

RISING

Ed.D. Leadership Program
Spring 2018 Newsletter

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Message From The Director



Greetings! I am pleased to introduce the Spring 2018 edition of the Ed.D. Newsletter. The Newsletter is the most recent effort to highlight accomplishments of students and faculty in the Ed.D. program at San José State University. In particular, I would like to acknowledge the hard work and commitment of the second doctoral student cohort, who are defending dissertations and graduating in May 2018. Congratulations to all of the Ed.D. students and faculty, on all the hard work and commitment required to complete the 3-year doctoral program. Way to go!

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 75 students and nearly 25 from cohorts 1 and 2 have successfully defended their doctoral dissertations and graduated.

Our students have been incredibly productive during their doctoral studies, balancing full-time jobs with all of the requirements of a challenging and deeply engaging doctoral program culminating in the dissertation. Over the past few months, I have watched and participated in multiple doctoral defenses. The students bring deep commitments to their studies and extraordinary energies to accomplish original research in education. Students and advisors experience enormous changes, as they plan their studies, engage in collecting data, write up their findings, and defend their dissertations in a public presentation of their research. The result of their efforts is a deeper understanding of the complexities that schools face in engaging the lives of children and adults in schools. Further, from their coursework and engagement in research, students gain a deepening understanding of equity and fairness, and of the many ways to improve the lives of children in all education settings. The doctoral program at SJSU is a product of students' and faculty's efforts combined with their commitments to learning and change. Congratulations to

students and faculty on your accomplishments and to the education community for supporting these efforts.

The Newsletter highlights members of the SJSU Ed.D. community, many of whom presented at local, state, and national conferences; published articles and chapters; and authored and edited journals and books. A special kudos goes out to Dr. Manuel Nuñez, (cohort 1), who was recently named the Association of California School Administrators Middle School Principal of the Year. This is the second Ed.D. graduate, Shawn Tennenbaum in cohort 2 was the first, to earn statewide recognition by ACSA for school California administrators. The Ed.D. program celebrates these honors and the achievements of all its students and faculty.

Beginning June 2018, the Ed.D. program will be launching its newest cohort of doctoral students (cohort 5). Drs. Gene Glass and David Berliner, former presidents of the American Educational Research Association and current members of the National Academy of Education will be leading the newest cohort of the Ed.D. program and co-teaching the initial Proseminar in Education Policy, which begins in June 2018. My sincere thanks to everyone involved for making the Ed.D. program a success!

Arnie

Arnie Danzig, Director

A New Phase Commences



Ed.D. Cohort 2 students prepare to graduate in May 2018, beginning a new chapter in their lives and careers as educational leaders.



(clockwise from upper left)
Limary Gutiérrez participates in New Student Orientation, Cohort 2 students in Costa Rica, George Kleidon Participates in New Student Orientation, Anisha Munshi works on an art project with a nonprofit in Costa Rica.

Ed.D. Students In A Global Context



Cohort 3 students, Ed.D. Faculty and staff from the University for Peace in Costa Rica in July 2017

The global component and field experience extends understanding of schools, communities, public and non-profit organizations, and national education policy in Costa Rica.

Students from were invited to attend a field seminar in San José, Costa Rica, focused on learning about the country's national education system.



Cohort 3 students Catherine Voss-Plaxton (above) and Sara Douglas (below) tutor school children in Costa Rica.

Welcoming Our Newest Cohort



Dr. Arnold Danzig leads the new student orientation for the fourth cohort of Ed.D. students

In the summer of 2017, the Ed.D. program officially welcomed its newest cohort of students.



Current students and Ed.D. graduates interact with new students.

New Faculty and Staff



Paul Cascella

Dr. Cascella is the Interim Dean of the Lurie College of Education, a position he has held since November 2016. Before serving as the Interim Dean, Paul was the Associate Dean and Chair/Professor of Communicative Disorders and Sciences. Paul is deeply committed to public education, and especially advocates for first-generation students, college students with disabilities, and student research opportunities.

He has tangible experience building cross-disciplinary collaborative community-campus

partnerships, novel pedagogies, and diversity-focused initiatives. He is a vigorous sponsor of shared governance and joint decision-making.

Prior to coming to San José State University, Dr. Cascella was Professor and Chairperson of the Department of Speech-Language Pathology and Audiology at Hunter College, City University of New York (CUNY) with joint appointments at the CUNY Graduate Center (Ph.D. and Au.D. programs). Before that, he was a Professor at Southern Connecticut State University.



Radha Aravamudhan

Radha is a doctoral student in the Ed.D. Leadership program (Cohort 3). She has a Bachelor's degree in Engineering from BITS Pilani, India and a Masters in Engineering from SJSU. On completion of her Masters, she worked in many Silicon Valley startups. In 2007, she quit her career in tech to work as Project Director, Education Programs at a non-profit in India (Aid India www.aidindia.in). In that role, she strategized and coordinated program implementation in more than 600 villages across the state of Tamilnadu in India impacting close to 50,000 children.

She has also contributed significantly to math content development for the programs. She moved back to the United States in 2015 and worked with SJSU Research Foundation assisting faculty in proposal development and submission for federal and state grants. She currently provides program implementation and assessment consultation for two educational non-profits in India.



Amy Leisenring

Dr. Leisenring has published multiple articles in the areas of violence and victimization, focusing particularly on the experiences of women who have experienced intimate partner violence as well as the criminal justice system's response to domestic violence.

Her more recent scholarship is in the area of the sociology of higher education, focusing particularly on race, gender, and class-based inequalities and the way that they shape students' experiences.

Dr. Leisenring has engaged in a number of collaborative research projects with both undergraduate and graduate students. Her most recent project involved analyzing data that was collected by students in her Spring 2016 Advanced Qualitative Research Methods class for a project that explored the academic experiences of undergraduate racial and ethnic minority students, focusing on how these students understand what it means to be successful and the factors that have shaped their success.



Roxana Marachi

Dr. Marachi is an Associate Professor in the Department of Teacher Education at SJSU where she teaches Foundations of Psychology in Education and Leadership, Culture, and Diversity in the doctoral program. Dr. Marachi received her Ph.D. degree in Education and Psychology at the University of Michigan with a research focus on school climate, student motivation, and evaluation of violence prevention programs.

Additionally, she has presented at national and international education conferences, was co-chair of the Safe Schools and Communities Committee for the

American Educational Research Association from 2009-2012, and is currently chair of the education committee of the Silicon Valley/San Jose NAACP.

Dr. Marachi was also the recipient of the 2015 Justice Award from Californians for Justice and the 2015 Freedom Fighter Award from the Silicon Valley/San Jose NAACP. Since 2011, she has been actively involved with regional initiatives including the Santa Clara County School Linked Services Program, Santa Clara County School Climate and Leadership Committee, Children's Action Network, and the Santa Clara County Juvenile Justice Systems Collaborative.



Ana Paz-Rangel

Ana recently joined the Ed.D. program as Program Analyst after spending several years in public and international policy in the Bay Area and Washington, D.C. She began her career in the nonprofit sector after graduating from Santa Clara University with a bachelor's degree in Political Science. Ana then spent a year in Paraguay in 2012 where she coordinated a human trafficking monitoring project with the government's Human Rights Ombudsman. She subsequently earned her master's degree in Latin American Studies from Georgetown University's Walsh School of Foreign Service. A native of Salinas, she is now eager to support the Ed.D. Leadership Program and its contributions to local communities.

Ed.D. Student Achievements



Co-Authoring and Presenting *Radha Aravamudhan*

Radha's accomplishments include a presentation last Fall at the Carnegie Project on the Education Doctorate (CPED) conference, in October 2017, where she presented on her experiences with the Ed.D. Global Field Experience in Costa Rica. Radha also co-authored a chapter with Dr. Arnold

Danzig, Dr. Rocio Dresser and Ed.D. Cohort 1 students in the book entitled *Research-Based Instructional Practices of Effective Principals*.



Award-Winning Student *Anji Buckner*

Congratulations to Anji on her recent awards, including the Lurie College of Education Research Scholarship and Creative Activity

(RSCA) Award and her invitation to participate in the CSU Chancellor's Doctoral Incentive Program (CDIP). In addition, Anji also presented at a group session on CSU local and global impact at the CPED Conference in October 2017.



Educator of the Year *Pam Cheng*

Dr. Cheng, a graduate of the Ed.D. Leadership Program's first cohort of students, was recognized as the 2017 Educator of the Year by the City of Sunnyvale at the State of the City address. Additionally, Dr. Cheng has given the following presentations:
American Educational Research Association (AERA) Annual Meeting Paper Presentation: "Professional Learning Community (PLC):

Technology Integration at a Title 1 Elementary School" in New York City April, 2018.
Round Table Presentation with site team for Language Collaborative Session, Reclaiming Our Classrooms: Exercising Agency in an Assessment-Driven Environment at National Council of Teachers of English (NCTE) Annual Conference, November 17, 2017
Group Session on doctoral dissertations/research at Carnegie Project on the Education Doctorate (CPED) conference, October 31, 2017

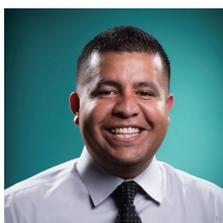


Ed.D. Graduate and Author *Brent Duckor and Carrie Holmberg*

Dr. Holmberg, another graduate of the Ed.D. Leadership Program's First Sixteen, co-authored a book with Ed.D. faculty member Dr. Brent Duckor entitled *Mastering Formative Assessment Moves: 7 High-Leverage Practices to Advance Student Learning* published by ASCD books. The

book is available at:

<http://www.ascd.org/Publications/Books/Overview/Mastering-Formative-Assessment-Moves.aspx>



Principal of the Year *Manuel Nuñez*

Manuel "Manny" Nuñez was recently recognized by the Association of California School Administrators (ACSA) as Principal of the Year. Nuñez has been Principal of Seaside Middle School for three years and already won the ACSA Region 10 Principal of the Year award. Some of

his major accomplishments have included a stronger focus on a shared leadership model, where teachers have a voice on decisions that are made. Additionally, Nuñez has improved the level of parental involvement and created avenues for parents to feel empowered and get educated on things like the definition of a grade-point average and how to help kids qualify for college.



Grant Winner Representing Ed.D. Internationally *Melissa Urbain*

Melissa and Dr. Ken VanBik of the San Jose State Linguistics Department recently received a grant from the Lai Baptist Church, D.C. Region to develop English-language curricula for students in

Burma. In January, Melissa and Dr. VanBik traveled to Burma to tour schools and present at Chin Christian University. During the visit, they assessed the needs of English learners in the Hakha Lai community and provided English language development workshops to students attending the university.



Research to Serve Latinx Communities at SJSU and Beyond

Ana Ramirez

Ramirez conducted her dissertation research with SJSU Latino male students, who shared their identity experiences and strategies to manage their racial, ethnic, gender, and academic identities

as college students, sons, and male figures. A key finding in the research is that when Latino males adjust their familial gender role expectations and shift their ethnic masculinity principles to develop their academic identities, they find it easier to achieve academic success. Still they face severe stress and other challenges, such as racial profiling and microaggressions, which require different strategies and supports.



Tackling the Barriers to Trust

Nereida Robles

Nereida has won the 2017-18 Lurie College of Education Student-Research Award to advance the research supporting her doctoral dissertation, which aims to understand some of the overarching barriers that Latino youth face in furthering their education. Her dissertation is a qualitative study based on a theoretical framework concerning Latino students' trust of adults in terms of safety and acceptance as they interact. It

is entitled Analyzing Student-Teacher Relationships of Cariño and Confianza and their Impact on Latino Male Students' Academic Motivation and Engagement.

Nereida is also a 2016-17 recipient of the Phyllis H. Lindstrom Scholarship for Educational Leadership and the Ada Louise Watters Scholarship.



A Rising Star in the Hospitality Industry

Laura Schroder

For Laura, receiving the Graduate Scholarship from the American Hotel & Lodging Educational Foundation (AHLEF) confirms her belief that hospitality industry leaders support the continued education of hospitality educators. She is proud that AHLEF values the research conducted in the study of hospitality students as it will shape future

practice. It is her hope that her research on the effects of students' socioeconomic status and prior industry exposure regarding career expectations will help the industry advance recruitment efforts and ultimately reduce industry turnover.

Additionally, Laura wrote a paper accepted for a presentation at the 2018 Council on Hotel, Restaurant, and Institutional Education Conference.



A Pioneer in Early Childhood Education

Buu Thai

Buu has won the Student Research Award for her research exploring indices of early childhood education quality and accessibility in Santa Clara County. Coming into the Ed.D. Leadership Program, Buu had already influenced, championed, and supported initiatives to help children

and their families succeed in her career. Through her current research surrounding early childhood education and preschool models, Buu has found that investment in early childhood education yields exponentially higher value for the community leading to better trained and skilled workers with higher earning potential. Buu ultimately aims for her experience to culminate in a parent resource guide and to inform large-scale policy and advocacy of early childhood education models in California.



Exploring Disruption and New Career Trends

Catherine Voss-Plaxton

Last Fall, Catherine presented on the topic of trends in future work at the National Career Development Association's (NCDA) Career Practitioner Institute and the Silicon Valley Chapter of the California Career Development Association. Specifically, Catherine explored the predictions surrounding disruptive technology

and economic globalization and their implications for career development. Broader questions include the definition of career, how individuals find purpose in life, and how career counselors can effectively guide clients in light of rapidly evolving technologies and dynamics. The session concluded with an examination of the Chaos Theory of Careers, which draws from both science and spirituality and was developed to guide preparation for careers in an environment of unpredictability.

Ed.D. Faculty Achievements



Cutting-Edge Research

Allison Briceno

Congratulations to Dr. Briceño on her recent publications on language and bilingualism.

- Klein, A. F., Zuniga, J., Briceño, A., & Torres Elías, A. (2017). Literacy and language learning as partners in the classroom. *Principal Magazine*, 97(1), 34-37.
- Briceño, A. (2017). Language transfer in a Dual Immersion program: Cognates, morphology and language contrasts. *NABE Journal of Research and*

Practice, 8(1), 111-132

- Briceño, A. (2017, November). Bilerate Reading Profiles of Simultaneous and Sequential Bilinguals in a Two-Way Bilingual Immersion Program. Presented at the Literacy Research Association (LRA) Annual Conference, Tampa, FL.
- Briceño, A., Rodriguez-Mojica, C., & Muñoz-Muñoz, E. (2017, November). What Counts as Bilingualism?: Pre-Service Teachers' Language Ideologies. Presented at the Literacy Research Association (LRA) Annual Conference, Tampa, FL.



Moving Up

Rebeca Burciaga

Dr. Burciaga recently achieved tenure and was promoted to Associate Professor, in addition to authoring the following publications:

- Burciaga, R. & Rodriguez, G. (Eds.) (2016). [Special Issue], *Latina/o Educational Leadership: Testimonios from the Field*. Association of Mexican American Educators (AMAE) Journal

- Yosso, T. & Burciaga, R. (June, 2016). Reclaiming our histories, recovering community cultural wealth. Center for Critical Race Studies at UCLA. Research Brief. (No.5). University of California at Los Angeles, CA.
- Delgado Bernal, D., Burciaga, R., & Flores Carmona, J. (2016). *Chicana/Latina Testimonios as Pedagogical, Methodological, and Activist Approaches to Social Justice*. New York, New York: Routledge.



A Global Reach

Brent Duckor

Dr. Duckor was recently invited to speak in China and Singapore on learning outcomes and best practices.

- Duckor, B. (October, 2017). Linking formative and summative assessment in teacher education: Rethinking "value added" outcomes while promoting learning progressions framework in teacher preparation programs in California. Invited speaker at Institute of Education, Tsinghua University, Beijing, China.
- Duckor, B. (October, 2017). Linking formative assessment moves with high leverage instructional practices: Rethinking translation, application and

- practice of classroom assessment with a learning progressions framework. Invited speaker at Graduate School of Education, Peking University, Beijing, China.
- Duckor, B. (October, 2017). Assessing pre-service and in-service teacher quality: Mapping 'high leverage' classroom assessment practices with a learning progressions framework. Invited speaker at the Assessment Research Centre, Education University of Hong Kong, Hong Kong.
- Duckor, B. (October, 2017). Linking formative assessment moves: Rethinking translation, application and practice with a learning progressions framework. Invited speaker at the National Institute of Education, Nanyang Technological University, Singapore.



Presenting Internationally & Publishing

Mark Felton

Dr. Felton had the opportunity to present in Finland and publish an article on argumentative discourse.

Presentations:

- Felton, M. and Crowell, A. (2017). Argumentative discourse goals and their impact on the conduct and outcomes of dialogue. Symposium Paper Presented at the 2017 Meeting of the European Association of Learning and Instruction. Tampere, Finland.

Publications:

- Villarroel, C., Felton, M. and Garcia-Mila, M. (2016). Arguing against confirmation bias: The effect of

argumentative discourse goals on the use of disconfirming evidence in written argument. *International Journal of Educational Research*, 79, 167-179.

- De La Paz, S., Monte-Sano, C., Felton, M., Croninger, R., Jackson, C. and Worland, K. (2016). Historical Writing Apprenticeships for Adolescent Readers: Integrating Disciplinary Learning with Cognitive Strategies. *Reading Research Quarterly*, 52(1), 31-52
- Monte-Sano, C., De La Paz, S., Felton, M., Worland, K., Yee, L., and Carey, R. (2017). Learning to teach disciplinary literacy across diverse eighth-grade history classrooms within a district-university partnership. *Teacher Education Quarterly*, 44(4), 98-124.



On Air! Bob Gliner

In 2017, Dr. Gliner produced an hour-long documentary film, *Job Centered Learning*, which focuses on the variety of forms career technical education takes in high

schools in the greater Bay Area and around the country. The film is placed in the context of the 'skills gap' the U.S. is currently facing in a wide range of jobs. Job Centered Learning aired on PBS television stations last Fall across most of the nation.



A Distinguished Speaker Kathleen McConnell

Dr. McConnell recently guest edited a special issue of the *Review of Communication* (18.2) on academic labor and contributed to a forum on communication activism pedagogy in *Communication Education* (66.3).

Prior to that, Dr. McConnell was invited by Indiana University's Rhetoric and Composition program to give the 2017 Distinguished Alumni Lecture. She presented from a work in progress entitled *Something Will Be Happening: Inventing The Evergreen State College and Making Education Visible*.



Presenting Around the World Nikos Mourtos

Dr. Mourtos presented last year in Oman, Greece, and Vietnam on critical thinking, engineering, and assessment.

- Critical Thinking Skills for the 21st Century: How to Define, Assess, and Teach Critical Thinking Skills in Your Discipline. Presentation at Sultan Qaboos University in Muscat, Oman.
- Preparing Effective Practitioners & Responsible Citizens for the 21st Century: How to Use Alternative Teaching Methods to Ensure Student Development of Critical Process Skills. Presentation at Sultan Qaboos

- University in Muscat, Oman.
- Teaching & Learning Engineering in the 21st Century: Challenges and Opportunities. Presentation at first Annual International Conference on Mechanical Engineering in Athens, Greece.
- Teaching & Learning Engineering in the 21st Century: Are We Dancing to the Music? Keynote address at the 2017 International Engineering and Technology Education Conference (IETEC) in Hanoi, Vietnam.
- Engineering Student Outcomes and Assessment: A Sustainable, Systematic Process for Continuous Improvement. Three-hour workshop led at the 2017 IETEC in Hanoi, Vietnam.



Committed to Teacher Education Colette Rabin

Dr. Rabin has presented and published widely on teacher education in the past year.

Publications

- Smith, G. & Rabin, C. (2017, in progress). Caring Enough to Teach Science: Helping Preservice Teachers View Science Instruction as an Ethical Responsibility. *Science & Education*.
- Rabin, C. & Smith, G. (2017). Social Studies from a

Care Ethics Perspective in an Elementary Classroom. *Social Studies Research and Practice*, 12, 3, 1-18.

Presentations

- Rabin, C. & Smith, G. (October 2017). Teacher Preparation for Caring Parent-Teacher Dialogue Across Differences. Paper presented at the California Council on Teacher Education (CCTE). San Diego, CA.
- Smith, G. & Rabin, C. (October 2017). Educating Partisans: Insights from Social Psychology about how to Foster Constructive Discourse in Fraught Times. Paper presented at the California Council on Teacher Education (CCTE). San Diego, CA.



Award-Winning President Noni Reis

Dr. Reis was recently honored by the Monterey Charter of the Association of California School Administrators as Professor of Education. She now also serves as

2017-2018 President-Elect for the California Association of Professors of Educational Administration (CAPEA).



A Data-Driven Approach Emily Slusser

Dr. Slusser recently presented her paper, A Mixed-Method Evaluation of Early Childhood Education Program Models, at the American Evaluation Association Conference. While the notion of 'quality' is clearly defined and evaluated in literature on child development and education, this information is not readily available to parents. Furthermore, ratings and rankings of program quality rarely incorporate or

consider practical concerns such as cost, hours of operations, accessibility, and family engagement. This conference presentation introduced a model of program evaluation that leverages a mixed method design to assess both programming and operations of the Early Childhood Education models. It is anticipated that outcomes will effectively help parents make informed decisions on the best model for their children and family.

Conferences and Research

The 2017 Convening Of The Carnegie Project On The Education Doctorate (CPED)



Cohort 3 students had the opportunity to present on their experiences in Costa Rica.

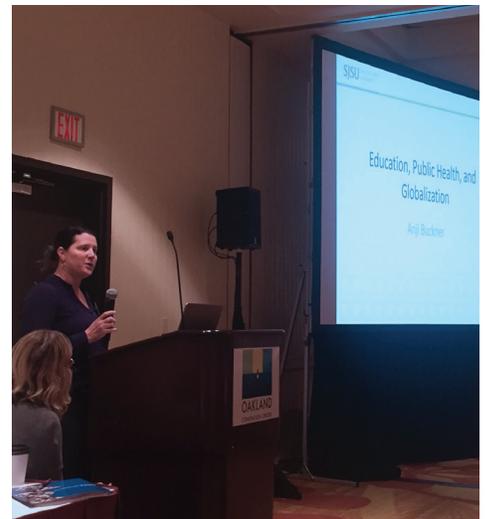
Radha Aravamudhan :
Community Empowerment as Catalyst for Social Change

Anji Buckner :
Education, Public Health, and Globalization

Elida MacArthur :
Bilingual Education

Rebecca O'Brien :
Globalization, Culture, and the Spiritual Condition

Sara Douglas :
Compassion



Cohort 3 students presenting on their experiences in Costa Rica



Ed.D. Graduates and faculty

Ed.D. Cohort 1 Graduates presented their dissertation research.

Michael Paynter

Dissertation Title

Exploring a School Culture and Climate Where Students Can FLOURISH: Using a Focus Group Protocol with Key Stakeholders to Discover the Essential Elements Needed in an Alternative Education High School

Carrie Holmberg

Dissertation Title

Formative Assessment for Middle School Mathematics Instruction: An Evidence-based Approach to Evaluating Teacher Posing, Pausing, and Probing Moves

Angela Birts

Dissertation Title

The African American/Black Racial Tapestry: Black Adolescents' Private, Independent School Experiences and Racial Identity

Marie-Helene Bauguil

Dissertation Title

Sustaining Arts Education Partnerships in California Elementary Schools

Pamela Cheng

Dissertation Title

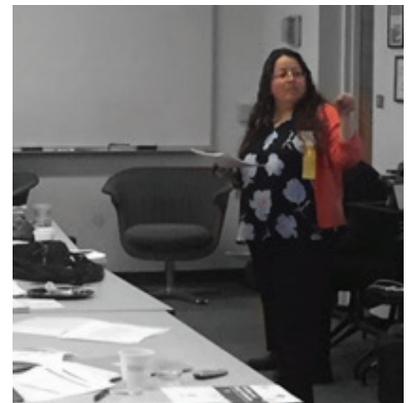
Professional Learning Community (PLC): Technology Integration at a Title I Elementary School

The California Association of Professors of Educational Administration (CAPEA)



John Schilling

John presented on his experience in Costa Rica, particularly observations applicable to his work related to administrative, development and socially intelligent leadership. He discussed the value of experiential learning for administrators in particular the opportunity for growth by learning new perspectives. Socially intelligent leadership, as John found, enhances one's interpersonal awareness, ability to build connections with others, and thus improve an administrator's school climate and culture.



Elida MacArthur

For Elida, her presentation at the CAPEA conference focused on one of the takeaways from her experience in Costa Rica and the application to her role as an Assistant Superintendent. As an English learner herself and having benefited from being bilingual, Elida was inspired by Costa Rica's National plan to develop plurilingual skills and multiculturalism. Her experiences prompted her to expand opportunities for students and staff to learn a second language.

Class of 2018 Cohort 2



Amalia Ayala Guzmán

Dissertation Title
Spanish Speaking Parents' Perceptions of their Elementary Children's English Language Proficiency

Dissertation Chair
Allison Briceño, Ph.D.



Patricia Rivera Pelino

Dissertation Title
Community Schools in a Silicon Valley School District: Development, Implementation, and Challenges

Dissertation Chair
Arnold Danzig, Ph.D.



Jennifer Ann

Dissertation Title
Bridges and Barriers: The Educational Experience of Homeless Students and Families in Santa Cruz County

Dissertation Chair
Robert Gliner, Ph.D.



Delnaz Hosseini

Dissertation Title
Digital Literacy in Early Elementary School: Barriers and Support Systems in the Era of the Common Core

Dissertation Chair
Emily Slusser, Ph.D.



Nereida Robles

Dissertation Title
Analyzing Student-Teacher Relationships of Cariño and Confianza and their Impact on Latino Male Students' Motivation and Academic Engagement

Dissertation Chair
Marcos Pizarro, Ph.D.



Paulette Cobb

Dissertation Title
Examining the Impact of Effective Practices on the Academic Achievement of High School Students with Mild to Moderate Disabilities

Dissertation Chair
Peg Hughes, Ph.D.



George William Kleidon

Dissertation Title
Principals' Instructional Leadership in Title I Schools: A Closer Look

Dissertation Chair
Noni Reis, Ed.D.



Shawn Tennenbaum

Dissertation Title
Relational Trust Within an Urban Public Comprehensive High School District in Northern California

Dissertation Chair
Arnold Danzig, Ph.D.



Arcia Dorosti

Dissertation Title
Reducing Academic Disparities in a California School District

Dissertation Chair
Arnold Danzig, Ph.D.



Raúl S. Lomelí

Dissertation Title
Exploring the relationship between critical consciousness and teacher practice: a principal/teacher led effort to shift instructional and relational approaches through critical praxis

Dissertation Chair
Marcos Pizarro, Ph.D.



Buu C. Thai

Dissertation Title
An Evaluation of Early Childhood Programs: The Parent's Perspective on Quality Care

Dissertation Chair
Emily Slusser, Ph.D.



Limary Gutiérrez Trujillo

Dissertation Title
Systemic Implications for Teacher Feedback Implementation

Dissertation Chair
Allison Briceño, Ph.D.



Anisha Munshi

Dissertation Title
Induction Programs, Teacher Efficacy, and Inquiry Practices in Novice Teachers

Dissertation Chair
Mark Felton, Ph.D.



Melissa Ann Urbain

Dissertation Title
Feminist Discourse Analysis of the National Board for Professional Teaching Standards

Dissertation Chair
Kathleen McConnell, Ph.D.

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