demonstrate a passion for teaching, love for learning and financial need.

Betty Ortiz, vice chair of PIE, said the scholarships give the gift of time. "We want you to have time to spend with veteran teachers or those who have been teaching for a long time. We want you to attend different meetings and not rush off to work," she says.

"When you're trying to teach and learn to be a teacher and you have to go to a job at night, it's tough. That's why these scholarships are so important." This year, PIE awarded 12 additional scholarships for those pursuing a math or science credential, thanks to an \$80,000 grant to the College of Science from the CSU Chancellor's Math and Science Teacher Initiative. The initiative is a direct response to the projected need for 33,000 new math and science teachers in California in the next decade. The CSU aims to produce 1,500 teachers credentialed in math and science annually starting this year.

When he graduates in June, Garrett Larsson will bring his real-world experience to high school math students. For several years, he worked in construction and construction management before making the switch to education.

"I realized that what I was doing wasn't the most satisfying job in the world and that I needed to make a change if I wanted to be happy with my career," he says. "Substitute teaching has been a great experience, and student teaching has been an even more rewarding experience. I can't wait to get out there and get my own full-year class."

Sue Johnson, PIE chairwoman, says it's encouraging that so many future teachers want to teach math and science at the middle and high school level.


"I'm so impressed with the quality and the passion and the excitement of these students. They're so enthusiastic and excited about teaching," says Johnson, who serves as the superintendent of the Savanna School District in Orange County. "We need this excitement and enthusiasm in our schools. That was the whole purpose for starting the scholarship program in the first place." 



Photo above from L to R: Sue Johnson, Ron Leon, Dorothy Roberts, Sarah Ludwick, Kevin Wilkeson, Peggy Kelly, Renee Chen Ying, Ivy Sun



Why Does Partners in Education Support Future Teachers?

by Barbara Way, Ph.D.

During the past four years, PIE has awarded 30 scholarships amounting to \$150,000 to Cal Poly Pomona students planning to teach at the elementary and secondary levels. The Board has made this effort its number one priority. Many in the public believe we have a surplus of teachers because we have heard about the thousands of layoff notices issued in each of the past three years. What the public does not hear is that most of these notices are rescinded in August as school budgets become finalized, acknowledging the fact that every teaching position is essential and cannot be spared. PIE supports future teachers for the following four reasons:

- Students seeking a teaching credential must work full time in a classroom for 20 weeks.
- Today's elementary and high school students will enter a knowledge-based economy and far too many are not proficient in English language arts and mathematics.
- The quality of teaching is the second most important factor in student learning.
- A large number of teachers retiring is imminent but the number of teachers being credentialed each year is on the decline.

Students seeking a teaching credential must work full time in a classroom for 20 weeks under the supervision of an experienced teacher in order to apply for a credential. Most students in the credential program work more than 20 hours a week to support themselves. Giving up a job to finish their credential work is an economic hardship. Thus, PIE created a scholarship program that allows students to focus on their supervised teaching assignments without worrying about how the bills will be paid. (Please see related article on page 2 in this issue.)

The economy of California has changed from an industrial-based economy to a knowledge-based economy. Students who enter today's economy without sufficient technical skills and knowledge are doomed to a life in the lower economic levels of society. We are making progress in student proficiency in math and language arts, but in 2007 only 43 percent of students scored at the proficient level in English language arts and just 41 percent in mathematics. Proficiency is defined as performing at grade level. The California Council on Science and Technology recently reported that during the next decade, California will fall short by 30 percent in preparing math and science teachers. Right now, more than a third of high school math and science teachers are not fully credentialed.

The quality of teaching is the second most important factor in student learning. There are two major factors that affect student learning: family background and the quality of teaching in the classroom. PIE seeks to enhance the learning future teachers acquire in their teacher preparation programs which ultimately translates to higher quality teaching in K-12 classrooms.

A large number of teachers retiring is imminent but the number of teachers being credentialed each year is on the decline. Data show that more than one-third of the 309,000 in teaching positions in California are due to retire in the next several years. However, the number of credentials being granted has declined from a high of 27,150 in 2003-04 to just 22,419 in 2007-08. This leaves a huge gap between the actual number of qualified teachers and the number of positions to be filled.

There are major shortages of teachers qualified to teach in the fields of mathematics, science, and special education. In some regions of our state, mainly inland counties, schools have trouble hiring and retaining fully qualified teachers in mathematics, science, and elementary education. Schools populated primarily with Latino or African-American children are more likely to have lesser experienced and non-credentialed teachers.

Scholarships provided by PIE and other organizations will encourage students to pursue a teaching career.

Data used in this article were provided by the California Council on Science and Technology and The Center for the Future of Teaching and Learning. 



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Special Grant

The Math and Science Teacher Initiative through
the CSU Chancellor's Office provided grant funds
for 12 PIE scholarships.

**PIE membership is open
to all and welcomes
new supporters.**



Give Yourself a Pat on the Back!

Your support for PIE in the form of volunteering, participating in sponsored programming, and/or monetary donations makes possible the continuation — indeed the very existence — of PIE's assistance to Cal Poly Pomona teacher candidates, area teachers, and local K-12 students. You can be assured that your investments are realizing high returns in classrooms throughout Southern California.
THANK YOU!



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Sue Johnson
PIE Chair of the Board

Sarah Ludwick, Dorothy Roberts, and Barbara Way
Managing Editors

Ron Fremont, Francine Ramirez, and Rebecca Ratnam
Editors

Trista Campbell, Duc Hong, and Ani Markarian
Graphic Designers

Tom Zasadzinski
Photographer

All comments concerning this newsletter may be sent to
Francine Ramirez at fmramirez@csupomona.edu.

Partners in Education
University Advancement
Cal Poly Pomona
3801 W. Temple Avenue
Pomona, CA 91768

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For information on membership,
call (909) 869-6989 or e-mail fmramirez@csupomona.edu.