



# EDUCATIONAL LEADERSHIP DEPARTMENT



Valerie Osier

*Paul Hirsch, Principal of the STEM Academy of Hollywood, explains how Linked Learning has transformed his school and the methods the administration employs.*

**N**ot every Higher Ed. educator completely understands the challenges a K-12 educator faces and vice versa. But as colleagues of the same field, they can come together to collaborate on those challenges and offer new insights.

This is what the Educational Leadership Consortium aims to do. That cross-specialization collaboration was even more vital this year because the focus of the event was the educational pipeline and building partnerships within it.

"The Consortium has helped increase my professional network in higher education and in K-12," said Jeremy Smotherman (*Cohort 9, Higher Ed specialization.*) "This is extremely beneficial since both areas of education are connected through their support of care of students."

The Consortium is a two day event that brings together established and emerging educational leaders to discuss and collaborate on one topic.

The first day took participants to Hollywood to tour Helen Bernstein

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## Examining the educational pipeline

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# Greetings from the Chair



*Valerie Osier  
Dr. Ortiz at the 2016 Educational Leadership Consortium.*

**IT'S ALWAYS SUCH A PLEASURE** to send these semi-annual messages to our Educational Leadership community because it gives me a chance to reflect on our accomplishments and to be profoundly grateful for the students, alumni, staff and faculty that make our programs such a success.

In the doctoral program, we were amazed to admit Cohort 10. Of course, like all of our cohorts, they are a wonderful group of leaders, who are already making an impact on the program and using what they learn to improve the educational communities they serve.

We have also established the Beach Cities EDAD cohort, making this our 3rd site for off-campus cohorts. We are now serving the communities of the South Bay, Little Lake (and surrounding cities), and western Orange County. These are exciting cohorts as we draw upon their own district leaders to teach courses and extensively integrate our EDD alumni in the teaching corps.

SDHE remains steadfast in its prominence in colleges and universities in the area and continues to attract many applicants. Last spring we reached an all-time high of 206 candidates.

This year we welcome our new tenure track faculty member, Assistant Professor Dr. Erin Biolchino (*EDD, 2016*). Her expertise in curriculum supervision and development, Linked Learning and Educational Law has already been of great benefit to students in the

EDAD and EDD program since she has been an adjunct for many years.

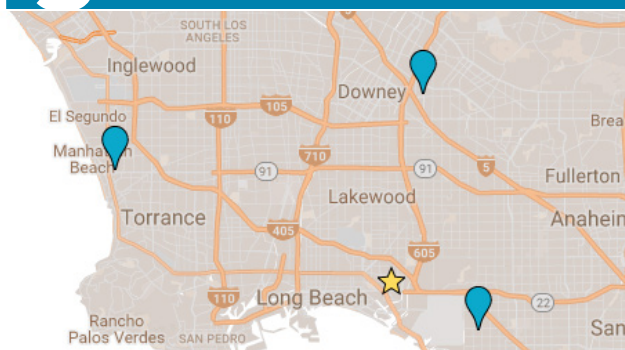
The incredible success of the Center for Evaluation and Educational Effectiveness has also allowed us to increase the size of our faculty. Dr. Avery Olson (*SDHE, 2009*) is now the Associate Director of CEEE. In addition to running the center she teaches in the SDHE and EDD programs. Dr. Misty Sawatzky has joined us as a data analyst in the center, is also serving as the statistical consultant for EDD students and for faculty and students across the college, and will begin teaching EDD courses in the Spring. CEEE's affiliation with our department has allowed us to strengthen the methodological expertise of the faculty, as we now have almost as many quantitative methodologists as qualitative ones.

To close, the election and all its turmoil in its process and outcomes, has made me realize how important our work is in advancing educational practices and policies that create opportunity for all students and work to rectify society's inequities. Educational leaders have the potential to change institutions, to improve the quality of our educators and to directly impact students. I'm proud to lead a faculty who are constantly thinking of ways to help our students become more effective leaders and true scholar practitioners with a commitment to social justice. Now is the time to take risks and be brave and I have no doubt that our students, alumni and faculty will do just that.

**- Dr. Anna Ortiz**

# The local leaders

**THE OFF-CAMPUS COHORTS** of EDLD's Masters in Educational Administration program produce local leaders in a unique way. They offer students their needed classes closer to their homes and jobs and create an unequalled opportunity for students from neighboring districts to network and collaborate with one another. To make this program possible, we have coordinators for each off-campus cohort site.



**Dr. Karina Gerger**  
SOUTH BAY COHORT

Dr. Gerger (*EDD, 2014*) has been with Manhattan Beach Unified School District for 13 years and is the Vice Principal at Mira Costa High School. The South Bay location is close to the 405 freeway and enables students in surrounding districts to get to class easily.

She says that helping to lead this program has given her valuable experience in building a strong and thriving program.

"The most rewarding aspect of being the liaison for the program is to see the growth of the program over the past five years, as well as how many students have completed the program and moved into administrative positions," Dr. Gerger said. "This is a testament to the caliber of curriculum and instruction, and the professors that we hire to teach."

She says that a common struggle the educators in her cohort face is utilizing the 1:1 technology programs in schools effectively.



**Dr. Michael Trimmell**  
LITTLE LAKE COHORT

Dr. Trimmell (*EDD, 2015*) is the Principal at Jersey Avenue Elementary School and in the Little Lake School District for 10 years. The Little Lake cohort is located along the 605-freeway which gives access for students to come for miles in any direction.

He says that the students all work in districts with similar demographics, so they face similar challenges, like trying to decrease the achievement gap between the general population and English Language Learners as well as Students with Disabilities, he said.

"I think that this cohort is unique because it is comprised of teacher leaders from various backgrounds, but from similar school districts," he said.

"We are able to discuss common concerns among local districts and we are able to generate ideas around issues that are relevant to most every student in the cohort."



**Dr. Dan Bryan**  
BEACH CITIES COHORT

Dr. Bryan (*EDD, 2015*) has been a part of Huntington Beach School District since 2001 and is now the Director of Student Services for the district. He wanted to give back to the Ed Leadership Department and he says that being a liaison for the program helps him achieve that.

"The most rewarding part is helping teachers to realize they can lead from their position as teachers," Dr. Bryan said.

"And that through the completion of the program, earn the degree and achieve the credential that will allow them to branch out and have even more influence on school, students and community as an administrator, and to be part of more and different conversations beyond the school site."

He says that this cohort is unique in that they are all eager to make a serious and substantial difference in the lives of their students and colleagues.



*Linked Learning is an integral part of these students' daily lives.*

High School STEM Magnet (HBHS) and learn how they have utilized Linked Learning. Linked Learning is described as an “approach to education based on the idea that students work harder and dream bigger if their education is relevant to them.” With high school students often thinking they won’t need Algebra equations “in real life,” this approach is especially useful.

HBHS implements this by having their students choose a STEM pathway before their freshman year: Medical or Engineering. Throughout their high school career, they take classes geared toward their pathway along with their more traditional classes. Students explore their potential fields through projects, mandatory after-school

tutoring, internships and mentors. Before moving to the Linked Learning philosophy, the school was having a lot of disciplinary problems, fights among students and a 60 percent graduation rate.

“I specifically remember combing through our budgets, looking for extra funding for security guards, that’s where we were when we started this work, and then we adopted the Linked Learning philosophy and a fundamental transformation started happening,” Principal Paul Hirsch said.

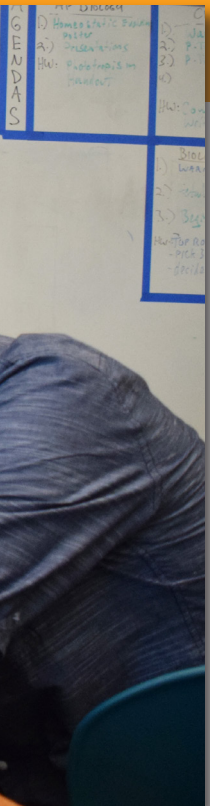
The school had some of their best students lead Consortium participants on a tour through different classrooms to observe classes in session and engage with



*Valerie Osier*



*Charline Carabes*



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the other students. Then, the participants were brought to a classroom where the students gave presentations on group science experiments they have conducted. The students demonstrated exceptional public speaking skills mainly because of a college-level Communication 101 class they had all taken through opportunities HBHS provided.

"With my background in elementary, but currently working at Long Beach City College, I loved being able to visit a high school with a STEM emphasis and to see the PK-12-20 connection," said Kamisha Sullivan (*Cohort 9, K-12 specialization*). "... [During the tour] I looked around and realized that schools really are changing. If anything, I have been critical of the trend in STEM education, seeing it as more of a new fad in education that will die out. But the trip changed my mind. I listened to students give presentations with such expertise, knowledge, enthusiasm and professional skills that I became critical of how LBCC is going to need to change classroom instruction to meet students."

After returning from the tour, participants got to hear about the Long Beach College Promise in a panel led by EDD alumnus and Long Beach Mayor, Dr. Robert Garcia from Cohort 1. The panel included administrators from colleges and K-12 and addressed the directions of the Promise, which has been in effect for 8 years and helped many students see and reach their potential in going to college.

"The panel gave real life examples and an overview of current directions for the Promise,"

Kamisha said. "I go to school, teach and live in a city that is creating change in education. The more I can learn and engage with these changes, the better."

On the second day, participants were separated into two rooms based on their specializations to discuss challenges of dual enrollment with high-ranking administrators. Then they broke up into smaller groups with one community college president or superintendent per group and went through each topic for 20 minutes each. Some of the topics included: equity funding, parent engagement, campus climate and race, the Completion Agenda and performance-based funding. One person in each group wrote down the key points from their discussions in a Google Doc to share with all consortium attendees.

"With the breakout roundtables, you get all of the people in the room that do the same job on different campuses and share ideas," Dr. Ben Dale (*EDD, 2012*) said. "It's very impactful and I always take away (steal) many great ideas."

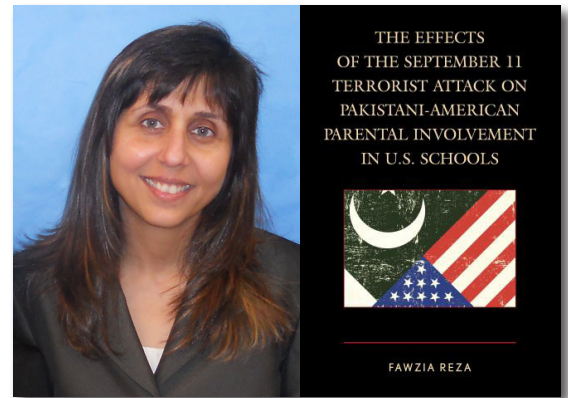
After lunch participants got to hear from the Policy Director of Young Invincibles, Dr. Chris Nellum (*SDHE, 2008*) as the keynote speaker. Dr. Nellum spoke on how educational leaders can influence policy to directly impact their schools. He offered practical advice and tips on how to get policymakers to listen to stakeholders.

"We want the Consortium to have more emphasis on policy advocacy," Dr. Dale said. "What do we want to change in order to positively impact students and how can we use our collective voice as leaders to get it done?"



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# GETTING PUBLISHED: Advice from Cohort 4 Alumna



**DR. FAWZIA REZA** (*EDD, 2013*) wanted to do something different for her dissertation, something new and under-researched. So she chose something she has experienced personally as a Pakistani-American and a mom: Pakistani-American parental involvement in schools.

"I understood the challenges, but I wanted it to be unique in the sense that it would be their voice, their experiences," Dr. Reza said.

This population has had a lot of negative experiences after 9/11 and there's very few studies on Pakistani-Americans in education in particular, which drove Dr. Reza to conduct her research on this topic.

Her findings revealed that all her participants were very interested in the children's schooling and were involved. However, half reported that since 9/11, they have experienced negative stereotyping or had other negative experiences at their children's schools. And this affects their involvement in the children's schools.

"There's a lot of reforms now and talks and research about parental involvement and student achievement," Dr. Reza said. "If you look at the scores, the US is not scoring very high in standardized testing. And I think a big piece of this is that we're not involving immigrant parents, not just Pakistani-Americans, in our children's schooling, it's now become an exclusive domain of the teachers. I think it's important that we involve them and that we understand their culture as educators and show them respect, if we want to see our country grow."

To encourage parental involvement of this particular population, the participants suggested celebrating or at least acknowledging the major Muslim holidays or inviting scholars who can talk about Islam to dispel some of the negative stereotypes.

One participant said, "I think being a Pakistani parent, before we come here, we feel our introduction is here before us, like we are not good people, like we are uneducated, like we are too much emotional, like we are over loud. It is not true. I know many parents are hesitating to be involved in their kid's education, because they have fear."

Dr. Reza hopes that educators, students, administrators and policy-makers will read her book and books of this

genre to understand the challenges of immigrant parents if they want greater parental involvement.

"I think developing greater awareness and celebrating diversity is important, especially in our schools these days, with larger immigrant populations," Dr. Reza said.

After she completed her doctoral dissertation, Dr. Reza presented her findings at the American Research Association (AERA) Conference with her dissertation chair, Dr. Jyotsna Pattnaik. After presenting, she met different publishers at the conference and spoke to them about her dissertation. Rowman Publishers was interested in her research and asked her to write a book, so she signed a contract with them. Another journal called "Race, Equality and Teaching" asked her to write an article for their journal.

"Don't hesitate to talk to the publishers," Dr. Reza said. "... People do listen, it's just that we need to get over that feeling that they won't listen."

Dr. Reza currently teaches classes online at universities in England, Indiana and Kansas and also serves as a University Supervisor at Brandman University. During the EDLD program, Dr. Reza learned and had the opportunity to apply the principles of parental and community engagement in a pre-school she directed during her studies.

"I was able to learn and grow not only with the students, but the school was able to work with different stakeholders, and that particular concept I learned from the doctoral program," Dr. Reza said.

Since graduating from EDLD, Dr. Reza has continued with her independent research, and recently completed several studies including one in Pakistan on the challenges of enrolling girls in school. Currently, she is working on another study with Dr. Pattnaik on how early childhood educators think of Common Core. Both studies were accepted for presentation at AERA.

"What I would recommend to current students and alumni is that they should definitely attend these conferences and go and meet the publishers and explain what their dissertation is about. That is definitely one way to get published," Dr. Reza said. "... Choose a topic, but most importantly, choose a topic that is important yet that is something that not many

# Q&A with the Fellows



The newest recipients of the Goddard and Johnson Fellowships share about their positions.



**Brandi Wilson**  
*Kay Goddard Fellow*

"I spend 10 hours as Dr. O'Brien's graduate assistant helping him with his research. The remaining 10 hours are spent in Student Life and Development and the Leadership Academy with Dr. Matt Cabrera."

"Interacting with the students, as well as, working closing with Dr. O'Brien and Dr. Cabrera. They have both taught me so much already about not only myself, but about being an SDHE student and what the future will hold for me."

"The fellowship helps expose me to different functional areas of student affairs, allowing me to see how the different areas operate. It helps to expand my network so that when it comes time to work in student affairs I will have a larger network pool. I can't thank all those who awarded me this prestigious honor enough for this incredible opportunity."

"I would like to be an academic counselor at a community college."

**Christopher Cabading**  
*Cynthia Johnson Fellow*

"I am a graduate assistant and I provide administrative, logistical, and research support to the faculty and staff. In addition, I help coordinate the annual Cynthia Johnson Institute."

"My favorite part of the job is noticing and/or applying the different knowledge I've gained through this program. It brings insight and perspective and broadens my horizons."

"The fellowship is definitely providing experiential learning experiences of the different functional areas within student affairs. Within this fellowship, my main focus is on leadership development. In addition, I am able to apply much of the content that I'm learning in class to my work and the field. This helps inform my practice and skills that I need for the field."

"The possibilities are endless. My perspective career choices are: community college counselor, coordinator and/or a director of a resource center, and residential life. My ultimate goal is to be a director of a physical therapy or athletic training internship program."

**What are your primary duties?**

**What's your favorite part of the job?**

**How do you think the fellowship will help you in the program and in accomplishing your career goals?**

**What do you want to do when you've completed the SDHE program?**

# *A look forward to* 2017

EDUCATIONAL LEADERSHIP

## Symposium

*- January 28<sup>th</sup> -*

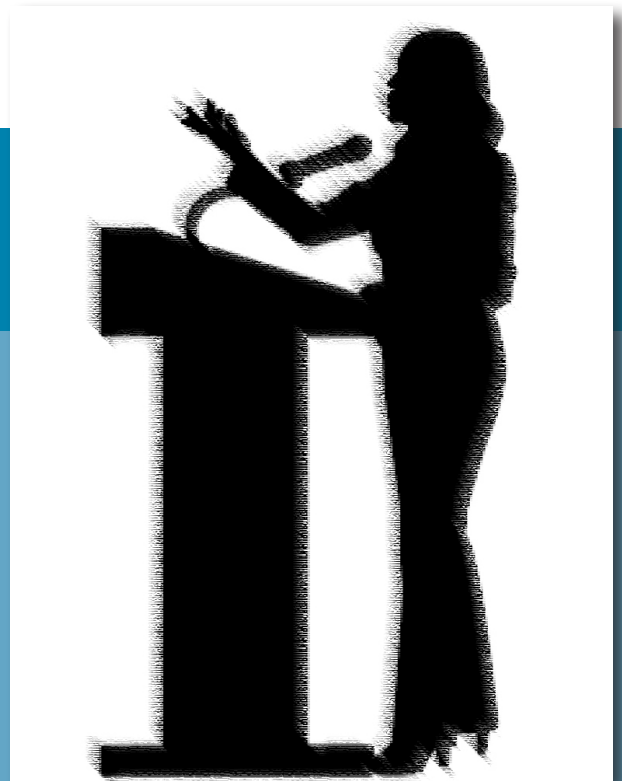
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Newsletter produced by Valerie Osier

## Ed.D Gala

*- May 6<sup>th</sup> -*

Celebrating the 5 year  
reunion of Cohort 3

*at The Grand in Long Beach*

All proceeds will go to the Social  
Justice Scholarship Fund.