



PARTNERS *in Education*

CAL POLY POMONA

Spring 2013 NEWSLETTER



Board of Directors

Chair

Sue Johnson, Ed.D.

Vice Chairs

Betty Ortiz
Nick Salerno

Secretary/Treasurer

Kevin Wilkeson

Directors

James Casso
Ling-Ling Chang
Dean Conklin, Ed.D.
Nicole Forrest Boggs
Sharon Hilles, Ph.D.
Interim Dean, College of Letters, Arts, & Social Sciences
Brian Jersky, Ph.D.
Dean, College of Science
Peggy Kelly, Ed.D.
Dean, College of Education & Integrative Studies
Mary Louise Labrucherie, Ed.D.
Ronald Leon, Ed.D.
Daniel K. Lewis, Ph.D.
Sarah Ludwick
Steven Ly
Maria Pando-Tarozzi
Bruce Petersen
Dorothy Roberts
Robert Voors, Ed.D.
Steve Worley
Scott Warrington

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.

PIE Awards Fellowships to Future Teachers

by Zoe Lance

For students like Andrea Diaz in education credential programs, the path to becoming a teacher can seem perilous. After being laid off from her second job, Diaz was unsure how she was going to help take care of her young family, balance an unpaid student-teaching experience, and pay for her education.

Cal Poly Pomona's Partners in Education (PIE) program came to the rescue for Diaz and 14 other students. Its Sponsor a Future Teacher Fellowship Award provides \$5,000 fellowships for credential students to complete their clinical practice. Although 90 percent of the candidates receive financial aid, only 50 percent complete the program as a full-time student. "If a student teacher doesn't have to work, they can get the full benefits of student teaching," says Peggy Kelly, Dean of the College of Education & Integrative Studies.

At the awards dinner on February 20th, each of the 15 PIE fellow recipients expressed gratitude to donors and talked about their passion for teaching. For these students, the fellowship is the difference between pursuing a career in the classroom and putting their dreams on hold.

"I could not have done it without the fellowship," Diaz said. "Thank you for all of your support."

(continued on page 2)

Table of Contents

PIE Awards Fellowships to Future Teachers	1	Superintendents Come Together for Historic Vote on "One Voice"	6
Amazing Support for Becoming a Great Future Teacher	3	Did You Know?	7
A Huge Relief!	3	History Department's Commitment to Teacher Preparation	7
PIE Has Invested in Me!	4	2013 Spring Calendar of Events	10
Common Core Standards: A Wave of National Change Affecting Students, Families, and Educators at All Levels	4	Special Thanks to Our Sponsors	12



PIE Awards Fellowships *(continued from page 1)*



2013 PIE Fellows

*Top Row: Amada Francis, Nicole Bell, David Lee, Ryan Bonde, and Jason Corella
Second Row: Marco Castro, Ileana Tejada, Michelle Du, Mary Jane Ashley, Edith Odimegwu, and Andrea Diaz
Bottom Row: Bonnie Gallegos, Raquel Benitez, Erica Puhawan, and Amelia Callejas*


After working as a math tutor and substitute teacher for 10 years, David Lee was inspired by his students to complete a teaching credential. Receiving a PIE fellowship has helped put him closer to becoming a high school math teacher. “Teaching is nothing less than a fine art,” Lee said. “I’m certainly trying to be a heck of an artist.”

“This group is at the top of the class. They are going to make the magic of learning happen for our children.”

-Sue Johnson, PIE Chairwoman

Several of the fellowships were made possible by the Felzer family, which was honored at the awards dinner as a sponsor of distinction. Over a five-year period, 20 fellowships will be provided in honor of the late Alan Felzer, professor emeritus of electrical and computer engineering.

The fellowships are awarded to students who demonstrate dedication to community service and a commitment to education. “This group is at the top of the class,” PIE Chairwoman Sue Johnson said. “They are going to make the magic of learning happen for our children.”

Since 2007, PIE has provided fellowships for 81 teacher candidates 



Nicole Bell

is seeking her multiple subject credential and is a recipient of the 2013 Partners in Education Sponsor a Future Teacher Fellowship.

She is currently completing her first block of clinical practice assignment at Dona Merced Elementary in Central School District in Rancho Cucamonga.

Amazing Support for Becoming a Great Future Teacher

by Nicole Bell

The Partners in Education (PIE) fellowship gave me the ability to be a full-time teacher without having the constant worry of having to juggle another job while doing my student teaching. I had the opportunity to attend safety meetings, staff meetings, staff development day, parent conferences, a father-daughter dance, a skate night, and much more. Being able to attend these events enabled me to put my whole heart into student teaching and to connect with the staff and students. The PIE fellowship also meant that I got support from a wonderful program that saw potential in me to become a great future teacher. This support was not only financial but also in the form of an ambassador who was interested in my future and gave me encouragement. She visited my classroom and gave me job related documents to help me get ready for interviewing and pursuing my career. I know that because of this fellowship I have formed a network of amazing future teachers and an influential community who will be there for me with both moral and career support. This fellowship means I am one step closer to my lifelong dream of becoming a teacher.



Ryan Bonde

is seeking his single subject credential in social science and is a recipient of the 2013 Partners in Education Sponsor a Future Teacher Fellowship.

He is currently completing his first block of clinical practice assignment at IPoly High School, Los Angeles County Office of Education (LACOE).

A Huge Relief!

By Ryan Bonde

The Partners in Education (PIE) fellowship gave me a huge financial relief! Like many of the fellows who also received the award, I have had to work throughout my clinical practice in order to pay for the many expenses of life. Receiving a monetary fellowship has enabled me to work fewer hours per week and put all of my energy into my clinical practice. The PIE fellowship has allowed me to put forth my best effort in my teaching, which has been beneficial for my students. The financial burden that I stressed about while completing my clinical practice was completely erased when I heard that I would receive the PIE fellowship. The fellowship has given me peace of mind and allowed me to work exclusively on preparing engaging lessons for my students. The students in my classes are highly interactive. The extra time that I have been allotted due to the PIE fellowship has enabled me to create interactive lessons that allow me to engage with the students and challenge them to use their critical-thinking and creative skills. The PIE fellowship's most important meaning to me was the show of support for future teachers! Going into the teaching profession, it was such an uplifting experience to see how many people are and continue to be supportive of education. The PIE fellowship showed me how many people I have in my "corner," supporting me in all of my future educational endeavors. Thanks to all of my fellow recipients and all those involved in Partners in Education.





Edith Odimegwu

is seeking her single subject credential in chemistry and plans to complete it in fall 2013.

She is a 2013 Partners in Education Sponsor a Future Teacher Fellowship recipient. She will begin her first clinical practice assignment in spring 2013.

PIE Has Invested in Me!

by Edith Odimegwu

It is an honor for me to be a Partners in Education (PIE) fellow. Getting this scholarship was challenging, but the rewards are enormous and incalculable. It is financial support that I desperately need because I have not been working for over two and half years, and I have two children to support. With the financial support, I am more focused in my studies since clinical practice requires a lot of time and devotion. Now I have more time to plan my lessons and prepare resources that I use in teaching. In fact, I am at peace with myself knowing that I will not worry about finances. PIE has invested in me so I will do my best to learn what is required for me to be an effective teacher.

I also enjoy the community and family I have found amongst the PIE group. I experienced this during the dinner held on February 20th. I had an opportunity to interact with my fellow recipients and their families, PIE board members, sponsors, President Ortiz, faculties, staff, Mrs. Felzer, and my ambassador. I was motivated by the speeches, especially the story Mrs. Ortiz told about how she was rescued by a teacher. The speeches highlighted my responsibility as a teacher, a profession that must be taken seriously. It highlighted the impact I can make in children's lives, and the impact those children can also make in the lives of the children that will come after them. I am grateful to PIE for this opportunity that has been given to me to make a difference.



Common Core Standards: A Wave of National Change Affecting Students, Families, and Educators At All Levels

A monumental wave of educational change known as the Common Core State Standards (CCSS) is sweeping over both K–12 education and higher education. The development of the CCSS was led by the National Governors' Association and the Council of Chief State School Officers with participation and feedback from states, teachers, parents, and experts across the country. The final standards were released in June 2010. The CCSS initiative is a multi-state-led effort to establish a single set of clear educational standards in English language arts and mathematics across all grade levels. Additional Common Core State Standards are in the process of development and adoption in each subject area. The California State Board of Education adopted these standards with additions of its own in August 2010. To date, 45 of the 50 states have adopted the CCSS.

The CCSS Mission Statement guiding this national change states: "The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy."

(continued on page 5)



Common Core Standards (continued from page 4)

The new standards are based on the latest research and aligned to college and workplace expectations. They reflect rigorous content; the application of knowledge and higher level skills. The standards are internationally benchmarked to prepare students to succeed in the global economy. An overarching theme is college and career readiness even at the earliest grades.

Although the previous California State Standards were utilized as one model in the development of the new standards, K–12 schools, school districts, institutions of higher education and others are gearing up to prepare current and future educators for implementation of the Common Core State Standards in 2014.

Along with the new standards, a major new system of common assessments is being developed by the Smarter Balanced Assessment Consortium. The system includes both summative assessments for accountability purposes and optional interim assessments for instructional purposes. To provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed, Smarter Balanced employs computer adaptive testing technologies to the greatest extent possible.

With this significant change in what is expected of students and teachers in schools, Cal Poly Pomona has already undertaken professional development for faculty members involved in teacher preparation across the university. We are partnered with Pomona Unified School District, sharing a consultant to ensure that the university and the school district are providing similar orientation and implementation strategies. Faculty members have also been a part of professional development by other school districts in the region to collect implementation strategies as we prepare teacher candidates to move into clinical practice and the job market.

To help our Partners in Education readers understand how the Common Core State Standards are affecting education in our service region, we have asked several of our education partners for their thoughts:

Sue Johnson, Chair of PIE and Superintendent of Savanna School District: “The workforce of tomorrow will need to be well-versed in communication, collaboration, and problem-solving unlike previous generations where rote memorization of facts and figures was essential. Students will need to know how to apply knowledge and explain their reasoning across a wide variety of areas. We are excited that the Common Core will provide teachers the opportunities to develop these skills in students, thus preparing them for tomorrow’s jobs today. Common Core State Standards are not intended to be new names for old ways of doing business. They are a call to take the next step.”

Bruce Petersen, Principal of IPOLY High School: “Getting our teachers ready for the Common Core transition has been a challenge. Our teachers have been attending in-services and working in our Professional Learning Communities (PLC’s) to get ready. In addition, IPOLY was asked to be one of the pilot sites for the Smarter Balanced Assessment to the Common Core. We will be piloting the SB assessment next month. The greatest change I see with Common Core will be the emphasis on reading more informational text at a higher level of rigor along with additional expository writing.”

(continued on page 6)



Common Core Standards *(continued from page 5)*

Jeanie Cash, Consultant on Common Core State Standards: “The research tells us that the Common Core State Standards were born out of a need to address the high rate of student dropouts, to equip students for college and career readiness and to compete in a global society. However, on a personal level, I’m very excited about the Common Core State Standards because they will bring the job of learning back to our classrooms, ignite the curiosity and imagination of our students, and provide them with opportunities to be creative and have autonomy and relevance in their learning activities.”

Stephanie Baker, Deputy Superintendent, Pomona Unified School District

“Regardless of what may be happening all around us, there remains one constant—our goal of preparing ALL of our students to take their rightful place in a 21st century global Economy. As Pomona Unified pursues excellence for every student in every classroom, every day, we see the Common Core State Standards as a vehicle to ensure that we reach our goal of success for all our diverse learners. The CCSS also hold us accountable to providing a rich learning environment for adult learners (teachers, administrators, and support staff) as we engage in professional learning and collaboration to make the instructional shifts needed for this transition to 21st century teaching and learning.”



Superintendents Come Together for Historic Vote on “One Voice” Initiative

Summary of the Superintendents’ “One Voice” initiative provided by Dr. Mary Louise Labrucherie, Superintendent, Valle Lindo School District

More than 600 superintendents participated in the 2013 “One Voice” initiative to bring meaningful and necessary reforms aimed at supporting student learning and development. In January, a vote was taken at the Superintendent’s Symposium sponsored by the Association of California School Administrators (ACSA). The majority of the superintendents who voted in the “One Voice” initiative favor the following policy priorities:

- 90 percent voted that California superintendents should advocate for set-aside funds to be used at the discretion of local education agencies for transitioning to the Common Core State Standards, Smarter Balanced Assessment, and other related initiatives to ensure all students acquire the knowledge and skills necessary for success in the 21st century.
- 90 percent voted that California superintendents should oppose any new funding formula that does not include a transition period to hold districts harmless from any decreased levels of funding.

(continued on page 7)



Superintendents Come Together (continued from page 6)

- 78 percent voted that California superintendents should advocate for a transition period, which would include a temporary adjustment of accountability sanctions, as a new statewide assessment is implemented.
- 72 percent voted that superintendents should advocate for a new funding formula that addresses unique student needs and leaves no district with decreased levels of funding.
- 60 percent of the superintendents agreed that the process for evaluation and teacher dismissal needs to be streamlined, and the process should be allowed to be negotiated at the local level.

The next step for the “One Voice” initiative includes the upcoming ACSA Superintendency Council meeting in Sacramento to determine how best to promote and communicate the “One Voice” policy priorities. Region representatives will serve as liaisons between the council’s advocacy efforts at the state level and superintendents’ regional advocacy activities and discussions at the local level.



DID YOU KNOW?

- The number of students enrolled in American schools from kindergarten through college now totals approximately 78.8 million.
- In 1995 approximately 50 percent of American schools had Internet access. Today, that number is 100 percent.
- For every dollar California invests to get students in and through college, the state’s economy receives a \$3 net return on investment.

History Department’s Commitment to Teacher Preparation

by Daniel K. Lewis, Ph.D., Associate Dean, College of Letters, Arts, and Social Sciences

When the History program emerged from the Social Sciences Department in the 1970s, it took the lead in pre-credential content training for students interested in obtaining a single subject credential in History/Social Science. Its faculty helped found the World History Association and for decades they have organized teacher training workshops, summer seminars, and other special programs that have helped working teachers develop their skills and deepen their understanding of World History—a challenging and increasingly important part of the secondary school curriculum across California.

(continued on page 8)



History Department's Commitment (continued from page 7)

Professors Judith Anderson, Ph.D. and Amanda Podany, Ph.D. played important roles in the California History/Social Science Project. Dr. Podany served as state director and Dr. Anderson directed the Cal Poly Pomona Regional Center as the program developed in the 1990s. The project's emphasis on using primary sources, literature, and innovative pedagogy fit in well with our university's polytechnic approach to learning.

The department maintains its focus and strong commitment to teacher preparation. Its pre-credential option has courses dedicated to the introduction, development, and mastery of key outcomes related to effective teaching. Designed by Dr. Anderson, the pre-credential option provides a California Subject Examination for Teachers (CSET) waiver to graduates who successfully complete its core and support requirements. More than 70 percent of its majors pursue the pre-credential option in preparation for enrollment in credential programs across the state. It has also sponsored two NEH-funded masters programs for teachers that used historical sites and guided study of seminal topics over consecutive summers. For more information visit <http://www.class.csupomona.edu/his/programs>.

The department has also redesigned its residential master's program so that it will better serve working teachers. Beginning in fall 2013, the department will supervise annual cohorts of students who hold positions in local school districts. The coursework will focus on exposing students to current trends and key topics in World and U.S. History, all closely linked to the state's curriculum framework and content standards.





 Dr. Sue Johnson

**Congratulations to
Dr. Sue Johnson, Partners in
Education Chairwoman, for being
named Orange County
Superintendent of the Year by the
Association of California School
Administrators (ACSA).**





2013 Spring Calendar of Events

Human Resources (HR) Panel

Thursday, April 25 from 4:00 to 6:00 p.m. in the Bronco Student Center, Ursa Major AB

The College of Education & Integrative Studies and the Education Alumni Group will be hosting a Human Resources panel event for educators.

A group of administrators from surrounding school districts will take part in a panel discussion about the current job market for teachers and what employers are looking for in potential hires. After the HR panel, there will be mock interviews that give attendees an idea of the kinds of questions to expect when being interviewed and the appropriate responses to give.



Becky Summers

2013 Distinguished Alumnae College of Education & Integrative Studies

Distinguished Alumni Awards Ceremony Friday, April 26

Nine outstanding graduates will be honored with the Distinguished Alumni Award, the highest honor given by the Alumni Association. The awards program recognizes alumni who demonstrate extraordinary professional achievement, community involvement, and service to the university. Rebecca (Becky) Summers, Principal at Whitcomb High School and Glendora Adult School, Glendora Unified School District, will be the College of Education & Integrative Studies honoree. The awards ceremony is by invitation only.



Southern California Tasting and Auction **May 5 from 1:00 to 4:00 p.m. in the Rose Garden and Aratani Japanese Garden.**

University friends and alumni will enjoy this unforgettable, open-air gathering. Guests can mingle with friends, savor fabulous wines and enticing cuisine samples from some of Southern California's most popular restaurants, while enjoying lively musical and auction entertainment. Visit www.polytaste.com for more information.

Professor for a Day May 6-10

This annual May event sponsored by the Office of Alumni Affairs allows alumni the opportunity to come back to campus and teach in courses they may have taken as students at Cal Poly Pomona. Alumni are invited to serve as guest lecturers by registering before April 6. Contact (909) 869-2963 or alumni@csupomona.edu for more information.



Spring 2013 Calendar of Events *(continued from page 10)*



Tractor/Car Show and Strawberry Festival **Saturday, May 11 from 10:00 a.m. to 4:00 p.m.** **at the Farm Store**

View classic and antique cars and tractors while celebrating strawberry season at the Cal Poly Pomona Farm Store.

Teacher Credential Celebration **Thursday, June 6 at 5:00 p.m. behind** **Building One**

Join us in celebrating the newest, the best, and the brightest teachers. This is a special celebration for our newest credential recipients.



Cal Poly Pomona Commencements **June 14-16**

Celebrate the accomplishment of our graduates. The College of Education & Integrative Studies ceremony will be at 7:30 p.m. on Friday, June 14. For more information on any of these wonderful college Commencements, please contact Nicole Forrest Boggs at forrestboggs@csupomona.edu or (909) 869-4450.

SAVE THE DATE in the FALL!!

College of Education & Integrative Studies **Open House in Buildings 6 and 94**

Thursday, October 10 from 4:00 to 9:00 p.m.

The 2013-2014 Academic year is the 75th anniversary of Cal Poly Pomona. The College of Education & Integrative Studies is kicking off its celebration with an Open House to show off its new locations in buildings 6 and 94. A keynote speaker and reception will follow. The Open House is open to the public. Please bring your family and friends.





Special Thanks to Our Sponsors:

Platinum Apple Level

The Felzer Family
Sarah and Arthur Ludwick
Rainbow Health
Dorothy and Kent Roberts
University Advancement,
Cal Poly Pomona

Golden Apple Level

The Boeing Company
HMC Architects
Betty and Mike Ortiz

Silver Apple Level

Wen Pin and Mei Lien Chang
Sharon Hilles
Sue and Keith Johnson
Peggy Kelly
Mary Louise Labrucherie
Ronald Leon

Bronze Apple Level

Robyn and Kent De Pue
International Polytechnic High School
Educational Foundation – Bruce Petersen
Maria Pando-Tarozzi
Schaefer Air and Ground Ambulance
Services, Inc.
Ivy Sun
Christie and Robert Voors
Kevin Wilkeson

Patron Apple Level

Dean Conklin
Nick Salerno
Catherine Tessier

Consider a Gift to PIE!

Support for PIE comes in all shapes and sizes. No gift is too large or too small. Each and every contribution matters. Our primary objective is to provide \$5,000 fellowships to students who are preparing for their student teaching experience, one of the most financially challenging periods in any teacher's life. Having to work full or part time while student-teaching is extremely difficult, and in some cases, impossible to do. PIE fellowships keep our best, financially neediest students in the classroom at a time when they should be focused on that experience. Help touch a life now and indirectly touch hundreds if not thousands of students who will benefit from the experience of these future teachers.

Consider a gift of \$25 to \$25,000 or more. Consider a gift-in-kind that benefits our annual awards celebration or provides supplies for student teachers. It is all good and it all makes a difference! Gifts and inquiries should be sent to:

Scott C. Warrington, Vice President
Cal Poly Pomona
Office of University Advancement
3801 W. Temple Avenue, Pomona, CA 91768

Checks should be made payable to the Cal Poly Pomona Foundation. For inquiries, please call 909-869-6989 or e-mail pie@csupomona.edu.



The PIE newsletter is published semiannually by
Partners in Education and Cal Poly Pomona

Sue Johnson
PIE Chairman of the Board

Sue Johnson, Ronald Leon, Sarah Ludwick,
and Dorothy Roberts
Managing Editors

Michelle Martinez and Rebecca Ratnam
Editors

Tim Lynch, Francine Ramirez, and Dorothy Roberts
Proofreaders

Duc Hong and Ani Markarian
Graphic Designers

Tom Zasadzinski
Photographer

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

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

Make a difference by joining Partners in Education
For information on membership,
Call 909-869-6989 or email pi@csupomona.edu