2023

IGNITE:
ALLYSHIP, ACCOUNTABILITY, AND ACTION FOR EDUCATIONAL CHANGE

📅 SATURDAY, JANUARY 28TH

🕐 9:00AM - 2:00PM

📍 UNIVERSITY STUDENT UNION - BALLROOM

EVENT SCHEDULE

CALIFORNIA STATE UNIVERSITY
LONG BEACH
Educational Leadership

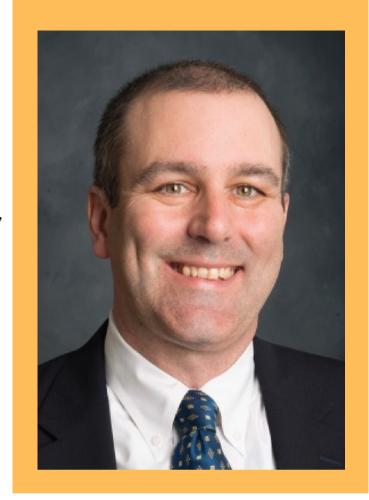|	
WELCOME	JOHNATHON DAVIS **9:00AM - 9:05AM**
INTRODUCTION OF RACIAL EQUITY FELLOWS AND SESIONS	DR. VANESSA MONTEROSA & LESLIE SAITO **9:05AM - 9:15AM**
SESSION I	**9:20AM - 10:20AM**
SESSION II	**10:25AM - 11:25AM**
POSTER SESSION	**11:30AM - 12:00PM**
LUNCH	**12:00PM**
KEYNOTE ADDRESS	DR. OSCAR NAVARRO Introduction by Dr. Noemi Villegas **12:30PM - 1:3OPM**
CLOSING REMARKS	DR. NOEMI VILLEGAS & BASTI LOPEZ DE LA LUZ **1:30PM - 1:45PM**

@CSULBEDLD

WELCOME

A message from our Department Chair

Welcome to the 13th annual Educational Leadership Symposium. I am especially thrilled for this gathering because this is our first in-person one since January 2020. And today's theme about allyship, accountability, and action could not be more timely or relevant. As a society, we continue to face critical challenges including structural racism, deep economic inequality, and threats to fundamental rights.

Education and educational leaders are central to addressing these challenges. We need educational leaders who know how to lead with a lens that centers equity and justice, so that we can both disrupt educational systems that nurture inequality and oppression, and prepare students who will continue the work of promoting social justice and racial equity.

We are honored today to have Dr. Oscar Navarro join us as our keynote speaker. I'm so happy that Dr. Navarro is "one of our own:" he teaches here in the College of Education! And if you look at his web page, you'll see an extensive list of publications. He has published on redesigning education for racial and social justice, the experiences of social justice educators, and how Black and Latino males conceptualize success – to name just a few topics. Those of us know Dr. Navarro value his insights – and we're grateful he's going to join us today!

We have a variety of wonderful sessions around which to engage this conversation, including sessions on faculty as change agents, moving from ally to advocate, addressing special education in the preparation of principals, culturally responsive school counseling, and LGBTQ+ studies in high schools.

I would also like to draw your attention to the excellent work of our department's Racial Equity Fellows (REFs) Our REFs took the lead in planning today's symposium and you'll be hearing from them throughout the day. Thank you, REFs!

I hope today invigorates you. I also hope you will post or tweet as the day goes on; I encourage you to share what you hear and learn today. And please use the following hashtags to include us in the conversation: @csulbedld #LBLead23 #CEDDiversity

Most importantly, I hope you leave with new ideas, and new energy for serving all students now and in the future! Thank you for coming and enjoy!

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KEYNOTE SPEAKER

DR. OSCAR NAVARRO

Oscar Navarro Ph.D. is an Assistant Professor of Teacher Education and Liberal Studies at California State University, Long Beach. His experience as a high school teacher in South Central Los Angeles informs his teaching, scholarship, and activism on developing, sustaining, and enhancing social justice teaching in and out of K-12 schools. Dr. Navarro was previously an Assistant Professor of Teacher Education at California Polytechnic State University, San Luis Obispo. Recent research has been published in Teachers College Record, Curriculum Inquiry, and Urban Education. He was also the recipient of the Transformative Teacher-Educator Fellowship, the American Association of Hispanics in Higher Education Faculty Fellowship, and the President's Faculty Diversity Award at Cal Poly. Dr. Navarro has held leadership roles in AERA Special Interest Group – Critical Educators for Social Justice, the Central Coast Coalition for Undocumented Student Success, and the People's Education Movement, Los Angeles.

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SESSION I

9:20AM - 10:20AM

WORKSHOP | USU-303

From Ally to Advocate

Jaime Rapp, CSULB Alumni

Many of us want to be "allies"--to our students, our colleagues, and the folks in our communities--but what does that actually look like in practice? How can we move beyond symbolic allyship to actionably advocate for justice-seeking communities without centering ourselves?

Participants in this workshop will have the opportunity to explore, share, question, and practice what real advocacy looks like in education spaces by engaging in a series of interactive activities.

WORKSHOP | USU-304

Champions for Change: Win with Culturally Responsive School Leadership for English Learner Students

Allison Box, Ed.D. Candidate, Cohort XIV

Calling all Champions for Students! Did you know that in the year 2023, English Learner students in TK-12 U.S. public schools experience learning environments that lack innovation, socially rich learning experiences, culturally responsive practices, and academic rigor, leading to organizations underserving students. Let's explore how leaders in educational organizations cultivate positive school culture through culturally responsive leadership practices while building teacher and administrator efficacy. Muhammad Khalifa's Culturally Responsive School Leadership Framework (2016) will be our *"playbook"* while the 4 Core Tenets of this Framework will *"assist"* in grounding this work. The data collected from this study highlights how classroom teachers promote culturally responsive learning environments, while also identifying school administrators' efforts in building culturally responsive school cultures. This single district case study identifies and describes culturally responsive practices of fourteen educators within one Southern California school district. These *"All-Star playmakers"* were not picked at random. Purposive sampling was *"strategically"* used in this study because the six schools (two elementary, two middle, and two high schools) have high English Learner student population enrollment and Title I status. The data collected was examined, coded, and *"slam dunk"* themes were determined for future recommendations. With *"teamwork"* anything is possible! As educational leaders, let's connect, learn from each other, *"cheer"* each other on, and ultimately *"win"* with Culturally Responsive School Leadership.

PRESENTATION | USU-305

Moving from Consciousness to Action: The Impact of Community College Culture on Faculty Change Agents for Diversity

Erica Brenes, Ed.D. Student, Cohort XV

California Community Colleges (CCC) need to adopt practices and policies that position them to better serve the needs of faculty and students of color. For those improvements to be effective, however, change must come from the bottom up. Research shows that faculty change agents for diversity (FCA-D) are a strategic source of meaningful change, yet many faculty are resistant to lead. Either unaware of how to begin, unable to introduce leadership into an already taxing schedule, or afraid of the looming consequences, faculty struggle to move from consciousness to action. As a result, their liberatory efforts stall, and the CCC stays the same. Dismantling systems of oppression is difficult, but liberation is possible. But it cannot be done by FCA-D alone. Faculty are powerful, but without support, they will struggle to initiate change. CCC culture reinforces oppression, quiets faculty agency, and pushes faculty away from building coalitions and taking necessary action (Dover et al., 2018; Gorski & Chen, 2015).

SPARK SESSIONS | USU-306

LGBTQ+ Studies in High School: A Not-So-Queer Idea

Graham Lockett, Ed.D. Candidate, Cohort XIV

Public school sites across the United States are far from homogeneous. In fact, some studies suggest that one fifth of all students identify somewhere on the queer spectrum. Yet, while diversity reports include race and socioeconomic status percentages, sexual and gender minority youth often remain invisible or worse: subjected to an onslaught of bullying. Studies suggest that 85% of queer-identifying youth have experienced homophobic-related bullying and 70% of those surveyed do not feel safe at school.

Consequently, more inclusive curricula is desperately needed to mitigate further disenfranchising of queer students. While some universities offer courses in LGBTQ+ Studies, it is blatantly absent in the high school setting, despite courses in Gender and Ethnic studies being made available. Therefore, the researcher will pilot queer curriculum for a similar semester-long course at his secondary school site. The hope is that it will create positive visibility for LGBTQ+ students, reduce homophobic bullying incidents, and ultimately improve the overall school culture of the school site.

With the inclusion of a Queer Studies class on campus, the researcher explains how this artifact can help shift public high school cultural values to be more inclusive toward LGBTQ+ students, and develop normalized assumptions about this disenfranchised group. While creating more LGBTQ visibility through course content is essential, support for stakeholders and students as a holistic curriculum is adopted is a critical component to making that happen.

Allies: Combating Performative Allyship in PK-12 Education

Juan Carlos Olivares, Ed.D. Candidate, Cohort XIV

Currently, queer-identifying people in the United States face institutional and discursive violence in PK-12 schools. Queer educators and queer youth often look to their administrators for support, but they are met with either performative allyship or no support at all. This SPARK session dives into the issues revolving the lack of support for queer educators and queer youth in PK-12 schools. Some of the issues that come to light are administrators making queer educators the queer poster child for their schools and calling it "diversity," perpetuating homophobic ideologies, and making queer educators feel unwelcome. This problem causes queer people in PK-12 schools to feel unsafe and unwelcome. The session will also discuss ways in which schools can combat performative allyship and recruit accomplices in the action to create safe spaces for queer educators and queer youth in PK-12 education.

SESSION II
10:25AM - 11:25AM

WORKSHOP | USU-303

Educator's Dilemmas and Metaphors of Moral Suffering

Jonathan O'Brien, Ed.D., EDLD Faculty

Educators often witness or experience moral dilemmas or ethically challenging situations in their work. Compounding matters are dysfunctional organizational conditions that manifest as emotional or physical symptoms. Moral suffering, is one or more "moral transgressions that are perpetrated, witnessed, or experienced by professionals, along with the accompanying psychological and social outcomes" (Sugrue, 2019, p. 5). Despite a wealth of research on moral suffering in allied health professions and veteran's services, very little is known about the internal and external factors associated with educational practice that contribute to educator's perceptions and symptoms of moral suffering. This session will present a model for moral suffering and engage participants in a visioning exercise to surface common experiences of moral suffering. Implications for the profession will be highlighted and resources for further learning will be offered.

WORKSHOP | USU-304

Principal Preparation and the Need to Adequately Address Special Education

Pamela Gandara, Ed.D., CSULB Alumni

Careful guidance and strategic leadership on the part of a knowledgeable school principal is critical when considering the need to build effective inclusive settings for students. Principals need solid grounding regarding Special Education legal requirements as well as the practices that fulfill these requirements. Principals' perceptions of students with disabilities on their campus are another important variable in determining access for students. The findings of this study indicated that when principals do not employ a social justice perspective when working with students with disabilities, this sub group performs at lower achievement levels.

In looking at the components of an Educational Administration (EDAD) university program and the training involved regarding special education law, it is evident that EDAD programs do not satisfactorily prepare school principals in this area. Principals must be appropriately prepared before assuming the role of school leader. When examining the coursework offered within a EDAD program, there was evidence of a limited focus on special education training that related to inclusive programming for students with disabilities as well as legal guidance regarding basic implementation of individualized education programs.

The findings reported here result from a study of the implementation of a newly revised EDAD program at a California State University. Interviews were conducted with a faculty group who were currently teaching in the program as well as program graduates currently serving as school principals. The purpose of this study was to determine a new objective for program reform, which focuses on school leadership training in Special Education within the university EDAD programs to ensure greater success for school leaders as they work to build inclusive settings for students with disabilities.

WORKSHOP | USU-305

Where are the Unicorns? The Underrepresentation of Black Males in Social Work Programs from the Perspective of Admissions Officers

Camille Henderson, Ed.D. Student, Cohort XV

Expanding on the poster presentation of the same title, this workshop provides an opportunity to engage in a more in-depth discussion about key issues that contribute to the underrepresentation of Black men in social work and the degree programs that are expected to prepare them for the profession. This issue is further complicated by on-going efforts to eliminate race-conscious admissions policies at the federal level, as two cases pertaining to "fair admissions" are currently being heard by the U.S. Supreme Court). However, this timely and relevant discussion will offer proposed solutions to address the underrepresentation of Black men in social work and provide higher education leaders the opportunity to critically address issues of underrepresentation in other helping professions (e.g. teaching, counseling, etc).

SPARK SESSIONS | USU-306

The Performance of Culturally Responsive School Counseling

Zahraa Charara, Ed.D. Candidate, Cohort XIV

The theory and practice of culturally relevant pedagogy (CRP) has been around for over two decades (Ladson-Billings, 1995).CRP aims to provide minoritized students an equitable education that addresses and meets their needs (Ladson-Billings, 1995). In the field of school counseling CRP shows up as culturally responsive school counseling, a much more recent terminology and concept that is now predominant in school counseling research and literature (ASCA, 2021). The American School Counselor Association (ASCA) encourages counselors to have a culturally responsive school counseling practice (ASCA, 2021), but the research on the practice itself is lacking. This study focuses on the experiences of practicing high school counselors and their level of awareness, knowledge, and practice of the professional recommendations of the field. The focus is specifically on culturally responsive school counseling and the application of theoretical recommendations in high school counselors' daily practice with the aims to: understand how high school counselors serve minoritized students, further school counseling research, and bridge the gap between theory and practice.

Effectiveness of Early Childhood Teacher Preparation Programs in Preparing Preschool Teachers to Work Successfully with Black and Brown Children

Janice Jefferis, Ed.D. Candidate, Cohort XIV

With the new PK-3 Early Childhood Education (ECE) Specialist Instruction Credential in California, it is imperative that Early Childhood Education Teacher Preparation Programs (ECETPPs) prepare early childhood educators who have the capacity to work successfully with Black and Brown children and their families through an anti-bias, anti-racist, and racially affirming approach. The influence and care of ECEs in the lives of Black and Brown children lay the foundation for successful outcomes in school and in life. This qualitative case study explores the preparatory experiences of current and former students enrolled in an ECETPP within an urban community colleges through one-on-one private 60-90-minute Zoom interviews.

STUDENT UNION BALLROOM - FOYER

The Undocumented Transfer Experience: The CSU Edition

Aimee Vaquera, Ed.D. Candidate, Cohort XIV

Undocumented transfer students navigate additional layers due to the additional barriers they face, such as applying for an in-state tuition waiver resulting in the documentation of their existence within an institution (Olivérez, 2006; Villarraga-Orjuela & Kerr, 2017). According to a new report by UC Collaborative to Promote Immigrant and Student Equity and the Undocumented Student Equity Project (2020) in 2018 approximately 14% of California undocumented college students attended a California State University (CSU) campus and 5% a University of California (UC) campus with system estimates suggesting that there are approximately 9,500 undocumented CSU students and 4,000 UC students. Undocumented transfer students are part of the California State University student body, and their voices also need to be heard, acknowledged, and affirmed as an integral component to the evolution of four-year institutions. This study aims to explore the experiences of undocumented transfer students with DACA status in the California State University system. In this poster presentation I will share my guiding research questions, a brief background of the study, what the literature review says and does not say, and what I hope to better understand about the population.

Where are the Unicorns?: The Underrepresentation of Black Males in Social Work Programs from the Perspective of Admissions Officers

Camille Henderson, Ed.D. Student, Cohort XV

Black men have historically experienced poor outcomes across multiple systems, including child welfare, criminal justice, and education, where they tend to be overlooked and underserved (Jayakumar & Adamian, 2015; Reeves, et al., 2020). Despite these outcomes, Black men are interested in professions like social work that enable them to give back to their communities (Harper, 2006; Warde, 2009). If Black men remain absent from the social work profession - which plays a key role in shaping policies and practices that impact the Black community at large - unfavorable outcomes experienced by Black men and the communities they identify with will likely persist. Yet, they are underrepresented in social work degree programs. Admissions personnel can be allies in addressing this demographic gap, especially amid public discourse regarding diversity, equity and inclusion. This poster presentation summarizes a case study that explored contributing factors to this issue from the perspectives of admissions personnel.

Academic Adjustment of International Students in the US Higher Education

Aziz Qureshi, Ed.D. Candidate, Cohort XIV

International students face many problems while studying in the US, and the current study explores the factors that can make international students' academic adjustment challenging. Some of the important factors include pedagogical differences between US and international students' home countries, such as course designs, course policies, teaching methodologies, learning styles, technology, academic integrity, and linguistic differences. The study also focuses on the strategies used by international students to cope with these academic challenges. International students deal with many socio-cultural and psychological issues, but the present study focuses on their academic adjustment. The study aims to contribute to the existing literature that international students come across multiple pedagogical challenges including linguistic barriers, new instructional approaches, digital teaching materials, lecture methods, learner-centered learning environment, and course design and policies. The academic adjustment of international students is seen through the lens of Berry's (1997) acculturation model that views acculturative stress as an important component of their adjustment. A quantitative, non-experimental research design was used for this study. This methodology includes two sub-designs: a causal-comparative and a correlational design. The data was collected through an online Qualtrics survey from two large public universities. The study suggests that the issue of international students' academic adjustment has multiple implications for social justice, access, equity for not only international students but also for educational institutions. There is a need for educational leaders, institutions, and policymakers to devise policies and strategies to ease the acculturation for international students by providing them equal and equitable resources that can lead them to success.

The EOPS Student Experience

Dawn Reid, Ed.D. Student, Cohort XV

First-generation low-income students are less likely to obtain a college degree. Critical Race Theorist suggests that college was not made for the marginalized populations. The Extended Opportunity Programs and Services (EOPS) was established in California Community Colleges to assist marginalized students succeed in higher education. The purpose of this study was to explore how students perceive EOPS services. This qualitative study explored the beliefs, attitudes and needs that current and former EOPS students have regarding the services they received in EOPS. The thematic analysis of literature reviews, program documents, observations, and interviews surfaced three themes: Family, Imposter Syndrome and Basic Needs. The theme of family and sense of belonging emerged as the strongest reason for the students' success. Further examination is needed to evaluate how the program provides the feeling of family and sense of belonging that leads to student success.

Champions for Change: Win with Culturally Responsive School Leadership for English Learner Students

Allison Box, Ed.D. Candidate, Cohort XIV

Calling all Champions for Students! Did you know that in the year 2023, English Learner students in TK-12 U.S. public schools experience learning environments that lack innovation, socially rich learning experiences, culturally responsive practices, and academic rigor, leading to organizations underserving students. Let's explore how leaders in educational organizations cultivate positive school culture through culturally responsive leadership practices while building teacher and administrator efficacy. Muhammad Khalifa's Culturally Responsive School Leadership Framework (2016) will be our ***"playbook"*** while the 4 Core Tenets of this Framework will ***"assist"*** in grounding this work. The data collected from this study highlights how classroom teachers promote culturally responsive learning environments, while also identifying school administrators' efforts in building culturally responsive school cultures. This single district case study identifies and describes culturally responsive practices of fourteen educators within one Southern California school district. These ***"All-Star playmakers"*** were not picked at random. Purposive sampling was ***"strategically"*** used in this study because the six schools (two elementary, two middle, and two high schools) have high English Learner student population enrollment and Title I status. The data collected was examined, coded, and ***"slam dunk"*** themes were determined for future recommendations. With ***"teamwork"*** anything is possible! As educational leaders, let's connect, learn from each other, ***"cheer"*** each other on, and ultimately ***"win"*** with Culturally Responsive School Leadership.

"People my age don't even have to think twice about this": A Qualitative Study of College Students with Dis/abilities and Chronic Illnesses During a Pandemic

Alma Jongewaard, SCAE Student

Young adults who are chronically ill, are immunocompromised, and/or have dis/abilities, are more likely to suffer severe physical, psychological, and financial consequences than their 'healthy' peers. This qualitative study utilized a transformative framework and DisCrit Theory to analyze data from one-on-one semi-structured interviews with two college students who are medically vulnerable to COVID-19 and shed light on their experiences in education. Analysis of interview data of medically vulnerable college students revealed three major themes: 1) anxiety, 2) exclusion, and 3) inclusion. Findings in this study aligned with much of the previous literature, as students with medical vulnerabilities have increased levels of anxiety, repeated absences, and evidence of depression and social isolation before the pandemic that worsened during the pandemic. Suggestions for bettering the educational environment include compensating note-takers to incentivize increased participation and decrease the gap in learning during medically-caused absences, professors should explicitly demonstrate support for students who may require accommodations whether they are associated with an institution's disability service provider or not, and for the general public to become more aware of invisible illnesses and ask for consent before removing their protective masks in indoor settings.

Faculty of Color Experiences with Community College Campus Police

Joy Tsuhako, Ed.D. Student, Cohort XV

This research examines the experiences of faculty of color at a community college with their campus police. Utilizing a qualitative approach via a single site case study at a Los Angeles area community college, I analyzed documents, conducted observation, and in-depth interviews with 3 faculty of color from different disciplines with 10-25 years of experience at the college. Racial profiling, aggressive police tactics, and mixed comfortability with summoning campus police for support was uncovered. If institutions are to thoroughly challenge the embeddedness of racialized practices in higher learning, campus safety structures such as campus police must be transformed.

Racially Hostile Working Environments for Teachers of Color

Leslie Saito, Ed.D. Student, Cohort XV

As schools are inherently centered on Whiteness, they provide an environment that is racially hostile for teachers of color (Kohli, 2016; Smith et al., 2007; Smith et al., 2007b). As a result, teachers of color suffer from stress and anxiety related to a racist climate causing them to leave the teaching force 24% faster than their White peers (Achinstein et al., 2010; Kohli, 2016). Developed by Dr. William Smith, the Racial Battle Fatigue (RBF) conceptual framework provides an understanding of the visceral effects of racial microaggressions, and the framework also pinpoints the physical and psychological tolls that teachers of color typically exhibit. Using RBF as a lens of understanding allows a deeper understanding of racial hostile working environments and its detrimental effect on the physical and mental health of teachers of color.