



EDUCATIONAL LEADERSHIP

CALIFORNIA STATE UNIVERSITY **LONG BEACH**
COLLEGE OF **EDUCATION**

Investing In Our

EDUCATIONAL FUTURE



TODAY • TOMORROW • TOGETHER

.....
9th Annual Educational Leadership Symposium

January 26, 2019

Academic Services - Anatol Center

@CSULB_EDLD | #LBLead19

WELCOME

A Message From Our Department Chair

Welcome to the 9th annual Educational Leadership Symposium and thank you for coming! Our theme, Investing in our Educational Future, challenges us to think about where education is today, where we would like it to be in the future, and how we can get there – together.

One of the many things I appreciate about our department is that we shape our future by preparing educational leaders to understand and address educational problems for all students across the PK20 spectrum. Our best leaders see

how things such as access to early childhood education, family and community engagement, innovative and culturally-relevant pedagogy, and strong professional development for teachers/faculty and administrators promote the success of students from all backgrounds throughout their educational journeys. Our most impactful leaders shape a vision that engages others and brings them together to serve students at all educational levels.

I hope today invigorates you. We are honored to have Assemblymember Patrick O'Donnell join us to share his perspective on where education in California is going in the future and what this means for educational leadership. And we are excited and thankful to have alumni, students from across the campus, and faculty presenting. You'll be able to engage with them and each other around topics such as caring, authenticity, trust, STEM identity, and more.

I encourage you to share what you hear and learn today. Feel free to post or tweet – and please use the following hashtags to include us in the conversation: #LBLEAD19 #CEDDiversity

Most importantly, I hope you leave with new ideas for policy and practice, and new energy for serving all students now and in the future! Enjoy!



SCHEDULE AT-A-GLANCE

Check-In & Continental Breakfast

8:30am - 8:55am

Anatol Center - AS 119

Welcome Address by Dr. Elaine Bernal

9:00am - 9:15am

Anatol Center - AS 119

Session I

9:20am - 10:10am

2nd Floor of AS

Session II

10:20am - 11:15am

2nd Floor of AS

Session III: Poster Session

11:25am - 11:55am

1st Floor of AS (Anatol Center Entrance)

Lunch

12:00pm

Anatol Center

Keynote Address - Introduction by Dr. Kirstie DeBiase

12:30pm - 1:15pm

Anatol Center

Keynote Q&A

1:15pm - 1:30pm

Anatol Center

Closing Remarks by Dr. Don Haviland

1:45pm

Anatol Center

KEYNOTE SPEAKER

Patrick O'Donnell

Assemblymember, District 70



Assemblymember Patrick O'Donnell was first elected to the State Assembly in November 2014 to represent the 70th District, which includes the cities of Long Beach, San Pedro, Signal Hill and Catalina Island. Assemblymember O'Donnell is also a former Long Beach City Councilmember and a teacher with over 20 years of experience.

As the Chair of the Assembly Education Committee, he is a leading voice in the Legislature for access to high-quality public education. He helped establish the California College Promise and secured \$15 million in the state budget to take the success of the Long Beach College Promise statewide.

This year, he was instrumental in securing \$150 million for the Career Technical Education Incentive Grant Program. He has also authored legislation and worked to secure funding to address the teacher shortage.

Born in Long Beach, Assemblymember O'Donnell graduated from California State University, Long Beach with a degree in History and a Master's Degree in Public Administration. He lives in the Los Altos neighborhood with his wife and their two daughters.

Paper Session

AS 233

An Investigation of Trust Between Elementary School Teachers and Principals

Dr. Brent Kuykendall, Ed.D Alumni, Cohort 9

Dr. Charles Slater, EDLD Faculty

This research explored the concept of trust between principals and teachers in elementary schools. Often there is little trust between principals and teachers, which can lead to negative school climate and low student achievement. The theoretical framework is based on Tschannen-Moran's theory of trust (2014), which postulates five facets of trust; benevolence, honesty, openness, reliability, and competence.

Teachers in the study described multiple incidents that they felt increased the level of trust they had with the principal. The two most frequent facets of trust were openness and benevolence. They also described multiple incidents that they felt decreased the level of trust they had with the principal. The two most frequent facets of trust that were coded to these incidents were honesty and openness. The theme of the Educational Leadership Symposium is investing in our educational future together. Trust is an integral part of this investment.

SESSION I

9:20am - 10:10am | AS 2nd Floor

Paper Session

AS 233

Critical Moral Leadership: Toward Social Justice for English Learners

Dr. Greg Wise, Ed.D Alumni, Cohort 8

Dr. Charles Slater, EDLD Faculty

English learners (EL) account for approximately 10 percent of American public school students (NCES, 2015) and a quarter of all public school students in the state of California (CDE, 2015). This student group, while already a sizable minority, is also the fastest growing group of students across the state and nation. Therefore, ways that public school systems meet, or fail to meet, the educational needs of EL students will have an increasingly significant impact on outcomes for public school students generally. However, English learners have traditionally experienced public education in very different ways from native English speaking students, ways that frequently restrict access to educational opportunities and further systemic forms of advantage for some student groups and disadvantage for others (Artiles et al., 2005; Callahan, 2005; Gandara & Rumberger, 2002; Gandara & Rumberger, 2009; Gandara et al., 2003; Garcia et al., 2008; Kanno & Kangas, 2014; Rueda & Windmueller, 2006; Scanlan & Lopez, 2012; Sullivan, 2011).

The purpose of this research was to better understand the relationship between the philosophies, beliefs, and practices of educational leaders, and the experiences of English learners. A conceptual framework was developed that combined the theories of Applied Critical Leadership (Santamaria, 2014) and Moral Leadership (Sergiovanni, 1992). This framework, Critical Moral Leadership, guided the development of an interview instrument to collect qualitative data in the form of participant beliefs and practices.

Paper Session

AS 238

Women's Work

Cynthia Herrera, CSULB Faculty

This case study explores the obstacles and benefits for women to an art education in India. Specifically, this qualitative case study seeks to identify the obstacles and benefits to an arts education in both traditional educational institutions and non-traditional educational institutions such as Non- Governmental Organizations (NGO.) This study explores cultural, institutional and social emotional supports and obstacles by examining the perspective of five art educators working in various educational settings both in traditional and non-traditional educational settings. The Data Analysis revealed that art educator participants perceive that the obstacles to art education for women find themselves in cultural, economic and institutional gender -bias. In addition, participants perceive that art education helps to combat gender bias by providing academic, economic and social emotional support to women.

As a Fulbright scholar in India working on Sustainable Development and Social Change, I began a project in collaboration with various NGO groups headed by women. SEWA a women's photography and video documentary production group, SEYVAYOOR a cultural arts center, Kolkata SANVED a women's dance group that created community workshops for women in trauma , an arts center in Delhi for children of women working in brothels, and finally collaborating with female journalists gave me a completely different perspective of empowered women in India. Not as victims and powerless as shown in media, but women creating resources to empower their communities. This became the focus for a photography portrait and oral history project. The focus of my work is on women's empowerment though cultural production.

SESSION I

9:20am - 10:10am | AS 2nd Floor

Workshop

AS 240

The Power of Caring: Participatory Action Research

Dr. Eleanor Murray, Ed.D Alumni, Cohort 8

This participatory action research (PAR) described Restorative Justice (RJ) as a paradigm that supports the socio-emotional and behavioral development of students. Restorative practices are a framework for building school community, responding to challenging behavior using authentic dialogue, and accepting accountability to make things right. Restorative Justice is a philosophy that shifts from punitive discipline to an alternative, positive-based approach to discipline. Students of color have been disproportionately suspended from school, specifically Black male students. School suspensions lead to poor attendance, loss of instructional days, low academic achievement, and potentially to dropping out of high school. Restorative Justice is a proactive approach to transform schools and stakeholders into a positive school culture built on the foundation of community building, fairness, and justice. The purpose of this action research was to investigate and describe the experiences of 10 Black male 10th-grade students who participated in the RJ group. Participants engaged in a 6-week RJ Community Building Circle to develop social-emotional learning and to explore in-depth outcomes in the process.

This PAR provided a systematic approach to qualitative research. The findings were based on observations, semistructured interviews, and the interview protocol. The students expressed 6 predominate themes that showed relationships matters in the success of young Black male students. The participants reported that the RJ Community Building Circle positively improved their self-perception and influenced their attitude and mind-set.

Workshop

AS 241

The True Value of Promoting Social and Emotional Learning (SEL) in TK-12 Education

Dr. Sonya Smith, Ed.D Alumni, Cohort 5

Gina Cardillo, Hawthorne School District

Tasha McDonald, Hawthorne School District

Angel Rodriguez, Hawthorne School District

Deanna Jordan, Hawthorne School District

Extensive research has shown that children who participate in social and emotional learning (SEL) programs demonstrate immediate improvements in academic achievement and classroom behavior. Moreover, these benefits continue into adulthood through improved educational and employment outcomes. Unfortunately, the current educational landscape does not adequately address students' socio-emotional well-being. Participants in this workshop will learn about several SEL programs that are being successfully implemented in a local school district, the resources and partnerships that contribute to the success of these programs, and the short- and long-term benefits for students realized thus far. Programs to be highlighted include: Positive Behavioral Interventions and Supports (PBIS), Olweus Bullying Prevention Program (OBPP), Social Worker Intern program, and Link Crew. Presenters include: the Director of Pupil Services, an elementary school Assistant Principal, an elementary school Dean of Students, a middle school Counselor, and the high school Transition Specialist.

SESSION I

9:20am - 10:10am | AS 2nd Floor

Paper Session

AS 242

Recognizing Home Leadership: Redefining Parental Involvement Among Mexican Immigrant Homes

Ruby Osoria, CSULB Alumni

Guided by the overarching theoretical and conceptual framework from Latina/o critical race theory (LatCrit), funds of knowledge (FOK), and pedagogies of the home, this qualitative study explores the experiences of 11 Mexican immigrant mothers as they raise their K-12 grade children in the United States. This study centers the experiences of the participants as they utilize their FOK, the pedagogies of the home, local resources, and networks to provide opportunities to advance their children academically. Drawing from an asset-based perspective, this study positions the mother as the primary source of transmitting cultural knowledge to her children. This research describes how Mexican immigrant mothers define their role within the family structure and explores mother daughter relationships. Further, the study identifies the challenges participants endure while raising their first-generation Mexican American children, and the ways in which they use community resources and local networks as forms of support. The data reveals the participants use of FOK through consejos, respeto, and dialogue to promote higher education expectations and aspirations for their children. Lastly, based on data analysis, this study expands on the conceptual framework of strategic mothering by theorizing strategic (Mexican immigrant) mothering.

Paper Session

AS 242

Exploring the Perceptions of Guardians Towards Their Childs' Absenteeism: A Qualitative Study

Andres Castro, Ed.D Candidate, Cohort 11

Many students are not attending school and their lack of attendance is related to lower achievement (Attendance Works, 2014). The gap in the literature often excludes parental involvement when interpreting student achievement (Chang, & Romero, 2008; Gottfried, 2014) or includes it as an implication for future research (Sheppard, 2010; Mena, 2011). The purpose of this study was to explore the perceptions of guardians towards their child's chronic absenteeism in an elementary school setting located in an urban area. Guardians are a significant component to their child's academic development. It is imperative to gain an understanding of how guardians feel about their child's attendance; the newfound understanding could lead to an addressing of concerns and/or identify issues of inequity at the school and district level. In addition, in having guardians express their perceptions towards their child's attendance, the dominant narrative concerning guardians of students with poor absenteeism is challenged (Rehm & Rohr, 2002; Wang & Sheikh-Khalil, 2014).

SESSION I

9:20am - 10:10am | AS 2nd Floor

Paper Session

AS 243

Building Capacity Among Paraprofessionals

Wendy Rosenquist, Ed.D Candidate, Cohort 11

The purpose of this qualitative ethnographic study (Glesne, 2018) will be to understand the professional development needs of middle school paraprofessionals. It is hoped that the findings from the study will lead towards a better understanding on the ways to support paraprofessionals through professional development and procedures. Research has focused on this group of school employees with some empirical evidence in the part time employee's view of the job, duties, and support provided. Furthermore, districts do not have readily available data to inform future policy and practice. While some research targets the above areas separately, few utilize the perspectives of the staff and analyze the research on effective training programs to develop a comprehensive professional development program that meets the needs of the staff and students (Carnahan, Williamson, Clarke, & Sorensen, 2009, Douglas, Chapin, & Nolan, 2015; Giangreco & Doyle, 2002; McCulloch & Noonan, 2013; Gibson, D., Paatsch, L., Toe, D., Wells, M., & Rawolle, S., 2015; Stockall, 2014; Stocker, 2009).

Paraprofessionals, also referred to as paraeducators, teacher aides, or instructional aides, are a group of front line special education student and class support staff on public school campuses who are ill equipped to manage and support student behavioral and academic needs (Carnahan, Williamson, & Sorenson, 2009; Dafonte & Capizzi, 2015; Dulfer, 2013; Giangreco, Backus, Cichoski, Kelly, Sherman, & Mavropoulos, 2003; Stockall, 2014).

Paper Session

AS 243

The Power of a Growth Mindset: Teacher Perspectives on Student Achievement

Maricela Gallegos, Ed.D Candidate, Cohort 11

Growth mindset is a topic that has recently gained greater interest within education. Dweck (2007) states the growth mindset is the belief that a person's basic qualities are things you can improve with effort. Contrarily, a fixed mindset is a belief that a person's qualities are set in stone. The Latino/a culture's family values and gender roles play a role in how students move forward with certain life decisions. Through purposeful sampling, four participants (teachers) were selected to be interviewed at the ABC organization. The site and participants were accessible and taught the concept of a growth mindset to the Latina/o population for at least 3 years. The three themes that emerged will be discussed and examples will be provided. The purpose of this qualitative study was to explore and understand how teachers perceive growth mindset for Latina/o students in a public secondary school setting.

SESSION II

10:20am - 11:15am | AS 2nd Floor

Panel Discussion

AS 233

The Post-Doctoral Journey at Work & Home: A Panel Discussion on Equity, Excellence & Balancing Life Cycles

*Moderated by Anna Brochet, Ed.D Candidate, Cohort 11
Dr. Lisa Mednick Takami, Ed.D Alumni, Cohort 8
Dr. Lidiana Portales Blair, Ed.D Alumni, Cohort 8
Dr. Hector Marquez, Ed.D Alumni, Cohort 8
Dr. Sara Gamez, Ed.D Alumni, Cohort 8*

How do doctoral students who are partners, parents or caregivers navigate the doctoral journey? How do EDD graduates develop their post-doctoral careers while balancing family and personal needs? This panel discussion will provide participants an opportunity to engage with EDLD alumni as they explore managing family responsibilities as doctoral students and as post-doc practitioners. Panelists will share how they navigate their intersectional roles as K-12 & higher education administrators by finding mentors, accessing key support networks, and balancing caregiving in the midst of growing professionally and making a difference at work. A positive post-doctoral experience is connected to quality supervision, career mentoring, collaborations, networking, and a nurturing research environment (Berman & Scaffaldi, 2011). Silva, Des Jarlais, Lindstaedt, Rotman & Watkins (2016) argue that building robust mechanisms to track postdoctoral populations as they move through their careers will enable detection of employment trends and inform shifts in career support and training.

Workshop

AS 240

Meeting Them Where They Are: Strategies for Institutional Agents Serving Black Male Students

Dr. Maisha Jones, Ed.D Alumni, Cohort 9

Dr. Eleanor Murray, Ed.D Alumni, Cohort 8

Dr. Laura Manyweather, Ed.D Alumni, Cohort 8

Dr. Nyree Berry, LA Southwest College

James Reed, Mt. SAC

Contrary to the rhetoric around a post-racial United States, Black males are not experiencing equitable outcomes in higher education. Utilizing a strengths-based approach to explore academic success, this workshop focuses on the following discussion points: institutional barriers, student perceptions and experiences, and opportunities to improve best practices to provide social justice.

The workshop will begin with an activity assessing the extent to which conference participants perceive Black male students in education. The workshop will close with participants engaging in dialogue regarding their willingness to engage in innovative strategies to improve success, and examine current policies and practices specifically focused on Black male student success.

This session will extensively discuss issues influencing Black male achievement in post-secondary education. The objectives of the session are threefold: to identify personal and institutional strengths, critically reflect on current institutional practices, and provide an opportunity for educational leaders to engage with each other while sharing strategies to create sustainable change.

SESSION II

10:20am - 11:15am | AS 2nd Floor

Workshop

AS 241

Authenticity and its Function in Education

Leo Cota, Ed.D Candidate, Cohort 10

Tasha Iglesias, Ed.D Candidate, Cohort 10

More Latinx students are seeking a college education and attaining baccalaureate degrees (Llagas, 2003). Between 2000 and 2015, the presence of Latinx students in colleges and universities catapulted from 1.4 million to 3 million, marking a 126% increase (NCES, 2017). However, disaggregated national graduation data based on race and ethnicity illustrates disparities in outcomes, disfavoring students of color and Latinx students specifically signifying an equity issue. Research has shown that students of color experience the educational process differently than their white peers (Ladson-Billings, 1994). Research also supports the critical role faculty play in the personal and academic development of undergraduate students (Anaya & Cole, 2001; Halawah, 2006). Broadly defined, authenticity means being at the core oneself, including feelings, thoughts, and emotions (Wood, Maltby, Baliousis, Linley & Joseph, 2008). The purpose of this workshop is to define authenticity and explore ways in which the participant can be authentic in their classroom and/or place or employment.

Workshop

AS 242

Student Success Center: Tutoring Program

Dr. Rosa Heckenberg, Ed.D Alumni, Cohort 7

In this Project, we present the Tutoring Program from Arkansas State University, Campus Queretaro, Mexico (ASUCQ) that the Student Success Center provides for students. The Tutoring Program has been successful because of the participation of professors, undergraduate students who attained a 3.5-4.0 GPA each semester/overall, and the partaking of the student on “Academic Probation” at (ASUCQ). The first-year the university opened shows that a significant number of students who end up “in Academic Probation” at the end of the fall, 2017 semester did not attend the tutoring program. The students who participated in the tutoring program during the spring semester 2018, 48 were in “Academic Probation,” and 48% of the students raised their GPA to 2.0 or higher and end up the spring, 2018 semester. The students who participated in the tutoring program the fall semester 2018, 19 were in “Academic Probation,” and 68 % of the students obtained their GPA to 2.0 or higher and end of the fall, 2018 semester.

SESSION II

10:20am - 11:15am | AS 2nd Floor

Panel Discussion

AS 244

CSULB Research in Early Education: Supporting a Cradle to Career Approach

Dr. Jenifer Lipman, Ed.D Alumni, Cohort 9

Dr. Rosie Ramos, Ed.D Alumni, Cohort 9

Dr. Jennifer Solano, Ed.D Alumni, Cohort 9

Research supports the benefits and positive outcomes for children that attend high quality early education programs. These children have demonstrated improved cognitive, health, socio-emotional, and behavioral outcomes and are more likely to experience continued school success. Early education is the foundation of a birth through college and career continuum and educational leaders throughout the continuum are profiting from discourse that now includes early education and what quality in those programs is. The panelists hope that participants will gain new information specific to the research topics presented, as well leave with a deeper understanding and desire to advocate for the inclusion of early education in policy, practice, and discourse within the greater educational continuum.

Participants on this panel include three recent CSULB Department of Educational Leadership alumni, who's areas of expertise and doctoral research focused on early education. Each of the panelists will briefly share their research, key findings and recommendations, as well as how their research currently is or will be applied in the field.

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

The Successes and Challenges of an Early Childhood Education Program Serving Children in Exceptional Circumstances: A Qualitative Study with Teachers, Administrators and Parents

Ana Gabriela Acosta, Graduate Student

Experts report that a vast majority of young children from families experiencing homelessness are falling behind their peers in all developmental areas. Children's access to quality early care and education is critical for supporting families experiencing homelessness, as well as ensuring early intervention benefits for children's success in life. This qualitative case study explored the successes and challenges in providing quality care and education to young children between the ages of 18 months to 5 years, and their families in a private, faith-based preschool in Los Angeles County. The study included a total of 12 interviews with parents, teachers and administrator/staff to gather their perspectives as well as examined program structure through field observations and analysis of relevant documents to better understand the services, educational as well as other kinds of services, provided by the program to meet the needs of children and families facing homelessness. The National Association for the Education of Young Children's (NAEYC) quality standards were used as a guide to examine the program's quality. Findings showed that the relationships among all stakeholders involved in the preschool program were crucial to the success of the preschool. The study's findings highlighted some challenges and the need for modifications related to support for teachers, sustained teacher training and development, strong administrative program structure, and funding.

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

Exploring the Perceptions of Guardians towards their Childs' School Absenteeism: A Qualitative Study

Andres Castro, Ed.D Candidate, Cohort 11

Many students are not attending school and their lack of attendance is related to lower achievement (Attendance Works, 2014). The gap in the literature often excludes parental involvement when interpreting student achievement (Chang, & Romero, 2008; Gottfried, 2014) or includes it as an implication for future research (Sheppard, 2010; Mena, 2011). The purpose of this study was to explore the perceptions of guardians towards their child's chronic absenteeism in an elementary school setting located in an urban area. Guardians are a significant component to their child's academic development. It is imperative to gain an understanding of how guardians feel about their child's attendance; the newfound understanding could lead to an addressing of concerns and/or identify issues of inequity at the school and district level. In addition, in having guardians express their perceptions towards their child's attendance, the dominant narrative concerning guardians of students with poor absenteeism is challenged (Rehm & Rohr, 2002; Wang & Sheikh-Khalil, 2014).

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

Beyond Bathrooms: The Ethical Needs for Transgender Policy in Education

Ann Ernandes-Hernandez, Ed.D Candidate, Cohort 11

Over 40% of transgender adults have attempted suicide after experiencing homelessness, sexual assault, displacement from families, and societal connectivity (Haas, Rodgers, and Hermann, 2014). However, most of the studies on transgender safety as a marginalized group pertains to adults, with little information on transgender students; i.e. those in early education in a PK-12 school setting. Even less research has been conducted on students existing at intersectionalities of identifying as transgender and their race, socio-economic status, sexuality, and/ or age; more specifically students in grades six through eight. Stryker (2017) reveals that during early adolescence, teens are developing increased empathy for others and moving beyond their egocentric selves. Therefore, focusing on building equal access for all students, while in a six through eight educational setting, is critical towards creating inclusive adults. With the lack of federal guidelines and persistent evolution of laws pertaining to transgender rights, particularly with middle-school-aged students, schools are now faced with meeting the needs of transgender students. Furthermore, in creating the inclusion of transgender students, it is imperative to create universal inclusion of all students demographics.

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

Targeted Faculty Harassment

Dr. Nina Flores, CSULB Faculty

Louis Williams, Graduate Student

A growing form of harassment is facing faculty members: targeted harassment by the public. Targeted harassment refers to groups or individuals engaging in campaigns directed at faculty. This might include cyberbullying, threats of violence or rape, and more via the internet, phone, and in-person intimidation. Harassment may stem from the faculty member's teaching, research, social media posts, personal identity markers, presence on professor watchlist sites, or engagement with the public.

Our project explores the types of targeted harassment that occurs along with institutional responses. Our in-progress research consists of three stages: 1) developing a database of incidents that make it to news and blog sites, 2) analyzing the incidents for common themes, and 3) examining the institutional response to the outside harassment.

In this poster we provide examples of targeted harassment, and early findings about what fuels these harassment incidents as well as promising campus practices and policies.

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

The Power of a Growth Mindset: Teacher Perspectives on Student Achievement

Maricela Gallegos, Ed.D Candidate, Cohort 11

Growth mindset is a topic that has recently gained greater interest within education. Dweck (2007) states the growth mindset is the belief that a person's basic qualities are things you can improve with effort. Contrarily, a fixed mindset is a belief that a person's qualities are set in stone. The Latino/a culture's family values and gender roles play a role in how students move forward with certain life decisions. Through purposeful sampling, four participants (teachers) were selected to be interviewed at the ABC organization. The site and participants were accessible and taught the concept of a growth mindset to the Latina/o population for at least 3 years. The three themes that emerged will be discussed and examples will be provided. The purpose of this qualitative study was to explore and understand how teachers perceive growth mindset for Latina/o students in a public secondary school setting.

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

“You Have The Potential To Be Great!” PLTW and The Support of College-Bound Latina/o STEM Students

Ricardo Lois, Ed.D Candidate, Cohort 11

The pilot study sought to understand how an urban high school’s Project Lead the Way (PLTW) biomedical science program and other factors supported college bound second-generation Latina/o students to successfully enter university STEM programs. A ethnographic qualitative methodology was employed and included the use of semi-structured interviews with three 12th-grade second generation Mexican PLTW students, site observations, and a collection of documents. Findings suggest that students examined gained interest and confidence in pursuing a undergraduate STEM degree after experiencing a project-based curriculum in their PLTW biomedical courses. The students entry to university STEM programs was also assisted by support from their families and high school teachers. The number of Latina/o students entering STEM university programs could possibly be increased by ensuring they have access to project-based STEM learning throughout the P-12 educational system. Educational leaders also need to consider how to develop varied systems of support aimed at encouraging the STEM success of Latina/o students.

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

Exploring African American Elementary Students' Experiences with Culturally Relevant Pedagogy

Oluwakemi Mustapha, Ed.D Candidate, Cohort 10

According to hooks (1994), classrooms can be the “most radical space of possibility” (p. 12). However, the United States does not seem offer this to its African American students. African American students have historically attended schools that have proven unable to meet their needs, their educational performance is below that most other ethnicities (Howard, 2010; Howard & Terry, 2011). Researchers use various terms to describe this disparity, however, all recognize that the disparity exists. Ladson-Billings (1994) asserts that Culturally Relevant Pedagogy (CRP) can address the needs of African American students through empowering them and incorporating their cultures, relevant topics, and building sociopolitical awareness. CRP seems ideal for elementary school, as it is the foundation of one’s education. This case study gathers data from South Los Angeles Elementary School through observations, interviews, and student focus groups to shed light on African American elementary school students and their experience with CRP.

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

Please Don't Go: An Examination of Teacher Retention in High Needs Schools

Angela Rodriguez, Ed.D Candidate, Cohort 10

The purpose of this study is to examine the issue of teacher retention in high needs schools. The issue of teacher retention is one of national concern. Teachers are leaving the profession at alarming numbers, approximately 33% leave the field in the first three years and 50% leave in the first five (Wynn & Brown, 2008; Sutchter, Darling-Hammond, & Carver-Thomas, 2016). The situation is even more perilous in high needs schools where the rate of teacher attrition is 70% higher, particularly in high poverty areas or schools with large concentrations of students of color (Espinoza, Saunders, Kini, & Darling-Hammond, 2018).

Research indicates that there are both personal and institutional factors that contribute to teacher retention, with principal leadership among the most salient factors related to teachers' decisions as whether to leave or remain in the profession. Applied Critical Leadership (Santamaria & Santamaria, 2013) is a social justice theoretical framework which purports nine leadership characteristics that are crucial for successful school leaders. Utilizing the theoretical framework of Applied Critical Leadership (Santamaria & Santamaria, 2013), this study will examine the personal attributes and institutional factors that contribute to teacher retention in high needs schools, informing educators, administrators, teacher education programs, and policy makers on best practices for retaining these teachers.

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

Gender and Growth Mindset in STEM: A Study Examining the High School Longitudinal Survey

Dr. Erika Kato, EDLD Faculty

Brandon Rodriguez, Graduate Student

Women involvement in science, technology, engineering, and mathematics (STEM) continues to be underrepresented as compared to men. Women who partake in the STEM pipeline still face challenges about their perceptions of math and science ability. Gender disparities in STEM are factors that may influence the outcomes of interest in STEM and career aspirations. This study is interested in determining whether moderators such as growth mindset and belonging affect a female student's interest and persistence in the STEM path by using the High School Longitudinal Study (HSLs) of 2009 (Ingels, Pratt, Herget, Dever, Fritch, Ottem, ... Leinwand, 2013). HSLs is ongoing with a tentative follow up in 2025, but so far it has provided data at five different points: the base year in 2009, first follow-up in 2012, 2013 update, high school transcripts from 2013-2014, and the second follow-up in 2016. The HSLs started with a ninth-grade cohort and the survey instruments include students, parents, teachers, administrators, and counselors. Unique aspects of the HSLs is the length of the study and the size with over 21,000 participants from both public and private schools. Degol, Wang, Zhang, and Allerton (2018), examined gender differences on the mindset of STEM career outcomes through motivational beliefs in a short-term longitudinal study.

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

Building Capacity Among Paraprofessionals

Wendy Rosenquist, Ed.D Candidate, Cohort 11

The purpose of this qualitative ethnographic study (Glesne, 2018) will be to understand the professional development needs of middle school paraprofessionals. It is hoped that the findings from the study will lead towards a better understanding on the ways to support paraprofessionals through professional development and procedures. Research has focused on this group of school employees with some empirical evidence in the part time employee's view of the job, duties, and support provided. Furthermore, districts do not have readily available data to inform future policy and practice. While some research targets the above areas separately, few utilize the perspectives of the staff and analyze the research on effective training programs to develop a comprehensive professional development program that meets the needs of the staff and students (Carnahan, Williamson, Clarke, & Sorensen, 2009, Douglas, Chapin, & Nolan, 2015; Giangreco & Doyle, 2002; McCulloch & Noonan, 2013; Gibson, D., Paatsch, L., Toe, D., Wells, M., & Rawolle, S., 2015; Stockall, 2014; Stocker, 2009).

Paraprofessionals, also referred to as paraeducators, teacher aides, or instructional aides, are a group of front line special education student and class support staff on public school campuses who are ill equipped to manage and support student behavioral and academic needs (Carnahan, Williamson, & Sorenson, 2009; Dafonte & Capizzi, 2015; Dulfer, 2013; Giangreco, Backus, CichoskiKelly, Sherman, & Mavropoulos, 2003; Stockall, 2014).

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

How Do We Speed Up Time-to-Degree? An Analysis of 4.5 to 5 year Graduation Rates

Dr. Avery Olson, EDLD Faculty

Dr. Erika Kato, EDLD Faculty

Samantha Sommer, CEEE Graduate Assistant

Adeline Wolfe, CEEE Graduate Assistant

The purpose of this research is to better understand how CSULB can increase its 4-year graduation rate to 39% for the fall 2021 cohort in response to the CSU's Graduation Initiative 2025. This study investigated factors influencing the 4.5 and 5-year graduation rates of first time, full time freshmen. By examining this population, one can get a better sense of the changes that will be required to increase the 4 year graduation rate. This poster will focus on existing IR student data including descriptive statistics of recent 4, 4.5, and 5-year CSULB graduates. Further, this poster will examine the literature on the goals, expectations, attitudes, behaviors, and obstacles facing students who graduate in the 4.5 to 5 year range and how understanding these constructs helped to develop a longitudinal student success survey. Recommendations for institutional changes and next steps in this research will be discussed.

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

STEM Identity for Transfer Students: Examining Survey Responses from EXCEL STEM Transfer Learning Community Surveys

Dr. Erika Kato, EDLD Faculty

Lana Tran, CEEE Graduate Assistant

Graham Bowers, CEEE Graduate Assistant

The California State University, Long Beach (CSULB) EXCEL Transfer Learning Community is a one-unit introductory course (NSCI 390) designed to ease the transition between community college and CSULB for incoming College of Engineering (COE) and College of Natural Sciences and Mathematics (CNSM) transfer students. The course curriculum includes strategies for time management and test taking, how to write curriculum vitae, personal statements and cover letters. The course also connects students with campus resources, as well as scholarships, internships, and research opportunities. One of the aims of the aforementioned course is to promote stronger STEM identity within students. These include their sense of belonging in their chosen majors, confidence to see themselves in working in the STEM fields, and their assuredness to be successful in their field of studies.

In looking at and comparing the pre- and post-surveys, this study examines the EXCEL transfer students' attitudes toward STEM identity to see if they have increased at the end of taking the course.

SESSION III: Poster Session

11:25am - 11:55am | Anatol Entrance

Poster Session

Analyzing Spatial Thinking Curriculum for Building Computational Skills in Children

Dr. May Ling Halim, CSULB Faculty

Dr. Steven Moore, University of Redlands

Adeline Wolfe, CEEE Graduate Assistant

In 2015, the Center for Spatial Studies at the University of Redlands obtained a grant from the National Science Foundation for research implementation of STEM+C Track 1 (STEM-C): Model Spatial Thinking Curriculum for Building Computational Skills. This poster shows how the Redlands STEM-C project impacted the development, implementation, and evaluation of spatial and computational instructional activities for children in grades K-5 from the Southern California area. Results showed that when pilot participants were excluded, treatment classrooms showed better spatial skills than control classrooms. Initial math performance more strongly predicted later spatial skills than vice versa, but both directions were evident. Furthermore, teachers observed increases in student confidence, engagement with directional thinking, and ability to identify directional and spatial thinking outside the classroom, especially among the younger cohort. These findings suggest that integrating spatial skill development in schools could possibly benefit math skills, especially for students in the early elementary years.

SYMPOSIUM COMMITTEE

Dr. Don Haviland

Professor & Department Chair
Educational Leadership Program

Kimberly Word

Associate Director
Educational Leadership Program

Charline Carabes

Department Coordinator
Educational Leadership Program

Dana Ocampo

Administrative Support Assistant
Educational Leadership Program

Elaine Bernal, Ed.D

Alumni Fellow
Cohort 7

Kirstie DeBiase, Ed.D

Alumni Fellow
Cohort 7



Thank you for attending and supporting our programming.

100% of the registration proceeds will be used to fund the Educational Leadership Social Justice Scholarship awarded to exemplary CSULB Ed.D graduate students.

For more information on our faculty & programs, please visit:

www.csulb.edu/edld



GO LEAD

CSULB EDUCATIONAL LEADERSHIP

WWW.CSULB.EDU/EDLD

Follow Us on Social Media!



[/EDDCSULB](https://www.facebook.com/EDDCSULB)



[@CSULBEDD](https://www.instagram.com/@CSULBEDD)



[@CSULB_EDD](https://www.twitter.com/@CSULB_EDD)



[/PHOTOS/CSULBEDD](https://www.flickr.com/photos/CSULBEDD)

.....

**9th Annual Educational Leadership Symposium:
Investing in Our
Educational Future
Today, Tomorrow, Together
January 26, 2019**