



CALIFORNIA STATE UNIVERSITY

LONG BEACH

Educational Leadership



Saturday, January 30th | 9:00AM - 1:00 PM



#LBLead21 | @CSULB_EDD

SCHEDULE AT-A-GLANCE



CALIFORNIA STATE UNIVERSITY

LONG BEACH

Educational Leadership

WELCOME ADDRESS BY:

DR. GABRIELA CASTAÑEDA

9:00AM - 9:10AM | *Beach Zoom Room*

SESSION I

9:15AM - 10:15AM | Various Zoom Rooms

SESSION II

10:20AM - 11:20AM | Various Zoom Rooms

BREAK

11:25AM- 11:35AM

KEYNOTE ADDRESS

KEYNOTE ADDRESS BY:

DR. NANCY B. GUTIÉRREZ

INTRODUCTION BY:

DR. VANESSA MONTEROSA

11:35AM - 12:35PM | *Beach Zoom Room*

CLOSING REMARKS BY:

DR. VANESSA MONTEROSA



#LBLead21 | @CSULB_EDD

Welcome

A message from our Department Chair

Welcome to the 11th annual Educational Leadership Symposium – and our first virtual one! We come together at a time when the relevance of our theme, Leading for Equity and Justice, could not be clearer. We face inter-connected challenges, including: systemic racism; a pandemic that has heightened inequalities in health, employment, and schooling; and civil unrest marked by an insurrection in the Capitol.

I am hopeful for positive change and I know education is central to addressing these challenges. And this means we need educational leaders who know how to lead with a lens that centers equity and justice, so that we can disrupt systems of inequality and oppression.

We are honored today to have Dr. Nancy Gutiérrez join us. Dr. Gutiérrez is the President and CEO of [The Leadership Academy](#), which has as its mission to “build the capacity of educational leaders at every level of the system to disrupt systemic inequities.” Her talk today on the parallel paths of self and systemic work needed to confront racism is going to be timely and give us tangible ideas for how we can move forward as educational leaders to improve our institutions and serve students.

We also have a variety of wonderful sessions around which to engage this conversation, including sessions on formerly incarcerated youth, inclusive music education, and Black families and males in special education. And we are fortunate to be joined by colleagues from 2 universities in Mexico, who will be leading sessions here today. Bienvenidos!

I would also like to draw your attention to the excellent work of our department’s Racial Equity Fellows, who will be leading two conversations on race and the impact of racism. Please see the description below on the “Race, Racism &...” series these fellows created and are leading!

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: @nancybgutierrez @csulb_edd #LBLead21 #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!





We are pleased to introduce our Educational Leadership Racial Equity Fellows (REFs)! In fall 2020, the department put out a call for students in all programs who wanted to help the department prepare all students to advance racial justice and equity in their institutions. We are excited to be able to welcome 6 students into this leadership role (From the doctoral program: Autumn Cunningham, Ryan Howard, Miguel Reyna, Aimee Vaquera, and Oluwatosin Williams; from SDHE: Louis Williams)! This is a very committed, collaborative, and insightful group – and our community is going to benefit from their leadership.

The REFs have been meeting, together with a team of faculty (Drs. Glass, Haviland, O'Brien and Vega), regularly since October and are going to be hosting a series of conversations known as the *Race, Racism &...* series, with the first two sessions held today as part of the symposium. The sessions are identified by their title as well as a little “*” next to each session title.

These sessions are facilitated dialogues designed to look broadly at issues of race, racism, and society. The REFs will use the lens of specific topics (e.g., *Education, Health*) in order to name specific dimensions of how the institutions of racism, white privilege, and white supremacy are woven in into our society and how these ideologies impact our institutions. The hope is that by naming and better understanding these topics, we can work as citizens and educational leaders to disrupt and ultimately dismantle these structures.

The sessions, which are facilitated by REF teams, are intended for *students*, so that participants have the space to be as honest and open as they wish. The goal is to be able to name specific issues and then identify actions or steps that participants can take as educational leaders. Importantly, we view this series as the *beginning of an ongoing conversation*, with the intent of informing action in the department and beyond. We hope these will be a space for honest conversation, learning and growth that builds our collective ability to advance racial justice.

KEYNOTE SPEAKER

Dr. Nancy Gutiérrez



Dr. Nancy B. Gutiérrez joined The Leadership Academy in 2014 and was named President & CEO in July 2018. Nancy is a Fall 2019 [Pahara-Aspen Education Fellow](#) and was named one of New York State's 100 most powerful leaders in education by City & State NY in 2020. Nancy's belief in education as a critical vehicle for equity and social justice has inspired her dedication to education. Growing up in a disenfranchised Latinx neighborhood in East San Jose, California, she witnessed first-hand the impact of limited resources and low expectations. Nancy began her career as a teacher and principal in her home community, where she was the founding principal of Renaissance Academy, the highest performing middle school in the district and a California Distinguished School. Achieving that success, she went on to lead an effort to turn around the district's lowest performing middle

school, located only two blocks from her childhood home. Nancy was named the UC Davis Rising Star and Association of California School Administrator's Region 8 Middle School Principal of the Year in 2010.

Since she joined The Leadership Academy in August 2014, Nancy has led such accomplishments as launching the organization's district leadership work, developing principal supervisor leadership standards and aligned curriculum and programming including the popular Foundations of Principal Supervision institute. Prior to working at the Leadership Academy, Nancy launched a program for executive leadership advancement for the New York City Department of Education that led to superintendent certification.

Nancy is a graduate of the inaugural cohort of the Harvard Graduate School of Education's Doctor of Education Leadership (Ed.L.D.) program where during her tenure she served as a Teaching Fellow for Harvard's School Leadership Program, a mentor for Harvard's Latino Leadership Initiative, and co-chair for Harvard's Alumni of Color Conference. Nancy served on the national board of the Coalition of Essential Schools for more than a decade. She is an adjunct instructor at NYU and is a frequent speaker and instructor for the Harvard Principals' Center institutes for School Turnaround Leaders, Urban School Leaders, and Race, Equity, Access, and Leadership. Nancy is on the Latinos for Education (L4E) teaching team, a graduate of the Association of Latino Administrators and Superintendents (ALAS) Aspiring Superintendents Academy, and is a member of Education Leaders of Color (EdLoC) Board of Directors which aims to break through the polarizing divides that have consumed efforts to improve public education.

Find Nancy on Twitter [@nancybgutierrez](#) or [LinkedIn](#).



#LBLead21 | @CSULB_EDD

Culturally Responsive Leadership in Today's Context

Nancy Gutierrez, President & CEO of The Leadership Academy

The Leadership Academy defines culturally responsive leaders as leaders who “recognize the impact of institutionalized racism on their own lives and the lives of the students and families they work with and embrace their role in mitigating, disrupting, and dismantling systemic oppression.” Gutierrez will take us on a journey along two parallel paths: self & system. What is it that we, as leaders, need to know and be able to do to lead for equity? What does that look like, sound like, and feel like in today's context? We will dive deep into The Leadership Academy's Equity Leadership Dispositions and the discomfort inherent in transformative learning as we forge ahead into concrete actions.

SESSION I

9:15AM - 10:15AM | PYRAMID ZOOM ROOM

PAPER SESSION

PYRAMID ZOOM ROOM

Stepping out of the Institutional Blinds Spot: Addressing Black Female Undergraduate Intersectional Needs at Hispanic Serving Institutions

Nadine Kelley, Ed.D. Candidate

With the increased growth of Black female undergraduates enrolled in college, the educational discourse has highlighted the uniqueness of their experiences as well as challenges they face due to the intersection of their racial and gender identities. Much of the research on how race and gender affect the college experience and institutional support for Black women occur at Predominantly White Institutions. The purpose of this qualitative dissertation study is to explore the lived experiences of Black female undergraduates and the ways they receive support at a Hispanic-Serving Institution. This study intends to a) inform the application of an intersectional approach to today's Black female undergraduates in a dynamic and evolving institutional and societal context, b) offer actionable recommendations to address the needs of a growing student population, and c) promote change in policy and practice. This study has implications for policy, practice, and research around how Hispanic-Serving Institutions can help improve the campus experience and institutional support for Black female undergraduates.



| #LBLead21 | @CSULB_EDD

SESSION I

9:15AM - 10:15AM | PYRAMID ZOOM ROOM

PAPER SESSION

PYRAMID ZOOM ROOM

“The intersection of my musicness and genderness”: Trans musicians on music education and inclusion

Joshua Palkki, Ph.D., California State University, Long Beach
Matthew Garrett, Ph.D., Case Western Reserve University

Trans and gender expansive (TGE) students are present in all schools—yet they are often marginalized in school environments (Kosciw et al., 2020). Educators may not have considered complex gender diversity issues. Teachers might not have had any training related to the inclusion of TGE students in either college, continuing education settings, or through professional development opportunities. We feature data from a qualitative study chronicling the experiences of TGE musicians (N = 30) as well as teachers who have been successful in honoring TGE persons in their classrooms (N = 7). Both researchers identify as cisgender gay men, and we recognize the importance of letting TGE individuals speak for themselves, through their own narrative stories—a tenet of transgender theory (Nagoshi & Brzuzy, 2010). These data reveal insightful lessons for preservice teachers, inservice teachers, and teacher educators. Music educators may avoid some of the difficult situations that our collaborators experienced.



#LBLead21 | @CSULB_EDD

Resistance Meets Healing: Racial Bias Incidents & Institutional Trust

Dana Ocampo, SDHE Student

In a world that has only become more fractured and divisive, bias incidents and hate crimes targeting students of color on college campuses across the country have risen in number and free speech has become one of the most widely debated topics in higher education. Especially in the cases of students who identify as Black, Indigenous, and People of Color (BIPOC) at Predominantly White institutions (PWIs), the campus administration's response to these incidents can affect their mental health, identity development, and sense of political efficacy. Looking at a multitude of different leadership responses to previous incidents as well as possible strategies, this SPARK Session hopes to discuss what it means for students to interact with their institutions in a way that can create meaningful change and develop their sense of belonging for the better.

Contribution, Community, Connection: The Power of Your Digital Presence

Vanessa Monterosa, Ed.D. - EDLD Alumni

In this SPARK session, Dr. Monterosa will provide a call to action for educators to actively engage and establish their digital footprint. In a time of social distancing, social media has emerged as an even more important space to continue fostering community and connection with our school community, but that is only possible when we contribute to conversations in meaningful, positive ways. Will you join Dr. Monterosa in being a #21stCenturyLeader?

Recovering from Distance Learning and Device Dependency: The Impact Student Smartphone use has on Students' Mental Health, Well-Being and Academic Achievement

Kiva Spiratos, Ed.D. Candidate

Covid-19 has forced Prek-college students into the education environment of distance learning, hybrid models, and device dependency. This comes during an era completely immersed with smartphone usage and social media engagement. A 2020, high school smartphone study produced findings of student smartphone usage ranging from productive student learning to decompression and entertainment. Smartphones are integrated into the lives of high school teens with both productive functions and negative lasting effects of smartphone addiction, stress, depression, low self-esteem, low grit and decreased academic performance. How can educators and policy makers support students' health and wellbeing during this time of device dependency? How can educators help students and stakeholders understand the negative and lasting physical and mental impacts of continual smartphone device usage, and what are strategies we can encourage for teenagers to establish balance and a high quality of life during this era of device dependency? What happens next?

SESSION I

9:15AM - 10:15AM | OCEAN ZOOM ROOM

WORKSHOP

[OCEAN ZOOM ROOM](#)

Proyectos de Intervención Educativa: Action Research Projects in Mexican Schools

Leslie Reese, Ph.D., EDLD Faculty

Susana Martínez Martínez, Ph.D., BENE Faculty

Panelists: Alexis Sebastián Tamayo Lizárrage, Sindy Luzanilla Chávez
Ivonne Estefani Pérez Domínguez, Jocelyn Arredondo Estrada

The Benemérita Escuela Normal Estatal Profesor Jesús Prado Luna (BENEPJPL), located in Ensenada, Baja California, prepares preschool and elementary school teachers in four-year undergraduate programs and offers a master's program in school leadership and supervision. Dra. Susana Martínez Martínez is the Coordinator of Ongoing and Postgraduate Preparation at BENEPJPL.

In this workshop, Mexican elementary school teachers and school leaders from the Benemérita Escuela Normal Estatal (BENE) in Ensenada, Baja California, will share action research projects carried out at their school sites. Proyectos de Intervención Educativa (or educational intervention projects) carried out over a nine-month period are the capstone project in their MA program in educational leadership and focus on achieving change in addressing problems of practice. Panelists will share the contexts in which their selected problems of practice are situated, as well as the collaborative strategies used to address the problem. Following the panel presentations, workshop participants will engage in facilitated breakout discussions comparing Mexican and US contexts with a focus on equity issues and how these are addressed. Discussions will focus on what can be learned from cross-national perspectives, for participants from both sides of the border, and will provide opportunities for proposing future collaborations.



#LBLead21 | @CSULB_EDD

Black Boys and Special Education

Alexander Shrewsberry, Ed.D. Candidate

This workshop will explore the intersection of culturally relevant and ability inclusive practices for K-12 students. The topics of culturally relevant pedagogy and inclusive special education are rarely explored together. However, the disproportionate numbers of Black boys receiving special education services creates the need for these two topics to be discussed simultaneously. Not doing so provides a disservice to our students, teachers, and school communities. Through discussion of previous research, preliminary dissertation findings and other student experiences, participants will be connected to existing or needed pedagogical practices and policies that are both Anti-Racist and inclusive. Issues that have been exacerbated by COVID, shutdowns, and distance learning will also be explored. This will help participants impact equitable education in their specific roles by addressing the issues that exist regarding the overrepresentation of Black boys in special education. By the end of the workshop each participant will have developed a local, institutional and state-wide action plan to create immediate impact in their community regarding equitable education practices.

SESSION I

9:15AM - 10:15AM | EQUITY ZOOM ROOM (STUDENTS ONLY)

WORKSHOP

EQUITY ZOOM ROOM

Race, Racism, and Education

Autumn Cunningham, Ed.D. Student
Ryan Howard, Ed.D. Student
Oluwa Tosin Williams, Ed.D. Student

During this session, we will analyze the myriad of ways race impacts individual and group experiences within the American educational system, from transitional kindergarten to postsecondary education. A brief historical account will be given at the outset to provide foundational knowledge for participants; encapsulating the longstanding inequities within the educational system. A conceptualization of key terms such as: race, anti-Blackness, systemic racism, and microaggressions will also occur. These terms are commonly used yet rarely understood, and the mechanisms that attribute to their impact are oftentimes overlooked. Furthermore, we aim to provide a safe space for dialogue that will examine the personal experiences of historically marginalized and oppressed groups when interacting with various components of the educational system. Facilitators will also discuss funding inequalities, curriculum structure, and psychological impacts experienced by communities of color, using an intersectional framework to highlight the unique perspectives and challenges scholars may encounter at various points of their academic career. Although personal experiences will contribute to connecting race and educational on the micro level, we will simultaneously connect these individualized experiences to the systemic inequities that occur on the macro level. The ultimate goal is to provide tools to assist individuals in the comprehension and analysis of the deleterious effects an individual's racial identity has on their educational journey, and how racialized outcomes are indicative of the American educational system.



#LBLead21 | @CSULB_EDD

SESSION II

10:20AM - 11:20 AM | | PYRAMID ZOOM ROOM

PAPER SESSION

PYRAMID ZOOM ROOM

Online Academic Counseling: Examining the Experiences of California Community College Counselors in Online Student Services

Cathy Fernandez, Ed.D. Candidate

This study examines the experiences of academic counselors in the California Community College (CCC) system with providing online counseling. As online education increases and is seen as a way to provide access to higher education at a lower cost to institutions, the need for online support services such as counseling is also increasing. Essential to student academic success is the utilization of counselors – yet we know little of the effectiveness of online support services such as academic counseling. Research participants completed a six-week Online College Counseling course provided by Online Counseling Network (OCN) that lead to an online counseling certificate prior to Covid 19. This program is managed by California Virtual Campus - Online Education Initiative (CVC-OEI), and is funded by the California Community Colleges Chancellor's Office (CCCCO). Participants (n=61) completed a Counselor Online Experience Survey and a subset of those participants (n=20) participated in focus groups in an effort to answer the research questions posed in this study. The National Academic Advising Association (NACADA): The Global Community for Academic Advising, Academic Advising Core Competencies Model (AACC) was used as a conceptual framework and guided the survey instrument and focus group protocol.



| #LBLead21 | @CSULB_EDD

Leading for Equity of Resources for International Students

Aziz Qureshi, Ed.D. Student

According to Hughes (2008), 70% of all international students choose English speaking countries for higher education i.e., Australia, the UK, and the USA. Among all English-speaking countries, higher education in the US has always attracted international students the most that make 5.5% of the total US student body (educationdata.org). Most international students come to the US colleges and universities as non-matriculated students who are required to attend non-credit courses and complete prerequisites as Continuing Education Units (CEUs). Even though international students pay higher tuition fees to self-support credit or non-credit programs, they are assigned a non-matriculated student status which restricts them from accessing campus resources that are essential for their success. At CSU Long Beach, non-matriculated international students have limited access to learning centers, student clubs, sports and recreational activities, Counseling and Psychology Services (CAPS), and campus employment. These restrictions not only undermine students' academic potential but also put barriers to their physical, mental, and social health. The distinction and division among students in terms of their student statuses and privileges create an unequal distribution of resources and lead to the issue of inequity. The present study identifies the underlying mechanisms such as university policies, lack of student support services, and racial microaggression that perpetuate the issue and discusses its outcomes and consequences for the university and international students. It also analyzes the inequity issue critically by building a theoretical framework based on relevant literature and collecting data through interviews with faculty and students in the non-credit programs at CSULB. The study also reports findings and makes multifaceted recommendations that can be useful for higher education leadership to address the issue.

Multiple Subject Teacher Mathematics Authorization

Brian Harvey, Ed.D. Student

Current research indicates that the United States is ranked behind 30 other countries for student proficiency in mathematics (Brendefur, Thiede, Strother, Jesse, & Sutton, 2016). To address this issue directly, policy makers and governing bodies have developed and implemented new standards that set high levels of expectations for students to achieve academic proficiency in mathematics (Brendefur et al., 2016; Common Core, 2009). While new standards and assessments for students have been implemented, teachers received no preparation to meet the new standards and expectations for students. Research indicated that primary and lower middle grade school teachers do not possess the content knowledge and pedagogy necessary to promote conceptual understanding of mathematics (Brendefur et al., 2016; Gonzalez & Maxwell, 2018; Tatto & Senk, 2011).

According to credential requirements, multiple subject teachers must have adequate knowledge to teach mathematics in an 8th grade classroom. A policy proposal that would directly address this issue is for the California Commission on Teacher Credentialing (CCTC) to implement a Mathematics Authorization for multiple subject teachers. With the implementation of the Mathematics Authorization, multiple subject teachers will gain more indebt content knowledge, and key pedagogy for teaching students how to address mathematics from a conceptual perspective. Knowing 8th grade content knowledge will support teachers in primary and lower middle school with understanding the mathematical content level of their own particular grade. The authorization should consist of two components: the 8th grade Content Knowledge Coursework or Assessment, and pedagogy assessment for teaching conceptual understanding in mathematics education.

Is There Anything We Can Use? The Knowledge Base on Black Families in Special Education

Jocelyn Lopez, CSULB Master's Student

The literature on Black parent involvement tends to be characterized by the barriers that prevent parents from being involved in their children's education (Rispoli et al., 2019). This is particularly true for Black parents of children with special needs who are viewed through a deficit lens (Harry & Klingner, 2006) when examining their familial interactions and development of the child (Rispoli et al., 2018). This deficit perspective does not accurately describe familial interactions between Black parents and their children with special needs. Therefore, a literature review on Black families with children who have special needs was conducted to identify the dominant themes in the literature pertaining to Black families, and particularly any studies that identify positive actions and strengths within these families. These themes include the importance of familial support, the role of parents as advocates, and the intersectionality of race and disability, suggesting that Black parents of children with disabilities interact with their children numerous ways that promote independence and satisfaction for their child. Additionally, the literature review highlights the proliferation of studies within recent years involving Black families in autism, but a lack of knowledge about the experiences of families who have children with other types of disabilities (e.g., emotional disturbance, intellectual disabilities, etc.). Implications for developing positive school-family partnerships with Black families in special education are discussed.

SESSION II

10:20AM - 11:20 AM || OCEAN ZOOM ROOM

WORKSHOP

OCEAN ZOOM ROOM

Conceptualizing and Contextualizing Dissertation Research Projects

Alejandra Priede, Ph.D., EDLD Faculty

Sergio Malaga, Ph.D., Director, IIDE

Alfonso Jimenez, Ph.D., Research and Graduate Programs Coordinator IIDE

Panelists: *Anita Chatterjee, CSULB doctoral student*
Ariana Fragosa Gonzales, IIDE doctoral student
Garrett Gibson, CSULB doctoral student
Glenda Delgado Gastelum, IIDE doctoral student

The Institute of Educational Research and Development (IIDE) from the Autonomous University of Baja California (UABC) is a top educational research and evaluation academic institution. IIDE edits REDIE, one of the most important educational research journals in Latin America.

In this workshop, doctoral students from the Institute for Educational Research and Development (IIDE) in Ensenada, Baja California, Mexico, and from the Educational Leadership Department at CSULB will be conducting presentations on the educational issues studied through their dissertation projects. The presentations will address the problem of practice and its significance. Panelists and attendees will engage in dialogue to better understand the problems faced by the Mexican and US educational systems, as well as the approaches and challenges to study such issues. In addition, participants will have the opportunity to learn about the differences between the Mexican and US educational contexts, and will have the opportunity to learn about social inequities in both countries.



#LBLead21 | @CSULB_EDD

SESSION II

10:20AM - 11:20 AM | JUSTICE ZOOM ROOM

WORKSHOP

JUSTICE ZOOM ROOM

Watering the Roses: Supporting Formerly Incarcerated Community College Students and Equitable Considerations

Anacany Torres, Ed.D., - EDLD Alumni

Formerly incarcerated students seeking education are more likely to start at community college due to accessibility. Community colleges are hence positioned to respond to the growing needs of these individuals to assist with their successful reintegration to education and society. Student support services for formerly incarcerated students at the community college level are scarce and widely unavailable. Additionally, little research exists examining the needs and transitional experiences of formerly incarcerated students. As the need for a reduction in recidivism and rehabilitation continues in California, education is becoming a determining factor in addressing the issue of reentry for returning citizens. The findings of this qualitative research examine the challenges formerly incarcerated students have when transitioning to community college, the supports they need to persist and the institutional challenges which exist in community colleges to deliver services. This research is also coupled with professional practice that is currently being utilized by the researcher at their own institution to shed light on recommended equitable practices for formerly incarcerated students. Recommendations for practice are provided along with implications for further research, policy and educational practice.



| #LBLead21 | @CSULB_EDD

SESSION II

10:20AM - 11:20 AM | | EQUITY ZOOM ROOM (STUDENTS ONLY)

WORKSHOP

EQUITY ZOOM ROOM

Race, Racism and Mental Health

Aimee Vaquera, Ed.D. Student
Louis Williams, SDHE Master's Student
Miguel Reyna, Ed.D. Student

During this session, we will discuss the impact racism has on the mental health of Black, Indigenous People of Color (BIPOC). We will provide an overview of concepts, such as: anti-Blackness, microaggressions, racism, mental health, and systemic oppression. Our nation's civil unrest has placed a strain on communities of color with actions deeply rooted in racism. Unfortunately, many do not have the tools or understanding of how to process emotional turmoil. Racism affects an individual's physical well-being; however, the mental and emotional impact has not been deeply explored to understand its long-term effects. Long-term effects can range from impostor syndrome, stress, anxiety, and oppression. Although mental health has become more accepted in recent years, disparities remain prevalent in mental health access for BIPOC. We aim to provide context on how racism and mental health intersect, spotlight persistent challenges present in Black and Brown communities and explore possible strategies to ameliorate these challenges.



| #LBLead21 | @CSULB_EDD



Thank you

This year, in lieu of registration fees, we are asking for donations towards our [Social Justice Scholarship](#). To donate you can select either the EdD Social Justice Endowed Scholarship Build Fund or Educational Leadership on the list.

CALIFORNIA STATE UNIVERSITY
LONG BEACH

College of Education

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

WWW.CSULB.EDU/EDLD



#LBLead21 | @CSULB_EDD