

SJSU

EdD LEADERSHIP PROGRAM

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**A
Message
from the
Director**

Hi. It is my pleasure to introduce this first issue of the San José State University Ed.D. Newsletter. Our goal is to produce two newsletters per year as a vehicle for announcements, opportunities, and accomplishments. We are a relatively new doctoral program, just ending our 2nd year in existence. By this summer (2016), we will have 46 active doctoral students on campus, a wonderful achievement given that the process to begin offering a doctoral program began less than three years ago.

Our students serve in many different leadership positions in schools, districts, and organizations from across the greater San José region, teacher leaders, APs and principals, directors, assistant, associate and superintendents. Since our inception in the summer 2014, our students and Ed.D. faculty have presented at conferences, published in journals, written books, and won multiple awards, all of which testifies to the deep commitment to education and high quality of students and faculty that participate in the program. Kudos to all!

Over the coming weeks and months, we will be beginning cohort 3, with orientation session scheduled for June 4th. Cohort 2 will be heading to Costa Rica on June 11th for 15 days for the global field experience, planned collaboratively with UPEACE. Cohort 1 will begin the dissertation phase of the doctoral program, with research proposals completed this summer followed by yearlong dissertation research and writing. By May 2017, we will have our first graduates and alumni!

There are many people to thank and kudos to give and some of these awards/accomplishments are highlighted in other sections of the newsletter. A few highlights, however, are worth mentioning briefly. On July 13th, we will be bringing all 3 cohorts together for a Q & A session with Drs. David Berliner and Gene Glass, who have taught classes to all 3 cohorts. Gene recently published an article in the Centennial Special Issue of Educational Researcher, "One Hundred Years of Research: Prudent Aspiration," while David was awarded the 2016 "Outstanding Public Communication of Education Research" award by the American Educational Research Association. Both scholars have taught classes in and have been huge supporters of the doctoral program at San José State. One of our doctoral students, Shawn Tennenbaum, was recently named ACSA California HR Administrator of the Year! Very cool! Special thanks go to Melody Grace Burdick for her hard work in putting together the inaugural edition of the Newsletter. Finally, my heartfelt thanks to Maria Munoz, whose commitment to the doctoral program has been the glue that keeps us all together.

Please continue reading about student and faculty accomplishments, awards achieved, and opportunities available. Kudos to all!

**Thank you,
Arnie Danzig**

Student Achievements



Carrie Holmberg at AERA



The AERA (American Educational Research Association) is one of the biggest educational conferences to take place around the world every year. Formed in 1916, the association's intent is to improve the educational process through the means of questioning current teaching methods and applications. AERA's 25,000+ members consist of faculty, researchers, graduate students, and other professionals, representing over 85 countries in total. This year, Carrie Holmberg, a student in San José State's Ed.D. Program, was selected to give a Poster Presentation at AERA's 2016 conference.

Holmberg learned about the conference very early in her career. "I knew about [AERA] even when I was a classroom teacher- It's kind of that big of a conference," Carrie comments. She remembers first hearing about the AERA while she was receiving her teaching credential. However, Carrie didn't formally attend the conference until many years later when applying to the Ed.D. Doctoral program at San José State University.

Carrie attended AERA's 2015 conference (which was held in Chicago, Illinois) and also AERA's 2014 conference (held in Philadelphia, Pennsylvania). She participated in what are called "Round Table Sessions" and "Paper Presentations". In Round Table Sessions, 10-12 participants are grouped together by a common educational theme. Each member has 10 minutes to talk about a piece of work they wish to contribute before receiving feedback from oth-

ers in their group. Paper Presentations, quite similarly, focus on an individual's work in a specific field and are presented to a larger group. Carrie says, "Being in a Round Table Session is a great chance for you to talk out your work and then hear from people from across the country and the world." Carrie also reflects on the benefits of observing Round Table sessions. "It's great to hear what other people ask about your work, and you learn from hearing what others ask others. I go to listen to others' Round Table Sessions to learn from that back and forth conversation." These sessions are only a few examples of the many educational workshops the AERA provides.

This year, Carrie will be giving a Poster Presentation based on her research done with Associate Professor of Education Brent Duckor and Mathematics Professor Joanne Rossi Becker. The presentation, "Binning for Equity and Access: Formative Assessment-Focused Teacher Professional Development for Middle School Mathematics Classrooms," focuses on the implementation of Formative Assessment (FA) moves in the classroom and teacher methods of reflection. Teachers in middle school mathematics classrooms were asked to apply FA moves (created by Brent Duckor) during instruction, and then analyze their teaching by watching a video of their class session and discuss the video of their teaching with fellow teachers.

For many participants in the study, Carrie reflects, peer evaluation was not an easy task. "When teachers get together to look at videos of their teaching and talk together, it's not easy to do-- it's sensitive," she says, explaining that most teachers feel vulnerable when discussing their videos with others whom have never seen them teach before.

"The cultural norm of teaching in isolation is still so strong that it takes time to get over that hurdle."

Carrie's team worked hard to ensure that research participants felt safe when sharing their personal practice.

The outcome of the study yielded interesting results. Carrie and her team found

that, after implementing FA moves in classrooms, teachers were more focused on giving attention to what they termed "quieter" students, feeling that it helped allocate equity and access in the classroom. Teachers in the study also spoke about the importance of running their classrooms in a way that encouraged students to believe that they could be confident while studying math. In fact, participants of the study enjoyed learning FA moves so much that they implemented them during a district meeting instead of calling for an outside agency for help.

When asked whether she enjoyed the experience or not, Carrie turned ecstatic. "When I was a K-12 classroom teacher I experienced being the practitioner in various educational research projects others were conducting, including others' doctoral dissertations. Now that I am fortunate to be part of university-based teams conducting educational research, I find it interesting and exciting to be approaching the work from a researcher's stance. It's a different way to help bring good work to light."

This year's AERA conference is going to be held in Washington D.C., under the theme "Public Scholarship to Educate Diverse Democracies". Guest registration prices for the conference start at \$80, and depending on whether you are a member or a non-member, the cost of registration can vary anywhere from \$240 to \$450. Without the support of the SJSU Ed.D. Leadership Program, Carrie says none of this would have been possible.

"Support from the Ed. D. program to present is an honor," she says. "I'm grateful for it."

SJSU's Ed.D. Program provides funding for students participating in conferences related to education research and/or educational leadership. These conferences include but are not limited to: UCEA, NABE, AACTE, CAFE, AASA, ASCD, ASCE, NAESP, NASSP, and more. For more information regarding funding for these conferences, please contact Ed.D. Program Analyst Maria Munoz at Maria.Munoz@sjsu.edu.

Shawn Tennenbaum

Human Resources Director of the Year

In the midst of busy schedules and long hours, many working professionals are often motivated by the measures of their own success. However, for Shawn Tennenbaum, the Human Resources Director for San Benito High School District, success is measured solely by the amount of people he can help every day. Shawn's story begins in Stockton, California, where he pursued his Bachelor's degree in Business Administration while playing football for the University of the Pacific. During his senior year of college, Shawn studied abroad at the University of Essex in England, and upon returning to the United States and graduating, he realized that he needed to kickstart his career. "I came back--I guess it was the fall of '92--and I had to make a decision with what I wanted to do for a [living]," he explains. Shawn



completed a few successful internships with local companies before realizing Business Administration wasn't the right path for him. "I thought big business would be the exact career that I wanted to do," Shawn remarks.

"I didn't really feel the intrinsic worth of working in the financial sector like I thought I would."

After doing a little "soul searching," Shawn took a job at his old junior high school in Sacramento, helping students who were struggling with reading. The experience was extremely rewarding, and opened up his eyes to the wonders of public education. "I needed a job, I was kinda broke, and I was getting done with school...So I started working for my old junior high school in a reading program... and I loved

it." Since then, he has never looked back. "It lit my passion for public education."

In 1991, Shawn moved to Santa Cruz, California, and earned a job as an Itinerant Autism Specialist. He worked with students ranging from primary to postsecondary education, eventually helping severely handicapped students ages 18-22 learn "community based construction" tasks (job readiness, learning how to use public transit, making change, checking out books from the library, etc.). From this position, Shawn transitioned to his first role in the classroom as a Resource Specialist, and used his financial background to help teach mathematics to students with mild to moderate disabilities. Shawn also used his football background to help coach members of the varsity football team after school. During this time, he realized he needed to get his teaching credentials, and returned to San José State University to earn his Business, Learning Handicapped, and Resource Specialist certificates.

"...I was teaching, coaching, going to school, all at the same time, and loving every minute of it."

In 1998, Shawn's wife, Darriel, a special education teacher and volleyball coach, expressed how much she enjoyed working in the San Benito school district. Darriel told Shawn that she loved working with the schools and the students, and stressed that the district was very supportive of her as an educator. This convinced Shawn to inquire more about the San Benito school district, and soon, he found himself with a new job. "I came over one day to take a look, and the next thing I know I was interviewing for a job and was hired. That's when I began my career at San Benito High School District." Shawn returned to the classroom for a short period of time before being hired as a Special Education Compliance Coordinator and Program Specialist.

As a Program Specialist, Shawn was responsible for ensuring that every student in his district had a proper IEP (Individual Education Plan). Each student's IEP had to meet the letter of the law, as well as both the student and the school's needs. Shawn would coach special educators to help them use the best practices to develop a student IEP, and also monitor all IEP's for the district. As a Compliance Coordinator, Shawn worked with a number of outside agencies (Foster Homeless Youth, the Department of Rehabilitation, Probation, San Andreas Regional Center, Transition Partnership Pro-



gram) to ensure that students with disabilities would have the tools and resources they needed to be successful. After working under these titles for five years, Shawn ran a comprehensive summer program for San Benito High School District of about 1,000 students. "I loved the leadership of orchestrating all of the nuances...making sure students were safe at school, teachers were supported, and that students got the education they needed," Shawn reflects. Shortly after running the summer program, Shawn was selected to be the Human Resources Director for the San Benito School District.

Shawn's responsibilities as HR director include evaluation and accountability throughout the district (making sure all educators/ administrators are held accountable for each student's education), hiring all employees for the district, maintaining Title Nine guidelines (equity for all students), and conducting all negotiations for the district's labor units. In 2008, Shawn returned to San José State University to complete his Master's degree in Education, and by 2013, Shawn made the decision to continue his education by looking for a doctoral program in the Bay Area.

The doctoral programs at UC Berkeley and San Francisco State University were among Shawn's top choices to attend; however, his experiences earning his credentials and Master's degree at San José State University helped him make the decision to attend SJSU's Ed.D. program.

"After doing my research about the program, meeting Dr. Danzig, and listening to the philosophy behind the program (which revolves around understanding aspects of equity and social justice, educational leadership, and promoting a better learning environment for all students), I knew this was the program to do it in."



“The program is built around having a limited number of students. I love that small family atmosphere--we get to know each other and understand the differences of our careers, backgrounds, and cultures-- all of that gets immersed into what you’re studying, making it a completely vibrant educational environment.”

He loved that the doctoral program at SJSU was held on campus, allowing students and faculty

to build close relationships.

Shawn also enjoys that the program offers overseas experiences.

Throughout his time working in education, Shawn has earned many awards, including Teacher of the Year Soquel High School (Santa Cruz), Coach of the Year (Santa Cruz County), Region 10 Human Resources Administrator of the Year (Santa Cruz, Monterey, San Benito County), and

most notably, Human Resources Director of the Year for the State of California (2015). He notes that none of these accomplishments would have been possible without the support of his family and colleagues.

“...Although I’ve been recognized for [HR Director of the Year] and other awards, I’m part of a great team; my human resources staff is tremendous. The people I work with are extremely supportive.”

Shawn especially appreciates the support of his

wife and his daughter, Brayden, for being so forgiving of his time.

“My wife and daughter are the backbone of me being able to do what I do.”

As busy as he may be, Shawn still finds time to take care of himself. On his spare time, he enjoys surfing and running. Shawn says that, in order to take care of others, people must first take care of themselves. “Ultimately, the little things in life are the big things,” he starts. “So often we forget to be kind to other people. It’s important, because so many people help you to be successful.” Shawn is expected to graduate from SJSU’s Ed.D. program in 2018.

For more information regarding the Ed.D. program, please contact Program Analyst Maria Munoz at maria.munoz@sjsu.edu.



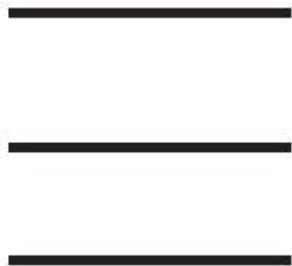
Congratulations!

Lindstrom Scholarship Winners

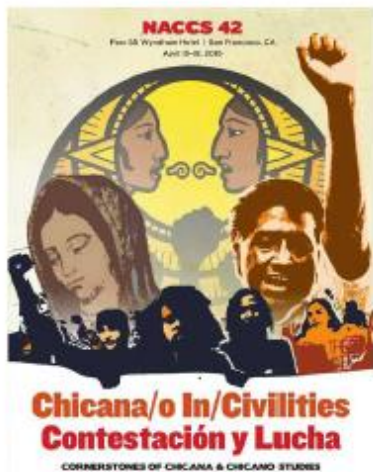


Angela Birts (left), Patricia Rivera Pelino (middle), and Betsy Fitch (right) are this year's recipients of the 2016 Phyllis H. Lindstrom Scholarship. Dr. Phyllis Hendry Lindstrom was a valued faculty member in San Jose State University's Educational Leadership program. Prior to working for SJSU, Dr. Lindstrom worked for many years as an educational leader for Santa Clara County. Unfortunately, Dr. Lindstrom passed away in 2005. The Lindstrom scholarship was established to encourage men and women to become public school administrators.

Noralee Ortiz at NACCS



Noralee Ortiz, a student in SJSU's Ed.D. program's first cohort, was selected to present at the National Association of Chicana and Chicano Studies (NACCS). The NACCS examines different works for, by, and about Chicanas and Chicanos and the issues that affect their communities. Using qualitative methods learned in a doctoral class taught by Assistant Professor Dr. Vicki Park, Noralee's presentation was centered around Latino families with deaf/hard of hearing children and reflected how these children provide cultural wealth to the communities they reside in.

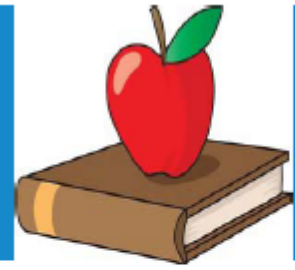


"It is my hope to show that this group has a tremendous amount of Community Cultural Wealth that can be viewed and utilized as an enhancement to classrooms and learning rather than how the current literature portrays them, as lacking, deficient, and needing to be 'fixed,'" comments Noralee.

Noralee gave her presentation in early April. For more information regarding funding for conferences, please contact Ed.D. Program Analyst at Marta.Munoz@sjsu.edu.



Faculty Highlights



Rebeca Burciaga A Professor with a Goal



When asking students and faculty who they most admire, Dr. Rebeca Burciaga's name pops up, time after time! Rebeca Burciaga, a part of a Ed.D's faculty, teaches course 515 on Family, Community, and Diversity. Rebeca's class is designed to help educators understand the importance of equity and access in classrooms. Marta Munoz, Ed.D. Program Analyst, sheds light on how often student rave about Burciaga's teaching. "Students love her. They're always saying how awesome she is and how much they love her class!"

Rebeca Burciaga has worked in the Ed.D program since before the program was implemented. She worked alongside Dr. Lisa Oliver and Dr. Vicki Park on the executive committee, helping implement the program. Her journey in education, however, started much earlier. After completing her undergraduate degree, Rebeca worked as one of the first outreach counselors for CSU Monterey Bay. She would travel to schools throughout California helping students ensure that the classes they were taking in high school and community college would transfer to CSUs. Certain aspects of recruitment, she found, began to trouble her.

"I noticed that only particular students that were getting access to my visits," she says. "I was

also troubled by the way that some teachers and administrators spoke about students."

This encouraged Rebeca to return to school and earn her degree from Harvard's Graduate School of Education, and later, her PhD from UCLA. "...I went back to graduate school in between both of those jobs and I fell in love with research and teaching...I saw the difference you could make inside the classroom, [which creates] a ripple effect that I think we underestimate."

After earning her degrees, Burciaga returned to the Bay Area, her hometown, in an effort to make a substantial difference in her community. This landed her with a position as an Ed.D. faculty member, where she has worked ever since. Aside from working as an instructor for the Ed.D program, Burciaga also teaches in the Master's program. She is currently co-chairing The Faculty Fellows Program for the American Association for Hispanics and Higher Education (AAHHE). Burciaga is also part of a multi-institutional research project looking at educational pipelines throughout California, working alongside faculty from UCLA, Mills College, Western Washington, and Cal State L.A.

Rebeca is very open about how much she loves working for the Ed.D program.

"In the classroom it's been really wonderful. I have such a deep respect for the students and the knowledge they bring to the classroom."

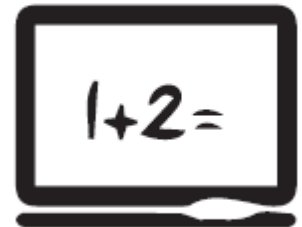
Most students in Rebeca's classes are working professionals who, despite their busy schedules, still find the time to engage in classroom activities. "The students don't have as much time as I think they would like to have. They are full time, dedicated educators. The amount of time with them is challenging because I feel like I have them for such a finite

amount of time. I wish I could impart more information and facilitate more discussions."

None of this would have been possible, Burciaga comments, without the support of the Ed.D faculty.

"It's been great. Arnie was really supportive in allowing an opportunity to create a class that I dreamt of."

Burciaga stresses that the Ed.D program has given her much flexibility with her course material, and treated her like a professional in respect to academic freedom. She also gives her thanks to the program's analyst for her dedication to the students in the program.



Program Events



Global Field Experience: Costa Rica



Last summer, students from SJSU's Ed.D. program partnered

with UPEACE on a field experience seminar in San José, Costa Rica. The field experience, led by Drs. Rocio Dresser and Arnold Danzig focused on learning about Costa Rica's education system and some of the opportunities and costs of globalization. Students in the Ed.D. program studied Costa Rican culture, school

system, education policy; they studied multicultural leadership and attended sessions on restorative justice in education settings. During the trip, students and faculty visited multiple elementary, secondary, public, and private schools in both rural and developed areas. They also had the opportunity to visit non-profits serving youth and families in immigrant communities. Students participated in a variety of cultural activities, including visits to national parks such as Poas Volcano National Park and other significant historical and cultural landmarks. In 2016, students will again be participating in a global field experience in Costa Rica.



Guest Speaker Series

with Brent Duckor



A special aspect of the Ed.D. program is its unique addition of guest speakers. Educators from all over the world come to speak with doctoral program students and describe educational systems in their communities. The Ed.D.'s program's first speaker, Veronica Santelices, travelled from South America to give a lecture on different aspects of accountability efforts being implemented in

Chile's education system (Santelices is Associate Professor at Pontificia Universidad Católica de Chile in Santiago, Chile, and also Editor in Chief of *Journal Pensamiento Educativo* in Chile). Veronica and four other colleagues (which include students, members of Chile's Statistics department, and educators from the United States) conducted research on behalf of Chile's Science and Technology Agency Contcyt through Project Antillosoc 1107. Together, they took data collected from the new educational system that has been implemented and tested to see its effect on students.

Brent Duckor, Associate Professor and one of the core faculty in the Ed.D. Leadership Program, has put together the guest speaker series with the hopes that it will broaden the perspectives of doctoral candidates about research in comparative and international context. He also hopes that the addition of the guest speaker series will deepen conversations about educational policy, inviting faculty and students to converse with speakers.



"Working in the high school reform movement in the 1990s, I learned that good schools and programs are ones that emphasize personalization, intellectual rigor, and real world experience--the speaker series combines all these purposes," Brent recalls.

Dr. Duckor, who also teaches in teacher education, is a big advocate for project based learning. He explains,

"PBL thrives on authentic learning experiences and opportunities to interact beyond school walls--the speaker series brings new ideas and conversations to the table."



As a graduate student at UC Berkeley, Duckor says he was exposed to research talks and guest speakers every month.

The guest speaker series will help build new networks for SJSU's Ed.D. program so that it becomes more connected to other institutions, leading to future support for dissertations and advisement of our candidates and faculty research initiatives.

Carrie Holmberg, a current Ed.D. candidate who has helped support and champion the volunteer effort, noted,

"There are so many ways to define what makes our Ed.D. experience unique. We are hoping that the speaker series can increase the visibility of SJSU and its students, who thrive off meeting leading researchers and policy makers."

The SJSU Ed.D. speaker series will convene once a semester. It is faculty led and Duckor hopes to plan, organize and rotate with other faculty and students who share an interest in making the series a signature part of what makes the SJSU Ed.D. special.

Upcoming Opportunities



New Student Orientation

*What: Welcome session for new Ed.D. students.
When: 8am-1pm
Where: Sweeney Hall, Room 331*



CPED Conference

*What: Convening of the Carnegie Project for the Education Doctorate
When: 3 day workshop
Where: Portland, Oregon*



Summer Celebration with David Berliner and Gene Glass

*What: Student Q&A with Dr. David Berliner and Dr. Gene Glass
When: 12pm-5pm
Where: Sweeney Hall, Room 331*



Ed.D. 2017 Program Recruitment

*What: Ed.D. Leadership Program Recruitment for Summer 2017 Cohort
When: Recruitment begins Fall 2016; applications open November 1, 2016
Where: www.sjsu.edu/edd*

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