

College of Education



Center Location  
Pollack Library North 420

Established: 2008

Dr. Teresa Crawford, Director

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First Performance Review  
April 30, 2017

Center Performance Review Self – Study  
Fall 2013 – Spring 2016

Mission and Goals

In 2008, the SchoolsFirst Federal Credit Union Center for Creativity and Critical Thinking (referred to as the Center for this report) was launched with the goal of *advancing current educational practice to better prepare students for success in the world of the 21<sup>st</sup> century*. This goal was fueled by the understanding that many of the fastest-growing jobs rely on workers’ creative capacity, and as educators, we needed to offer teachers the tools to develop the creative capacity in the students with whom they work.

To achieve this goal, the Center’s Mission is to work collaboratively with schools and community organizations to embed the arts, technology, and science as vital components for learning across the curriculum to promote the development of:

- Creativity
- Critical Thinking
- Collaboration
- Ingenuity, and
- Innovation

The mission and goals of the Center are closely aligned with the mission and strategic plan goals of the University and the College of Education as indicated in the following table:

Tenets of Center’s Mission and Goals	University Mission/Strategic Goals	College of Education Mission/Strategic Goals
Collaboration	<p><i>Mission:</i> ...through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society</p> <p><i>Strategic Goal 1:</i> Develop a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.</p>	<p><i>Mission:</i> ...we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world</p> <p><i>Strategic Goal 1:</i> ...prepare innovative educators who participate in our global society as partners, models, and advocates for just, equitable, and inclusive education</p> <p><i>Strategic Goal 4:</i> ...developing and preparing innovative and transformative educators</p>
Advancing knowledge and developing 21 <sup>st</sup> century skills		
Building creative capacity		
Preparation for successful careers in a global 21 <sup>st</sup> century		
Provide innovative services to educators beyond campus walls		

### Activities (2013-2016)

To accomplish its mission and goals, the Center focuses on providing specifically-designed professional development (PD) projects that are:

- Collaborative
- Needs-based
- Led by teams of specifically selected experts
- Long-term
- Based on a set of particular elements

The Center's model for professional development is based on creating genuine relationships, trust in teachers' desire and ability to improve, and in providing ongoing site support.

Each professional development project is generally a year-long relationship with teachers and student teachers at selected school sites within a district. Each project is designed specifically to meet the needs of the schools and teachers involved.

Although our model is highly responsive to different contexts, it is based on a set of particular elements:

***Initial Needs-Assessment:*** Center coordinators work with teachers to determine current practices, identify specific needs, and set goals to meet them.

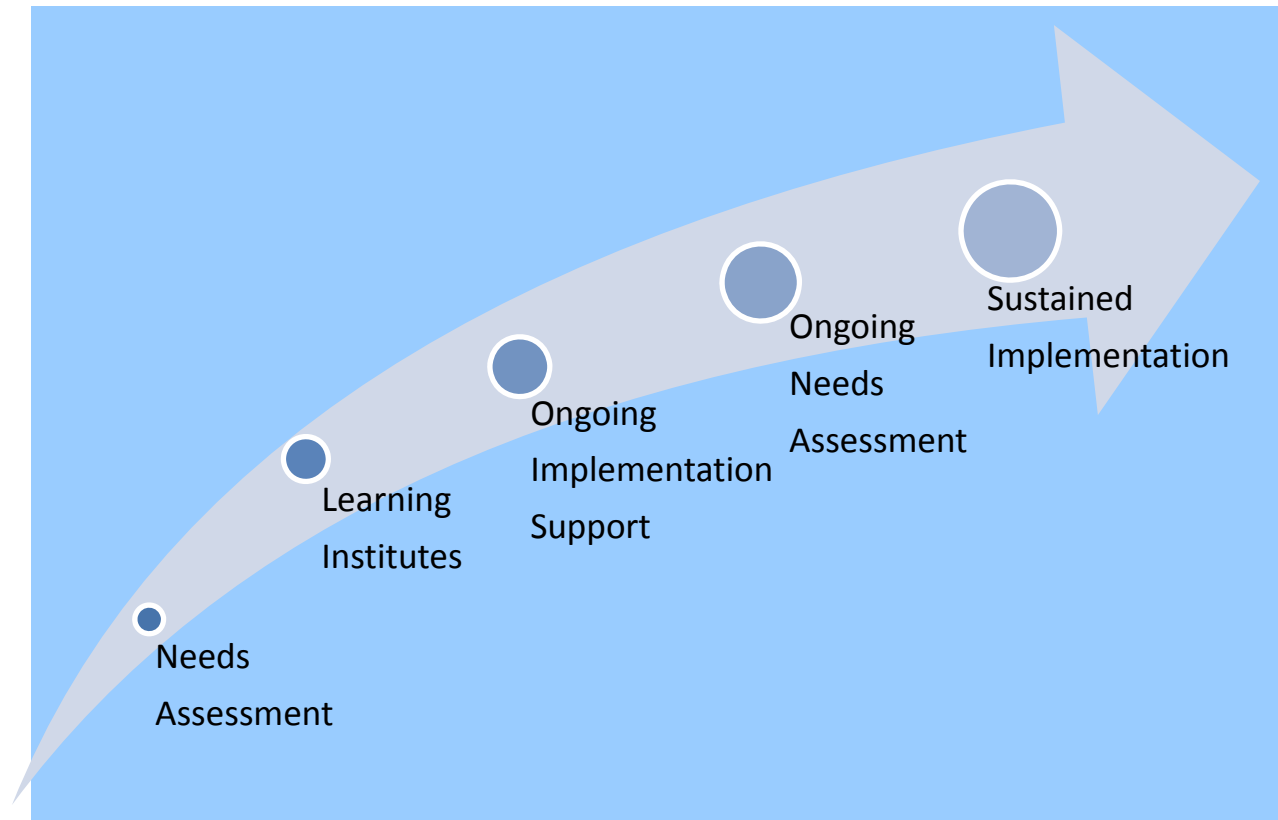
***Learning Institutes:*** Teachers learn together at a set of highly-focused professional development institutes designed to meet specified needs. Generally, teachers attend 20-24 institute hours. Most often, there is an intensive 2-day institute with a number of follow-up institutes. The number and length of institutes varies by need and resources.

***On-Going Site Support:*** The Center works with teachers to develop content and provides materials for classroom implementation. Center coordinators and staff then work on-site with teachers providing support as they begin to implement their new knowledge and skills in the classroom. The type of support offered varies and is designed to fit the personal needs of the teachers involved.

***On-Going Needs-Assessment:*** Center coordinators and staff provide multiple opportunities to evaluate progress as implementation takes place. Additional institutes and implementation support are designed based on identification of developing needs.

***Sustained Implementation:*** Teachers acquire the confidence and competence to continue implementation on their own.

## Professional Development Design Elements



The Center has been very active during the three years under review (2013-2016). The activities listed here comprise several long-term collaborations with school-districts and include in school, after school and summer camp enrichment opportunities. In addition, the center has expanded its reach beyond the immediate surrounding community through offering an arts conference and co-sponsoring a number of events proposed by faculty. Together, these activities provide learning opportunities across disciplines, such as through the arts (visual, dance, music, theatre), technology (smart-board, ipads, etc.), and other STEM fields (science, math, engineering).

The activities are listed here and described more fully in Appendix A. Descriptions include information about the numbers of educators served and student impact.

### Organizational Structure and Governance

Center leadership is provided by College of Education faculty. Dr. Teresa Crawford, professor, has served as the Director of the Center since its inception in 2008. In 2016-17, Kim Case, full-time lecturer, was brought on as a co-director in 2016. Mrs. Case will be taking over the duties of Center Director beginning summer 2017. Currently, the Center has two Program Coordinators, Ginger Geftakys, part-time lecturer, and Dr. Andrea Guillaume, professor. Center coordinators report to the director and the director reports directly to the Dean of the College of Education.

Alternative to a traditional Steering/Advisory Committee, the Center uses a “design thinking” model for project planning and direction. This approach taps into the deep reservoir of opportunity the campus and surrounding community has to offer and brings together people from different disciplines to serve as leadership teams for specific projects. This model enables higher level of engagement and project success as each leadership team acts as a steering committee, if you will, for a project in which they hold expertise and a passion to design and complete.

All leadership teams are selected by the director, and one member is assigned the role and responsibility of the project lead. There have been as many leadership teams as project activities, and they always include a number of university faculty and community partners. They generally include between 4-6 people, depending on the size of the project. Leadership teams report to, and are monitored, by the Center Director.

#### Resources and Sustainability

The Center is primarily funded through the SchoolsFirst Federal Credit Union (SFCU). It receives no regular funding from the College. The Center was originally launched with a \$250,000 five-year gift from SFCU in 2008. Based on the success of the Center, SFCU, gifted an additional \$500,000 for eight years of continued funding.

In addition to the SFCU funding, the Center regularly brings in monies through alternative means, such as grant writing and acquisition, private donors, and negotiating for collaboration fees from community partners. Appendix B shows a budget breakdown by year, including beginning budget, deposits, debits, and remaining balance.

Center leadership personnel are paid through Center funding:

- Center Director: Release time (9 units - 3 each semester and summer)
- Center Coordinators: Stipend (equivalent to 1.5 units a semester)
- Expert Faculty hired by Project: Stipend (varies according to project workload). Number of faculty paid also varies according to the number of projects in a given semester.

The Center does not employ administrative staff or student assistants. The College assigns a part-time staff to assist with Arts Program needs. The Center does not pay for this service.

The Center is primarily an outreach program and conducts most of its work in off-campus facilities (e.g. district offices, school site classrooms, organization space). The Center (PLN 402) is a shared classroom space with the Elementary & Bilingual Education Department. It is maintained by the College and Department.

To date the center remains well-funded and active. The Director continues to bring in monies to supplement SFCU funding and keep a reserve in the budget balance. As a result, the Center has proven itself to be high functioning with a high level of sustainable potential.

### Highlights and Accomplishments

Center activities are making a difference! For example, of teachers who attended our Arts Integration Institutes during the period of review:

- 92% strongly agreed they felt more confident about their abilities to integrate art instruction into content area study as a result of an increase in knowledge and understanding of how the arts fit into their daily job-specific tasks.
- 90% strongly agreed they felt adequately prepared and were committed to continuing to teach and integrate as a part of regular classroom practice.
- 100% strongly agreed that the level of school-site support was critical in allowing them to gain confidence in their ability to teach and integrate art in ways that did not compromise the integrity of the art form or the learning of subject matter.

These teachers' also noted the following impact on students:

- An increase in student interest and motivation
- An increase in engagement and perseverance
- An increased willingness in students to make discoveries on their own
- An increase in confidence as learners in general
- An increase in willingness to collaborate

Research and/or workshops on Center activities were presented at five state and national conferences, two awards were presented to the Center, and seven articles on various Center projects and accomplishments were published. See Appendix C for specific details and links to the articles.

### Planning and Strategic Outlook:

The Center's strategic planning process currently includes the design thinking model in which leadership teams and center coordinators work with the Center Director to reflect on all Center activities and analyze data to inform future activities. Building upon this successful model, the Center plans to create an Advisory Board that will consist of select leadership team members, Center Coordinators as well as classroom teachers, district leadership and community partnership members. Having a diverse advisory group will help to ensure a variety of perspectives and needs are included. The Advisory Board will meet once a semester. One of the first tasks of the board will be to develop surveys for school districts and community organizations as part of an initial needs assessment which will help determine possible cross-institutional collaborations.

In addition to creating an Advisory Board the Center is currently working on redesigning and improving the Center website. We want to ensure that we are meeting the needs of our targeted audience and making the site user-friendly, easy to navigate, and interactive. We plan to include the ability to register for workshops and events directly on the website to bolster participation. Additional goals include broadening our reach through the development of a strong social media presence and a marketing campaign. Accomplishing this will increase our exposure to school districts and community organizations, highlighting the resources the Center has to offer. An ongoing goal is to continue to expand the Center's work, which has focused mostly at the pre-K – 8 level, to include more service to high school teachers and students.

## APPENDIX A – Activity Descriptions

### Special Projects Undertaken in AY 2013-2014

- a. Project CREATE!: Year 4: (Funded by US Dept. of Educ. Grant): The fourth and final year of this collaborative project with the Fullerton School District continued at two Title I schools in Fullerton. Improvements to the overall project were made based on the third year evaluation reports. During the last year of implementation, Project CREATE! continued service to 20 teachers and 600 second through sixth grade students at two experimental school sites. Data were collected on a variety of assessment measures (both experimental and control schools) to assess student achievement in math and language arts, student creativity, and teacher growth in knowledge and skills for arts integration. Final results will be compared against baseline and control schools.
  
- b. Visual Arts Summer Institutes (Funded by Dixie Shaw, private donor): There were two art institutes held in the summer of 2014. One was an advanced institute for teachers that had already participated in an arts institute. This institute built on the knowledge and skills previously learned and taught a series of advanced arts. Participants included 15 teachers from Placentia-Yorba Linda and Fullerton school districts. Our annual two-day Art Institute was held in August 2013 providing professional development in integrating visual arts processes to enhance content area teaching and learning. Participants included 20 PK-6 teachers from schools in the Fullerton and Placentia-Yorba Linda school districts, as well as multiple subject credential students. Institute follow-up: Across the school year school-site support was provided assisting teachers with classroom integration of visual arts; serving nearly 500 elementary students.
  
- c. Art Basics for Kindergarten Common Core (Funded by PLY School District and Dixie Shaw, Private Donor): The Center contracted with Placentia-Yorba Linda School District and private donor Dixie Shaw to provide year-long professional development for district Kindergarten teachers (N=55). Teachers attended two Art Institutes focused on teaching common core through the integration of visual arts across the curriculum. Academic year follow up support was provided to teachers at all school sites and included modeling, mentoring, and coaching the use of knowledge and skills learned at the institutes. Art kits were provided to all teachers for use in the classroom.
  
- d. Arts Avenue: A Collaborative Project with Segerstrom Art Center – The Center’s collaboration with Segerstrom continued (began in fall 2012). This collaboration provides additional instruction in the arts by Segerstrom resident artists for a 75 multiple subject teacher candidates and their master teachers. Classroom implementation support was provided for the integration of the arts in student teaching classrooms, engaging hundreds of elementary students in learning through the arts.
  
- e. I-Stem Project Sponsor—The Center sponsored professional development for teachers participating in the I-Stem Project. This project is led by CSUF faculty and through grant funding and CSUF IT support supplies access to iPads to K-6 teachers and their students at three Placentia-Yorba Linda schools. The Center expanded this project by funding two training institutes providing professional development for teachers on how to integrate the use of iPads as a teaching and learning tool into their teaching across the curriculum.

- f. *Learning Through Inquiry: Tiger Woods Learning Center* – The Center continued its work with the Tiger Woods Learning Center, expanding professional development to their Washington DC Learning Center staff. The lead project facilitator from the Center went to Washington DC to provide this service and continued to offer implementation support via Skype and other electronic measures during the academic year. The professional development focused on increasing knowledge and skills in the use of inquiry-based teaching methods.
- g. *Think.Create.Share Conference Sponsor*—This conference was facilitated by CSUF faculty and held on Saturday, May 31 at the Titan Student Union. The conference focused on innovative ways to foster creativity and critical thinking in schools. The event highlighted the work of local K-12 teachers, administrators, teacher educators, and educational technology experts. It included a highly motivating key note speaker in the field of technology and creativity, Amy Burvall. The conference was attended by 300 local teachers and administrators as well as pre-service teachers.
- h. *Creative Activity Support for CSUF faculty and students*: The Center continued to support the expansion of arts focused instruction for teacher candidates in the Multiple Subjects Credential Program. The Center provided all candidates with arts learning journals which are used in all methods courses to model and practice arts-based learning. Methods faculty received on-going training and support from the Center on the use of learning journals. Learning journals will also be the focus of the fall 2014 faculty retreat. *The Memory Project*: As part of their teacher preparation and to expose credential students to art for social purposes in a global society, 26 future teachers participated in the "Memory Project." This project was sponsored by the Center and focuses on creating portraits of children living in an orphanage in Cuernavaca, Mexico. The portraits were presented to the children as a keepsake of their childhood. The project combines science — understanding physical properties of art media, human facial anatomy — social studies and service learning.

#### **Selected Special Projects Undertaken in AY 14-15**

- a. *Art Basics for Kindergarten Common Core (Collaboratively funded with PLY School District)*: The Center collaborated with Placentia-Yorba Linda School District to provide year-long professional development for district first grade teachers (N=58). Teachers attended two Art Institutes focused on teaching common core through the integration of visual arts across the curriculum. Academic year follow up support was provided to teachers at all school sites and included modeling, mentoring, and coaching for the successful implementation of the knowledge and skills learned at the institutes. Art kits were provided to all teachers for use in the classroom. This training directly impacts learning potential and opportunity for over 1500 first grade students.
- b. *Arts Avenue: A Collaborative Project with Segerstrom Art Center*: The Center's collaboration with Segerstrom Center for the Arts continued (began in fall 2012). This collaborative program provided additional instruction in the arts by Segerstrom resident artists for about 100 multiple subject teacher candidates and most of their student teaching master/cooperating teachers. These future educators potential carry the lessons they learned for how to infuse art into daily instruction to an estimated 24,000 elementary school students in Orange County and the Inland Empire. In April, the Arts Avenue



Project was awarded the Education Excellence Award at the Annual CSUF College of Education Honor and Educator Event.

- c. *Arts at the Center: Annual Conference*: The Center's first annual Arts Conference was held on January 24, 2015. The conference theme was "Arts at the Center of 21<sup>st</sup> Century Education" which promoted the arts in preK – 12 curriculum. The conference drew more than 200 attendees and featured a keynote speech by Talena Mara, vice president of education at Segerstrom Center for the Arts. CSUR faculty members and education graduate students, teachers, and community-based artist educators from across California presented workshops on the importance of arts integration for Common Core State Standards; STEAM; community and family partnerships; civic engagement; and just, equitable, and inclusive education.
- d. *The Memory Project*: As part of their teacher preparation and to expose credential students to art for social purposes in a global society, over 80 future teachers participated in the "Memory Project." This project focuses on creating portraits of children living in an orphanage in Thailand. The portraits were presented to the children as a keepsake of their childhood. The project combines science — understanding physical properties of art media, human facial anatomy — social studies and service learning. The memory project helps future teachers learn to integrate art across the curriculum, specifically science and social studies; develop skills for both critical thinking (through proportional reasoning in their drawings) and creative thinking; learn an expanded view of communication and collaboration in working for children around the world; and, gain skills to help them lead similar transformative, collaborative, integrated projects with their own future students. This is the 2<sup>nd</sup> year of Center support of this program which has expanded two-fold since year one.
- e. *Think.Create.Share Conference Sponsor*: The second annual conference was facilitated by CSUF faculty and held on March 30, 2015 at the Titan Student Union. The conference focused on innovative ways to foster creativity and critical thinking in schools. The event highlighted the work of local K-12 teachers, administrators, teacher educators, and educational technology experts. It included a nationally renowned, highly motivating, key note speaker in the field of technology and creativity, Taylor Mali. The conference was attended by over 350 local teachers and administrators as well as pre-service teachers.
- f. *Educational Conference Presentations*: Dissemination of Center activities and research was conducted through the presentation by Center leadership to audiences at two annual conferences of two state and national education associations. These included:
- California Council for Teacher Education, October 24, 2014—presentation of arts-based practices used in teacher education at CSUF, by Dr. Andrea Guillaume, Dr. Kim Norman, and Kristine Quinn.
  - National Science Teachers Association, March 15, 2015—presentation of mixed media journaling in the science classroom, by Dr. Andrea Guillaume and Dr. Ruth Yopp Edwards.

- g. Support for CSUF faculty and students: The Center continued to support the expansion of arts and STEAM focused instruction for teacher candidates in the Multiple Subjects Credential Program. Two examples of this support include:
- Learning Journals--The Center provided all candidates with arts learning journals which are used in all methods courses to model and practice arts-based learning. Methods faculty received on-going training and support from the Center on the use of learning journals. Learning journals were also the focus of the fall 2014 faculty retreat.
  - Study of the Rainforest – A STEAM Project—Through the Rainforest Project, 30 teacher candidates studying how to integrate art in the elementary curriculum creatively wove science lessons into their class art project, resulting in colorful, larger-than-life 3D sculptures of wild animals from the rainforest and savannah. Through this special project, CSUF students learned creative ways to encourage all children to pursue STEAM — science, technology, engineering, art and mathematics — education. The artwork — butterflies, birds, a hippo, iguana, elephant and more — was on public display through the spring 2015 semester at CSUF in the Education-Classroom Building atrium and was featured in an Orange County Register article.

#### **Selected Special Projects Completed in AY 15-16**

- a. Art Basics for Second-Grade Common Core: Professional Development Project. The Center collaborated with Placentia-Yorba Linda School District to provide year-long professional development for district second grade teachers (N=75). Teachers attended two Art Institutes focused on teaching common core through the integration of visual arts across the curriculum. Academic year follow up support was provided to teachers at all school sites and included modeling, mentoring, and coaching for the successful implementation of the knowledge and skills learned at the institutes. Art kits were provided to all teachers for use in the classroom. This training directly impacts learning potential and opportunity for over 2100 second grade students at the District's 21 elementary schools.
- b. Arts Avenue: A Collaborative Project with Segerstrom Art Center. Initiated in fall 2012, the Center's collaboration with Segerstrom Center for the Arts continued. In 2015-16 this collaborative program provided additional instruction in the arts by Segerstrom resident artists to about 220 multiple subject teacher candidates and most of their student teaching master/cooperating teachers. These future educators will potentially carry the lessons they learned involving how to infuse art into daily instruction to an estimated 10,000 elementary school students throughout Orange County and the Inland Empire.
- c. Technology (SMARTboard) Professional Development Collaboration. Center faculty worked with Fountain Valley School District to provide professional development to all teaching faculty at two K-6 elementary schools (Grades K-5). The year-long training and implementation support provided teachers with five full-day professional development workshops to learn the knowledge and skills needed to effectively use SMARTboard technology as a teaching and learning tool. Implementation support will be provided through the fall 2016.

- d. Arts at the Center of 21<sup>st</sup> Century Learning: 2<sup>nd</sup> Annual Conference. The second annual conference was held on January 30, 2016 at CSUF Fullerton. The conference theme was “Building Inclusive Practices in and through Arts Education” which focused on the role that the arts can play in welcoming every student to the center of 21<sup>st</sup> century life. The conference featured a keynote speech by CSUF alumna Kathleen Switzer. Participants, including approximately 200 current and future teachers, administrators, CSUF faculty, community youth leaders, attended workshops on how to use the arts to provide the opportunity for students’ voices to be heard, for every student’s experiences to be valued, and all students’ perspectives to be embraced.
- e. The Memory Project. As part of their teacher preparation and to expose CSUF credential students to art for social purposes in a global society, over 60 future teachers participated in the "Memory Project." This project focuses on creating portraits of children living in residential care facilities in Mexico, Thailand, Madagascar, Bolivia and the Dominican Republic. The portraits were presented to the children as a keepsake of their childhood. The memory project helps future teachers learn to integrate art across the curriculum, specifically science and social studies; develop skills for both critical thinking (through proportional reasoning in their drawings) and creative thinking; learn an expanded view of communication and collaboration in working for children around the world; and, gain skills to help them lead similar transformative, collaborative, integrated projects with their own future students. This is the 3rd year of Center support for this program.
- f. Summer Camp Project – Year One. An eight-day Science Technology Engineering Arts Mathematics (STEAM) and English Language Development camp was held serving 150 Placentia-Yorba Linda School District students in grades 3-5. The theme was “Fun in the Sun and Under the Sea.” A co-teaching model was used, pairing district teachers with recent Multiple Subject program graduates. This camp garnered much media attention including an article in Ed Source. In addition, the PYLUSD School Board recognizes camp personnel with the “You and the Advantage” Award. Curriculum development and training was provided by both Center Coordinators (Andrea Guillaume and Ginger Geftakys).
- g. Think.Create.Share Conference Sponsor. The third annual conference was facilitated by CSUF faculty and held on June 4, 2016 at the Titan Student Union. The conference explores how technology is being used in innovative ways to foster creativity and critical thinking in schools. The event highlighted the work of local K-12 teachers, administrators, teacher educators, and educational technology experts. It included a nationally renowned, highly motivating, key note speaker in the field of creativity, Jonathan Plucker. The conference was attended by over 200 local teachers and administrators as well as pre-service teachers.
- h. i-STEAM After-School Project. In partnership with Placentia-Yorba-Linda School District, the Center helped launch an i-STEAM component to their after-school enrichment program at five Title 1 school sites. Teacher candidates were hired to teach integrated arts and STEM curriculum one day per week for 10 weeks to 3-5 grade students. The Center provided professional development and materials for instruction.

- i. *Art Nights!*. A monthly series of four art night sessions were offered to teacher candidates in all blocks to learn and practice several art processes used for integrating art across the curriculum. Over the course of the series over 100 candidates learned such processes as lettering, playing with colors on canvas and more!
- j. *Educational Conference Presentations*. Dissemination of Center activities and research was conducted through the presentation by Center leadership to audiences at two annual conferences of two state and national education associations. These included:
- California Art Education Association, November 14, 2015— workshop presentation, “Mixed Media Journaling in the Content Areas”, by Dr. Andrea Guillaume and Kristine Quinn.
  - California Art Education Association, November 13, 2015— poster session, “Art-rich Multiple Subject Credential Program Practices”, by Dr. Andrea Guillaume and Kristine Quinn.
  - California Association of Bilingual Educators, March 23, 2016—workshop presentation “Fun in the Sun and Under the Sea” – Summer ELD, Arts, Science Integration for English Learners and Reclassified Students in Grades 3-5”, by Dr. Andrea Guillaume and Laurel Estrada

## APPENDIX B – Budget Breakdown by Year

### 2013-2014

Based on July 2013 – June 2014 Monthly Statements

Beginning Balance (July 13)	\$ 94,386.00
Deposits	\$ 80,900.00
Total Funds Available	\$ 175,286.00
Debits	\$ 18,932.00
Encumbrances	\$ 23,655.00
Remaining Balance	\$ 132,699.00

Note: Rounded to nearest dollar. Does not include grant budget which is run by ASC.

### 2014-2015

Based on July 2014 – June 2015 Monthly Statements

Beginning Balance (July 14)	\$ 120,266.00
Deposits	\$ 64,363.00
Total Funds Available	\$ 184,629.00
Debits	\$ 73,543.00
Encumbrances	\$ 9,070.00
Remaining Balance (June 15)	\$ 102,016.00

Note: Rounded to nearest dollar.

### 2015 - 2016

Based on July 2015 – May 2016 Monthly Statements\*

Beginning Balance	\$ 111,175.00
Deposits	\$ 82,312.00
Total Funds Available	\$ 193,487.00
Debits	\$ 92,280.00
Remaining Balance	\$ 101,207.00

\*Monthly Statement tables changed. They no longer show encumbrances

Note: Amounts are rounded to nearest dollar

## APPENDIX C – Highlights and Accomplishments

### **PUBLISHED PIECES ON VARIOUS CENTER ACTIVITIES**

Title: CSUF students Approach Art from a New Perspective

<http://www.ocregister.com/articles/students-656312-guillaume-education.html?page=2>

Title: Future Teachers Wild about Art

<http://news.fullerton.edu/2015wi/STEAM-art-project.asp>

Title: Conference Focuses on Arts Education in the 21<sup>st</sup> Century

<http://news.fullerton.edu/2014fa/arts-conference.asp>

Title: Students Learn English through Arts Summer Camp

<http://www.pylusd.org/apps/news/article/479361>

Title: Board Honors Organizers of ELD Camp with Award

<http://www.pylusd.org/apps/news/article/485673>

Title: Science, art camp sneaks in Language for English Learners

<http://edsources.org/2015/science-art-camp-sneaks-in-language-for-english-learners/84699>

### **PRESENTATIONS AND WORKSHOPS AT STATE AND NATIONAL CONFERENCES**

Title: Mixed Media Journaling in the Diverse Science Classroom

National Science Teachers Association, 2015

<http://www.nsta.org/conferences/schedule2.aspx?id=2015chi> (page 9)

Title: Mixed Media Journaling in the Content Areas

California Arts Education Association, 2015

<https://caea2015.sched.com/event/4QtB/mixed-media-journaling-in-the-content-areas#>

Title: Arts-rich Multiple Subject Credential Program Practices

California Arts Education Association, 2015

<https://caea2015.sched.com/>

Title: Fun in the Sun and Under the Sea – Summer ELD, Arts, Science Integration for English Learners and Reclassified Students in Grades 3-5

California Association of Bilingual Education (CABE), 2015

<http://www.gocabe.org/index.php/conferences/past-conferences/>

**AWARDS:**

Title: Titan Education Excellence Award (Partnership)

Organization: CSUF

Project: Segerstrom Arts Center Collaboration

Title: "You Are the Advantage!"

Organization: Placentia-Yorba Linda School Board

Project: Summer Arts/Science English Language Development Camp