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IMPACT

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THE YEAR WAS 1982 and Jan Sanchez was teaching her American literature course at Independence High School on San José's east side. The neighborhood, then as now, was a landing spot for immigrant families as they launched a new life in America. The school was big, with some 4,000 students, and it was a melting pot. At one point, its student body could count 47 languages spoken in their homes.

Sanchez, a San Francisco native and San José State alum who herself came from a family of immigrants, was in her eighth year of teaching, completely in love with the career and especially with the literature course she taught to juniors.



ROBERT BAIN

FROM THE DEAN

TEACHING IS AN exercise in delayed gratification. Unlike many jobs where people can see the immediate impact of their work, in teaching we rarely know how the seed we planted in the classroom today will blossom in a student's life many years later.

For our cover article in this issue of *Impact*, we are thrilled to share the story of Jan Sanchez and her influence on one of her former high school English students—Dr. Khaled Hosseini. Hosseini, the well-known author of *The Kite Runner*, *A Thousand Splendid Suns* and *And the Mountains Echoed*, was a student in Sanchez's English class at Independence High when she first introduced him to John Steinbeck's *The Grapes of Wrath*, a novel that helped shape his sensibilities as a writer and fed his passion for his own writing.

We are proud to claim Sanchez as a member of the Lurie College family. She received her teaching credential here and has been a part-time instructor and supervisor in our Department of Secondary Education. She has played a role in developing the next generation of English teachers in California by being a strong mentor and role model for great teaching.

As is true for many teachers, Sanchez remains humble about her influence on others. When I spoke with her before an event honoring Hosseini, she recalled merely giving him the book and teaching him in class. But teaching is always more than the "delivery" of content. It is the forging of bonds of care and trust that are necessary for learning to take place. Through daily interactions, and in many small but significant ways, great teachers encourage students' intellectual curiosity and nurture their passions.

In this issue of *Impact*, you will also learn of the college's efforts to globalize our curriculum and influence. Having learned of the college's work in adopting new technologies and design strategies to improve instruction, nine teachers from the largest private vocational secondary school in Denmark spent two weeks at the Lurie College learning how to incorporate new tech tools into their own teaching. We look forward to inviting a second group of Danish teachers to SJSU next summer.

Our newly launched Doctorate in Educational Leadership degree program began this summer as well. Our Ed.D. students had the unique opportunity of studying with two prominent visiting educational scholars, David Berliner and Gene Glass, during the first two weeks of the program. Next summer, this emerging group of school leaders will go to Central America to gain fresh perspectives on how schools function in other countries.

Please join me also in welcoming two new faculty, Cara Maffini, Department of Counselor Education and Lisa Simpson, Department of Special Education. Read also about the many accomplishments of our newly tenured and promoted faculty, Brent Duckor and Patricia Swanson. With faculty members such as these, the Lurie College of Education will continue to have a positive impact on our community's schools for many years to come.

Elaine Chin, Dean
luriecollege@sjsu.edu



GREAT DANES

LURIE COLLEGE HOSTS SUMMER TECH CAMP

FOR TWO WEEKS in July, a group of instructors from the Danish technical school Mercantec lived on the San José State campus and spent their days immersed in innovative approaches to teaching.

Mary McVey, associate dean of the Lurie College of Education, led the professional development seminar for the Danes and designed a demanding curriculum that explored theories of teaching and learning as well as innovations in technology that have helped San José State faculty connect with students who were raised on video games and are naturally connected to their tablets and smart phones.

Some of the tech tools included animated games, feedback clickers, Smartboards, blending online and in-person instruction, MOOCs and a handy software called "Camtasia" that allows instructors to capture and save to video their on-screen activity as they work through online demonstrations.

The delegation from Mercantec in the city of Viborg included eight instructors and a program director. They were mostly professionals from the Danish tech industry who turned to teaching at a school that is similar to an American vocational-technical college.

"They know their particular subject area quite well, but they were interested in learning about how to be even more effective instructors and capitalize on new modes of learning," McVey said. "What they asked us for was to give them an overview of creative ways to teach."

Faculty members from across the university participated in the seminar and the visiting Danish instructors spent from 8:30 a.m. to 4 p.m. in class five days a week for two weeks.

Lurie College Dean Elaine Chin provided an overview of the American school system, Associate Professor Colette Rabin lectured on different methods of teaching and learning, and John Jabaghourian, from the department of Child and Adolescent Development, gave a talk on motivational strategies to enhance learning.

McVey took the Danes on a tour of Sweeney Hall to see classrooms designed for collaborative learning. The seminar also included field trips to the Google campus, the headquarters of the software firm Autodesk and two nearby community colleges.

Each participant also worked on a project that incorporated some of the teaching tools.

"They worked hard," McVey said. And they found time to have fun, using their one weekend away from the dorms to sightsee at Yosemite National Park and the Pacific coast.

McVey said she was impressed by the Danish instructors' level of enthusiasm and dedication. She found the collaboration mutually beneficial and plans to repeat it next summer.

"They're very creative and very dedicated to providing a high level of education to their students," she said. "They learned from us and we learned from them. There's something about being around people from another culture that's invigorating and causes you to stretch." ➡

They dug into Nathaniel Hawthorne's *The Scarlet Letter* and Upton Sinclair's *The Jungle*, talking about themes of ethics and power and pulling out lessons about humanity.

One day she handed each of her students a copy of the next book they would tackle, John Steinbeck's *The Grapes of Wrath*.

One of the students with his hand out was a cute, gangly teen with curly black hair, an immigrant from Afghanistan.

A teacher has no way of knowing which students she's going to have a special impact on, which young mind she will mark in a meaningful way, what spark she will light.

"You never know who you will influence in your classroom and how," Sanchez says. "That's kind of the blessing and the curse. I think not knowing the effect you're going to have, then you'd better do your best every day because you can have a huge effect—positively or negatively."

Two decades later, Sanchez was nearing the end of her teaching career when she happened by Rakestraw Books, the local bookstore in Danville where she lives, and picked up a new title. She looked at the photo of the author on the back cover, handsome with curly black hair, and said, "Huh, I think I know this guy."

"So I turn it around," Sanchez remembers these years later, "and it's Khaled Hosseini."

The book was *The Kite Runner*, a poignant and powerful novel of friendship, betrayal and redemption set in Afghanistan. It would become an international bestseller, be made into a popular movie and change Hosseini's life.

Rakestraw's owner told her the author would be making an appearance at the store soon and Sanchez took the opportunity to connect with one of her old students. On the day of the talk she left right after school let out and found a spot in the back of the room behind a crowd of people.

"When he was done, I sort of inched my way up and he saw me and said, 'Oh, Miss Sanchez.'"

"You know," Sanchez says, "I loved to teach, so when you hear about the fact that someone remembered you and you had an effect, it's very kind."

The English teacher and successful novelist met only one other time; they had lunch to catch up. Then this September, Sanchez and Hosseini were reunited on the San José State campus when Hosseini was presented with the university's prestigious John Steinbeck "In the Souls of the People" award, an honor that recognizes literary and humanitarian contributions.



During the presentation, Hosseini talked about the parallels between the Joad family's journey from Oklahoma to California amid the Dust Bowl and the Great Depression and Afghani immigrants' struggles to make their way in foreign and often inhospitable new homes.

In an interview with *The New York Times* in 2013, Hosseini named the book as his most important influence.

"It has been years since I last read it," he said, "but the first time I did, in high school, *The Grapes of Wrath* really registered with me. Something about the struggles of the desperate migrant workers reminded me of the struggling people in my homeland of Afghanistan."

And at the Steinbeck Award ceremony he credited Sanchez with planting a seed that has blossomed into a writing career.

"I don't think teachers understand the extent of the influence they have on their students, especially after the class is over, when it all comes echoing back," Hosseini said.

Sanchez always hoped that *The Grapes of Wrath* would stay with her students.

"It's such a powerful novel," Sanchez says. "Just the struggle of the people and the humanity of them. It deals with people who are struggling and are really working hard to stay alive. And I think that resonated with lots of students, particularly at the school I taught at. Their families, no matter where they came from or who they were, they weren't wealthy and they didn't have a lot of privilege."

When she read *The Kite Runner*, she also saw the parallels. "Through all those struggles, there is a sense of decency and a willingness to help others that seems to be part of both stories," Sanchez says.

Sanchez first came to know Hosseini when he was a junior and then taught him in his senior year in an honors class, in which she and another teacher used Plato's *The Republic*, Dante's *Divine Comedy*, Albert Camus' *The Stranger* and other classics to explore the humanities in Western civilization.

"Khaled was pretty much a great student to begin with," she says. "I know he was a second-language student at one point, but when I got him he was fluent in English, a really exceptionally good writer and just a really intelligent person."

Hosseini's family lived in Kabul until 1976 when his father, a diplomat in the Foreign Ministry, was relocated to France. A bloody civil war and the Soviet invasion of Afghanistan in 1979 prevented the family from returning and they sought political asylum in the

United States. In 1980 the family arrived in San José and Khaled enrolled at Independence.

Sanchez taught five classes a day with more than 30 students in each class—somewhere near 5,000 students in her career—but Hosseini stood out.

"Oh yeah," she says. "He was a very deep thinker, a very mature thinker. He was always ready for any information that was given. It was always like he was a sponge. He just went right to the depths of things."

But when Hosseini graduated from Independence High in 1984, he went on to study biology and medicine. He started writing *The Kite Runner* in 2001, in the mornings before he went to work as an internist. With the novel's popularity, Hosseini took a break from medicine to write full time and has since published two more popular novels.

That devotion to storytelling didn't surprise Sanchez. "I think there was that heart of an artist in him all along."

Sanchez's own love of literature is palpable today and it's easy to imagine her passing that on to the teenagers who came through her classroom.

"From an early age I just loved to read," Sanchez says. Neither of her parents went to college and there weren't many books in their house, but she beat a path to the public library and also devoured books at school. She was captivated by *A Christmas Carol*, *A Tale of Two Cities* and *Great Expectations*.

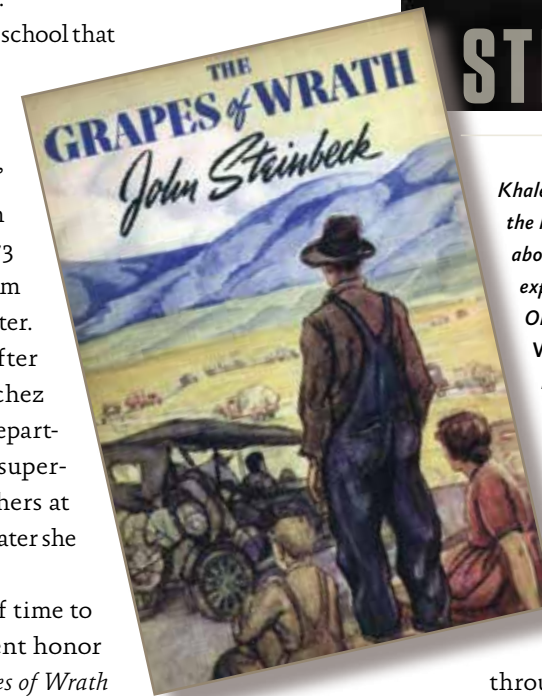
It dawned on her during high school that there was a job—English teacher—where she could continue to be immersed in literature. She says, "It was a clear path for me."

Sanchez received her BA in English from San José State in 1973 and her teaching credential from the College of Education a year later.

After she retired in 2007 after 33 years in the classroom, Sanchez worked in the Lurie College's Department of Secondary Education supervising first-phase student teachers at Independence High. Four years later she retired for good.

At 62, Sanchez has plenty of time to read now. And Hosseini's recent honor and all this talk about *The Grapes of Wrath* also has her reflecting on the importance of a teaching career.

"It makes you feel like you can have an effect on young people," she says. "And you never know whether you have or not for most of them. But you think, 'OK, I'm going to do my best and I'm going to treat them well.' I also think that when you get kids in high school,



Khaled Hosseini, in an hour-long interview at the New Student Union in September, talked about the parallels between the migrant experience of the Joad family and other Okies in John Steinbeck's *The Grapes of Wrath* and families uprooted by war in his native Afghanistan. "I suspect there are a lot of Ma Joads in Afghanistan right now, trying to keep their families together," Hosseini said.

they're just ripe for finding their own identity and you can do that through literature.

"You can learn how to be a human being through literature," Sanchez adds. "It makes you think, it makes you learn, it makes you reflect. Even though I know most of my students will never be English teachers and some of them may never pick up another book after they leave high school, if I can get them to do the thinking, then that's worth it."

"I loved it. I totally loved it," she says. "I could see doing nothing more pleasing than that." ☺



A NEW CROP OF LEADERS

INAUGURAL ED.D. CLASS DIGS INTO DOCTORAL DEGREE

BETSY FITCH, THE principal at Taylor Elementary in south San José's Oak Grove School District, has a lot of diplomas—a marketing degree and an MBA along with a teaching credential and a master's degree in administrative leadership, both from San José State.

Now the 43-year-old is back in the college classroom while also continuing to work full time.

Fitch is one of 16 education professionals chosen for the Lurie College of Education's new Doctor of Education in Educational Leadership program. Like her 15 classmates who started their three-year degree program with a summer semester

packed with reading, lectures and challenging discussions, Fitch is busier than ever and immersed in a world of new ideas.

"There is a ton of reading and writing and speaking," Fitch says. "We're allowed to read and think and have conversations. I love it."

The degree is designed to turn out administrators capable of filling top-level positions in school districts and helping to shape education with insight and passion. Many Ed.D. recipients rise in the ranks of their districts and some become school superintendents.

But getting another credential or preparing for a promotion isn't what prompted

Fitch, a Kentucky native, to apply for a spot in the new Ed.D. program.

"People always ask, 'What are you going to do?' This is more about what I want to be," Fitch says. "I want to be better at what I do. I want to be a better educator. I want to learn."

"I just thought, 'To move my school forward I needed this personal development.'"

So far, Fitch has been stimulated by the coursework and by the other members of the cohort.

"I've learned a lot from the conversations inside class and outside," she says, especially in the summer intensive when the entire class spent long hours together.

"We'd go to lunch together and continue the conversation."

Fitch said she's enjoyed listening to diverse perspectives and also finding a group of understanding peers. "As you move up the ladder in education, especially as a principal, it's lonely," Fitch says. "It's been really nice to be able to talk to other people who understand."

Those serendipitous exchanges and unexpected insights are what Arnold Danzig was looking for when he began to build the first class of the college's doctoral program last year.

Danzig, the director of the Ed.D. program, got to know the class over the summer when he taught one of the first classes, educational leadership.

"It's a very strong group," says Danzig. "They have strong views on education and they listen to each other."

The 16 come from nine school districts and represent nearly all levels of the profession, from teachers to deans to principals to managers of district-wide programs. The class even includes two members of the San José State community, an adjunct professor and a program director.

"They're a diverse group in backgrounds, experience, age, gender and ethnicity," Danzig says. "They all have master's degrees. They are all working people. They're practitioners."

The students started in the summer with five weeks on campus. It was an intense, three-day-a-week, 8 a.m.-to-5 p.m. schedule that included classes on leadership, academic writing, school finance and politics and guest lectures from San José State education faculty, as well as visiting scholars.

In the fall semester, they have transitioned to classes on school organization and data analysis in a nontraditional schedule that allows them to juggle their jobs with the demands of a doctoral program.

Classes are held one weekend a month and one evening every other week.

"You have to make the work manageable for working professionals," Danzig

says. "But we want a rigorous program as well, with deep scholarship. You look for the balance spot."

As a former assistant high school principal and now director of educational services for the Salinas Union High School District, Blanca Baltazar-Sabbah has been studying the challenges of teaching students who come into the educational system without a mastery of English.

Baltazar-Sabbah began several years ago to look at the achievement gap in the district between "newcomer" English-language learners, students who had been in U.S. schools fewer than six years, and "long-term" English-language learners, defined as having been in U.S. schools for six or more years.

Baltazar-Sabbah wanted to continue her research in a doctoral program, but with a demanding job and a husband and two young sons at home, she knew she couldn't attend school full time.

"The San José State model just really fit," she says. "The level of rigor is high. Expectations are high, but so is the support."

One of the highlights of the program so far for her has been a summer seminar with Gene Glass and David Berliner, noted scholars and authors who just published *50 Myths and Lies That Threaten America's Public Schools*.

The authors, former colleagues of Danzig, spent five weeks on campus.

"To be able to read the book and have the opportunity to have discussions with them and have them challenge our thinking, at the beginning it was really intimidating," Baltazar-Sabbah says. "But by the end we were challenging them."

As an added bonus, Baltazar is now friends with Glass on Facebook.

With courses meeting every other week, and on the weekend once a month this fall, Baltazar-Sabbah has found she can concentrate on her job during the work day and still spend most weekends with her family. She'll get through the first semester missing only three of her sons' soccer games. What she's sacrificing is sleep.

THE CLASS AT A GLANCE

15 work in public schools,
one works in a private school.

Represent nine school districts.
12 are women; four are men.

Almost half are bilingual.

All have at least a master's degree.

THE INAUGURAL ED.D. IN EDUCATIONAL LEADERSHIP CLASS

Blanca Baltazar-Sabbah, director English learners and migrant education, Salinas Union High School District

Marie Bauguil, district art teacher, Saratoga Union School District

Angela Birts, director of diversity and inclusion, Menlo School

Pam Cheng, principal, Lakewood School, Sunnyvale School District

Maria Clara Fernandez, vice principal, Alisal Union School District

Betsy Fitch, principal, Taylor Elementary School, Oak Grove School District

Terry Flora, dean of students, Campbell Union High School District

Carrie Holmberg, adjunct faculty in English and secondary education, San José State University

Manuel Nunez, principal, Monterey Peninsula Unified School District

Noralee Ortiz, special education teacher, Solano County Office of Education

Michael Paynter, student services division manager, Santa Cruz County Office of Education

Deanna Peck, director of peer connections, San José State University

Ana Ramirez, teacher, Campbell Union School District

Adriana Rangel, adviser, Mount Pleasant High School, East Side Union High School District

Long Troung, teacher and academic coach, East Side Union High School District

Roberta Zarea, director of educational services, Saratoga Union School District

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UPDATES

FACULTY IN TRANSITION



Assistant professors Cara Maffini, left, and Lisa Simpson, joined the Lurie College faculty in Fall 2014.

CARA MAFFINI has come full circle in her new role as an assistant professor in the Department of Counselor Education.

The Campbell native returns to the Bay Area after enduring five years of frigid Midwestern winters at Indiana University, where she recently completed her Ph.D. in counseling psychology. Her research focus—helping Asian Americans explore their identity and navigate their bicultural experiences—was rooted in her experience growing up in a community with a strong Asian American presence.

“I had a sense that if I understood more about culture and religion that I could better understand people,” Maffini says. “So that really sparked my interest.”

That was an unusual perspective at IU. “I had a lot of students and even staff who hadn’t ever met someone who wasn’t like themselves,” she says. “A lot of my work was about promoting awareness of how to provide culturally responsive teaching and counseling.”

She majored in psychobiology and dance at University of California, Davis, before earning a master’s degree in psychology from California State University, Sacramento. There, her master’s thesis adviser got her thinking about the issues of violence, identity development and biculturalism among Asian American immigrants.

Maffini put in thousands of hours of clinical counseling for her doctoral research while developing new tools to assess how members of ethnic minorities feel about culture. The Feelings About Culture Scales were tested in six studies, measuring each individual’s positive and negative attitudes toward their own culture and mainstream American culture, Maffini says.

She has also worked to develop a model for counselors to help them find the best intervention for their bicultural clients—in

part by exploring how people switch from one set of values and emotions to another depending on their cultural and linguistic context.

Maffini, whose parents were both teachers, did not set out to become an educator—quite the opposite, in fact. “I knew whatever I wanted to be in this world, I was not going to be a teacher,” she says. “And here I am.”

When **LISA SIMPSON** started teaching in Texas in the 1980s, schools had little experience with students diagnosed with autism and even less expertise in offering special education programs to serve them.

“It was very rare,” says Simpson, who received her Ed.D. from the University of San Francisco in 2013 and is a new assistant professor in the Department of Special Education. In recent years, the rate of autism diagnoses has climbed dramatically. “The number we had was one in 10,000 then and now we’re at one in 68.”

Simpson moved to the Bay Area with her family in 1998. As she worked with more and more students with autism in schools in the San José and Campbell school districts, she began to develop an expertise in teaching elementary students with severe autism, along with an interest in academic research on teaching practices for this growing population.

“There’s been this big research push looking at the medical piece and a big clinical push looking at therapies,” Simpson says. “But there’s been less research into the classroom. They’re still in school six hours a day. And so the questions are, What does it look like in the classroom? How do we meet the needs of so many students with so much disparity in their needs?”



Patricia Swanson, newly promoted to full professor, prepares elementary teachers in the teaching of mathematics with the new Common Core standards.

At San José State, her research will focus on socialization of students with severe autism as they’re paired with students in typical classrooms.

Part of her focus will be to examine how credential programs can best prepare new teachers for the demands of teaching in a field that still has more mysteries than answers about how autism works and what educational approaches connect best with the autistic brain.

“It’s a difficult job. It’s challenging,” Simpson says. “I was seeing a lot of teachers come in and stay one year and leave. So, are we giving our brand-new teachers what they need? When the door shuts at 8:05, does he or she have the skill set and the knowledge to feel confident?”

PATRICIA SWANSON, newly promoted to full professor in the Department of Elementary Education, has been looking for ways to simultaneously teach students content and academic language for her entire professional life.

“A thrust of my work is preparing teachers, who are often monolingual, to work with students who are learning the content in their second language,” Swanson says. “How do you make the content accessible? How do you not water it down? And how do you develop the language?”

Freshly graduated from Middlebury College, Swanson found herself teaching in a bilingual third-grade classroom in Colorado’s rural San Luis Valley. The Bay Area native soon returned to California, teaching in third through sixth grade bilingual classrooms in Redwood City.

Swanson turned to higher education after earning her Ph.D. and two master’s degrees from Stanford University, and teaching at California State University, Stanislaus, before coming to San José State in 1997. She has spent much of her time since then teaching mathematics methods to pre-service and master’s students.

Her current research includes a project to help teachers scaffold academic language within math courses. Swanson also participates in the Collaborative for Reaching and Teaching the Whole Child led by her colleague Nancy Markowitz.

Swanson also teaches math in a one-room school in rural San Benito County to learn more about how to better serve students in rural areas. “What I am exploring is what would be the most important thing for a primary teacher to know in terms of the social and emotional skills,” she says.

She somehow also finds time to teach the coursework for the advanced teaching certificate in Common Core math offered by the Lurie College of Education. Candidates must complete three of the four courses offered to be eligible for the certificate, Swanson says.



Congratulations to Brent Duckor, who has been granted tenure and promoted to associate professor in the Department of Secondary Education. He received his Ph.D. from University of California, Berkeley, and spent two years as a post-doctoral fellow at Berkeley’s Evaluation and Assessment Research Center. He joined the Lurie College faculty in 2008.

FACULTY & STAFF ACCOMPLISHMENTS

FACULTY RESEARCH

Roberta Ahlquist contributed a chapter titled, “Dismantling the Commons: Undoing the Promise of Affordable, Quality Education for a Majority of California Youth,” to *The Phenomenon of Obama and the Agenda for Education: Can Hope (Still) Audaciously Trump Neoliberalism? (Second Edition)*, Paul Carr and Brad Porfilio, eds., (Charlotte, N.C., Information Age Publishing, 2014). She also contributed “Fighting Hegemony: Teacher Education Performance Assessment for California Teachers (PACT) as a Mechanism of Power and Control,” to *Constructing Critical Consciousness: Narratives That Unmask Hegemony, And Ideas for Creating Greater Equity in Education*, Virginia Lea, ed. (New York, Peter Lang Publishing, 2014). She also presented “Public or Private: Promoting Educational Equity for All Students,” to the *Knowledge for College Student Advisor Council* in Newark, Calif. (May 2014).

Jolynn Asato, Roxana Marachi, Nancy Markowitz, Colette Rabin and **Patricia Swanson** presented “Integrating Social and Emotional Learning in Teacher Preparation” at the *California Council on Teacher Education* in San José (March 2014).

Arnold Danzig published an online review of *Lacking Leaders: The Challenges of Principal Recruitment, Selection, and Placement and Great Principals at Scale: Creating District Conditions that Enable All Principals to be Effective* (<http://nepc.colorado.edthinktank/review-principals-pipeline>; Boulder, Colo.; National Education Policy Center; 2014). He also contributed a chapter, “Coaching Principal Interns: How External Coaches Deepen Theory-Practice Connections in a Principal Preparation Program,” to *Reframing Transformational Leadership: New School Culture and Effectiveness*, Issa M. Saleh and Myint Swe Khine, eds., (Rotterdam, Netherlands; Sense Publishers, 2014). Danzig presented “Reflections on What Was Learned in the U.S. Department of Education-Funded Learner-Centered Leadership Project, 2002-2006” at the annual meeting of the *American Educational Research Association* in Philadelphia (April 2014).

Brent Duckor, Katherine E. Castellano, Kip Tellez, Diah Wihardini and Mark Wilson published “Examining the Internal Structure Evidence for the Performance Assessment for California Teachers: A Validation Study of the Elementary Literacy Teaching Event for Tier-I Teacher Licensure” in *Journal of Teacher Education* (advance online publication, July 2014).

Yvonne Nguyen and **Peg Hughes** published “Attitudes of Asian-American Parents Toward Children With Disabilities” in *Journal of Special Education Apprenticeship*, 2(2) (2013): 1-12. Hughes, Thuy Nguyen and Amy Kraus presented “A Tale of Two Preschools: Inclusion Models,” at the *First Annual State Inclusion Conference*, Santa Clara County of Education (October 2014).

John Jabaghourian, Nadia Sorkhabi, Wendy Quach and **Amy Strage** contributed “Parenting Styles and Practices of Latino Parents and Latino Fifth Graders’ Academic, Cognitive, Social, and Behavioral Outcomes” in *Hispanic Journal of Behavioral Science*, 36 (2014): 175-192.

Jason Laker, Concepcion Naval and Kornelija Mrnjajac co-authored *Citizenship, Democracy and Higher Education in Europe, Canada and the U.S.* (London, United Kingdom, Palgrave Macmillan UK, 2014). They also published, *Civic Pedagogies in Higher Education: Teaching for Democracy in Europe, Canada and the U.S.* (London, U.K., Palgrave Macmillan UK, 2014). Laker also published an article, “Look on the Bright Side and Build On It,” in *Live and Learn* (March 2014): 21. With Erica Boas he presented “The Realpolitik of Sexual Assault: Cartographies of Gender, Consent, Standpoint and University ‘Hookup Cultures,’” at the *International Congress of Sociology* (Yokohama, Japan, July 2014). Laker and Boas also presented on sexual assault at the *Bay Area Conduct Officers Network* (June 2014) and *SJSU Conference on Sexual Assault* (May 2014).

Noni Mendoza-Reis and Barbara Flores published a chapter, “Changing the Pedagogical Culture of Schools With Latino English Learners: Reculturing Instructional Leadership,” in *U.S. Latinos and Educational Policy: Research-Based Directions for Change*, Pedro Portes, Spencer Salas, Patricia Baquedano-Lopez and P. Mellom, eds. (New York, Routledge: Taylor and Francis, 2014): 192-203.

Colette Rabin published “Don’t Throw the Rocks: Cultivating Care with a Pedagogy called Rocks-in-the-Basket,” in *Journal of Research in Childhood Education*, 28 (2014):145-161. With Julie Nicholson and Priya Mariana Shimpi, she published, “If I Am Not Doing My Own Playing Then I Am Not Able To Truly Share the Gift of Play With Children: Using Poststructuralism and Care Ethics to Examine Future Early Childhood Educators’ Relationships with Play in Adulthood” in *Early Child Development and Care*, (2014): 1-19. With Grinell Smith, she presented, “Without Hermeneutics I’m Stuck in My Own Thinking: Pre-service Teachers Adopt a Hermeneutical Stance Toward Action Research,” at the *American Educational Research Association* in Chicago (April 2014).

David Whitenack, Ferdie Rivera and Jimmy de la Torre have applied for a U.S. Department of Education grant entitled, “Assessing the Relationship Between English Learner-Driven Instruction Strategies and Student Understanding of Fractions in Grade 4 Classrooms.”

Carol Zepecki presented a workshop titled, “Communication Development: Speech and Language” to Parents Helping Parents at the *Sobrato Center for Non-Profits* in San José (May 2014).

FACULTY SERVICE

Roberta Ahlquist presented “Whose Schools Are These Anyway? The Movement to Privatize the Public Good,” to the *Humanist Society of Silicon Valley Mid-Peninsula* (September 2014).

Jason Laker served as a reviewer for 2015 conference program proposals for Qualitative Research SIG and Division J - Postsecondary Education, Section 1: College Student Learning and Development, on behalf of the American Educational Research Association (2014).

Susan Trimmingham (with Mary McLaughlin, Susan Freeman, Cathy Warner, Katie Larsen and Marji Van Gunten) presented a workshop to the *Santa Cruz County Office of Education Summer Art Institute* (June 2014).

Carol Zepecki provided information to high school student volunteers about ways to support students with special needs at the Academy of Music and Art for Special Education in Cupertino, Calif. (July 2014).

STAFF RECOGNITION

Luz Zamora, an analyst in the Lurie College of Education’s Credentials Office, graduated in May from San José State with a master’s degree in schools counseling. Zamora also received a bachelor’s degree in child and adolescent development from the Lurie College in 2005. The Hollister native started working in the Credentials Office in 2006 and helps matriculating students process their credential applications with the California Commission on Teacher Credentialing.



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“What I found is that I work best from 9 p.m. until 1 in the morning,” she says.

Like many members of the first Ed.D. class, Baltazar-Sabbah has already found ways to integrate her course work into her job, which was one of Danzig’s hopes in designing a program for working professionals.

She has started a book club with other administrators in her district and chose one the program’s early texts, *Leading Through Conflict*, as the first selection.

Since receiving his teaching credential from San José State in 2006, Terry Flora has made his way from a long-term substitute teacher in high school social sciences to a full-time AP government teacher. Now, after earning his master’s degree from San José State in education administration and supervision, he is in his second year as the dean of students for Westmont High School in Campbell.

When he looks to his future, he doesn’t envision a particular job that would require a terminal degree such as the Ed.D., but he knows he’ll be in a position of leadership and he’ll need the skills to do it well.

“My goal is to learn as much about being a leader as possible and learn good habits early in my professional career,” says Flora, who is 32.

Flora was once a golf coach, and he uses an example from the links. “You can practice and practice and practice, but if you’re swinging the club the wrong way, practice isn’t going to help you get better.”

Because he is young and committed to education, he is excited by the opportunity to understand all aspects of the field.

“I feel like working in education is service; I don’t think of it as a job,” Flora says. “I want to do well and serve the community.”

Flora is married and has three daughters, ages 17, 4 and 19 months, so these first two semesters haven’t been easy.

“I try to do a lot of work (for the program) on the weekends,” he says. “I’ll take Saturday from 7 a.m. to 3 and then I’ll join

the family. It’s going to be a long haul, but one step at a time.”

Emily Slusser, an assistant professor in Child and Adolescent Development, is accustomed to teaching undergraduates and master’s students and she’s had to adjust her style to these working professionals in her Quantitative Analysis in Education Research course.

“It’s vastly different from my experience with the other classes,” Slusser says. “These students have a lot of experience under their belt. I kind of approach it like we’re a team within the class.” That means a lot more discussion and an opportunity for professionals with experience in different facets of educational leadership to share their experiences and apply the concepts to their jobs.

Slusser said the program respects that every student has an important and demanding job. Her course meets every other Wednesday evening, for example. But that doesn’t make it any less rigorous.

“We have a non-traditional structure, but we’re not going easy,” Slusser says. “They’re doing the work that will be comparable to any doctorate.”

Slusser is excited to be teaching the Lurie College’s first 500-level course.

“The university itself has such a strong influence on the (educational) practitioners in the area. We’re putting out teachers and assistant principals and principals,” she says. “Now, we have the depth that we didn’t have before.”

Danzig says he and the selection committee, which looked at 40 applicants, didn’t only choose senior administrators.

“We wanted experienced people, but we want them to have a long post-doc career. They’re on the early side of their careers,” Danzig says.

“We hope that over time, if you are able to work with the educational leadership of the San José region, you begin to shape the culture.” ☞



By Cherie Donahue, Alumni Board Secretary

Welcome back to our little corner of *Impact*. We hope the summer treated you well, and you are eager to catch up on all the news from your Alumni Board of Directors.

We had a fabulous reception at the One Room Schoolhouse in History San José Park. More than 70 former Santa Clara Valley educators and family members joined us to celebrate those newly honored for 2013-2014. They will join the names of over 300 honorees on the plaques in the Schoolhouse Gallery. Please contact the Dean’s Office at 408-924-3602 for more information if you are interested in honoring an educator.

Our scholarship recipient, José Miranda Gil, told the audience how important our support was to him and his family and the importance of good teachers in our lives.

In August, the Alumni Board gave each of the faculty a welcome-back treat to show our appreciation of their hard work and dedication to the students of SJSU.

Our Scholarship/Faculty Grant Committee will meet soon to select this year’s outstanding students and faculty projects needing our support. Last year we awarded more than \$4,000.

Which leads me to this next topic: the November 7 Scholarship Wine Gala Fund-raiser at Joseph George Tasting Room.

The Board provided delicious appetizers and lots of great wines for the tasting. J. George had a lovely gift selection to compliment the excellent wines. Attendees were able to do early holiday shopping and also raise money for scholarships and faculty grants for those at SJSU.

We hope you will reach out and become an active supporter of the Lurie College of Education. If you would like to join us for any activity, contact the Dean and one of us will give you a call. Happy Autumn!

Connie L. Lurie
College of Education

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Change service requested



TAKE A HAND IN SHAPING THE FUTURE

As this issue's cover story demonstrates, great teachers matter. They impart knowledge and they also inspire. Your investment in the Lurie College of Education will help us prepare the next generation of inspiring educators. Please consider making an investment in tomorrow's educators by going to sjsu.edu/giving to give to the college's annual fund. If you are considering a planned gift, please email Betty Tseng at betty.tseng@sjsu.edu.

IMPACT

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