

COLLEGE OF

Education

2014

Educational Leadership Symposium

Educational Leadership—Practice, Policy, and Research

Developing Leaders for Social Justice:

Working Towards Transformative P - 16 Education



Saturday, January 25th, 2014

California State University, Long Beach

College of Education, Educational Leadership Department



Welcome



Welcome to our Fourth Annual Educational Leadership Symposium. We have assembled students from our doctoral, masters programs, alumni and our practice partners to showcase their work and thinking on the pressing educational issues of the day. As our nation's economy shifts and the global markets influence what is required for an educated and prepared citizenry, our focus on access and equity to high quality education sharpens. Social justice demands that all of our young people have the same life chances to pursue their goals, and our success as a nation depends on our ability to transform our educational institutions to optimize the talents of all stu-

dents. Students and faculty in our Educational Leadership Programs continue to these tackle issues with optimism and enthusiasm. Our focus on education as a seamless experience from PK-12 through higher education and beyond, gives us a unique opportunity and responsibility to view issues and opportunities using the pipeline metaphor where practice and decisions made in one segment affects all. We remain steadfast in our belief that our educational sectors must work together to meet the challenges necessary for all students and their families to achieve their dreams.

Today, as we consider *Developing Leaders for Social Justice: Working Towards Transformative P-16 Education*, we bring together classroom teachers, counselors, student development educators, postsecondary faculty, and school district, college and university administrators so that we can build the knowledge and networks necessary to improve education across the sectors. We hope that you find fertile ground for ideas and the motivation to make significant changes in the education of your own students through the connection of practice, theory, and research that we explore today.

Enjoy!

Dr. Anna Ortiz

Chair, Educational Leadership Department

Keynote



Dr. Tara Yosso

A first generation college student from San Jose CA, Tara J. Yosso is an Associate Professor in UC -Santa Barbara's Department of Chicana and Chicano Studies. She created an individual major for her B.A. from UCLA: Social Psychology of Education with an Emphasis in Chicana/o Studies, and also earned her Ph.D. from UCLA in Education (Urban Schooling). Yosso's teaching and research apply the frameworks of critical race theory and critical media literacy to examine educational access and equity, emphasizing the community cultural wealth Students of Color bring to school. She has been awarded a Ford Foundation Diversity Postdoctoral Fellowship and has authored numerous chapters and articles in publications such as *Race Ethnicity and Education*,

Educational Administration Quarterly, and *Harvard Educational Review*. The American Educational Studies Association selected Yosso's book *Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline* (Routledge) for the 2008 Critics' Choice Book Award. Her current research addresses racial microaggressions and film portrayals of Latina/o high school students.

Program
January 25, 2014

CHECK IN

Karl Anatol Center

8:15AM—8:45AM

Please pick up your name badge and program materials. Continental breakfast is available in the Patio Room.

KEYNOTE ADDRESS

Karl Anatol Center

9:00AM—10:00AM

Dr. Tara Yosso will join us this year as the keynote speaker at this year's event. Dr. Yosso is an associate professor in the Department of Chicana and Chicano Studies at the University of California, Santa Barbara. Yosso's teaching and research apply a framework of critical race theory to examination educational access and equity, emphasizing the community cultural wealth Students of Color bring to school.

PANEL SESSION

10:10AM—11:00AM

Latina/o Voices in Higher Education: New Perspectives Throughout the Pipeline

Anatol

Susan Salas, MSSW, LCSW, CalSWEC Field Education Consultant, Undergraduate Field Education Coordinator, School of Social Work, CSU Long Beach, Doctoral Candidate, CSU Long Beach
Genice Sarcedo, Graduate Intern, Women's Resource Center and Office of Equity and Diversity, Doctoral Candidate, CSU Long Beach
Truc HaMai, Graduate Student Board Member, Council for the Study of Community Colleges, Doctoral Candidate, CSU Long Beach
Angela Acosta-Salazar, Former Trustee, Rio Hondo Community College, Doctoral Candidate, CSU Long Beach

Marching Towards Equity: Access and Success for African American College Students Academic Services

AS 235

Pamela Lewis, USU Building Operations Manager, CSU Long Beach, SDHE Masters Student, CSU Long Beach
Markeshia Babers, CBA Academic Advisor, CSU Long Beach, SDHE Masters Student, CSU Long Beach
Ashlee Wilkins, EOP Academic Advisor, CSU Long Beach, SDHE Masters Student, CSU Long Beach

Educational Administration Masters Students Study District-Wide Piloting of New Technology Literacy Skills

AS 241

Kristen Dobyms, 8th Grade Math Teacher, Hawthorne School District, Ed. Admin. Masters Student, CSU Long Beach
Ken Takata, 3rd Grade Math Teacher, Hawthorne School District, Ed. Admin. Masters Student, CSU Long Beach
Raquel Dickert, K-5 Elementary Math Coach, Hawthorne School District, Ed. Admin. Masters Student, CSU Long Beach
Jim Scott, Ed.D., Distinguished Lecturer In-Residence, Educational Leadership, CSU Long Beach
Linda Symcox, Ph.D., Professor, Educational Leadership CSU Long Beach

Raising the Bar for STEM Education in California: Preparing Elementary Teachers in a Model Scalable, STEM-Rich Clinical Setting

AS 244

Stacey Benuzzi, Middle School Math Coach, LBUSD, Doctoral Student, CSU Long Beach
Jennifer Kolb, Math Teacher, LBUSD, Doctoral Student, CSU Long Beach
Michael Trimmell, Principal, Jersey Elementary School, LBUSD, Doctoral Student, CSU Long Beach

PAPER SESSION I

11:10AM—11:30AM

The Importance of Addressing Spiritual Development in Higher Education

AS 233

Matt Cabrera, Student Life and Development Coordinator, CSU Long Beach, Doctoral Student, CSU Long Beach

Higher Learning: African American Males Who Pursue Postsecondary Degrees

AS 235

Mark Worthy, Adjunct Professor, Brown Mackie College/University of New Mexico

Exploring Latina/o Undocumented Students' Social-Political Navigation in Higher Education

AS 240

Jeanette Maduena, Counselor, Los Angeles Harbor College, Doctoral Student, CSU Long Beach

Facilitating the Successful College Choice Process for Urban High School Students

AS 241

Sonya Smith, Assistant Principal, Hawthorne School District, Doctoral Candidate, CSU Long Beach

Unstandardizing Teaching: Teacher as Institutional and Empowerment Agent for Latina/o Students' College Access

AS 242

Leticia Rojas, Educator, Doctoral Student, CSU Long Beach

Studies of Committed Principals: A Collective Leadership Approach to Improve Schools in Barcelona, Spain

AS 243

Charles Slater, Ph.D., Professor, Educational Leadership, CSU Long Beach
Jose Mateo Bastidas, Ph.D., Professor, Universidad Autonoma de Sinaloa Mexico

Community Cultural Wealth in STEM Education of Latinos/as

AS 244

Cathalina Juarez, SCAE Masters Student, CSU Long Beach

<i>The Sunshine State: Shedding Light on the Improvement Plans of California's TK-12 Districts to Reduce the Disproportionate Identification of Emotional Disturbance</i>	AS 233
Dorothy Cotton, Doctoral Candidate, CSU Long Beach Nat Hansuvadha, Ph.D., Associate Professor, Liberal Studies Department, CSU Long Beach	
<i>Blue Print for Success of Undergraduate African American Males</i>	AS 235
Kim Tabari, Ed.D., Assistant Director, Associated Students Inc., CSU Long Beach	
<i>International Alternative Spring Break: A Qualitative Study Examining Personal and Professional Identity Development of Graduate Students</i>	AS 238
Kashima Samuels, Academic Advisor, Honors Program, CSU Long Beach	
<i>Succeeding Despite Institutional Barriers: The Journey of Mexicana Undocumented Students and their Families Towards Accessing Higher Education</i>	AS 240
Brenda Pulido, SCAE Masters Student, CSU Long Beach	
<i>College Access: Success and Retention of Online Basic Skills Math</i>	AS 241
Stephen Ward, Ronald E. McNair Post-baccalaureate Researcher, Claremont Graduate University	
<i>Empowering Chicana/o and Latina/o Students: A Framework for High School Counselors</i>	AS 242
Alejandro Padilla, School Counselor, Santa Ana Unified School District, Doctoral Candidate, CSU Long Beach	
<i>The "Other" Women: What About the Experiences of Women Faculty of Color in Community Colleges?</i>	AS 243
Truc HaMai, Graduate Student Board Member, Council for the Study of Community Colleges, Doctoral Candidate, CSU Long Beach	
<i>Creating Healthy Community-University Partnerships Alongside Migrant Families: A Conceptual Model</i>	AS 244
Miguel Zavala, Ph.D., Assistant Professor, CSU Fullerton Patricia A. Pérez, Ph.D., Assistant Professor, CSU Fullerton Alejandro González, Ed.D., Program Specialist, Migrant Education Program, Region IX Anna Díaz Villela, Graduate Student, San Francisco State University	

LUNCH

Karl Anatol Center

12:00PM—1:15PM

Please join us in the Karl Anatol Center for lunch. You will need to present your name badge to receive your lunch.

LUNCH PRESENTATION

Karl Anatol Center

12:15PM—1:15PM



Watts Youth Collective (WYC)

The Watts Youth Collective (WYC), simply known as “dub-why-cee”, is a grassroots community organization of youth (5th grade through college) living in and around Watts, who work towards creating changes in their community and, more importantly, in themselves. WYC was created and established in 2005 by youth who were tired of all the negative stereotypes about their Watts community and could not find a space or organization that met their needs. WYC’s main program components include: a critical mentorship (where the older students help pass on the leadership, community skills, critical knowledge, and advise the younger members), Youth Participatory Action Research (YPAR), developing workshops and presentations, and creating counter media (documentaries and public services announcements). The Watts Youth Collective are also involved in coalition building with other grassroots organizations to support political actions and organizing. WYC is a space that grew organically into a tight-knit family trying to create changes and dispelling negative stereotypes.

Teacher: **Laurence Tan** has been a LAUSD teacher for 13 years. He serves the community of Watts (South Los Angeles). He is a founder of the Watts Youth Collective (WYC) and is an active participant in the Council of Youth Research (CYR). Laurence works with youth and families toward social change and community building, drawing upon his experiences as an immigrant growing up by the border of San Diego. Laurence has been cited in such works as *Literacy with an Attitude* 2nd Edition by P. Finn, *Learning Power* by J. Rogers and E. Morrell, *Culturally Responsive Pedagogy* by Geneva Gay, etc. He has also published in *The Social Justice Handbook in Education*, “Teaching to Change LA”, and many online articles pertaining to education.

Presenters: **Erick Alvarado, Jozeline Alvarenga, Cristal Andrade, Donquanta Atkins, Shakura Baltazar, Destiny Baltazar, Clayton Baltazar, Brianna Fernandez, Crystal Figueroa, Bryan Ramirez, Frank Reed, Laurence Tan**

WORKSHOPS I

1:30PM—2:15PM

The Role of a University-Community Partnership in Developing Leaders for Social Justice**AS 235**

Eugene Fujimoto, Ph.D., Assistant Professor, CSU Fullerton
Dear Aunaetrakul, Graduate Student, CSU Fullerton
Elizabeth Gomez, Graduate Student, CSU Fullerton
Abrahan Monzon, Graduate Student, CSU Fullerton
Kenny San Nicolas, Graduate Student, CSU Fullerton

An Interpretive Approach to Advising Men in Postsecondary Contexts**AS 241**

Jonathan O'Brien, Ed.D., Coordinator, Student Development in Higher Education, CSU Long Beach

The Purpose, Structure and Effectiveness of Faculty Training Programs**AS 242**

Kirstie Debiase, Manager of Instructional Quality, Charter College, Doctoral Student, CSU Long Beach

Advocacy and Transition Services in the Field of Special Education**AS 243**

Tina Arora, Ph.D., Assistant Professor, College of Education, CSU Long Beach
Nazareth Lijiam, Fiscal Coordinator, College of Education, CSU Long Beach
Hilda Sramek, Director, SERVE, College of Education, CSU Long Beach

Vocational Identity and Well-Being Among Diverse, Upper-Division Health Science Students**AS 244**

Ayla Donlin, Director, LifeFit Center, CSU Long Beach, Doctoral Candidate, CSU Long Beach

WORKSHOPS II

2:25PM—3:10PM

Creating Cultural Competency on Campus**AS 235**

Dominica Scibetta, SDHE Graduate Student, CSU Long Beach
Connie Cheng, SDHE Masters Graduate Student, CSU Long Beach
Monet Warren, SDHE Masters Student, CSU Long Beach
Charlie Nguyen, SDHE Masters Student, CSU Long Beach
Eileen Jimenez, SDHE Masters Student, CSU Long Beach

Alternate Faculty Induction Programs as a Model for Organizational Resilience**AS 242**

Bradley Olin, System Budget Analyst, CSU Chancellor's Office, Doctoral Student, CSU Long Beach

Social Media and You: Curating a Justice-Minded Digital Identity**AS 243**

Aileen Bernardino, Study Abroad Graduate Assistant, CSULB International Education, SDHE Masters Student, CSU Long Beach
Kasie Hipp, International Center Assistant, UCI International Center, SDHE Masters Student, CSU Long Beach
Luis Miranda, Career Guidance Assistant, L.A. Harbor Youth Source Center, SDHE Masters Student, CSU Long Beach
Chris Perez, Transfer Advisor, CSULB University Outreach and School Relations, SDHE Masters Student, CSU Long Beach
Jacqueline Toy, Student Conduct Assistant, UCI Student Life and Leadership, SDHE Masters Student, CSU Long Beach

The CSULB Men's Success Initiative: A Potential Model for Addressing African American and Latino***Male Success in Higher Education*****AS 244**

Matt Cabrera, Student Life and Development Coordinator, CSU Long Beach, Doctoral Student, CSU Long Beach
Justin Stallings, Student Life and Development Coordinator, CSU Long Beach
Samuel A. Romero, Graduate Assistant, Student Life and Development Office, SDHE Masters Student, CSU Long Beach

INFORMATION SESSION

2:25PM—3:10PM

Information Session: Student Development in Higher Education Program**Anatol**

Jonathan O'Brien, Ed.D., Coordinator, Student Development in Higher Education, CSU Long Beach

MIXER

3:10PM—4:00PM

Join us in the Karl Anatol Center for light refreshments and an opportunity to connect with symposium presenters, students, faculty, and community partners.