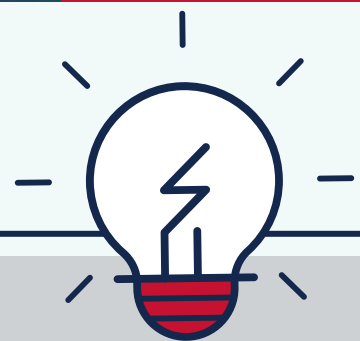




**Saturday
April 24**

**Educational Leadership
Virtual Research Symposium**



HIGHLIGHTING EDUCATIONAL LEADERSHIP RESEARCH
and PRACTICE for SOCIAL JUSTICE and ACTION



Virtual Program Overview

Schedule

Zoom Links

9AM	Welcome & Opening	Webinar Link: CLICK HERE
9:20AM	Keynote	
10AM	Program Overview	
10:15AM	Transition	
10:30AM	Session 1	Meeting Room: CLICK HERE
	<i>Strand ONE</i>	Meeting Room: CLICK HERE
	<i>Strand TWO</i>	Meeting Room: CLICK HERE
	<i>Strand THREE</i>	Meeting Room: CLICK HERE
11:15AM	Transition	
11:30AM	Session 2	Meeting Room: CLICK HERE
	<i>Strand ONE</i>	Meeting Room: CLICK HERE
	<i>Strand TWO</i>	Meeting Room: CLICK HERE
	<i>Strand THREE</i>	Meeting Room: CLICK HERE
12:15PM	Transition	
12:30PM	Lunch & Learn	Meeting Room: CLICK HERE
1:30PM	Transition	
1:45PM	Session 3	Meeting Room: CLICK HERE
	<i>Strand ONE</i>	Meeting Room: CLICK HERE
	<i>Strand TWO</i>	Meeting Room: CLICK HERE
	<i>Strand THREE</i>	Meeting Room: CLICK HERE
	<i>ePortfolios</i>	Meeting Room: CLICK HERE
2:30PM	Transition	
2:45PM	Closing & Raffle	Webinar Link: CLICK HERE

Questions?

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Attendee HELP Center

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SAÚL JIMÉNEZ-SANDOVAL
PH.D.



Interim President
California State University, Fresno

Guest Speakers

XUANNING FU
PH.D.



Interim Provost and
VP for Academic Affairs

RANDY YERRICK
PH.D.



Dean, Kremen School of
Ed and Human Development

SUSANA HERNÁNDEZ
PH.D.



Chair, Department of
Ed Leadership



Session Details

By Educational Leadership Program

Strand ONE

Structures for Teacher Practice and Retention

Dr. Jennifer Watson, Facilitator

The impact of induction mentorship on teacher retention
Sonia Torossian

Development and implementation of a Child Life Community Practicum (CLCP-V) offered virtually,
Belinda Hammond

Strand TWO

Courageous Conversations on Anti-Racism

Dr. Christina Luna, Facilitator

Towards anti-racism as stance: White women teachers committing to transformation
Rosemary Wrenn

How do White teachers talk about facilitating conversations about race in their classrooms?
Ryan Eisele

Strand THREE

Issues in Program and Student Assessment

Dr. Ignacio Hernandez Facilitator

What should be in a coursework replacement for the RICA?
Amy K Conley

The relationships between psychosocial factors and student success in athletic training students,
Brittany A Clason

SESSION 1

10:30AM

Considerations for Hiring and Supporting for Hard-to-Fill Positions

Dr. Susan Tracz, Facilitator

Special education teacher retention
Carrie Carter

An exploration of hiring processes of novice teachers
Corrine Folmer

Racial and Gendered Experiences in Education

Dr. Susana Hernandez, Facilitator

Gendered racial experiences of Black women students at Hispanic Serving Institutions
Doreen M Hatcher

A narrative inquiry on the experiences of Hmong men high school counselors?
My Kou Chang

Issues of Equity for Faculty and Students in Higher Education

Dr. Varaxy Yi Borromeo, Facilitator

Serving student parents in higher education: An exploration of policy and practice
Brandi Loera-Mendiola

The unsung heroes: An exploration of how student activists engage in behaviors of leadership development
Cydney Caradonna

A qualitative study of the lived experiences of women faculty of color: Navigating tenure-track as it pertains to gender and race
Celeste Hernandez

SESSION 2

11:30AM

Sustaining Teacher Development and Well-Being

Dr. Juliet Wahleithner, Facilitator

What makes us thrive in teaching: The role of purpose, authenticity, and identity in teacher retention
Jennifer Joy Enns

A narrative inquiry of the perspectives of new teachers and Instructional Coaches regarding sustained Cultural Proficiency
Andriana Scherrer

Social Justice for Student Recruitment and Degree Attainment

Dr. James Mullooly, Facilitator

The manifestation of diversity, social justice, and neoliberalism in CSU marketing websites: A critical discourse analysis
Esra Hashem

Understanding the experiences of first-generation Latinx students during the transition into Community College
Angelica Gil

Issues of Equity in Middle and High Schools

Dr. Christina Luna, Facilitator

An evaluation of an urban middle school's behavior prevention program
Chrystle Munoz

The effects of differentiated professional learning for high school teachers of English Learners
Laura Silva

ePortfolio: Professional Competency Models for Higher Education and Student Affairs Leadership

Dr. Varaxy Yi Borromeo, Facilitator

Katelyn Spencer

Ruth Salazar

Stephanie Alvarado

Ruben Reyes



Acknowledgements

Thank you for your leadership & support!

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Dissertation Abstracts

In Alphabetical Order by Presenter

Carrie Carter

Chair: Dr. Selena Van Horn

Title: Special Education Teacher Retention

This phenomenological study (van Manen, 2014) examined the lived experiences of 12 special education teachers (SETs) within their first 3 years of teaching. It was designed to understand factors contributing to their decisions to leave or remain in the field. Data collection consisted of an in-depth, 3-part interview process. Thematic analysis included open coding to identify meaningful chunks of data. Open codes were merged into categories and themes emerged from the categories. The main, recurring theme was “challenges”. Participants described the challenges of paperwork, long hours, managing a staff of paraprofessionals, legal stress, and facilitating IEP meetings. Common themes included “demands of the job,” “support,” “professional development,” and “teacher preparation,” in both the literature and the data. These themes influenced the experiences and challenges described by teachers. In line with the conference theme, the researcher argues for educational leaders to accept responsibility for the retention of highly qualified, diverse, and committed SETs. This research will significantly impact students with disabilities by increasing the number of fully credentialed teachers and retaining the most qualified teachers to support students with the greatest needs. In addition, it recognizes the need to support SETs beyond compliance with clearing their credentials and writing/conducting IEPs.

My Kou Chang

Chair: Dr. Juan Carlos Gonzalez

Title: A Narrative Inquiry on the Experiences of Hmong Men High School Counselors

Since their migration into the U.S., the Hmong people have settled into the Central Valley in and around Fresno, California. While school districts in the area strive for diversity, many of the high schools have yet to include Hmong men as high school counselors. This study utilized a narrative inquiry under the lens of Asian critical theory to explore the experiences of Hmong men high school counselors in Fresno County. The study discussed the construction of the Hmong’s identity through education and career success, focusing on P-12 and higher education experiences, as well as the Hmong men’s identity in the U.S. The research question that guided the study is What do the stories told by Hmong men about their experiences and career choice reveal about the factors that influence their decision to be a high school counselor? The results are shared through the seven identified themes followed by a discussion of the three identified factors offered in response to the study’s question. The study concluded with recommendations.

Brittany A Clason

Chair: Dr. Mariya Yukhymenko

Title: The Relationships Between Psychosocial Factors and Student Success in Athletic Training Students

Athletic training (AT) programs are failing to meet accreditation standards involving measures of student success, including retention and graduation rates, employment rates, and pass rates on the AT certification examination. Failure to meet these standards shows prospective students their program may not prepare them for a successful career and causes programs to lose their accreditation. Studies have shown that measures of student success are associated with psychosocial factors. Therefore, the purpose of this study was to determine whether measures of student success (persistence, perceived academic performance, intentions to leave, and GPA) could be predicted by motivation and identity. Participants included 167 AT students. Data was collected using a survey system and regression analyses were used to determine the relationships. Results showed autonomous motivation positively predicted persistence and perceived academic performance and negatively predicted intentions to leave. GPA was positively predicted by academic identity. AT faculty may influence student success by increasing students’ levels of autonomous motivation and academic identities. By increasing measures of student success, AT programs will maintain their accreditation and show students that they can prepare them for a successful career. Future research is needed to identify relationships between psychosocial factors and certification examination pass rates.

Amy K Conley

Chair: Dr. Juliet Wahleithner

Title: What Should Be in a Coursework Replacement for the RICA?

The much-criticized Reading Instruction Competence Assessment (RICA) is not aligned with current Common Core literacy standards, is expensive, has a low pass rate on the first try of 66%, and keeps people of color from joining the profession (CTC, 2019). The test may be replaced with coursework. Critics argue there is a disconnect between research, what is taught in teacher preparation, and classroom practice (Athanases et al., 1992), so this explanatory, mixed-methods study collected ideas from all three about components of the replacement coursework and how they should be assessed. An online survey asked the 233 respondents to rank the importance of concepts from the literacy Teacher Performance Expectations (TPEs) and consider time allotment of various instruction and assessments in literacy courses. Themes from the open-ended survey questions were member-checked and elaborated on during the same-role, video-conferenced focus groups. From both the survey and focus groups, participants expressed that the time spent on test preparation for teacher candidates could be improved by more emphasis on foundational literacy, writing instruction, culturally responsive pedagogy, and assessment of all literacy modalities. Finally, a data-sharing and visualization report of findings was shared with participants and stakeholder organizations in order to create change.



Dissertation Abstracts

In Alphabetical Order by Presenter

Ryan Eisele

Chair: Dr. David Low

Title: *How Do White Teachers Talk About Facilitating Conversations About Race in Their Classrooms?*

This study will examine the ways in which White teachers talk about facilitating conversations about race in their classrooms. Through semi-structured interviews of 8 teachers in a suburban school district in Central California, I intend to gather information about the ways these teachers talk about race or avoid talking about race in their classrooms in order to bring to light language, trends, and themes that contribute to passive behavior and behavior that only perpetuates our current racist state of society. I hope to illuminate the nature of these conversations so educators serving in many roles may better understand the experiences of White teachers as they navigate potential discomfort, fragility, and Whiteness in the midst of race conversations, and adjust their practices in order to better serve students in their capacity as educators.

Jennifer Joy Enns

Chair: Dr. Mariya

Yukhymenko

Title: *What Makes Us Thrive in Teaching: The Role of Purpose, Authenticity, and Identity in Teacher Retention*

Teaching is a demanding career that requires significant emotional, psychological, intellectual, creative, and relational investment. With all that teachers give to the profession, teaching conditions can be challenging. The purpose of the quantitative cross-sectional study was to examine relationships between in-service teachers' levels of sense of purpose, authenticity, and teacher identity and their self-reported levels of resilience, persistence, work commitment, and work satisfaction. Participants of the study were 310 current public non-charter and charter school K-12 California teachers. This study used ANOVA analysis to investigate differences in purpose, authenticity, teacher identity, resilience, persistence, work commitment, and work satisfactions based on descriptive factors such as number of years in teaching and school setting. Additionally, the study used Pearson's correlation to investigate relationships between purpose, authenticity, teacher identity and resilience, persistence, work commitment, and work satisfaction. Finally, the study used multiple regressions to investigate whether purpose, authenticity, and teacher identity predict resilience, persistence, work commitment, and work satisfaction. Results showed that school setting (urban, suburban, rural, charter) or whether teaching was a first career or not did not have significant differences in constructs, and purpose, authenticity, teacher identity all significantly correlated with resilience, persistence, work commitment, and work satisfaction. In addition, awareness of purpose, altruistic purpose, self-growth purpose, work-oriented purpose, authentic behavior, and teacher identity positively predicted various outcome variables. Applying an understanding of asset-based psychological constructs can support greater teacher well-being and help teachers to flourish in demanding circumstances.

Corrine Folmer

Chair: Dr. Jennifer

Moradian-Watson

Title: *An Exploration of Hiring Processes of Novice Teachers*

Teacher retention has been a national focus of research for several decades (Gray & Taie, 2015). In California specifically, the number of novice teachers who leave the field within the first 5 years ranges from 19% to 30% (Darling-Hammond, 2018). Despite the broad base of research that has examined teacher retention issues, limited research exists in the education arena around the role hiring processes play in education. Grounded in the framework of human capital theory, this study explores the role that the hiring process plays in retention of novice teachers. A collective case study approach was implemented to gain an in-depth understanding of the perceptions and role of the hiring processes in a single school district on the retention of novice teachers. In a cross-case analysis, findings indicate that the hiring process supports the retention of novice teachers in determining "fit" and connection between the novice teacher and the district. Furthermore, there exists varied perceptions on the purpose and effectiveness of the hiring process by participants. In addition to extending current research in district's hiring processes, this study seeks to inform better practices in novice teacher retention through the systematic practice of hiring.

Angelica Gil

Chair: Dr. Mariya

Yukhymenko

Title: *Understanding the Experiences of First-Generation Latinx Students During the Transition into Community College*

The fast-growing population of Latinx students across California Community Colleges calls for an analysis on institutional practices to ignite change and improve the overall educational achievements of this student population. The purpose of this study is to examine the lived experiences of first-generation Latinx students as they transition into community college. Using a phenomenological approach, and semi-structured interviews, the researcher focused on the students' own descriptions of their experiences and how their intersecting social identities shape their overall experiences and career decisions during the transition into college. First-generation Latinx students expressed a mixture of feelings and identified strong sources of support during the transition into college. Additionally, they expressed financial challenges, the need for more clarity in course sequence and major requirements, and the desire for more experiential learning opportunities that can help them connect to professionals within their career interests. Lastly, the students confirmed diverse ways in which their intersecting social identities created disadvantages. Understanding the lived experiences of Latinx students is essential in supporting their transition into community college to facilitate student success with equity, access, and inclusion.



Dissertation Abstracts

In Alphabetical Order by Presenter

Belinda Hammond

Chair: Dr. Selena Van Horn

Title: *Development and Implementation of a Child Life Community Practicum (CLCP-V) Offered Virtually*

In the midst of COVID-19, it became evident that essential clinical experiences required for certification eligibility in the field of child life wouldn't be moving forward. As many students learned their planned practicum experiences had been cancelled, a virtual experience was developed and implemented to ensure these now displaced students could continue working towards certification eligibility even in the midst of a pandemic. Beyond the pandemic, it was already clear that access to clinical experiences was often a barrier to certification eligibility, and that relocation to secure a practicum often prevented candidates from pursuing work in child life. With the development and implementation of a child life community practicum offered virtual (CLCP-V), we could remove that barrier to access for many child life students. Two cohorts of previous displaced practicum students participated in the piloting of this CLCP-V, which was then evaluated utilizing an action research methodology to continue modifying the practicum experience for the 2nd and future cohorts.

Esra Hashem

Chair: Dr. Susana Hernandez

Title: *The Manifestation of Diversity, Social Justice, and Neoliberalism in CSU Marketing Websites: A Critical Discourse Analysis*

The purpose of this study was to critically analyze media produced by higher education institutions. The study aimed to uncover how universities manifest diversity, social justice, and neoliberal discourses in their marketing efforts. Diversity discourses differentiate from social justice discourses in that they do not explicitly advocate for action that addresses inequities faced by marginalized groups. Neoliberal discourses ideologically reduce underrepresented students to a market commodity. Because institutional marketing is centrally responsible for overall branding, student recruitment, and fundraising, the data in this study was branding, recruitment, and giving websites. Central California is known for its ethnic and racial diversity as well as its low educational attainment; therefore, California State University campuses in that region were the focus of this research. This study is significant because there is limited research focused on higher education marketing, and even less research connecting its role with diversity, social justice, and neoliberalism. This study found that diversity discourses were prevalent, though vague, and often lacked descriptive meaning. Social justice discourses were usually silent, and when present, they came from the voices of quoted students. Neoliberal discourses were rampant, and there was an emphasis on partnerships with private industries and impacting the economy.

Doreen M. Hatcher

Chair: Dr. Varaxy Yi Borromeo

Title: *Gendered Racial Experiences of Black Women Students at Hispanic Serving Institutions*

The duality of being Black and a woman presents many challenges for African American women at colleges and universities. The purpose of this study was to describe the unique lived experiences of five Black women as they navigated collegiate environments that were not supportive of their gendered racial identities. Study participants identified as Black/African American undergraduate women enrolled in a Hispanic Serving Institution (HSI) on the West Coast. Participants were recruited from 16 institutions with a majority-Latinx student population ranging from 33-67%. The study was guided by the following research questions: 1. What are the lived experiences of Black women attending Hispanic-Serving Institutions? 2. What does it mean to be a Black woman attending a Hispanic-Serving Institution? 3. How do Black college women support each other at Hispanic-Serving Institutions? Black feminist thought was used as a framework to examine the participants' experiences through an intersectional lens (e.g., Black and female). A hermeneutic phenomenological methodology was chosen for this study to understand the lived experiences of participants through an in-depth data collection process of three semi-structured interviews conducted with each participant. Main themes emerging from preliminary analysis of data include racial battle fatigue, stereotype threat, and the navigation of multiple identities adding to the complexity of being a Black woman on an HSI campus. The data supports implications for designing university systems and programs specifically for Black college women at HSIs. Services include recruitment, counseling, mentoring, student support services, curriculum development, and inclusivity and bias training. It also adds to the scholarship that focuses on the racial and gender sub-group of Black college women and their lived experiences.

Andriana Scherrer

Chair: Dr. Nancy Akhavan

Title: *A Narrative Inquiry of The Perspectives of Teachers New to Their Practice and Their Instructional Coaches Regarding Sustained Cultural Proficiency*

This study will investigate the stated perceptions of teachers early in their practice and instructional coaches about their identities, lived experiences, and cultural awareness toward sustained cultural proficiency, as well as the coaching relationship to the same end. The two phases of the research include individual interviews and weekly journal entry qualitative data collection in the form of narrative inquiry. Benefits of the study includes an increased awareness of cultural proficiency, participants' inside out approach, and continued educator reflection while understanding the potential for instructional coaching as an avenue for continued sustainability of Cultural Proficiency professional development in school districts. The risk to participants is minimal and mitigated through the coaching relationships already present in the subjects' coaching relationship.



Dissertation Abstracts

In Alphabetical Order by Presenter

Sonia Torossian

Chair: Dr. Nichole Walsh

Title: *The Impact of Induction Mentorship on Teacher Retention*

The demand for high quality teachers in P-12 public school districts in California outweighs the supply. A 2018 report by the Learning Policy Institute states that 88% of teacher demand is a result of attrition (Darling-Hammond et al., 2018). The issue of teacher retention is examined through the conceptual framework of new teacher mentoring. McCallum and Price (2010) assert that teachers are the most important in-school factor contributing to student success, satisfaction and achievement. The research for this study examines the relationship between the veteran teacher (mentor) and the novice teacher (mentee). A single-phase triangulation of qualitative and quantitative data sets was implemented during a concurrent time frame. The findings will show that a positive, inverse relationship exists between the mentee's perceptions of the mentoring relationship and their overall feelings of remaining in the profession. An understanding of the critical components of one district's new teacher induction program will be shared with school districts on leading successful and formalized mentoring programs to ignite the change needed in the new teacher's classroom that motivates them to persevere through the challenges and remain committed to the profession and their students.

Rosemary Wrenn

Chair: Dr. David Low

Title: *Towards Anti-Racism as Stance: White Women Teachers Committing to Transformation*

My dissertation explores the journey white women teachers travel from initial awareness of inequities in education to adopting anti-racism as stance. I address the systemic racism in American education that perpetuates white, patriarchal hegemony in practice. While the majority of California's teachers are white, the majority of students identify as people of color (CDE, 2020). Evidence shows students are more successful when they have the opportunity to learn from same-race teachers (Gershenson et al., 2016). Until we recruit more teachers of color, it is imperative to better prepare white teachers to navigate racism and its presence in the classroom. This research is framed by critical pedagogies including Critical race (Crenshaw, et al., 1995, Ladson-Billings, 1998), Critical feminist theory (Lather, 1992), Black feminist (Collins, 2000), and inquiry as stance (Cochran-Smith & Lytle, 2001). I used auto-ethnography, focus groups, and individual semi-structured interviews for data collection and critical discourse analysis. Preliminary findings are that de-professionalization of teaching and lack of critical training leave teachers ill-equipped to address racist structures. I call on districts and preparation programs to disrupt this via training and opportunities for critical conversations, thus igniting meaningful change for our students.

Theses and Project Abstracts



Cydney Caradonna

*Chair: Dr. Jonathan Pryor
HEAL Program*

Title: *The Unsung Heroes: An exploration of How Student Activists Engage in Behaviors of Leadership Development*

This study explores the ways that student activists at California State University, Fresno engage in behaviors of leadership development. Historically, institutions of higher education have been charged with the development of society's leaders. Currently, campus-wide programmatic efforts are dedicated to creating leadership programs to meet this societal expectation. Despite their contributions to much of our celebrated social progress, student activists and their behaviors are not sufficiently affirmed as leadership development. A qualitative case study methodology is employed, in this study with 6 participants undergoing an hour-long interview and responding to three digital journal prompts. An applied critical leadership framework guided this study. A review of the literature surrounding both leadership and activism is provided to frame this study within the current literature. The findings of this study are discussed and used as a sounding board for discussing implications for practice and future research.

Celeste Hernandez

*Chair: Dr. Juan Carlos Gonzalez
HEAL Program*

Title: *A Qualitative Study of the Lived Experiences of Women Faculty of Color: Navigation Tenure-Track as it pertains to Gender and Race*

Of the 482,000 students that the California State University (CSU) system educates annually, nearly three quarters of the student population are of color (California State University, n.d., c). While the majority of the CSU student population is students of color, a striking 32% of tenured faculty are of color and even more, minority women are the second smallest group within tenured faculty (California State University, n.d., a). The purpose of this study was to highlight how faculty women of color experience tenure-track as it pertains to their race and gender. In this qualitative study, data were collected through four semi-structured interviews lasting between 30 and 60 minutes. A thematic analysis of the findings highlights how women faculty of color in tenure-track have experienced (a) assigned mentorship, (b) teaching, service, and research, (c) reflections on tenure-track they wish they would have known before beginning their career, and (d) advice to women of color who aspire filling tenure-track faculty positions. The thesis concludes with a discussion and recommendations for research and practice.

Theses and Project Abstracts



Brandi Loera-Mendiola

Chair: Dr. Varaxy Yi Borromeo

HEAL Program

Title: *Serving Student Parents in Higher Education: An Exploration of Policy and Practice*

Student parents make up 22% of all undergraduate students in the United States (Cruse et al., 2019). While many institutions in higher education prioritize diversity, equity, and inclusion on their campuses, students who are parenting while pursuing post-secondary education are often overlooked. For instance, as the largest four-year public system in the United States, the California State University (CSU) system has yet to implement any system-wide initiatives to address student parents. The purpose of this case study is to explore the specific policies, practices, and programs designed to support parenting students at a single CSU and how student parents experience these support systems. In this qualitative study, data were collected through online questionnaires, semi-structured interviews with four institutional agents, focus groups with nine student parents, and content analysis of campus websites, course syllabi, internal program data, and digital photographs of campus infrastructure. Preliminary findings highlight the impact of family-friendly policies and practices on parenting students. While several participants anticipated that attending college while raising children of their own would be challenging, findings suggest they felt most supported by understanding faculty and staff, accessible on-campus childcare, the distribution of food and diapers, and welcoming campus infrastructure.

Chrystle Munoz

Advisor: Dr. Jessica Hannigan

P12 Program

Title: *An Evaluation of an Urban Middle School's Behavior Prevention Program*

Student disciplinary issues are one of the major factors that inhibit schools from achieving their academic goals. Many schools use exclusionary discipline practices like removing students from the classroom and/or suspension. Studies have found this rarely improves the student's negative behavior and unfortunately means they fall further behind academically. Many schools have utilized behavior programs to systematically teach students schoolwide behavior expectations. One such program is Time-to-Teach, where teachers teach the same behavior expectations and consequences for those behavior violations. The purpose of this study was to evaluate the effectiveness of the Time-to-Teach behavior curriculum and teachers' perceptions of its impact on student disciplinary referrals at one urban middle school in California. School leaders can use this information to determine if Time-to-Teach is the best fit for their students along with best practices to implement the program. Participants included teachers from a school site that implemented Time-to-Teach. The study also utilized archived suspension data. The results of this study indicate that teachers perceive Time-to-Teach behavior curriculum to be effective. Data indicated that teachers need additional support including: leadership, professional development throughout the year, time to observe others, and collaboration opportunities to ensure clear communication to both students and staff.

Laura Silva

Chair: Dr. Cecilia Mendoza

P12 Program

Title: *The Effects of Differentiated Professional Learning for High School Teachers of English Learners*

The purpose of this single case study, sequential exploratory mixed design was to determine what impact differentiated professional learning (PL) had on teacher self-efficacy in teaching English Learners (ELs). The study sought to honor the experience and knowledge each participant brought, while also building their capacity to incorporate high leverage instructional practices that support ELs' language development through differentiated PL. The findings of this study suggest that participation led to a deeper sense of empathy for the EL perspective, a paradigm shift regarding instructional practices, and a heightened awareness regarding their self-efficacy and professional learning needs. Findings also indicate an influence on the sense of collective commitment to positively impacting EL achievement. Recommendations include engaging site leaders and teachers collaboratively in communities of practice through differentiated PL that serves a purpose – to solve instructional problems of practice influencing student achievement that matter to them – and that honors their experiences, meets their needs as a learner, and promotes self-directed learning through choice. Shifting professional learning in this way has the potential for igniting change that will increase the collective commitment to site and district initiatives while offering teachers the autonomy needed to tailor the experience to their context.

ePortfolios

Facilitator: Dr. Varaxy Yi Borromeo

HEAL graduate students complete a culminating experience in their final semesters. The ePortfolio offers students the opportunity to not only reflect on their learning and training but to contextualize that learning in relation to the NASPA/ACPA professional competencies of our higher education and student affairs profession. In this session, students will present their ePortfolios and assess their personal and professional journeys in developing professional competence to serve diverse students.

