I am pleased to introduce the Fall 2018 edition of the Ed.D. Newsletter. The Newsletter is the most recent effort to highlight accomplishments of students and faculty who are part of the Ed.D. program at San José State University. I would like to acknowledge the hard work and many contributions of the students, faculty, and staff in making the Ed.D. program a dynamic education experience for all. Congratulations and many thanks to all!

I recently attended a retirement celebration for the Executive Director of the University Council for Education Administration, who has served in the role for the past 18 years. I was incredibly moved by the dignity and graciousness that she brought to the position and to her remarks. She spoke of the importance of making others feel welcome, of including others in what we do, of sharing the credit, and of providing opportunities to collaborate. What I took from her comments is the important ways that teachers and administrators contribute to an overall climate, which nurtures the learning of others. All the faculty in the doctoral program have at one time been graduate students enrolled in a doctoral program. Over time, we all have had multiple mentors who contributed to our personal and professional growth. Without the many efforts to include us, and without the many kindnesses offered, none of us would be where we are today. So the first part of my message is to take a few moments to acknowledge those who have affected your life and to recognize how the world is a better place for the contributions these people have made, individually for you and to the collective good.

The heart of a doctoral program are the people that participate. I would like to thank the staff—including Administrative Analyst Ana Paz-Rangel, Teaching Associate Radha Aravamudhan, and Student Assistants Asra Siddiqui and Kyle McDonald—for all their efforts on behalf of the Ed.D. program. Thanks to the terrific faculty that teach in the Ed.D. program and advise doctoral students: Drs. Berliner, Briceño, Burciaga, Cascella, Chin, Chen, Duckor, Felton, Gallagher, Glass, Gliner, Hughes, Klaw, Leisenring, Marachi, McConnell, Middaugh, Moriarty, Mortos, Muñoz-Muñoz, Pizarro, Rabin, Reis, Rivera, Simpson, Slusser, Smith, Swanson, and Thiele. Thanks to the other faculty who will or have already taught or advised in the program and continue to provide support to the Ed.D. program: Drs. Berry, Fassett, Kulkarni, Lu, Maldonado-Colon, Osland, Quintanar, and Rudy. Finally, thanks to the amazing students enrolled in the Ed.D. program. Without you, there would be no doctoral studies in educational leadership at San José State.
The Ed.D. program at San José State University serves school administrators, teacher leaders, and education professionals advancing a commitment to public education in the region. San José State University is a public comprehensive university located in San José, California, in Silicon Valley. The oldest public university on the West Coast, SJSU is also the founding campus of the California State University system as well as the nation’s largest four-year, public university. The CSU educates approximately 478,000 students, comprising the most ethnically, economically, and academically diverse student body in the nation, and employs more than 50,800 faculty and staff. To date, the Ed.D. program has enrolled almost 90 students and 25 students from cohorts 1 and 2 have successfully defended their doctoral dissertations, available at: https://scholarworks.sjsu.edu/etd_dissertations, and have graduated. The Fall 2018 Newsletter highlights members of the SJSU Ed.D. community, many of whom have presented at local, state, and national conferences; published articles and chapters, authored and edited journals and books; and taken on leadership positions in the education community. Kudos to all!

Beginning June 2019, the Ed.D. program will be launching its newest cohort of doctoral students (cohort 6). Drs. Gene Glass and David Berliner, former presidents of the American Educational Research Association and current members of the National Academy of Education will again be co-teaching the initial Proseminar in Education Policy, which begins in June 2019. In summer 2019, cohort five students will have their global field experience in Scandinavia, visiting schools and meeting with other educators in Estonia, Finland, Russia, and Sweden. For a brief look at past global experiences of Ed.D. students, a recent video created and directed by our own Bob Gliner, starring Ed.D. cohort 4 students is available on the Ed.D. YouTube site at: https://www.youtube.com/watch?v=L6bXkMw2K10. Also note that we are having a Spring Kick-Off and recruitment event at Maggiano’s Restaurant in Santana Row from 5 to 8 pm on June 25, 2019. For more information and to RSVP, please go to: https://goo.gl/forms/FpEUjUoj7nSLcCaE3.

My sincere thanks to everyone involved for making the Ed.D. program a success! Best wishes for a happy and healthy holiday season.

Arnie

Arnold Danzig, Director
Cohort 2 Graduation Celebration

Shortly after graduating with their doctorates in educational leadership from SJSU, Ed.D. students, their families, and key faculty - including dissertation committee chairs - gathered to celebrate their achievement. Graduates had the opportunity to share what their experiences meant to them and to spend an evening with the individuals who supported them most throughout their experience.
Cohort 3 student, Radha Aravamudhan and her dissertation committee chair, Robert Gliner

Ed.D. faculty advisors Peg Hughes (left) and Roxana Marachi (right)

Ed.D. graduates, left to right: Patricia Pelino, Jennifer Ann, Anisha Munshi

Anisha Munshi in full regalia at the University’s Commencement

Ed.D. graduate, Buu Thai (left), with her faculty advisor, Emily Slusser
The global component and field experience extends understandings of schools, communities, public and non-profit organizations, and national education policy in Costa Rica.

Students were invited to attend a field seminar in San José, Costa Rica, focused on learning about the country’s national education system.
The newest cohort of Ed.D. students officially began in summer 2018. The photo above was taken at the end of their first proseminar course, taught by Drs. Gene Glass and David Berliner.

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Ed.D. students with Dr. David Berliner, on their last day of class

Ed.D. Cohort 5 students and faculty

Back row, left to right: Taunya Jaco, Michael Mansfield, Richard Ruiz, Arnold Danzig, Gene Glass, Michelle Poirier, Joe Bosco, Ivan Alcaraz-Navarro, Jennifer Izant Gonzales, Scott Heil, Mara Williams; Front row, left to right: Anne Tran, Nikki Dang, Gerald Nwafor, Carrie Bosco, Rafael Zavala, Tricia Ryan

Students relax and socialize after a summer barbecue to mark the end of their first semester
New Faculty and Staff

Theodorea Regina Berry, Ed.D.

Dr. Berry is a Professor and Chair of the Department of African American Studies in the College of Social Sciences at San Jose State University.

Dr. Theodorea Berry, a pioneer scholar on critical race feminism in the context of education, centers her work in critical race theory/critical race feminism, curriculum studies/curriculum theory, and qualitative research methodology (auto-ethnography, ethnography, and narrative) and engages in scholarship with a focus on the lived experiences of Black women as pre-service teachers and teacher educators and critical examination of race, ethnicity, and gender for teaching and teacher education. Dr. Berry’s research appears in such journals as the Review of Educational Research, International Journal of Qualitative Studies in Education, Journal of Curriculum Theorizing, Race, Ethnicity, and Education, Journal of Educational Foundations, and Urban Review. Dr. Berry has published books and numerous book chapters; she is lead editor of Latinx Curriculum Theorizing (in press, Lexington Books) and lead editor and contributing author of From Oppression to Grace: Women of Color and their Dilemmas Within the Academy (Stylus Publishing, 2006) as well as the author of States of Grace: Counterstories of a Black Woman in the Academy (Peter Lang, 2018). She is also co-editor of The Evolving Significance of Race in Education: Living, Learning, and Teaching (with Sherick Hughes, Peter Lang, 2012).

Saili S. Kulkarni, Ph.D.

Dr. Kulkarni is an Assistant Professor at San Jose State University in the Connie L. Lurie College of Education, Department of Special Education. Dr. Kulkarni’s research focuses on dis/ability studies, intersections of disability and race, teacher beliefs, qualitative research, and disability studies and critical race theory (DisCrit). She utilizes case studies, ethnographic, self-study, and counter-narrative research. She taught special education for three and a half years in Oakland, California before obtaining a doctoral degree at the University of Wisconsin-Madison. At Madison, Dr. Kulkarni worked as the Program Coordinator for the Multicultural Graduate Network and was inducted into the Edward Alexander Bouchet Graduate Honor Society. Dr. Kulkarni created Oakland Unified School District’s first inclusive teachers network, a forum/space for teachers of inclusive education to support one another and share resources. She earned her teaching credential in special education at San Francisco State University. Prior to teaching, Dr. Kulkarni earned her B.A. in Psychology at Boston University where she completed a National Institutes on Drug Abuse fellowship at the Boston Medical Center in Public
Health. Dr. Kulkarni’s recent work seeks to understand the dis/ability and race-related beliefs of special education teachers of color and re-position special education teachers of color as smart, critical exemplars of change in schools.

Eduardo Muñoz-Muñoz, Ph.D.

Dr. Muñoz-Muñoz’s current research projects focus on critical pedagogy and the development Critical Language Awareness in (bilingual) teachers. He has engaged with districts in the design and implementation of Dual Immersion Programs and the support of Emergent Bilinguals. His wider interests in the sociology of education and research agenda include bicultural parental engagement in schools and educational leadership and organizations.

Preston Rudy, Ph.D.

Dr. Rudy is an Assistant Professor in the Department of Sociology and Interdisciplinary Social Sciences at SJSU. His research is centered on how the labor movement has organized and failed to organize workers to become members, and, second, exploring how the precariously employed college adjuncts under contingent contracts experience the commodification of their labor. This last project is focused on the processes that adjunct faculty who make a living by teaching adopt in their search for employment. Rather than examining how colleges and universities incorporate adjuncts, what is missing is the 'constant commodification' of adjuncts’ labor as they construct a life and career. One of the strategies that is emerging for adjuncts is to limit their commodification by organizing union contracts.

The research on organizing and building the labor movement is a topic that has received vigorous attention among a small group of social scientists exploring how union organizations have lost and gained members and contracts, as well as comparative studies of different unions and unions in different countries. Dr. Rudy has written about this both as a researcher and as an activist public sociologist in the labor movement.

Asra Siddiqui

Asra joined the Ed.D. program staff in May 2018 as a Student Assistant, with a focus on graphic design. She has conceptualized and designed graphics for recruitment materials, event flyers, and this newsletter, among other projects. Asra has also helped maintain the Ed.D. website and assists the department with general office administration. A sophomore majoring in Digital Media Art, Asra has several interests which she explores through her work in multimedia, ranging from astronomy to virtual reality to animation and filmmaking, among countless more.
Ed.D. Student Achievements

Student Research Award Winners
Congratulations to the following Ed.D. students who are recipients of the Lurie College of Education's 2018-19 Student Research Awards. This honor provides $5,000 to support student-faculty collaboration on a research project related to the student’s field of study.

Radha Aravamudhan

Dissertation Research Project Topic: Bridging the English language Divide and Building Self-Confidence in Marginalized Communities: An Exploratory Study in Tamil Nadu, India
Radha’s research topic focuses on understanding how a community-based English program using Culturally Responsive Pedagogy has impacted academic engagement and student self-efficacy among the most marginalized students in rural India. The main purpose of this exploratory case study is to use a video documentary format to investigate the introduction, implementation, and impact of the program. Additionally, the video documentary format will provide a platform for the voices of seldom heard and marginalized students and parents.

Sara Douglas

Dissertation Topic: Understanding Communication Exchanges in Online Learning Environments

Rebecca O’Brien

Rebecca received this award for her research in the area of Critical Spirituality among African American Educators. The research identifies how African American educators access spiritual beliefs and practices in the advocacy and promotion of social justice practices. Rebecca is honored to receive this grant, which has enabled her to expand her research to educational leaders on both the east and west coasts.

Laura Shroder

In addition to receiving the Student-Research Award for 2018-19, Laura was also accepted into the Chancellor’s Doctoral Incentive Program (CDIP). This program recognizes doctoral students with high potential to become a tenure-track faculty member within CSU.
Laura’s research has also earned her recognition from the hospitality industry, her area of focus. For the second year in a row, she won the American Hotel and Lodging Education Foundation (AHLEF) Scholarship. Laura also wrote a recent paper titled “The role of socioeconomic status and prior industry exposure on influencing the industry attitudes, career goals, and career decision self-efficacy of undergraduate students studying hospitality and tourism management,” which was accepted for presentation by the West Federation Counsel on Hotel, Restaurant, and Institutional Education. According to Laura, “this presentation allows me to validate my methodology for my dissertation from national content experts in the hospitality industry.”
Phyllis Lindstrom Award Winners
Dr. Arnold Danzig recognized the three Ed.D. students pictured below - Tri Nguyen, Patricia Pelino, and Hyon Chu Yi-Baker. These students received the Phyllis Lindstrom Award, which encourages men and women to become public school administrators. Congratulations to Hyon Chu for receiving a permanent position at De Anza College as the Director of College Life.

Research, Scholarship, and Creative Activity (RCSA) Grant Winner
Anji Buckner
Anji recently received an RCSA grant from SJSU related to her dissertation topic, entitled: Assessing School Climate Assessment Processes in California Public Schools

Administrator of the Year
Manny Nuñez
One of the Ed.D. program's first graduates, Manny Nuñez was recognized as Administrator of the Year by the Association of California School Administrators (ACSA). As principal of Seaside Middle School, his approach is marked by building relationships and community. According to Monterey Peninsula USD Assistant Superintendent Beth Wodecki in a November 5 ACSA article, “If you come to back-to-school night, you’ll see a taco stand and a mariachi band. And people mingling about. And a real vibrant community feel that he’s building here.”

Last year, Manny was also awarded the Middle Grades Principal of the Year award, also by ACSA.

Advancing Implementation Science for Student Support
John Schilling
John’s research presentation, entitled Implementation Science as a lens for the planning and implementation of MTSS for Districts and School sites, was accepted for presentation at the 2018 National MTSS Professional Learning Institute last July in Sacramento. The implementation science model is a framework to integrate evidence-based programs into practice with fidelity and sustainability. This is a particularly important approach of taking a theoretical model and putting it into practice. Across the nation, many states have used the implementation science as an approach to facilitate the implementation MTSS.

The implementation drivers of competency, organization and leadership are the main components identified to take theory into practice and build the capacity to create systems change. All three of the divers are particularly important for systems change and supporting school staff with the implementation of MTSS.
Prolifically Publishing and Presenting
Theodorea Berry

Congratulations to Dr. Berry on her recent publications and presentations on various topics, including critical race theory, research methods and methodology, and curriculum studies.

Publications

Presentations
• Berry, T.R. (February 2018). The Voices in My Head: Understanding the Academy through the Identities and Tools of My Critical Race Feminist Suitcase. Invited Lecture for the Graduate Student Colloquium, Department of Educational Leadership, Miami University, Oxford, OH.

Co-Planning and Co-Facilitating a Literacy Panel Discussion
Allison Briceño

Addressing Quality Teaching
Rebeca Burciaga

In a recent article, according to Dr. Burciaga, “we contribute to the growing body of literature that works to challenge the narrowing parameters of what is considered quality teaching, particularly as it relates to the noted value of teachers of Color. We argue that racial justice oriented teachers of Color—teachers who recognize structural racial inequities and strive for transformation—provide incredibly important, yet invisible, labor in our nation's schools including bilingual, bicultural, and community engaged teaching.”

Article Citation

Promoting the Value of Deliberative Argument
Mark Felton

Brief description of Dr. Felton's research:
In an era in which “fake news” and “alternative facts” are invoked to excuse one-sided reasoning, it is imperative that students see argument not as a way to silence opposition, but as a vehicle for developing a deeper understanding of the world around them. In my work, I look at how deliberative argument—a collaborative form of argumentative dialogue—promotes literacy and learning in secondary classrooms. Most recently, I have compared expert and novice arguers to ask, “What makes argument effective and how does it develop over time?”

Conference Presentations

Publications

The Importance of Social and Emotional Learning
Michael Gallagher

Dr. Gallagher recently co-authored an article on social and emotional learning with the following SJSU faculty: Nancy Markowitz, Professor Emeritus of Elementary Education and Wendy Thowdis, a Lecturer in Sociology and Interdisciplinary Social Sciences.

Article Citation
Documenting Daily Actions to Reduce Carbon Emissions

Robert Gliner

As discussions of the impact of climate change intensify around the world, many Americans are wondering if changes they make in their everyday lives can make a difference. The short answer, as vividly demonstrated in One Carbon Footprint At A Time, a new half hour documentary from Ed.D. faculty member and filmmaker Bob Gliner (with Eugene Cordero SJSU Meteorology and Climate Science) is that they can. As seen through the lens of a diverse range of university and middle school students enthusiastically engaged in a wide range of climate change activities as part of the curriculum at their schools—from analyzing the clothes they choose to buy and wear, to the food they grow and eat, to the energy used to power their cell phones, hair dryers and electricity in their homes, and the jobs and lifestyle changes they make after graduation—everyday actions play a critical and potentially inspirational role in impacting climate change. One Carbon Footprint At a Time will begin airing on PBS stations across the country in January, 2019.

Delving into Academic Labor and Professional Passion

Kathleen McConnell

Dr. McConnell recently guest edited a special issue on academic labor for The Review of Communication (March 2018). The issue includes her essay “Labored Speech: Reconsidering How Communication Studies Works.” The full citation is below, in addition to a second essay she authored.

Publications


Chronicling the Experiences of Teachers of Color

Marcos Pizarro

Dr. Pizarro recently co-authored an article that presents counterstories of teachers of color and their experiences with racial battle fatigue (RBF) as well as the ways they cope, challenge, and find strength.

Article Citation

Presenting Nationally and Writing on Timely Challenges in the Classroom
Colette Rabin

Publications

Presentations

President of the California Association of Professors of Educational Administration
Noni Reis

Congratulations to Dr. Reis on becoming President of the California Association of Professors of Educational Administration (CAPEA). Dr. Reis has also presented at two recent conferences.

Conference Presentations
• Reis, N. M. & Quintanar, R. (July 31, 2018). Culturally Sustaining Pedagogy. A presentation given at the 2018 CTA UCLA Summer Institute, Los Angeles, CA.