

IMPACT

*Preparing tomorrow's educators
and teachers today*



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CONNIE L. LURIE'S SPRING
COMMENCEMENT SPEECH

TO A GREAT DEGREE

DOCTORATE IN EDUCATIONAL LEADERSHIP LAUNCHED

VISITING A MALL recently, Arnold Danzig overheard another customer mention that she was a high school principal in the San José area. Sensing an opportunity, Danzig produced a business card identifying him as the director of the new doctoral program in Educational Leadership at San José State University and a professor of Educational Leadership in the Lurie College of Education.

Danzig, a veteran researcher who recently relocated to the Bay Area from Arizona State University, expects to be spreading the word as he recruits students for the university's first independent doctoral program.

Working from his office on the fourth floor of Sweeney Hall, Danzig and a group of core faculty are finalizing a doctoral curriculum and moving the Ed.D. Program toward full accreditation in February. The first class of 15 Ed.D. candidates—primarily mid-career school administrators—should start classes next summer.

“The predominant group of people who will be attracted to the doctoral program will be current school administrators and education leaders who would like to advance knowledge in their professions,” Danzig says. “We’ll get other people who see themselves as stewards of the discipline of education. They’re not necessarily inter-

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FROM THE DEAN



This coming year, the Lurie College of Education is preparing to launch its first independent doctoral program in educational leadership, a program designed to prepare people to effect system-level changes. They are individuals who will be poised to shape the future of schools in broad and deep ways.

In preparation for this challenge, we have hired Dr. Arnold Danzig, an experienced and highly regarded scholar, to lead this effort.

As you will read in the lead article, he brings fresh ideas and perspectives that align well with the Lurie College's mission of promoting excellence and equity in schooling.

Our new Ed.D. program will give our graduates experience in looking at schooling from a global perspective. They will spend at least one summer in an intensive study abroad of another country's school system. In a world where the connections between people are often just a technological click away, school leaders need to be aware of how teaching and learning are accomplished in other countries.

Leaders are not just people who occupy particular roles in schools. This issue of *Impact* highlights the numerous ways in which our alums, students and faculty lead others.

Connie Lurie, one of the College's strongest supporters, was recently given an honorary doctorate by California State University system for leading others in supporting many programs at San José State.

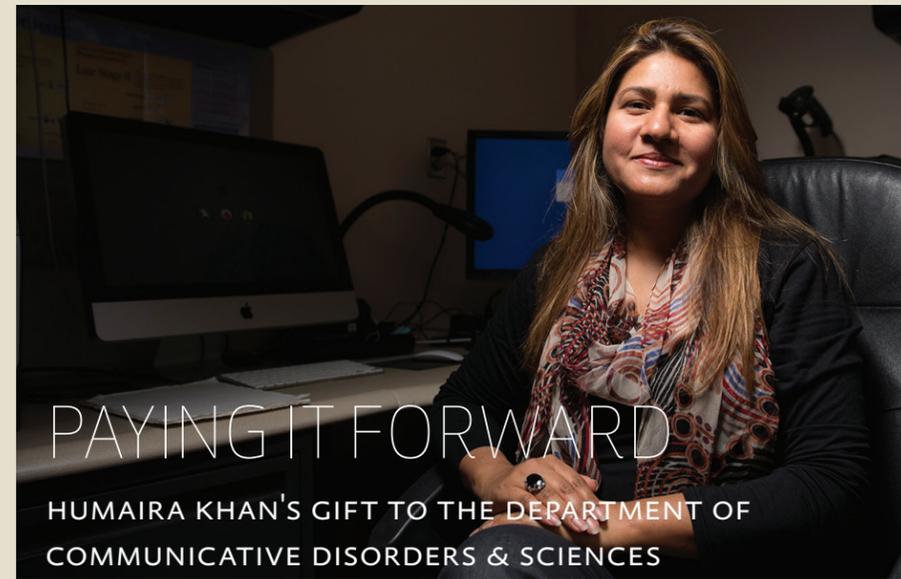
Humaira Khan, a recent graduate of our master's in speech pathology program, models for other alumni the significant impact that giving back can have for other future students.

Students in our E-3 supported early childhood education program are not just completing B.A.s, but developing skills to lead others in their workplaces. And faculty continue to step up, whether in their own or other departments in the College, as department chairs. What lies at the heart of leadership is the commitment to serving the needs of others.

At a time when we seem to have lost sight of the notion of the public good, now more than ever, we need the kind of leadership exemplified by our alums, students and faculty.

Elaine Chin

Elaine Chin, Dean
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STUDENTS IN WENDY Quach's Spring 2013 Augmentative and Alternative Communication graduate seminar were fascinated when they encountered an ingenious device at a vendor fair she organized one evening during the semester.

The MegaBee, an electronic handheld assisted writing tablet, allows people with brain damage, strokes, cerebral palsy, multiple sclerosis or impaired speaking ability to communicate with a caregiver while requiring very little training.

"We all really liked it," remembers Humaira Khan, who graduated from the Lurie College in June with a master's of arts in education with a concentration in speech pathology. The next week, Quach, an associate professor in the Communicative Disorders and Sciences (CDS) department, asked the class what they thought of the devices they had sampled.

"The majority of us said we liked the MegaBee," Khan says. "She said, 'I like it too. I want it for the clinic, but it is a thousand dollars.'"

That gave Khan, a married mother of three who recently started a job as a speech-language pathologist at Laurelwood Elementary School in the Santa Clara School District, an idea. She told Quach she would like to donate a MegaBee to the Kay Armstead Center for Communicative Disorders.

"We spend our money on so many trivial things," Khan says. "This seemed like something more worthwhile."

Quach demurred when Khan first mentioned the idea, because the semester was still underway. "I said, 'Let's talk about this after you graduate,'" Quach says. Khan renewed the offer after the class ended, and this time Quach took her up on it.

"No student has ever done that," Quach says of the gift. "Because of her intent and her inherent generosity, she just wanted to make the donation. I'm very grateful."

The MegaBee, which uses eye movement and blinking to select letters and spell out words, could be used in the clinic to help students become familiar with new technology and to help determine whether to recommend it to an insurance provider for a patient, Quach says.

Khan, who grew up the daughter of highly educated parents in Multan, Pakistan, says the contribution was just a token of the gratitude she feels toward the CDS faculty for their support during her years-long effort to earn her degree, and she points out that generosity is highly valued in her Muslim faith.

Khan moved to the U.S. 20 years ago with an undergraduate degree (she later returned to Pakistan to earn her master's in English literature). She and her husband,

a manager at Cisco Systems, moved from southern California to Cupertino in 2005 with their two daughters. After spending time as a stay-at-home mom, Khan was looking for a new career, at one point considering interior design.

"A cousin of mine who is a special ed teacher told me about speech pathology, so that is how I got interested," she says, adding that her mother, a recently retired high school principal, also instilled a love of education.

She started her coursework in 2006, but after her first semester had to take a two-year break because she had gotten pregnant with their third daughter. "I wasn't sure I was going to come back," she says.

She credits her family and the faculty with encouraging her while she returned to school part-time and helping her to navigate unusual challenges, like getting her Pakistani college transcripts accepted. "They really helped, when I was leaving and when I was coming back," she says. "I'm very fond of all the professors." ☞





“The predominant group of people who will be attracted to the doctoral program will be current school administrators and education leaders who would like to advance knowledge in their professions.”

—Arnold Danzig

ested in being superintendents, but they do see themselves as having a deep calling to education and schools.”

The Ed.D. is a three-year, 60 credit-hour program, Danzig says. Students will spend intensive class time on campus during their first and second summers. During the school year, they will attend class one night a week and spend three weekends in class per semester. The instruction will also include a blended online component, he says.

For these “practitioner scholars,” the coursework will be organized into four domains: leadership, organizational behavior, the context of education and research, Danzig says.

GLOBAL SCOPE

The leadership courses will focus on leadership principles, education policy, culture and diversity. The organizational behavior component “asks people to look inward and develop their own capacities,” Danzig says.

The context of education curriculum asks students to focus on the political, social, economic and global contexts in which education occurs, with instruction delivered by faculty from across the university.

The research block will include research methods and seminars where stu-

dents actively imagine what an educational system should be. It will also shape the students’ final research project, consisting of case studies of workplace programs and policies in the districts where they work.

During the second summer students will spend about 17 days abroad learning about schools and leadership innovations. The trip is meant to be a life-changing experience: China, Vietnam or Spanish-speaking countries are being considered for the first visit.

“You’re getting students out of their comfort levels,” Danzig says. “You’re getting them to understand, perhaps, how some of the children in the schools that they lead feel when they come to school.”

Danzig led similar overseas study trips while at Arizona State, where he was director of the doctoral program in educational leadership. Earlier in his career, he taught at Northern Arizona University and Colorado State University. He also directed the Arizona Department of Education’s educational policy center for three years.

Much of his research has centered on “learner-centered leadership”—or what might be called a human-centered approach to leadership, Danzig says. The San José State opportunity was a chance to further that work, he says.

Amy Strage, a professor of Child and Adolescent Development who also works in the university’s Center for Faculty Development, chaired the search for the new Ed.D. program director.

Although California State University campuses traditionally did not grant doctoral degrees, that changed with 2003 leg-

islation permitting “practical doctorate” programs aimed at working professionals. The first steps toward creating an Ed.D. program at San José State came in 2008 when Susan Meyers, then-dean of the Lurie College, convened a group of university faculty to discuss a doctoral degree path, Strage says.

There were “stops and starts” in the ensuing years as funding for a program was allocated and then withdrawn. “It had a difficult time getting off the ground,” Strage says.

When Danzig was hired for the director’s position, “It was completely clear to all of us as soon as we had the opportunity to meet him in person and review his materials that he was the perfect fit,” Strage says.

“Three legs” make for an effective educator: knowledge base, pedagogy and disposition, Strage says. “I look at Arnie and I think, ‘Home run!’” she says. “He’s done this. He knows this. He has such deep and broad expertise. He seems so comfortable talking with community players, whether it’s principals, business folks or ordinary citizens. We’re so fortunate.”

FACULTY DEVELOPMENT

While fashioning a curriculum for the new program, the faculty will need to develop a “doctoral culture,” that approaches research problems with greater rigor than is typical of a master’s or baccalaureate program, Strage says.

“With the doctoral program you’re talking about a real boutique approach—a small cohort, relatively small classes and tons of individual mentoring and attention

as students are working through their culminating projects,” she says.

PUBLIC INTELLECTUALS

Rebeca Burciaga, an assistant professor in Educational Leadership and a core doctoral program faculty member, says Danzig asked her to design her “dream class” on leadership culture and diversity. Burciaga will ask her students to examine how their own experiences in educational settings, particularly with respect to race, class and gender, have shaped them as leaders.

“I feel very fortunate,” she says. “It is the kind of opportunity that I didn’t think that I’d have so early in my career. Knowing that, I’m pretty mindful about taking it as seriously as the students would.”

The new program will graduate “public intellectuals” ready to play a leadership role in educating Silicon Valley children, Burciaga says. “This is a really good time to work with individuals who are already familiar with the public landscape to find ways of addressing what we need in the field.”

Burciaga expects her master’s students will be highly motivated professionals. “That’s the kind of student we’re looking for,” she says. “It’s not just about an increase in their pay. It’s how you help shape the future of education in this region.”

Lisa Oliver, interim chair in the Educational Leadership department and another core faculty member, says it’s a given that the doctoral students will have demanding full-time jobs. “We expect that all 15 will graduate,” she says. “We are focusing on making this so that it’s not overwhelming—that it’s functional and doable.”

The proposed curriculum and syllabi must be approved at the college and university level before being submitted to the Western Association of Schools and Colleges for accreditation. “I really hope that everything goes according to plan,” Oliver says. “We will graduate some really excellent practitioners when we get it in place.”

The Ed.D. program has also drawn interest from Lurie College faculty members outside of Educational Leadership.



“I feel very fortunate,” she says. “It is the kind of opportunity that I didn’t think that I’d have so early in my career.”

—Rebeca Burciaga

EDUCATIONAL LEADERS

Michael Kimbarow, chair of the Communicative Disorders and Sciences department, hopes to develop a course centered around equity issues related to disability. “What would an educational leader need to know if they were running a district or a school on how to best integrate their operation with the services that are designed for children with disabilities?” Kimbarow asks.

The prospect of teaching doctoral students “gives me some opportunity for professional growth and excitement,” Kimbarow says. “I’d love to be able to step out of the box and challenge myself to create a curriculum, a course or part of a course that would be worthy of doctoral-level pedagogy.”

Core faculty member Brent Duckor, an assistant professor in Secondary Education, believes the Ed.D. graduates will make important contributions to the community.

“We are excited about a model that sees leadership preparation as learning to make connections, leverage resources and create solutions with other leaders in public education,” Duckor says.

Outsiders have embraced the new program as well. John Porter, superintendent of the 10,000-student Franklin-McKinley School District, says the greater San José

area has long needed a doctorate level program.

“From the perspective of having a good provider using best practices from around the country it is really admirable,” Porter says. “It’s going to be a unique design compared to the other doctoral programs.”

As the accreditation deadline approaches, Danzig is upbeat. “I’m very optimistic that we will have a great program and that we will attract people who are at a particular stage in their career when they want to invest time in looking at themselves as leaders and what it is they want to accomplish in a career in education,” he says. ➤



NIGHT SHIFT

LURIE COLLEGE HELPS PRESCHOOL TEACHERS EARN BACCALAUREATES

WHEN 27 NEWLY minted B.A.s in Child and Adolescent Development celebrated their graduation in 2010 with a special ceremony, surrounded by family and friends, it was the end of a demanding chapter in their lives.

They had all spent four years juggling full-time jobs in preschools with year-round evening classes through a collaborative program between the Lurie College of Education and the E-3 Institute.

Their diplomas marked personal milestones but were also proof of a concept hatched in the college's Child and Adolescent Development (ChAD) department—that experienced preschool teachers could complete a nontraditional baccalaureate and improve their teaching while keeping their classroom jobs.

“This was a once around the block to see if we could do it,” ChAD Chair Toni Campbell said. The answer, embodied in all those caps and gowns, was yes.

Last summer another 24 working students, who will become the second graduating class, started their course work.

Like the 2010 graduates, this group will receive free tuition, fees and books and take courses taught by San José State University faculty. Classes are taught off campus and start at 4 p.m. to accommodate work schedules.

BACK-TO-SCHOOL CHALLENGES

This time around, E-3, a Santa Clara County not-for-profit dedicated to better outcomes for the county's youngest children, is using federal “Race to the Top” funding that expires in December 2015, so there is a tighter timetable.

Students now take two classes a week—not one—in 12-week blocks with the expectation they will complete their B.A.s in two years instead of four.

On the first day of Assistant Professor Emily Slusser's Development of Communicative Competence class in September, the room was filled with women who had rushed from their jobs as



teachers and directors at home-based child care centers, large for-profit childcare chains or smaller non-profit centers.

Some students had associate degrees in childhood development and others had never completed a degree, but they represented nearly 300 years of collective preschool teaching experience.

Lurie College faculty members John Jabaghourian and Terry O'Donnell-Johnson had already led the women through a challenging summer block of courses that covered developing literacy and contextual influences on cognitive development.

Valerie Barsuglia (above) hopes the B.A. program will take her preschool management skills to another level. For Tish Garcia (right) obtaining a B.A. is a matter of pride.

Tish Garcia, a 49-year-old former graphic artist who runs a small home-based preschool, found those first months to be grueling.

“It's hard,” she said. “I wanted to even give up at first. I almost did give up. But my daughter said, ‘You'd better not quit.’”

Her daughter, Katrina Najera, 28, has an A.A. degree in child development and works for her mother. She decided to enroll in the program despite raising her own 6-year-old.

Attaining a bachelor's degree is a matter of pride for both mother and daughter.

“Sometimes in this business, people consider you a babysitter,” Garcia said. “Now at least I can say I have my bachelor's in child development. I'm not just a babysitter.”

MORE EDUCATION IS BETTER

Although this sense of personal satisfaction is important, the program's primary goals are to prepare preschool teachers for a future



in which a B.A. will most likely be a job requirement and to provide better outcomes in the classroom for preschool-age children.

There were historically no educational requirements for early care and education workers, but the national goal is for all preschool teachers to have a B.A. Some programs that receive state and federal subsidies are already moving in that direction.

“There's a whole body of research that demonstrates that people who are better educated do a better job with kids,” Campbell says.

Jabaghourian hopes each graduate will be a more effective teacher, but they will also need to become leaders in their workplaces who will spread their knowledge.

The students are motivated, he says, but also worried about juggling the course load with their jobs and families.

“It's tough,” he said. “It's quite a sacrifice they have to make.” Many students are older and have been out of an academic setting for decades. Writing a paper or using a computer can be a challenge.

Valerie Barsuglia, 50, the director of a private non-profit preschool in San José, thought she was done after she earned her A.A. degree in child development. “I'm probably the second person in my whole family who's ever had a college degree,” she said.

“I've been in the business a long time,” Barsuglia said. “I've worked with a lot of children. I'm pretty comfortable with helping them develop their language skills and their writing skills. But being able to help parents understand in a professional way what we're teaching their children—math, language and social skills, would be nice. This will help bring me to another level.”

It's a measure of the program's importance that it is directed by Campbell, the department chair. The department teaches 75 to 85 sections and counts some 700 majors, but Campbell has an obvious place in her heart for those couple dozen E-3 students.

“In a way, it's a little gem,” she said. “It's opening a door to people who most likely could not have this.”

FULLY FURNISHED

ROOM RENOVATION AIDS STUDENT COLLABORATION

ESLIE-ANNE BAIN WAS perched on a bar stool in the corner of the new study room in Sweeney Hall, highlighting a reading for her afternoon class in secondary school assessments.

For Bain, who is pursuing a secondary education teaching credential and is student teaching at Yerba Buena High School near the San José State University campus, Sweeney Hall's new "Study and Collaboration" room (or SAC room) opened just in time.

With several hours between the end of her student teaching day and her 4 p.m. class, Bain was looking for a quiet, comfortable place to relax and study without having to drive home to Mountain View or find a spot in a coffee shop. She discovered the SAC room, which opened at the beginning of the fall semester, and it was an ideal fit.

"For me, this room opened up at the perfect time," Bain said. "It's beautiful. It's comfortable."

USER-FRIENDLY DECOR

As part of the school's commitment to building renovation and improving technology, Associate Dean Mary McVey repurposed an old computer lab, brightening the walls and creating a new space that acknowledges the needs of commuter students and is in touch with how students use technology today.

"It was an awful-looking room," McVey said, and in the era of personal laptops and tablets, often empty. "We wanted a space where students could pleasantly use their own tools."

Room 446 now has two long modern couches and four lounge chairs and is peppered with five comfortable ottomans and roomy coffee tables. Groups needing to collaborate on projects can make use of a



round table with seating for five and a large white board. Solo studiers or teams of two can make use of bar seating for nine, with plenty of outlets for recharging phones and laptops, that spans a sunny window.

It is open from 1 p.m. to 5 p.m. Monday through Thursday, peak classroom and study hours, and can be used by students pursuing majors or minors in education with a swipe of their ID card. Ipad tablets are available for use in the room, as well as a copier and scanner. A student monitor is available to help with tech issues.

Early in the semester, the room was already being used by seven to nine students daily. While Bain read in one corner, students with open laptops quietly occupied other spots.

Bain, a former electrical engineer who is training for a second career as a math teacher, said she plans to make the SAC room part of her schedule at least two days a week. "It's a nice spot because it's comfortable and private," she said.

While Bain was studying alone—the "study" component of the SAC room's



name—Professor John Jabaghourian, who sits on the Lurie College facilities committee, said he also envisions the room will live up to the "collaboration" part of its title.

Jabaghourian and other professors often assign team projects and the SAC room will offer a convenient and spacious place for groups of students, many of whom live off campus, to work together.

"As time goes by and students get used to the space, we hope they'll use it to work together," he said. ☞

FACULTY NEWS

NEW APPOINTMENTS INTERIM CHAIR AND LIAISON

Lisa Oliver has worn multiple hats since agreeing to serve as interim chair of the Educational Leadership department in the Lurie College of Education. An associate professor in Counselor Education, Oliver will also serve as liaison and core faculty for the new doctoral program in Educational Leadership.

The Educational Leadership department was overseen last year by Carol Reade, a College of Business professor with a background in industrial relations who was on temporary loan to the Lurie College, Oliver says.

"Regardless of the department you're in, it means focusing on the faculty and students," she says.

Oliver's research has focused on multicultural education, community engagement and globalization of higher education. She also has extensive experience working with administrators in San José-area schools, which she believes will serve her well as the Educational Leadership chair.

Oliver, who is in her 12th year in the college, earned her Ph.D. at Stanford University in counseling psychology. She sees her role as a department chair primarily in terms of using her organizational skills to support faculty and students alike.

Faculty should "feel like their voices are being heard—that they're being validated," she says, while students need clear direction about what is expected of them and how to access needed services.

While juggling her multiple responsibilities, Oliver looks forward to helping to rebuild the Educational Leadership program.

"I try to make sense of things and make things systematic," she says. "As a chair, you need to see the big picture and make sure all those pieces are in place."



Michael Kimbarow and Lisa Oliver assume department chair duties.

DEPARTMENT CHAIR

Having already served a five-year term as head of the Communicative Disorders and Sciences department in the Lurie College, Professor **Michael Kimbarow** is returning to familiar territory following his recent election as the department's chair.

The last stint ended a year ago, when Professor June McCullough assumed the department chair position. She relinquished the post because she preferred to spend more time teaching, he says.

"I was glad to have the year off," says Kimbarow, who has also held leadership roles at the Council of Academic Programs in Communicative Disorders and the Academy of Neurologic Communication Disorders and Sciences, which comprises about 300 scholars who specialize in stroke, traumatic brain injury, dementia and other neurologically-based disorders.

Kimbarow is focusing on a second edition of *Cognitive Communication Disorders*, a popular textbook that grew out of a course he has taught for some time.

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Alumni Corner

NEWS OF THE CLASSICS

By Cherie Donahue, Alumni Board Secretary

Your Alumni Board of Directors supports the alumni, students, faculty and staff of the Lurie College of Education and San José State University. We like to refer to ourselves as Classics: the ones who never go out of style and seem ageless, like a 1960s Corvette.

Since 1996, our little board has raised thousands of dollars for projects to honor and enhance the teaching profession.

We renovated the Santa Ana One-Room Schoolhouse, a small 19th-century building, which was moved to History San José on Senter Road in 1998. The board has also given more than \$20,000 in scholarships to worthy SJSU students and \$10,000 in grants to our talented faculty.

We have also supported summer sessions for student teachers, erected "The Educators" sculpture in the quad, put signage on Sweeney Hall, welcomed returning students to school, hosted receptions for the Dean, held tailgates for Santa Clara Valley Outstanding Teachers and much more.

We will host a wine-tasting fundraiser at the Joseph George Tasting Room in San José on Dec. 6. We hope you'll join us.

The five board officers are: Bob Lowry (president), Leah Gilmore (president-elect), Cherie Donahue (secretary), Bob Pedretti (treasurer) and Peggy Anastasia (past-president).

Other board members include Dede Bene, Patty Brick, Gerry Chartrand, Barbara Conant, Judy Demko, Sally Dubbin, Dee Felicetta, Gayle Kludt, Marla Lenz, Elba Maldonado-Colon, Pat Smith, Luke Levers, Robin Love, Lisa Oliver and Marcella McCollum.

If you would like to get involved, please contact us by calling the Dean's office at (408) 924-3600 or via the SJSU alumni website: sjsu.edu/alumni. And be sure to check us out in the next issue of *Impact*. We want to hear from College of Education graduates! Submit your alumni updates to sjsu.edu/education/alumni/updates

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Training new speech-language pathologists and working with people who have speech and language problems is important because it meets “a primal need”—the need to communicate, he says.

Kimbarow taught at the State University of New York at New Paltz, then left teaching to work for 10 years in clinical leadership jobs in Cleveland and Detroit before returning to academia at San José State.

“What I love about academia is that there’s just always something new,” he says. “There has never been a day that I have ever regretted the choice I made way back when to be a speech-language pathologist.”

NEW FACULTY PROGRAM DIRECTOR

While serving as professor of leadership and policy studies, and associate director of the School of Public Affairs at Arizona State University, **Arnold Danzig** learned about plans to launch a new doctoral program in educational leadership in the Lurie College of Education. It was an opportunity to create something new, an educational leadership doctoral program built on research and socially embedded in the communities that schools serve.

Newly hired as the program’s director, Danzig and his wife arrived in San José over the summer. Now a professor of Educational Leadership in the Lurie College as well as an emeritus professor at Arizona State, Danzig immediately set to work getting the new initiative formally approved and accredited.

“We’re 35 years in Arizona,” he said one pleasant San José morning in early September. “My wife said, ‘Let’s give it a try—the weather’s great.’ I’ve got to say it’s about 40 degrees cooler than it would be in Arizona.”

The New Jersey native studied teaching and political science at the State University of New York at Buffalo and taught history and math at a local high school before earning his master’s degree and a Ph.D. in educational policy, planning and admin-



Lurie College of Education welcomes (from left) Vicki Park, Arnold Danzig and Sumer Seiki.

istration from the University of Maryland, College Park.

He taught at Northern Arizona University and Colorado State University before moving to Arizona State, where he served as professor and director of the educational leadership doctoral program. He also served a three-year stint as director of the Arizona Department of Education’s educational policy center.

Later, at Arizona State, Danzig served as principal investigator of a three-year \$1.8 million school leadership grant from the U.S. Department of Education, which aimed at implementing coaching and mentoring curricula for learner-centered leadership.

Danzig thinks his own leadership experience gives him insight into the challenges of the education profession. “People are comfortable with that,” he says. “I speak from a deep-seated commitment to understanding the challenges that educators face in leading schools and to fostering a profession that serves the public good.”

ASSISTANT PROFESSOR

Born in South Korea, **Vicki Park** moved to California as a young child and grew up in Los Angeles’ Koreatown neighborhood. She earned her teaching credentials and master’s degree at the University of California, Los Angeles, then moved across town to rival University of Southern California to obtain her Ph.D. in education policy.

“I always talk about crossing cultural boundaries, and that’s one of them,” laughs Park, newly arrived as an assistant professor in the Educational Leadership department in the Lurie College.

Park has taught in elementary and middle school, but she has spent much of her career as a researcher—most recently at the University of California, San Diego—focusing on how teachers and school leaders make sense of educational reform.

In San Diego, she co-directed the multi-campus project, Pathways to Postsecondary Success: Maximizing Opportunities for Youth in Poverty, which looked at the supports and barriers for low-income students pursuing postsecondary education degrees.

“Hearing what students have to say about their experiences is essential to understanding their educational pathways and developing effective support programs,” Park says. “Financial difficulties, lack of available classes, transportation problems and a lack of available child care are obstacles to many low-income students’ success. However, caring educators and high-quality instruction make a critical difference in their engagement and retention in college,” she adds.

She is arriving at the Lurie College during an exciting time, as the college launches its new Doctorate in Educational Leadership program. She is helping to craft the curriculum in research and the education policy. “It’s exciting to be part of a core faculty of this exciting program.”

ASSISTANT PROFESSOR

Sumer Seiki received three degrees from the University of California, Davis—bachelor’s and master’s degrees in plant biology and a Ph.D. in science education. The San Francisco native might have been teaching college botany or working in plant research today if not for some time spent time in elementary school classrooms while in college, which prompted her turn toward science education.

“I realized I deeply care about children,” Seiki says, and that she could meld her two passions into one career. She received her teaching credential from California State University, Sacramento’s, Bilingual and Multicultural Teacher Education Program.

Seiki comes to San José State University as an assistant professor of teacher education, science content. She teaches science methods for elementary school teachers and supervises 12 student teachers in K-5 classrooms in three school districts.

Seiki was attracted to SJSU because of her interest in first-generation college students, non-traditional students and bilingual and multi-cultural education. “So many students are bilingual, even students that are second or third generation,” she says. “In San José it’s so natural that diversity is just a part of life here. It’s not like that everywhere.”

Building a framework for cultural and language diversity in the classroom, Seiki says, expands a teacher’s toolbox.

“It’s important for teachers to be able to work with communities and schools and families,” Seiki says.

She is returning home to California from Illinois Wesleyan University in Bloomington, Ill., where she was an assistant professor for two years in the Educational Studies department. She previously taught biology at American River College in Sacramento.

The move to the Bay Area also allows her to be closer to an area of research that spurred her dissertation, the experiences of Asian-American educators. ☞

FACULTY RESEARCH

Roberta Ahlquist presented “Take Two: Public Schooling in the Middle East,” to the Humanist Society of the Bay Area in Palo Alto on Sept. 8. She also presented “Keeping the ‘Public’ in Public Education,” to Women in Science at the Stanford Linear Accelerator.

Rebeca Burciaga published (with Nancy Erbstein) an article titled, “Challenging Stereotypes and Highlighting Agency through Community Cultural Wealth,” in *The Politics of Latina/o Social Agency: Praxis & Policy in the Struggle for Educational Justice [Special issue, Association of Mexican American Educators Journal]*, Fuentes, E., Sánchez, P., Noguera, P., & Darder, A., eds. (6) (2013): 24-33.

Brent Duckor published (with Steffan Brandt) “Increasing Unidimensional Measurement Precision Using a Multidimensional Item Response Model Approach” in *Psychological Test and Assessment Modeling*, 55(2) (2013) 148-161.

Mark Felton published (with C. Monte-Sano and S. De La Paz) “Building Literacy in the History Classroom: Teaching Disciplinary Reading, Writing, and Thinking in the Age of the Common Core” (New York, Teachers College Press, in press).

Sharmin Khan presented “A Proficiency Oriented Approach to Reading” and “Assessment, Evaluation and Feedback” to teachers of English at the BRAC University Institute of Languages, Dhaka, Bangladesh (July 2013).

Jason Laker presented the inaugural lecture for the Center for the Study of Masculinities and Men’s Development speaker series at Western Illinois University (February 2013). He presented “Men’s Issues? What Issues?” to students, faculty and staff at the University of Oregon (April 2013).

Henriette W. Langdon published (with S. Levey and L.L. Langdon), “The Relationship Between Ethical Principles and Clinical Practice in Working with Culturally and Linguistically Diverse Populations: A Tutorial,” in *Speech and Hearing Review: A Bilingual Annual*, 11 (2013): 77:104.

Mei-Yan Lu published (with M.T. Miller and R.E. Newman) “Globalizing the Teaching Experience: Challenges and Opportunities of Working with Transnational Faculty in Higher Education” in *The Handbook of Research on Transnational Higher Education Management*, S. Mukerji, ed., (Hershey, Pa., IGI-Global, USA, 2013).

Jennifer Madigan presented the Future Faculty Seminar to 300 graduate, doctoral and post-doctoral trainees at Stanford University (October 2013).

Nancy Markowitz (with **Patty Swanson**) is producing a video project on the Social-Emotional Dimension of Teaching and Learning in Pre-service Education, thanks to a \$25,000 grant from the S.D. Bechtel Jr. Foundation.

June McCullough presented “The Picture Identification Task: From A (Arabic) to V (Vietnamese)” at the 20th Annual Appalachian Spring Conference in Johnson City, Tenn. (June 2013).

Associate Dean **Mary McVey** presented (with Patty Garvin and Nate Thomas) “Continuous Improvement Pathway: Writing the Self-Study Report,” at the Council for the Accreditation of Educator Preparation spring conference in Louisville, Ky. (March 2013).

Wendy Quach (with Shelley Lund, Miehelle McKelvey and Kristy Weissling) received a three-year \$580,000 federal grant for a project to develop an assessment protocol to match children and adults who have severe communication disabilities with the most effective augmentative and alternative communication tools.

Rosalinda Quintanar (with T. Montañó) published a chapter titled, “Finding My Serpent Tongue: Do ESL Textbooks Tap the Linguistic and Cultural Capital of Our Long-Term English Language Learners?” in *The New Politics of the Textbook: Problematizing the Portrayal of Marginalized Groups in Textbooks*, H. Hickman and B. Profilio, eds., (Rotterdam, Sense Publications, 2012).

Colette Rabin presented (with **Nancy Markowitz** and **Patty Swanson**) “Embedding the Social Emotional Dimension of Teaching and Learning in Pre-Service Teacher Education through Course/Field Assignments,” at the California Council on Teacher Education in San Diego (October 2012).

Noni Reis published (with A. Smith) a chapter titled, “Re-thinking the Universal Approach to the Preparation of School Leaders: Cultural Proficiency and Beyond,” in *Handbook of Research on Educational Leadership for Diversity and Equity*, L.C. Tillman and J.J. Scheurich, eds., (New York, Routledge: Taylor & Francis, 2013): 651-669.

Maureen Smith (with Robin Hogan) won a \$1,000 undergraduate research grant to fund “Imagination, Creativity and Career Choices: College Students’ Experiences,” examining childhood and current “trait” influences on students’ choice of major and future career (June 2013-June 2014).

Nadia Sorkhabi (with Ellen Middaugh) published “How Variations in Parents’ Use of Confrontive and Coercive Control Relate to Variations in Parent-Adolescent Conflicts, Adolescent Disclosure and Parental Knowledge: Adolescents’ Perspectives,” in *Journal of Child and Family Studies* (advance online publication).

FACULTY SERVICE

Jason Laker served as a judge for the case study competition for American College Personnel Association’s Standing Committee for Graduate Students and New Professionals (2013).

Henriette W. Langdon served as a planning committee member for the 12th annual Fiesta Educativa Conference in San José. This event is for Spanish-speaking parents who have children with various abilities and disabilities.

Elba Maldonado-Colon serves as a member of the American Association of Colleges for Teacher Education Meeting and Professional Development Committee, charged with structuring the 2014 national conference in Indianapolis and screening program proposals.



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A LIFE OF GENEROSITY

CONNIE L. LURIE'S LEGACY OF SUPPORT

CONNIE L. LURIE'S Spring 2013 commencement speech last May 25 was short and to the point—just the way she likes it—and it exemplified her extraordinary record of commitment to San José State University.

Lurie, who graduated in 1964 with a bachelor's degree in elementary education and psychology, taught school for six years. Married to developer Robert Lurie, a former owner of the San Francisco Giants, she made a \$10 million gift that led to renaming the college of education in her honor in 2007.

Lurie established a program that aids former foster youths at SJSU, endowed the Lurie Author-in-Residence program and supported SJSU's first comprehensive fundraising campaign. She has also backed the construction of the Bill Walsh Center, a new football facility.

"I had a wonderful experience being a student," Lurie says. "I hope students feel the same today. It is important to support the organizations that you have a commitment and passion for, and I certainly do for SJSU."



IMPACT

Fall 2013
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