

RISING

Ed.D. Leadership Program
Fall 2018 Newsletter

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Message from the Director

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

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

The heart of a doctoral program are the people that participate. I would like to thank the staff—including Administrative Analyst Ana Paz-Rangel, Teaching Associate Radha Aravamudhan, and Student Assistants Asra Siddiqui and Kyle McDonald—for all their efforts on behalf of the Ed.D. program. Thanks to the terrific faculty that teach in the Ed.D. program and advise doctoral students: Drs. Berliner, Briceño, Burciaga, Cascella, Chin, Chen, Duckor, Felton, Gallagher, Glass, Gliner, Hughes, Klaw, Leisenring, Marachi, McConnell, Middaugh, Moriarty, Mourtos, Muñoz-Muñoz, Pizarro, Rabin, Reis, Rivera, Simpson, Slusser, Smith, Swanson, and Thiele. Thanks to the other faculty who will or have already taught or advised in the program and continue to provide support to the Ed.D. program: Drs. Berry, Fassett, Kulkarni, Lu, Maldonado-Colon, Osland, Quintanar, and Rudy. Finally, thanks to the amazing students enrolled in the Ed.D. program. Without you, there would be no doctoral studies in educational leadership at San José State.



Ed.D. LEADERSHIP PROGRAM SAN JOSÉ STATE UNIVERSITY

The Ed.D. program at San José State University serves school administrators, teacher leaders, and education professionals advancing a commitment to public education in the region. San José State University is a public comprehensive university located in San José, California, in Silicon Valley. The oldest public university on the West Coast, SJSU is also the founding campus of the California State University system as well as the nation's largest four-year, public university. The CSU educates approximately 478,000 students, comprising the most ethnically, economically, and academically diverse student body in the nation, and employs more than 50,800 faculty and staff. To date, the Ed.D. program has enrolled almost 90 students and 25 students from cohorts 1 and 2 have successfully defended their doctoral dissertations, available at: https://scholarworks.sjsu.edu/etd_dissertations, and have graduated. The Fall 2018 Newsletter highlights members of the SJSU Ed.D. community, many of whom have presented at local, state, and national conferences; published articles and chapters, authored and edited journals and books; and taken on leadership positions in the education community. Kudos to all!

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

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

Arnie

Arnold Danzig, Director

Cohort 2 Graduation Celebration



Cohort 2 graduates and Ed.D. faculty, *left to right*: Kathleen McConnell, Tom Moriarty, Delnaz Hosseini, Raul Lomeli, Paulette Cobb, Marcos Pizarro, Melissa Urbain, Arcia Dorosti, Arnold Danzig, Buu Thai, Patricia Pelino, Anisha Munshi, Jennifer Ann, George Kleidon, Shawn Tennenbaum, Nereida Robles, Limary Gutierrez-Trujillo, Emily Slusser, Elba Maldonado-Colon, Noni Reis



Ed.D. graduates Raul Lomeli and Melissa Urbain



Ed.D. graduate Buu Thai shares her journey through the Ed.D. Leadership Program



Ed.D. graduate, Limary Gutierrez Trujillo (*right*)

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

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Cohort 3 student, Radha Aravamudhan and her dissertation committee chair, Robert Gliner



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



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



Ed.D. graduate Delnaz Hosseini



Anisha Munshi in full regalia at the University's Commencement



Ed.D. graduate, Buu Thai (*left*), with her faculty advisor, Emily Slusser

Cohort 4 in Costa Rica



Dr. Bob Gliner, far left, films an interview for a documentary of the Costa Rica trip

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

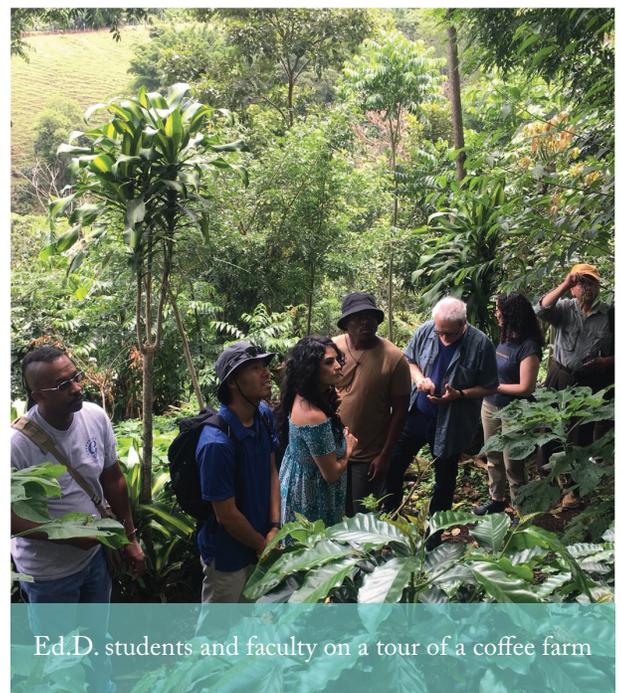
Students were invited to attend a field seminar in San José, Costa Rica, focused on learning about the country's national education system.



Ed.D. students and faculty prepare for a tour



Cohort 4 students during a workshop at the University for Peace



Ed.D. students and faculty on a tour of a coffee farm

Welcoming Cohort 5



Ed.D. Cohort 5 students and faculty

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

The newest cohort of Ed.D. students officially began in summer 2018. The photo above was taken at the end of their first proseminar course, taught by Drs. Gene Glass and David Berliner.



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



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

New Faculty and Staff



Theodorea Regina Berry, Ed.D.

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

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



Saili S. Kulkarni, Ph.D.

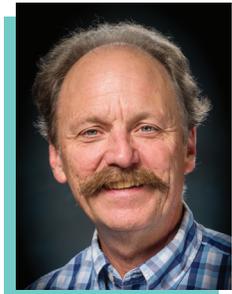
Dr. Kulkarni is an Assistant Professor at San Jose State University in the Connie L. Lurie College of Education, Department of Special Education. Dr. Kulkarni's research focuses on dis/ability studies, intersections of disability and race, teacher beliefs, qualitative research, and disability studies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

Health. Dr. Kulkarni's recent work seeks to understand the dis/ability and race-related beliefs of special education teachers of color and re-position special education teachers of color as smart, critical exemplars of change in schools.



Eduardo Muñoz-Muñoz, Ph.D.

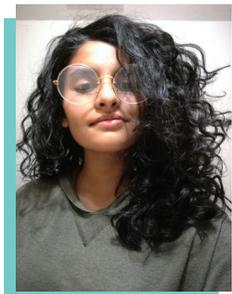
Dr. Muñoz-Muñoz's current research projects focus on critical pedagogy and the development Critical Language Awareness in (bilingual) teachers. He has engaged with districts in the design and implementation of Dual Immersion Programs and the support of Emergent Bilinguals. His wider interests in the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



Preston Rudy, Ph.D.

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

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



Asra Siddiqui

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

Ed.D. Student Achievements

Student Research Award Winners

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



Radha Aravamudhan

Dissertation Research Project Topic: *Bridging the English language Divide and Building Self-Confidence in Marginalized Communities: An Exploratory Study in Tamil Nadu, India*

Radha's research topic focuses on understanding how a community-based English program using Culturally Responsive Pedagogy has impacted academic engagement and student self-efficacy among the most marginalized students in rural India. The main purpose of this exploratory case study is to use a video documentary format to investigate the introduction, implementation, and impact of the program. Additionally, the video documentary format will provide a platform for the voices of seldom heard and marginalized students and parents.



Sara Douglas

Dissertation Topic: *Understanding Communication Exchanges in Online Learning Environments*



Rebecca O'Brien

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



Laura Shroder

In addition to receiving the Student-Research Award for 2018-19, Laura was also accepted into the Chancellor's Doctoral Incentive Program (CDIP). This program recognizes doctoral students with high potential to become a tenure-track faculty member within CSU.

Laura's research has also earned her recognition from the hospitality industry, her area of focus. For the second year in a row, she won the American Hotel and Lodging Education Foundation (AHLEF) Scholarship. Laura also wrote a recent paper titled "The role of socioeconomic status and prior industry exposure on influencing the industry attitudes, career goals, and career decision self-efficacy of undergraduate students studying hospitality and tourism management," which was accepted for presentation by the West Federation Counsel on Hotel, Restaurant, and Institutional Education. According to Laura, "this presentation allows me to validate my methodology for my dissertation from national content experts in the hospitality industry."

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Phyllis Lindstrom Award Winners

Dr. Arnold Danzig recognized the three Ed.D. students pictured below - Tri Nguyen, Patricia Pelino, and Hyon Chu Yi-Baker. These students received the Phyllis Lindstrom Award, which encourages men and women to become public school administrators. Congratulations to Hyon Chu for receiving a permanent position at De Anza College as the Director of College Life.



L-R: Tri Nguyen, Arnold Danzig, Hyon Chu Yi-Baker, and Patricia Pelino

Research, Scholarship, and Creative Activity (RCSA) Grant Winner

Anji Buckner

Anji recently received an RCSA grant from SJSU related to her dissertation topic, entitled: *Assessing School Climate Assessment Processes in California Public Schools*

Administrator of the Year

Manny Nuñez

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

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

Advancing Implementation Science for Student Support

John Schilling

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

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

Ed.D. Faculty Achievements



Prolifically Publishing and Presenting

Theodora Berry

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

Publications

- Berry, T.R., Rodriguez M. and Kalinec-Craig, C.A. (Eds.) (in press). *Latinx curriculum theorizing*. Lexington Books.
- Berry, T.R. (Ed.) (2018). *States of Grace: Counterstories of a Black Woman in the Academy*. Peter Lang.

Presentations

- Berry, T.R., Shahid, K., Jenkins, K. (November 2018). Provoking Dialogue: States of Grace: Counterstories of a Black Woman in the Academy. Symposium presentation at the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Berry, T.R. & Watkins, E.J. (October 2018). Exploring Curriculum Studies and Intersectionality for Scholar Formation: Empowering the Black Voice. Paper presentation at the annual conference of the Curriculum and Pedagogy Group, New Orleans, LA.
- Berry, T.R. (July 2018). The Grace of Qualitative Research. Invited Lecture, Curriculum, Advocacy, and Policy Doctoral Program. Invited speaker at National-Louis University, Chicago, Illinois.
- Berry, T.R. (April 2018). Early Career Curriculum Scholar Seminar. Invited Pre-Conference Seminar, Division B (Curriculum). American Educational Research Association, New York City, NY.
- Berry, T.R. (February 2018). Probability, Possibility, and Paradigms: Educational Research for Novice Researchers. Invited Lecture, Department of Educational Leadership, Fayetteville State University, Fayetteville, NC.
- Berry, T.R. (February 2018). The Voices in My Head: Understanding the Academy through the Identities and Tools of My Critical Race Feminist Suitcase. Invited Lecture for the Graduate Student Colloquium, Department of Educational Leadership, Miami University, Oxford, OH.
- Jupp, J.C. & Berry, T.R. (2018 October). What Is to be Done with Curriculum and Educational Foundations' Critical Knowledges? Toward Critical and Decolonizing Education Sciences. Paper presentation at the annual conference of the Curriculum and Pedagogy Group, New Orleans, LA.



Co-Planning and Co-Facilitating a Literacy Panel Discussion

Allison Briceño

Golloher, A. N., Briceño, A., Rickford, A., Reis, N. M. (2018, April 3). Literacy in America. A Campus Reading Program panel discussion, San Jose, CA.



Addressing Quality Teaching

Rebeca Burciaga

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

Article Citation

Burciaga, R., & Kohli, R. (2018). Disrupting whitestream measures of teacher quality: The community cultural wealth of teachers of color. *Multicultural Perspectives*, 20:1, 5-12.



Promoting the Value of Deliberative Argument

Mark Felton

Brief description of Dr. Felton’s research:

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

Conference Presentations

- Felton, M. & Crowell, A. (2018). Argumentation and the nature of constructive dialogue: A study of novice and expert discourse. Paper presented at the European Association for Research in Teaching and Learning (EARLI) SIG 20/26 Conference, Jerusalem, Israel.
- Felton, M. & Rapanta, C. (2018). Defining the effectiveness in classroom-based argumentative dialogue. Symposium Paper presented at the European Association for Research in Teaching and Learning (EARLI) SIG 20/26 Conference, Jerusalem, Israel.
- Villarroel, C., Garcia-Mila, M. & Felton, M. (2018). Argumentative discourse goals and their impact on argumentative quality. Symposium paper presented at the 48th annual meeting of The Jean Piaget Society, Amsterdam, Netherlands.
- Felton, M. (2017). Talking across the divide: Learning to argue and arguing to learn in school. An invited talk presented at the UC Berkeley Graduate School of Education, Berkeley, CA.

Publications

- Villarroel, C., Felton, M. & Garcia-Mila, M. (in press). The effects of argumentative task on the quality of dialogue and writing. *Infancia e Aprendizaje (Childhood and Learning)*.
- Roseler, K., Smith, C., Harwood Theisen, C., and Felton, M. (2018). Knowing what to look for: The key observable features of active science instructional practices. *Journal of College Science Teaching*, 47(6), 83-91.



The Importance of Social and Emotional Learning

Michael Gallagher

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

Article Citation

Markowitz, N., Thowdis, W., & Gallagher, M. (August 2018). Sowing the Seeds of SEL: University-district partnership builds social and emotional learning across the teacher pipeline. *The Learning Professional* 39(4), 30-35. <http://crtwc.org/wp-content/uploads/2018/10/sowing-seeds-of-sel.pdf>.

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A Distinguished Ed.D. Guest Professor

Gene Glass

Dr. Gene Glass has taught the first proseminar for all incoming Ed.D. students since the program's inception. A Regents' Professor Emeritus at Arizona State University and a Research Professor at the University of Colorado, Boulder, Dr. Glass recently authored the following chapter in a compendium of career retrospectives of evaluation specialists.

Article Citation

Glass, G.V. (2018, Spring) Deciding for One or Deciding for Many, pp. 21-24 in Williams, David (Ed.) *New Directions for Evaluation*. <https://onlinelibrary.wiley.com/doi/abs/10.1002/ev.20305>

Documenting Daily Actions to Reduce Carbon Emissions

Robert Gliner

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

Delving into Academic Labor and Professional Passion

Kathleen McConnell

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

Publications

• McConnell, Kathleen F. “Labored Speech: Reconsidering How Communication Studies Works,” *The Review of Communication* 18.2 (March 2018): 67-84.

<https://www.tandfonline.com/toc/rroc20/18/2?nav=tocList>

• McConnell, Kathleen F. “Fear of Etiolation in the Age of Professional Passion,” *Text & Performance Quarterly* 38.3 (April 2018): 153-169. <https://www.tandfonline.com/toc/rtpq20/current>

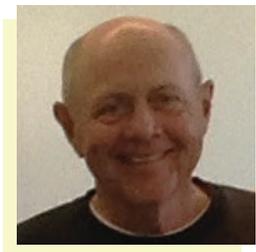
Chronicling the Experiences of Teachers of Color

Marcos Pizarro

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

Article Citation

Pizarro, M., & Kohli, R. (2018). “I Stopped Sleeping”: Teachers of Color and the Impact of Racial Battle Fatigue. *Urban Education*. <https://doi.org/10.1177/0042085918805788>



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Presenting Nationally and Writing on Timely Challenges in the Classroom

Colette Rabin

Publications

- Smith, G. & Rabin, C. (2018). "Get the Mexican": Attending to the Moral Work of Teaching in Fraught Times. *Schools*, 15 (1), 98-121.
- 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

- Smith, G. & Rabin, C. (April 2018). Teacher Education Program Redesign: Maintaining a Focus on Social Justice in an Increasingly Challenging Context. Paper presented at the American Educational Research Association (AERA), New York City, NY.
- Rabin, C. & Smith, G. (March 2018). Dilemmas and Vignettes: Helping Teachers Find a Way Home from School. Paper presented at the Critical Questions in Education Conference, Portland, OR.
- Smith, G. & Rabin, C. (March 2018). Teacher Preparation: Where Dreams Go to Die. Paper presented at the Critical Questions in Education Conference, Portland, OR.

President of the California Association of Professors of Educational Administration

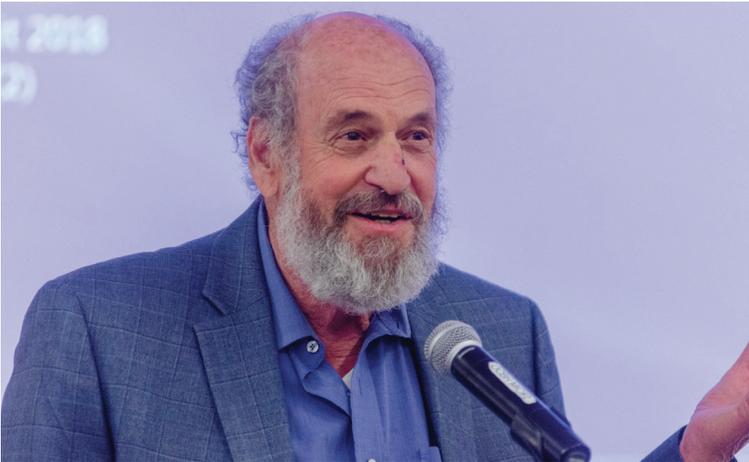
Noni Reis

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

Conference Presentations

- Reis, N. M. & Quintanar, R. (July 31, 2018). Culturally Sustaining Pedagogy. A presentation given at the 2018 CTA UCLA Summer Institute, Los Angeles, CA.
- Reis, N. M. Culturally Sustaining Pedagogy (July 17, 2018). A presentation given at the Social Justice in Math Conference, Santa Clara County Office of Education, San Jose, CA.

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