



UCEA 2020 9th Annual Graduate Student Summit

**Graduate Student
Summit Program,
Jackson Scholars
Network Program, &
UCEA Convention
Guide for Graduate
Students**

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Welcome from the UCEA Graduate Student Council

The UCEA Graduate Student Council (GSC) is pleased to welcome you to the 9th Annual Graduate Student Summit (GSS). As emerging scholars in the field, this Summit offers a unique opportunity for us to create new professional and social relationships that allow us to learn from and share our knowledge with each other. The GSS will provide graduate students with the opportunity to critically examine and share our own research and practices, and to purposefully develop new partnerships and networks. These opportunities aim to enhance our work both at and beyond the GSS.

It is our hope that the array of programming offered for graduate students before, during, and after the Convention will support the growth of graduate students in all stages of their programs. The purpose of the 2020 UCEA GSS is to provide graduate students a space to engage in authentic dialogue with distinguished UCEA faculty and peers about their scholarly work. This year it includes:

- **Paper sessions** are geared toward complete or near-complete empirical or conceptual works. With no more than three conference papers in each session, each presenter has 10 minutes to present followed by a 12 to 15-minute facilitated discussion led by the digital discussant. In addition, the digital discussant will provide a follow-up (virtual) mentoring session with written and oral feedback after the session.
- **Roundtable sessions** are geared toward works in the preliminary stages of development. We ask for the work-in-progress to have, at minimum: a formal outline with research questions, proposed literature, and proposed methods. With no more than four papers in a session (though most are three), each presenter will deliver a 7-minute presentation of their work, followed by 7-minutes of feedback from the digital discussant. Feel free to engage feedback from other session attendees as well. This “feedback in action” is a key.
- **Ignite! sessions** are geared toward the presentation of new or innovative ideas for research or consideration. With no more than three presentations in each session, each presenter will deliver a 5-minute presentation. After all Ignite! Sessions have been presented, the digital discussant will facilitate a 25 to 30-minute discussion among the presenters and session attendees.

Finally, join in the conversation happening on Twitter by tweeting your thoughts and reactions with **#UCEA20** and **@UCEAGSC**, and be sure to complete the survey at the close of this year’s events to help us plan for next year!



#UCEA20
@UCEAGSC



Welcome from the Jackson Scholars Network

Dear Jackson Scholars:

Welcome to the 2020 UCEA Virtual Convention! We trust that your time will be most rewarding as you learn from your Jackson Scholars Network Mentors and connect with fellow Jackson Scholars Network cohort colleagues and alumni. We look forward to seeing you in the sessions created for Jackson Scholars. We also expect that you will take advantage of the additional sessions in this year's virtual UCEA Convention. Please do not hesitate to contact us if you need assistance as you navigate through the events.

Sincerely,

Lisa Bass
Associate Director of Graduate Student Development

Hollie Mackey
Associate Director of Graduate Student Development

Apply to Become a Jackson Scholar or Mentor

Contact a current JSN member or visit our page on the UCEA website and follow us on Twitter ([@UCEAJSN](#)) to watch for the call for new members and mentors in early spring! We welcome nominations for both opportunities each year.



#UCEA20
@UCEAJSN



Welcome from UCEA

Dear Graduate Students:

On behalf of the University Council for Educational Administration (UCEA), we are pleased to welcome you to UCEA's 2020 virtual Convention. The planning teams have created thought-provoking opportunities that support and challenge educational leadership and policy scholars to reflect on how they make a difference through their research and development initiatives.

Graduate students represent the future of the educational leadership and policy scholarly community, and, as such, you warrant special attention within the work of organizations like UCEA. The 34th Annual Convention theme, ***Re/Building Home: Coloniality, Belonging, and Educational Leadership***, reflects UCEA's commitment to centering a broad array of knowledges, discourses, experiences, epistemologies, and ways of knowing that historically have been marginalized, downplayed, and/or rendered invisible in the larger field of educational leadership. As our future leaders, know that we see you, we hear you, and we value you. Graduate student programming is designed and created with this in mind. Your participation today will pay dividends for years to come. The Convention events facilitate network building and the development of career-related knowledge and competencies.

In addition to presenting and attending the many sessions occurring during the UCEA Convention this year, we hope you will join us for the different social events we have planned. Make the most of it!

Please join us in thanking this year's Graduate Student Council, Barbara L. Jackson Scholars' Leadership Team, and the Convention Planning Committee for their important contributions.

We look forward to welcoming you to the UCEA community this November in New Orleans!

Sincerely,

Mónica Byrne-Jiménez
UCEA Executive Director

Gerardo López
UCEA President

UCEA's Commitment to Graduate Students

Throughout the year, UCEA is proud to support a number of programs and activities focused on the involvement and development of graduate students, from curriculum and program development initiatives to workshops for graduate students on publishing to the Graduate Student Council (GSC). UCEA member institutions are strongly committed to supporting the development of graduate students, both within their programs and through the UCEA consortium. Select programs and activities are highlighted below and reflect this commitment to the next generation of scholars, teachers, leaders, and citizens.

- **Graduate Student Summit** – The GSS is an annual preconference event organized by the UCEA GSC and has become one of the largest gatherings of educational leadership and policy graduate students in the United States. It provides graduate students with a space to engage in authentic dialogue about their scholarly work along with opportunities to meet and network with graduate students and faculty. Proposals are due in early May.
- **Barbara L. Jackson Scholars Network** – This 2-year program provides formal networking, mentoring, and professional development for graduate students of Color who intend to become professors of educational leadership. Through this significant effort, UCEA has facilitated the development of a robust pipeline of faculty and graduate students of Color. Nominations for scholars are due in May with mentor nominations due in mid-June.
- **David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy** – The Clark Seminar brings emerging educational leadership and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. Many of the graduates of this seminar are now faculty members at major research institutions across the globe. Nominations are due in early November. *Cosponsored with AERA Divisions A and L and SAGE.*
- **William L. Boyd National Educational Politics Workshop** – Scheduled on the first afternoon of the AERA annual meeting, the Boyd Workshop gives emerging scholars (students and pre-tenured faculty members) the opportunity to learn about current and promising research in the politics of education field and interact with leading politics of education scholars. Registration occurs in January. *Cosponsored with the Politics of Education Association and AERA Division L.*
- **Sessions for graduate students at the UCEA Convention**
- **Graduate Student Council Podcast Series**
- **Jackson Scholars Network Webinar Series**
- **Researcher Development Program**

**Have an idea about how UCEA could further support graduate students?
Email the UCEA GSC at uceagradconnex@gmail.com!**

Meet the UCEA GSC

2020-2022 UCEA Headquarters Representatives

Lawrence Louis, Michigan State University (louislaw@msu.edu)
Dasmen Richards, Michigan State University (rich1157@msu.edu)

2018-2020 UCEA Headquarters Representative

Margaret Thornton, University of Virginia

2020–2022 Representatives

Joonkil Ahn, University of Illinois at Urbana-Champaign
Frank Gause, University of South Carolina
Lebon Daniel James III, University of Texas at Austin

2019–2021 Representatives

James “Lamar” Foster, University of Washington (fosterj3@uw.edu)
Annie Maselli, Pennsylvania State University (kam1279@psu.edu)
Mariama Nagbe, University of Texas at Austin (mnnagbe@utexas.edu)

2018–2020 Representatives

Taeyeon Kim, University of Nebraska-Lincoln
Courtney Mauldin, Syracuse University
Lam Pham, North Carolina State University
Patricia Virella, University of Connecticut

Join the UCEA GSC

Interested in becoming a member of the GSC? Contact a current member or visit our page on the UCEA website and follow us on Twitter (@UCEAGSC), Facebook (UceaGsc), and Instagram (@uceagsc) to watch for the call for new members in late winter/early spring!

<http://gradstudents.ucea.org>

Meet the UCEA Leadership

The University Council for Educational Administration (UCEA) is governed by a representative body from member institutions. UCEA policies are formulated by a nine-member executive committee elected by UCEA plenary session representatives (PSRs). The UCEA Plenum, which is composed of one representative from each of the member institutions, also establishes goals and priorities, reviews and approves organizational policies, and examines and approves the budget. The Executive Director provides leadership and management for the organization. Under the leadership of the Executive Director, the UCEA central office implements the policies of the executive committee, develops initiatives and programs to achieve organizational goals, coordinates activities, and disseminates information resulting from research and developmental projects.

UCEA Executive Committee Members

Gerardo López, President, Michigan State University
William (Bill) Black, President-Elect, University of South Florida
Terah Venzant Chambers, Secretary/Treasurer, Michigan State University
Anjalé Welton, University of Wisconsin–Madison
Carol Mullen, Virginia Tech
Shelby Cosner, University of Illinois at Chicago
David DeMatthews, University of Texas at Austin
Cristóbal Rodríguez, Howard University
Khaula Murtadha, Indiana University–Purdue University Indianapolis

Ex-Officio UCEA Executive Committee Members

Mónica Byrne-Jiménez, Executive Director, UCEA/Michigan State University

UCEA Associate Directors

Chris Torres, Headquarters Associate Co-Director, Michigan State University
John Yun, Headquarters Associate Co-Director, Michigan State University
Michael O'Malley, Associate Director of Publications, Texas State University
Lisa Bass, Associate Director of Graduate Student Development, North Carolina State University
Hollie Mackey, Associate Director of Graduate Student Development, North Dakota State University
John Nash, Associate Director of Communications, University of Kentucky
Jayson Richardson, Associate Director of Program Centers, University of Kentucky
Ed Fuller, Associate Director for Policy and Advocacy, Pennsylvania State University
Jane Clark Lindle, Associate Director for Policy & Advocacy

Our Sponsors

We want to give a very special thank you to our sponsors!

Their generous support helps make the Graduate Student Summit, Jackson Scholars Network Research Seminar, and graduate student programming at UCEA possible.



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From all of us, thank you!

Schedule Overview

Monday, November 16, 2020

All times Eastern Standard Time (EST)

| Time | Session | Room | Facilitator |
|-----------------|---|-------------|-------------------------------|
| 12:00 – 12:50pm | 051a. Graduate Student Summit Opening General Session | GSS #1 | UCEA Graduate Student Council |
| 1:00 – 1:50pm | 052. Organizing for Teaching and Learning | GSS #1 | Sheneka Williams |
| | 053. Family/Community Engagement in Schools | GSS #2 | Judy Alston |
| | 054. A Critical Look at Leadership | GSS #3 | Brenda Rubio |
| | 055. Decolonizing School and Education | GSS #4 | Melissa Martinez |
| 2:00 – 2:50pm | 056. State Policy, Stakeholders, and Educational Leadership | GSS #1 | Katrina Bulkley |
| | 057. Partnerships with Higher Education | GSS #2 | Anjalé Welton |
| | 058. Equitable School Leadership | GSS #3 | Miriam Ezzani |
| | 059. Leading During Times of Uncertainty | GSS #4 | Ann Ishimaru |
| 3:00 – 3:50pm | 060. Promoting Socially Just Learning Environments | GSS #1 | Rachel Roegman |
| | 061. Leadership in Multicultural and Multilingual Settings | GSS #2 | Terri Watson |
| | 062. School Leaders, Just Schools, and Special Education | GSS #3 | David DeMatthews |
| | 063. Policy, School Reform, and Change-Making | GSS #4 | James Wright |
| 4:00 – 4:50pm | 064. Schools and Their Communities | GSS #1 | Elizabeth Gil |
| | 065. Cultivating Leadership and Teacher Quality | GSS #2 | Donald Hackmann |
| | 066. Teaching and Leadership for Socially Just Schools | GSS #3 | Jada Phelps-Moultrie |
| | 067. Inclusive Leadership for Equitable Schools | GSS #4 | Katherine Rodela |
| 5:00 – 5:50pm | Graduate Student Summit Virtual Social | GSS #1 | UCEA Graduate Student Council |

Jackson Scholars Network Research Symposium Sessions
Tuesday, November 17, 2020

| Time | Session | Room | Facilitator |
|-----------------|---|---------------------------|-----------------------------|
| 9:30 – 10:00am | 069. Barbara L. Jackson Scholars Network Research Seminar Convocation | General Session Room | |
| 10:00 – 10:50am | 070. The Journey to Completion: The Importance of Mentorship for the Retention of Students of Color in Higher Education | JSN Presentation Room #1 | April L. Peters-Hawkins |
| | 071. In Their Voices: Communicating the Lived Experiences of Leaders of Color | JSN Presentation Room #10 | Jayson W. Richardson |
| | 072. Understanding the Impact of School Reform and Policy Decisions: Sensemaking and Contextual Relevance | JSN Presentation Room #2 | Lance D. Fusarelli |
| | 073. Factors Contributing to Students Experiences in Elementary Education | JSN Presentation Room #3 | Tim Drake |
| | 074. Identity, Social Justice, and Equity in K-12 Education | JSN Presentation Room #4 | Irene H. Yoon |
| | 075. Centering the Perspectives and Leadership of Teachers in K-12 Education | JSN Presentation Room #5 | Richard Gonzales |
| | 076. Race and Education: Unpacking the Deepening Effects of Racial Beliefs in U.S. Schools | JSN Presentation Room #6 | |
| | 077. The Impact of Leadership Approaches on Curriculum Decisions | JSN Presentation Room #7 | Coby Meyers |
| | 078. Centering the Schooling Experiences of (Im)migrant Youth | JSN Presentation Room #8 | Katherine Cumings Mansfield |
| | 079. The Role of Social Contexts for Students College Trajectories | JSN Presentation Room #9 | Rick McCown |
| 11:00 – 11:50am | JSN Mentor Feedback Sessions #1–10 | See JSN Schedule | |

My Session Planning Grid

Use the planning grid below to fill out your GSS and JSN schedule

Monday, November 16, 2020

| Time | Session | Room |
|-----------------------|--|--------|
| 12:00– 12:50pm EST | GSS Opening General Session | GSS #1 |
| 1:00–1:50pm | | |
| 2:00–2:50pm | | |
| 3:00–3:50pm | | |
| 4:00–4:50pm | | |
| 5:30–5:50pm | Graduate Student Summit Virtual Social | GSS #1 |

Tuesday, November 17, 2020

| Time | Session | Room |
|---------------------|------------------------------|-------------------------|
| 9:30–10:00am EST | JSN Convocation | General Session Room |
| 10:00– 10:50am | | |
| 11:00– 11:50am | JSN Mentor Feedback Sessions | |

Graduate Student Summit Sessions

Full Schedule, Abstracts, and Presenter Directory
Mon., Nov. 16, 12:00–5:50pm EST

051a. GSS Programming - Opening Session

Special Session

12:00 to 12:50 pm EST

Virtual Convention: Graduate Student Summit #1

052. Organizing for Teaching and Learning

Graduate Student Summit

Paper Session

1:00 to 1:50 pm EST

Virtual Convention: Graduate Student Summit #1

Participants:

Intention to Teach: Motivational Profiles of Vietnamese Preservice Teachers. Trang Pham, Pennsylvania State University

Increasing attrition rates are affecting the quantity and quality of teacher human capital worldwide, posing threats to teaching practices and students' learning outcomes. The policy and research contexts in Vietnam make it a fertile environment to examine various factors in preservice teachers' attrition and motivations. This paper reports some preliminary findings of a dissertation research on incentives and disincentives to become a teacher of preservice teachers in Vietnam.

Reframing the Autism Narrative in Texas Public Schools: A Multiple Case Study. Michael Ota, Texas State University; Barry Aidman, Texas State University; Cecilia Trujillo-Lozano, Texas State University; Christina Gomez Hernandez, Texas State University

Students with autism have been underserved in Texas public schools due to policies that capped the eligibility for special education services since 2005. Even though reforms were directed by government agencies for schools to take corrective action, many parents continue to experience "gate-keeping." This multiple case study examines the organizational structures of schools from the parents' point of view that are causing this conflict. Recommendations for changes to the eligibility process are discussed.

The Relationship Between Transformational Leadership, School Climate, and Student Absence in the United Arab Emirates. Majed Altamimi, University at Buffalo, SUNY

This paper uses data from the Programme for International Student Assessment (PISA) 2015 to examine the associations between transformational leadership and school climate with student absence in the United Arab Emirates. Results show that an association between practicing a high level of transformational leadership with student absence. Receiving teacher fairness and having school clubs are two strong indicators of school climate in reducing student absence. This study performed hierarchical binary logistic regression analyses.

Digital Discussant:

Sheneka Williams, Michigan State University

053. Family/Community Engagement in Schools

Graduate Student Summit

Paper Session

1:00 to 1:50 pm EST

Virtual Convention: Graduate Student Summit #2

Participants:

Religious/Culturally Focused Charter Schools as a Source to Empower Communities: A Literature Review. Fiza Mairaj, University of Texas at Austin

This paper reviews the literature on religious or culturally focused charter schools to understand parents' preferences, the schools' marketing strategies, and the legal issues pertaining to public funding of religious or culturally focused education. The economic concepts of two-stage choice process and process of competition are used to frame the study. The findings suggest that such schools are fulfilling the market demand of minority parents whose cultural, religious, and linguistic needs go unaddressed by the public education system.

Logics and the Orbit of Parent Engagement. Daron Cyr, University of Connecticut; Jennie Weiner, University of Connecticut; Sarah Woulfin, University of Connecticut

In this study, I surface three logics regarding parent engagement from current and historical literature. The logics of educators know best, parents know best, and parents as partners enable and constrain values and practices of parent engagement. These logics shed light on the dominant ideologies of the relationship between parents and schools and therefore provide an opportunity to challenge the potentially narrow ways educators have conceived of the role of parents.

Desettling Conceptions of Community Accountability: An Examination of Community Accountability Through a Public Forum. Sarah Clancey, University of Washington

There is a long history of community members of Color organizing to hold school leaders accountable for educational justice. However, the formal methods available for community members to engage in community accountability are designed to maintain schools as settled systems. This qualitative case study examines how community members advocating for students of Color demanded a desettled form of community accountability through a public forum in a large urban school district in the Pacific Northwest.

Digital Discussant:

Judy Alston, Ashland University

054. A Critical Look at Leadership

Graduate Student Summit

Paper Session

1:00 to 1:50 pm EST

Virtual Convention: Graduate Student Summit #3

Participants:

Healing our Own Spines: Black Women School Leaders Subverting Ideological Lynching. Whitnee Louise Garrett-Walker, University of San Francisco

The purpose of this presentation is to explore the experiences of Black women school leaders in an urban school district and how they subvert the negativity they experience and still maintain joy in this work.

Searching for Racial Literacy: Racial Inequality Sensemaking Among Educators. Lawrence Louis, Michigan State University

In this pilot study, I explored how educators make sense of racial inequality when talking to students. Using racial literacy (Guinier, 2004) as a framework for effective teaching, I conducted semistructured interviews with three educators who discuss topics of racial inequality. Preliminary findings reveal how intersectionality, negotiating engagement, and students' own sensemaking are all implicated in how educators make sense of race when engaging with students. Future research directions are discussed.

Reflecting on a School Network COVID-19 Response: Shared Decision-Making and Transformative Leadership. Susan-Marie Farnen, University of Denver

This paper uses After Action Review (AAR) questions (Wheatley, 2017) to explore an urban charter network's response to the COVID-19 crisis and the initial central-office process impact on school-level administrators, teachers, students, and families in a diverse school community. The paper proposes that the AAR reflection process, aligned with tenets of shared decision-making and transformative leadership, could result in a more equitable, responsive, and inclusive system in the fall.

Digital Discussant:

Brenda Rubio, New Mexico State University

055. Decolonizing School and Education

Graduate Student Summit

Paper Session

1:00 to 1:50 pm EST

Virtual Convention: Graduate Student Summit #4

Participants:

Decolonizing the Self: Journey of a Colonial Subject. Thu Ya Aung, Texas State University

Decolonization is particularly important for me and others who are in education since coloniality manifested in knowledge creation and knowledge control is being maintained through education. Since the colonization of the mind has a long-lasting effect on me, I decided to decolonize myself as the starting point to participate in the global decolonization effort. This paper is to report the conceptual framework of my decolonization project and how postcolonial scholarship informs it.

Decolonializing School Finance: Rebuilding a System of Equity and Community. Amy Schwartz, University of Denver

As education budgets prepare for the impacts resulting from the COVID-19 pandemic, there is an opportunity, although forced, to rebuild a more equitable system of school finance. How can chaos and transformative leadership theory shape this conversation? And in the context of decolonization, what does it mean to have property taxes hold such a significant variable in our school finance formulas?

Digital Discussant:

Melissa Martinez, Texas State University

056. State Policy, Stakeholders, and Educational Leadership

Graduate Student Summit

Paper Session

2:00 to 2:50 pm EST

Virtual Convention: Graduate Student Summit #1

Participants:

Body and Soul: Creating Conditions for Student Care in the State Policy Process. Kate Kennedy, University of Southern California; Jacob Alonso, University of Southern California; James Bridgeforth, University of Southern California; Haley Nelson, University of Southern California; Julie Marsh, University of Southern California

Research illuminates how school leaders might actualize goals of love, care, and safety for students. Yet we know little about how the state policy making process embraces—or constrains—notions of care. This paper draws on interviews with state-level education leaders to interrogate how care manifests at the state level. We find that leaders exercise agency in creating conditions for care. Findings surfaced notions of care as concern, asking questions, and glimmers of care and hope.

Equitable Input or Policy Lip Service? Stakeholder Engagement in Equity Toolkits. Marilyn B. Keller, Texas A&M University Corpus Christi; Lynn M. Hemmer, Texas A&M University, Corpus Christi

Recent trends in federal and state initiatives and policy strengthen school–community relations in which schools working with various actors and stakeholders integrate explicit consideration of equity in administrative decisions. In this paper, we orient the distribution of resources to stakeholder involvement as intended to heterogenous grant input. We also situate the specific involvement of those whose needs depend most heavily on the outcome of the decisions as part of the distribution of resources.

Sustainable Development of Teacher Workforce for Vietnam: An International Comparative Analysis of Teacher Policy. Trang Pham, Pennsylvania State University

Many countries, including Vietnam, have experienced serious issues regarding teaching workforce, such as high demand for new teaching posts, high turnover rate, low enrollment in teacher colleges, or low professional commitment. Analysis of policies and best practices from nations worldwide provide meaningful lessons to policy makers and teacher educators in Vietnam. This study, thus, analyzes teacher policy in some high-achieving countries, compares to the status quo in the context of Vietnam and provides some recommendations.

Digital Discussant:

Katrina Bulkley - Montclair State University

057. Partnerships with Higher Education

Graduate Student Summit

Paper Session

2:00 to 2:50 pm EST

Virtual Convention: Graduate Student Summit #2

Participants:

University–Corporate Partnerships: Opportune Human Capital Development Solutions for Businesses and Education. Rachel Guettler, Pepperdine University

University–corporate partnerships address the high demand for human capital development across various industries and across the globe, while also developing the faculty who teach corporate partners. Degree programs are facing a variety of fast-paced changes and competition in the market landscape for the higher education industry, especially for business degree programs and certifications. Exciting opportunities exist in human capital development through establishing corporate partnerships with traditional universities and accredited business schools.

Transition out of Homelessness: From High School to Higher Education. Desiree Viramontes Le, University of Texas at Austin

The current Every Student Succeeds Act with the recent reauthorization of the McKinney Vento Act, places a focus on homeless youth that is intended to facilitate access to K-12, higher education, and eliminate barriers in the transition to postsecondary education. This quantitative study will examine the transition from high school to higher education with a focus on disaggregating the effects of homelessness on students who are dual-oppressed and stigmatized by race and homelessness.

Digital Discussant:

Anjalé Welton, University of Wisconsin - Madison

058. Equitable School Leadership

Graduate Student Summit

Ignite Session

2:00 to 2:50 pm EST

Virtual Convention: Graduate Student Summit #3

Participants:

Self-Directed Professional Learning with Digital Badges. Daron William Kennett, Utah State University

Effective educators must be self-directed professional learners. Instructional leaders can support teachers' self-directed professional learning through the use of competency-based digital badges. This session focuses on strategies to develop, maintain, and grow demonstrated competency professional learning systems using digital badging platforms. The presenter is the developer and manager of Utah Microcredentials, an SEA-supported, statewide educator professional learning and leadership platform that issues credit-bearing digital badges.

Experiences of Black Male Students with Emotional Disturbances or Other Health Impairments. Alexander R. Shrewsberry, California State University, Long Beach

This qualitative research study interviewing Black male high school students with emotional disturbances and other health impairments in the Watts community of Los Angeles, California will highlight the voices of the students most impacted the inequitable educational outcomes stemming from their overrepresentation in special education. By deepening researcher and practitioner understanding of student experiences, equitable inclusive practices will be able to be developed to ensure a free and appropriate public education for all students.

Extending Trust in the High School Classroom. Alec George Sixta, California State University, Long Beach

The achievement gap is a historical problem in the U.S. educational system. The gap continues because of the sense of belonging students feel. While students continue to struggle on school campuses, legislators have attempted to correct the issue by putting legislation into effect. Even though legislation has been enacted, students are still being forgotten about in the classroom. Recently, research around the achievement gap has used trust to explore how to remove the gap.

Digital Discussant:

Miriam Ezzani, Texas Christian University

059. Leading During Times of Uncertainty

Graduate Student Summit

Ignite Session

2:00 to 2:50 pm EST

Virtual Convention: Graduate Student Summit #4

Participants:

Community Immersed Schools in a Climate of Social Instability. Tekoa Jane Hill, University of Oklahoma; Misty Henry, University of Oklahoma

Extending work on school–community cultural connectedness, the researchers explore the concept of creating community-immersed schools within the current climate of civil unrest and pandemic. Generating challenging questions will provoke productive discourse on the concept of schools embedded in typically marginalized communities. Some initial questions will be what can be done to address societal norms which are in opposition of empowering marginalized populations? What role do educational leaders play in the construction of community immersed schools?

Principal Perceptions on Trauma—Student Trauma, Pandemic Effects, and Racial Unrest. Nicole Michelle Fields, University of Louisville; Manuel Garr, University of Louisville, University of Louisville; Detra DeVerne Johnson, University of Houston

Creating trauma-sensitive, safe, and supportive schools requires a new discernment among principals. It also requires holistic changes to transform school, culture, build supporting infrastructure, and alter curriculum content and intervention. As students return to school in the fall, principals must address the trauma with practices, procedures, and policies. As we rebuild our schools, we must rebuild our students too.

COVID-19, a Global Pandemic: How School Principals Receive Support from the Federal, State, and District Levels. Edgardo Barrientos Castro, New Mexico State University

This Ignite presentation discusses a policy brief regarding the COVID-19, an evolving global pandemic. The centerpiece of this policy is how the federal, state, and district levels are supporting their school leaders, the principals. We describe and categorize the levels of support, analyze the pros and cons, and provide reflective feedback regarding this emerging policy. We offer various governmental agencies that support the social and emotional aspects of school principals during this pandemic period.

Digital Discussant:

Ann Ishimaru - University of Washington

060. Promoting Socially Just Learning Environments

Graduate Student Summit

Paper Session

3:00 to 3:50 pm EST

Virtual Convention: Graduate Student Summit #1

Participants:

My Presence is a Present: Study of Black Students with Emotional/Behavioral Disabilities in Schools. Brittney Robins, University of New Orleans

This phenomenological study will address the issue of the disproportionate discipline of Black students with behavioral/emotional disabilities in school. The purpose of this study is to understand the school experiences for Black students diagnosed with emotional or behavioral disabilities in Grades 6–12 in schools. Data were collected through one-on-one interviews with participants and analyzed using a thematic, narrative method.

Finding themes include reliance on community & relationships and school success.

Neoliberalism and School Discipline Reform—A Critical Discourse Analysis. Akua Nkansah-Amankra, University of Southern California

I argue that Black students continue to be overdisciplined because even though disciplinary alternatives are aimed at reducing the racial bias in school discipline, the framing of these alternative policies don't include explicit interventions aimed at

reducing teacher bias. Using critical discourse analysis of a policy from a large urban district, I show that a race-evasive framing of a policy solution to a race-based problem perpetuates ideas that Black students are somehow responsible for being overdisciplined.

Digital Discussant:

Rachel Roegman - University of Illinois

061. Leadership in Multicultural and Multilingual Settings

Graduate Student Summit

Graduate Student Roundtable

3:00 to 3:50 pm EST

Virtual Convention: Graduate Student Summit #2

Participants:

Culturally Responsive and Multilingual School Leadership: A Case Study of an Elementary Principal During COVID-19. Eric Nethercott, University of Illinois at Urbana-Champaign

Culturally responsive and multilingual school leaders currently face many unprecedented educational challenges brought by the COVID-19 pandemic. This single-site qualitative case study seeks to understand how an elementary-level principal acts as a culturally responsive and multilingual school leader during COVID-19. Data collected through survey, interviews, observations, and document analysis yield timely insights for researchers and practitioners on culturally responsive and multilingual school leadership as influenced by COVID-19.

Equitable Teacher Preparation for English Learners: Myth or Commitment? Sarah Alexandria De La Garza, University of Texas at Austin

The variation of preparation programs' impact on student outcomes is primarily at the teacher level. Given the limited research on how teacher preparation impacts English learner outcomes specifically, this exploratory study aims to describe individual-level and program-level variation of teachers who self-rate with low levels of readiness to teach English learners. This study uses a longitudinal analysis approach to analyze program exit survey data and principal rating survey data from a single state.

A Theoretical Framework: The Role of Principal Supervisor in a Culturally and Socially Just Leadership. Edgardo Barrientos Castro, New Mexico State University

This paper will explore a literature review grounded in the terminologies of "culturally responsive, socially just, equitable leadership" (Lopez, 2016; Shields, 2017). Applied critical leadership (Santamaria & Santamaria, 2012) is the theoretical framework that will entrench social justice and equity instructional practices. Finally, we will discourse an array of social and cultural inequities with respect to the Southwest Borders.

Digital Discussant:

Terri Watson, The City College of New York

062. School Leaders, Just Schools, and Special Education

Graduate Student Summit

Graduate Student Roundtable EST

3:00 to 3:50 pm

Virtual Convention: Graduate Student Summit #3

Participants:

Differences in Mathematics Performance by the Economic Status of Texas Students in Special Education. Alexis N. Taylor, Sam Houston State University

In this study, the degree to which differences were present in the mathematics performance by the economic status of Grade 4 Texas boys and girls who were enrolled in special education was addressed. Data obtained from the Texas Education Agency Public Education Information Management System for Grade 4 Texas boys and girls who were enrolled in special education and who had completed the Texas state-mandated mathematics assessment were analyzed for the 2015-2016 school year.

Cultural Dimensions of Individuals with High-Functioning Autism: A Pilot Study.

Michael Ota, Texas State University; Robert F. Reardon, N/A; Hilary Lustick, University of Massachusetts Lowell; Barry Aidman, Texas State University

Media create a portrait of individuals with autism as asocial or antisocial. However, a growing group of these individuals are portraying themselves as a community or culture, which is part of the diverse views of autism in relation to largely held social norms. Our study examines how individuals with high-functioning autism have similarities and differences with each other and their family members through commonly used cultural surveys. These results could provide a new cultural profile.

Factors Which Impact School Administrators' Leadership in Equitable Inclusion.

Diana Vuong Tran, California State University, Long Beach

Students with disabilities are disproportionately being served outside of the general education setting at a higher rate than other states. California serves students with disabilities outside of the general education setting at a rate of 22% compared to the national average of 13%. This paper will focus on why the problem still exists in the education system and how school administrators are key to ensuring these inclusive programs are provided in each school and community.

Digital Discussant:

David DeMatthews - University of Texas at Austin

063. Policy, School Reform, and Change-Making

Graduate Student Summit

Graduate Student Roundtable

3:00 to 3:50 pm EST

Virtual Convention: Graduate Student Summit #4

Participants:

African American Boarding Schools: A Historical Equity Lever with Future Potential.

Jasmine Porter Rallins, University of Illinois at Urbana-Champaign

The Final Four. Conventionally associated with basketball, the aforementioned phrase also represents the last institutions of its kind. Lost in the undertow of copious reforms and a shifting social landscape, African American boarding schools were—and somewhat still are—an integral part of the Black experience. From Piney Woods in Mississippi to Redemption Academy in New York, investigating these institutions is pivotal in determining what levers can increase the educational outcomes for Blacks.

Demographics and Choice-Making: A Case Study of the Impact of Policy on Student Course-Taking Behavior. Hadiza Mohammed, University of Texas at Austin

This study uses a qualitative case study approach to examine the ways in which a high school graduation policy shapes the course-taking decisions of a group of diverse high school students located at multiple campuses with different student demographics in the same school district. A case study approach makes it possible to not only document

why students take the courses that they take, but also how they arrive at such conclusions in their own words.

Displacement of Black Educators After Brown 1954. Franklin J. Gause, University of South Carolina

This paper examines displacement methods of Black educators after *Brown* 1954. The residual effects of this displacement continues to have an effect on the Black community's progression, activism, and education of Black children. Black educators were integral in unifying and mobilizing the Black community when fighting injustices. Further research is needed to quantify the impact displacement had on the Black community and the education of Black children, and to provide agency for Black educators affected.

Digital Discussant:

James Wright - San Diego State University

064. Schools and Their Communities

Graduate Student Summit

Graduate Student Roundtable

4:00 to 4:50 pm EST

Virtual Convention: Graduate Student Summit #1

Participants:

Risk or Resource: A Critical Race Spatial Analysis of Multigenerational Households as School and Community Assets. Jacob Alonso, University of Southern California

The number of multigenerational households in the U.S. has increased dramatically in the past decade, and these have been characterized as sources of risk and instability. This project challenges that deficit narrative. First, I employ GIS tools and a critical race spatial analysis lens to explore the distribution of multigenerational households with children present. Second, I use funds of knowledge and community cultural wealth models to reframe these spaces as clusters of community opportunity and resilience.

In This Together: Community Involvement and Partnerships to Leverage Better Schools. Tianna Adams, N/A; Joshua Rideaux, N/A; Shamera Nicole Wilkins, Howard University

To develop schools that are culturally relevant and successful, the desired relationship between school and community necessary for academic progress, educational leadership must interrogate how its practice and pedagogy contributes to the liberation or oppression of the community it has been elected to serve.

Digital Discussant:

Elizabeth Gil - Fordham University

065. Cultivating Leadership and Teacher Quality

Graduate Student Summit

Graduate Student Roundtable

4:00 to 4:50 pm EST

Virtual Convention: Graduate Student Summit #2

Participants:

Welcome Back, Teacher: Teacher Quality After Extended Periods of Absence Using Multiple Measures. Michael Crouch, Vanderbilt University

Much has been written on the topics of teacher attrition and what school leaders can do about it. This research concerns teachers who leave for 1+ years and then return to the

classroom. How is teacher quality affected when teachers are away from the classroom for 1 or more years? I find that time away from the classroom only slightly hinders student math scores but has a large, negative impact on principal evaluations.

Exploring the Models of Professional Development Through the Lens of Adult Learning Theory. Dominic Egre, Oklahoma State University

This study uses adult learning theory to explore TeleEd Echo. TeleED Echo is an innovative professional development model and knowledge-sharing network for educators. As a professional development model, the philosophy of TeleEd Echo in Oklahoma State University is “All teach, all learn” (Butler & Fraser, 2019). Preliminary findings suggest enhanced efficacy for TeleED Echo as a professional development model that meets the assumptions described in Knowles’ (1968) adult learning theory.

Digital Discussant:

Donald Hackmann - Iowa State University

066. Teaching and Leadership for Socially Just Schools

Graduate Student Summit

Graduate Student Roundtable

4:00 to 4:50 pm EST

Virtual Convention: Graduate Student Summit #3

Participants:

The Effects of Leader Cultural Competence and Teacher Quality on African American and Hispanic Student Achievement. Tabatha Roy-Evans, Texas Christian University

The purpose of this qualitative research study was to examine specific leader moves taken by the instructional leaders that help to facilitate growth in teacher cultural competence. African American and Hispanic students at Dansby Elementary are underperforming other student populations on the STAAR Reading test in Grades 3, 4, and 6 by an average of 10.2% (Texas Education Agency, 2020). The results of the study highlight the importance of school leader and teacher cultural competence.

Exploring the Relationship Between Teacher Mindsets and Supportive Pedagogical Needs for Students from Underrepresented Populations. Ramarra Garrett, Wayne State University; Chalena Beasley, Wayne State University; Julien D. Frazier, Wayne State University; Rebecca Frances Reaume, Wayne State University

The purpose of this study is to investigate perceptions of Black teachers’ understanding of curriculum and pedagogy in relation to providing an equitable education through decolonization in urban school systems. Using a triangulation method and semistructured interviews, we analyze the racial attitudes of Black teachers through use of the CoBra survey and explore professional pedagogy approaches that increase or mitigate the challenges of underrepresented students.

A Sense of Belonging for African American Students in Advanced Math Classes. Marian N. Jackson-Scott, University of New Orleans

Educational leaders must address underrepresentation of African American students underperforming in math classes. This research shares the existing literature on African American students in advanced math courses while in high school. There are many longitudinal studies of the racial gap in higher level math courses in secondary schools. Riegle-Crumb and Grodsky (2010) found the largest gap between Black and White students. This session will provide a discussion on the elements influencing and hindering taking advanced math courses.

Digital Discussant:

Jada Phelps-Moultrie - Michigan State University

067. Inclusive Leadership for Equitable Schools

Graduate Student Summit

Graduate Student Roundtable

4:00 to 4:50 pm EST

Virtual Convention: Graduate Student Summit #4

Participants:

Queer-Inclusive Leadership: Combatting Metronormativity to Advance Socially Just Policy in Rural Schools. Cory Roseth, University of Wisconsin–Madison

In the last couple of decades, activists in the United States have achieved dramatic social progress for gender and sexuality equity. However, that progress is not experienced everywhere: some people in rural areas feel left behind. Rather than sitting back and waiting for change to come to them, some rural school leaders combat metronormativity—the assumption that only cities can be queer-friendly—and take action to advance socially just policy in their rural schools.

“See(ing) Through a Glass, Darkly”: Education Policy, Race, and Religion in the Mormon Culture Region. M. Nathan Tanner, University of Illinois at Urbana-Champaign

I am studying the impact that the Mormon Culture Region (MCR), a sociocultural region within a geopolitically constructed space (Parker & McKinney, 2015), has on educational opportunity structures for politically, racially, and religiously marginalized students. The MCR exists within the Mountain West, which, according to Horsford (2016), “remains one of the least studied regions in the country” (p. 155). In religious language colloquial to the MCR, many education leaders are “see[ing] through a glass, darkly.”

Island of Misfit Toys: Biracial and Multiracial Perspectives on Invisibility. Cara Jones, Texas Christian University

The purpose of this phenomenological study is to understand the educational, social and emotional effects of not fitting into a racial category counted on federal education accountability for biracial and multiracial students in K-12 schools.

Experiences of African American LGBT Youth. Victoria Shrewsberry, Grand Canyon University

The voices of African American LGBT youth should be heard and used in order to put together programs and interventions for these youth to be safe and healthy. Research has typically not addressed the intersection of these identities, and it is necessary to ensure that LGBT school policies and practices are inclusive students of all races by understanding the lived experiences of African American LGBT high school students.

Digital Discussant:

Katherine C. Rodela - Washington State University - Vancouver

068. Graduate Student Summit - Virtual Social

Graduate Student Summit

Special Session

5:00 to 5:50 pm EST

Virtual Convention: Graduate Student Summit #1

Barbara L. Jackson Scholars Network

Learn more about the inspiration for the Jackson Scholars Network

THE LEGACY WE HONOR

Dr. Barbara Loomis Jackson



In 2003, UCEA established the Barbara L. Jackson Scholars Network as a two-year program to provide networking, mentoring and professional development of graduate students of color who intend to become professors of educational leadership. UCEA offers a robust pipeline of faculty and talented graduate students of color to enhance the field of educational leadership and UCEA with their scholarship and expertise.

Dr. Jackson served as a teacher, professor, scholar, center director, department chair, associate dean and dean, and was professor emerita at Fordham University in New York. As a trailblazer, she opened avenues of research and practice at Morgan State University and Atlanta University to establish new doctoral programs in education before continuing her distinguished career at Fordham University.

Dr. Jackson earned a bachelor's degree from Wellesley College in 1950 (later serving as Trustee Emerita), a master's degree from Teachers College, Columbia University in 1967, and a doctorate of education from the Harvard Graduate School of Education in 1970.

Jackson Scholars Network Research Symposium Sessions

Full Schedule, Abstracts, and Cohort Directories
Tues., Nov. 17, 9:30–10:50am EST

069. Barbara L. Jackson Scholars Network Research Seminar Convocation

Special Session

9:30 to 10:00 am EST

Virtual Convention: General Session Room

070. Jackson Scholars Network Research Presentations: The Journey to Completion: The Importance of Mentorship for the Retention of Students of Color in Higher Education

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Virtual Convention: JSN Research Presentation Room #1

Participants:

Female Nontraditional Students of Color: The Pathway Towards College Completion.

Erika Prins Marte, New York University

36 million adults hold some type of postsecondary credit, yet no college degree. The college completion gap has become a national effort. Interventions are designed to promote persistence for traditional students, 18- to 24-year-olds. They are no longer the norm, but rather the exception. Female nontraditional students who reenter postsecondary but do not complete make the majority. This study captures the voices and experiences of female nontraditional students of Color on their journey towards college completion.

Lantern Mentoring: Faculty Illuminating Pathways for Latina Doctoral Students to Recapture "BODYMINDSPIRIT" in Becoming Chingona Scholars. Denise Rodriguez-Strawn, New Mexico State University

This study provided a platform for Latina doctoral students to identify a faculty mentor who utilized Lantern Mentoring as a situational approach, which led to their persistence. Through the use of both testimonios and photovoice, the lived experiences of 10 Latina doctoral students were explored to understand how Lantern Mentoring was an intervention utilized in the fight against social oppression. The results revealed a deep understanding of the power of mentoring by faculty members.

Walk the Talk: Insights of Black Women Public Affairs Communicators Navigating PWIs. M. Yvonne Taylor, University of Texas at Austin

As campuses grapple with race at predominately White institutions, both daily and during crises, public affairs communicators play a central role in communicating nuanced messages about race. A number of these professionals are Black women who share the lived experience of being a marginalized identity on these campuses, while also communicating the university's messages about the very issues they are navigating. This narrative phenomenological study seeks to understand Black women communicators' experience through their stories.

Digital Discussant:

April L. Peters-Hawkins, University of Houston

**071. Jackson Scholars Network Research Presentations: In Their Voices:
Communicating the Lived Experiences of Leaders of Color**

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Virtual Convention: JSN Research Presentation Room #10

Participants:

*A Constructivist Grounded Theory Exploring Pakistani School Leader'
Conceptualization of Social-Justice-Oriented Leadership.* Palwasha Khan Marwat,
University of Missouri

This study seeks to explore how private rural school leaders (PSL) in Pakistan conceptualize and enact social-justice-oriented leadership in to help marginalized student groups within their schools. The primary source of empirical data collection for this study will be through semi-structured interviews with 10–15 PSL in primary and secondary private schools that educate marginalized student groups, including those from low-income families, girls, and minority groups in rural areas around Islamabad.

Exonerates Teach Us? What Can the Stories of Black
Exonerates Teach Us? Rachel McMillian, Miami University

The purpose of this study is to explore the educational stories of Blacks who were wrongfully incarcerated as children. Using the critical methodology of BlackCrit portraiture, the researcher aims to understand the ways in which Blacks who were wrongfully incarcerated as youth resist and confront anti-Black ideologies, policies, and power structures in the school/prison nexus. The researcher uses the portraits created through the study to discuss pedagogical, curricular, and policy implications for educational leaders.

*Exploring the Experiences of Chicana/x and Latina/x Leaders in Community-Based
Organizations in South Texas.* Lisa Mendoza Knecht, University of Texas at San
Antonio

This qualitative study explores the experiences of Chicana/x and Latina/x leaders in community-based organizations in South Texas. The study asks (a) what are the experiences of Chicana/x and Latina/x leaders in community-based organizations in South Texas, and (b) what are the implications towards the field of educational leadership? Guided by Chicana feminist epistemologies and Gloria Anzaldúa's theoretical concept of spiritual activism, this study uses plática methodology to provide insight into experiences of nontraditional leaders.

*Walking Where Ancestors Trod: Reviewing Indigenous Pedagogy Literature for the
Contemporary Ghanaian Classroom.* Phyllis Kyei Mensah, Miami University

Following calls to decolonize and indigenize educational curriculum and practice in African countries, while also incorporating relevant aspects of Western educational knowledge and practice, this paper reviews the literature on this scholarship. The objective of this study is to provide a solid conceptual, theoretical, and methodological foundation for a broader dissertation research study on the appropriate Indigenous epistemological and pedagogical practices that are relevant and applicable to the contemporary Ghanaian educational context.

Digital Discussant:

Jayson W. Richardson, University of Denver

072. Jackson Scholars Network Research Presentations: Understanding the Impact of School Reform and Policy Decisions: Sensemaking and Contextual Relevance

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Virtual Convention: JSN Research Presentation Room #2

Participants:

La Importancia de Mi Orgullo: Media Portrayal of Número 85 and the Context of Puerto Rico. Patricia Virella, University of Connecticut

The marginalization of Puerto Rico has been most evident in economic and education reform efforts imposed by the United States. Media accounts are used to disseminate information about the success or failure of a policy. Thus, I ask: How was “Ley de Reforma Educativa de Puerto Rico” represented by *El Vocero* and *El Nuevo Dia*? I use context-blindness to situate my study. This study offers insights into how postcolonial oppression manifests in education reform.

Michigan Read by Grade Three Law: Policy Sensemaking, Impacts for English Learners & Unethical Aspects. Yujin Oh, Michigan State University

In response to national demands and Michigan’s strong interest in literacy enhancement, the Read by Grade Three Law—academic retention for third graders—has been implemented since 2016. This study investigates how people make policy sensemaking about the law, how the law oppresses English learners, and what unethical aspects the law induces. As in the beginning dissertation stage, I will present the dissertation questions and an organized literature review.

School Leaders’ Support to Special Educators: A Case Study During the COVID-19 Pandemic. Bri Deleon, University of Utah

During COVID-19, teachers need even more continuous support from their school leaders to deliver instruction in whatever setting is appropriate to meet health department guidelines. This case study, conducted at an elementary school with a mild/moderate needs special education program, will analyze the experiences of special educators to highlight the most essential supports and their perceived efficacy of these supports during the pandemic. The findings will help with planning for the next school year.

Do Rising Tides Lift All Boats? A Conceptual Study of School Choice in Gentrifying Neighborhoods. Rachel Whitney Boggs, University of Texas at Austin

As neoliberal ideologies have proliferated, so have school choice policies and gentrification. Over the last 20 years, more parents are using school choice to opt their children out of the neighborhood public option, and cities across the country are experiencing massive urban development. The conceptual study provides a systemic framework for understanding the relationship between school choice policies and gentrification and how they impact the structure and function of schools.

Digital Discussant:

Lance D. Fusarelli, North Carolina State University

073. Jackson Scholars Network Research Presentations: Factors Contributing to Students Experiences in Elementary Education

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Virtual Convention: JSN Research Presentation Room #3

Participants:

An Examination of Professional Learning Communities in Elementary Schools with Different Physical Design Layouts. Brandi S. Howard, Auburn University

Extensive research has been conducted on the conditions of school facilities, such as the impact school buildings have on student outcomes and the role school building design plays in successful collaboration among educators. With a continued push for teachers to collaborate in the workspaces they occupy, it is imperative that the physical design of schools and collaboration is examined.

Do Inhibitory Control Difficulties Help Explain Peer Victimization in U.S. Elementary Schools? Yangyang Wang, Pennsylvania State University

My proposal will investigate the interrelations between inhibitory control (IC) and peer victimization (PV) during elementary school using the Early Childhood Longitudinal Study-Kindergarten Cohort of 2010-2011. Establishing whether and to what extent IC difficulties increase the risk for PV including conditionally other risk factors will clarify the extent to which IC difficulties constitute a promising target of bullying screening and prevention efforts during elementary school.

Traumatic Experiences: Black Male Principals' Exposure and Perception of Law Enforcement Impact on School Leadership. Fernando Branch, University of Denver

This study investigates the experiences and perspectives of Black male principals of law enforcement and explores the depth of impact of their traumatic experiences. The study further defines the role of Black male school leaders as they navigate the social pressures and daily interactions in a Black body in school leadership. There is almost no information available about how Black male principals perceive and interact with law enforcement, but plenty on Black male traumatic experiences.

Digital Discussant:

Tim Drake, North Carolina State University

074. Jackson Scholars Network Research Presentations: Identity, Social Justice, and Equity in K-12 Education

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Virtual Convention: JSN Research Presentation Room #4

Participants:

Disinvestment, Devaluation, and Displacement: Examining Educational Impacts for Black Students in Racialized Spaces. Victor Carter, Jr., University of Minnesota

The purpose of this research is to interrogate the ways in which BIPOC spaces are racialized, devalued, and diminished to manufacture exchange and use value for white consumption. What are the educational and social impacts for Black students when space is no longer viewed as a social right or common good, but a competitively marketized good for private investment?

From Disproportionality to Discrimination: A DisCrit Look at Student Success. Julien D. Frazier, Wayne State University

Consistent evidence has demonstrated how students with disabilities from different racial/ethnic categories are treated differently for similar types of behavior and office of disciplinary referrals. Underpinned through DisCrit, this research focuses on increasing administrator and educator knowledge and awareness of disproportionate discipline and how to ameliorate the racialized discipline structures and policies for Black students with

emotional and learning disabilities to promote the application of equity and fairness within educational institutions.

Black Parents Matter: Counternarratives of Familial Engagement from Low-Income African American Parents. Keneisha La'Rae Harrington, Clemson University

The discourse on the parental engagement of African American parents has been largely dominated by deficit perspectives and Western interpretations of involvement and engagement. The voices of low-income African American parents (LIAAP) have intentionally been left out of the development and implementation of parental engagement policies. In this phenomenological study I center the stories of LIAAP to present narratives of parental engagement from LIAAP that counter the stories of apathy found in the literature.

Digital Discussant:

Irene H. Yoon, University of Utah

075. Jackson Scholars Network Research Presentations: Centering the Perspectives and Leadership of Teachers in K-12 Education

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Virtual Convention: JSN Research Presentation Room #5

Participants:

Administrative Leadership for Teacher Leadership: School and District Level Leadership Practices to Support Teacher Leadership. Hansol Woo, Pennsylvania State University; Tiffany M. Squires, Pennsylvania State University

Using distributed leadership as a lens, this study describes administrative perspectives on teacher leadership (TL) in schools. Because research is limited to explain an administrator's role in establishing and supporting TL, these perspectives are essential in understanding ways that TL develops within a school. Based upon data collected with 45 administrators, our findings describe ways that principals cultivate TL through interactions with teachers. The research informs leadership practices for developing TL in schools.

Educators Need SEL, Too! Incorporating Stress Relief into Educational Wellness Policies. Maegan Grace Ford, Auburn University

Teachers are professionals who are on the frontline in classrooms. It is the teacher who is active in building relationships with students, providing instruction that meets all needs, and managing diverse personalities. What is in place to help teachers manage and reduce occupational stress? Might there be measures that school districts can take to address these needs and cultivate more resilient teachers capable of balancing who they are as both "the educator" and "the individual"?

Leaving a Legacy: The Longstanding and Pivotal Role of Black Teachers in Education. Roberta Ballard, University of Northern Colorado

Black women teachers are leaving the profession at unprecedented rates, which is concerning given their longstanding but often unrecognized contributions to the history of U.S. education. Through the lens of Black feminist theory, this qualitative literature review centers the stories of notable Black women teachers throughout history by examining the role race, gender, and other intersecting identities played in their quest for racial uplift within Black communities.

Racial Literacy as Effective Teaching: Racial Inequality Sensemaking Among Educators. Lawrence Louis, Michigan State University

In this pilot study, I explored how educators make sense of racial inequality when talking to students. Using racial literacy (Guinier, 2004) as a framework for effective teaching, I conducted semi-structured interviews with three educators who discuss racial inequality with students. Preliminary findings reveal how intersectionality, negotiating engagement, and students' own sensemaking of racial inequality are all implicated in how educators make sense of race when engaging with students. Future research directions are discussed.

Digital Discussant:

Richard Gonzales, University of Connecticut

076. Jackson Scholars Network Research Presentations: Race and Education: Unpacking the Deepening Effects of Racial Beliefs in U.S. Schools

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Virtual Convention: JSN Research Presentation Room #6

Participants:

Exploring the Racial Beliefs and Instructional Leadership Behaviors of Urban Public School Principals. Liana M. Summey, Rutgers University

Systemic racial inequity in schools remains a consistently examined problem of practice in education. Limited studies have begun to unpack the racial beliefs of school leaders who are defined as culturally responsive, and the literature is particularly weak in examining the intersection of culturally responsive school leadership with curriculum and instruction. The purpose of this qualitative multiple case study was to explore the racial beliefs and instructional leadership behaviors of culturally responsive urban principals.

The Development of Mathematics Identity in Black Females in K-12 Education. Lisa Williams-Ashe, University of North Carolina at Chapel Hill

The lack of economic promise served as a deterrent for my initial entry into to the K-12 field of education. This topic grew out of a natural curiosity to determine why Black female teachers currently in the field entered and have stayed. I want to know why Black female teachers persist and how that in turn can help Black female students persist in participating in the field of mathematics, particularly in K-12 education.

The Silence of Race in School Finance: A Panel Data Analysis. Katherine Chang, University of Washington

Since public school finance systems in the U.S. are structured to rely on local property values, funding across districts is largely unequal and inequitable. This quantitative study examines the relationship of racial disparities in school finance structures in Washington state between 1993 and 2016. Specifically, this paper focuses on how the state's funding obligation changed as a result of school finance litigation, and how districts with majority student of Color enrollment were affected by related reform efforts.

Broadening the Examination of Deficit Thinking to Include Black Teachers' Perspectives of Black Students. Chalena Beasley, Wayne State University

The purpose of this study is to broaden the examination of deficit thinking to include Black teachers' perspectives of Black students. White teachers have primarily been the focus of studies on deficit thinking. Using phenomenology and CRT, this study will give voice to Black teachers regarding the education of Black students. Race and issues associated with poverty are extremely complex. We can, however, begin to unmask racism and deficit thinking through discourse.

077. Jackson Scholars Network Research Presentations: The Impact of Leadership Approaches on Curriculum Decisions

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Virtual Convention: JSN Research Presentation Room #7

Participants:

An Exploration of an Educational Leader's Implementation of Consent in the Sex Education Curriculum. Jaray E. Mazique, N/A

Grounded in transformational leadership theory, this study examines educational leaders who may be using transformational leadership behaviors when implementing consent in their sex education curriculum without governmental support. This qualitative study uses narrative inquiry to examine three participants' lived experiences infusing sex education curriculum in their school district.

Beyond Access: Principals' Behaviors Displayed in the Implementation of an Initiative Focused on Students with Disabilities. Nicklaus Khan, Georgia State University

Students with disabilities (SWDs) have been historically marginalized and are sometimes subjected to subpar educational opportunities within the general education classroom. I will use a qualitative instrumental case study to explore the behaviors of principals in the implementation of a district initiative focused on fostering equitable educational opportunities for SWDs with a concentration on the coteaching service delivery model, explicitly exploring how or if those behaviors align with the characteristics of social justice leadership.

Building a Measurement Model of Leadership for Learning Using TALIS 2018: A Multilevel Factor Analysis Approach. Joonkil Ahn, University of Illinois at Urbana-Champaign

Leadership for learning emerged to subsume instructional leadership, transformational leadership, and shared leadership. It provides a wider angle lens to understand leadership by acknowledging broader sources of leadership as well as incorporating expanded foci of leadership actions as its dimensions. By using most recent TALIS and the CALL subdomains of leadership for learning as a scaffold, the current study aims to build a measurement model of leadership for learning, while employing rigorous multilevel factor analysis techniques.

Differences in Grade 4 Students in Special Education Mathematics Performance by their Economic Status. Alexis N. Taylor, Sam Houston State University

In this study, the degree to which differences were present in the mathematics performance by the economic status of Grade 4 Texas boys and girls who were enrolled in special education was addressed. Data obtained from the Texas Education Agency Public Education Information Management System for Grade 4 Texas boys and girls who were enrolled in special education and who had completed the Texas state-mandated mathematics assessment were analyzed for the 2015-2016 school year.

Digital Discussant:

Coby Meyers, University of Virginia

078. Jackson Scholars Network Research Presentations: Centering the Schooling Experiences of (Im)migrant Youth

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Virtual Convention: JSN Research Presentation Room #8

Participants:

A YPAR Study Through the Eyes of Unaccompanied Youth. Leyda W. Garcia, Loyola Marymount University

Unaccompanied youth, children who travel to the United States mostly from Mexico and Central America, are coming into public schools in large numbers. Public schools are often ill-prepared to serve the needs of these students. In this study, unaccompanied youth are coresearchers in a YPAR/CRT process that seeks to discover how the epistemology and agency of unaccompanied youth can inform socially just educational practices and policies. This study makes a unique contribution to the field.

East African Immigrant Identities and Schooling. Eskender A. Yousuf, University of Minnesota

The formation of identity is critically important for one's overall development and schooling experiences. This importance is intensified for African immigrant youth as they construct their new identities in relation to their educational experiences in America. This proposal outlines a brief review of literature to better comprehend the racial, ethnic, and religious identity development of Ethiopian Muslim youth in relation to their educational experiences.

Leveraging the Cultural Wealth and Conocimientos of Latinx (Im)migrant Farmworker Families Towards New Educational Possibilities. Henedina Tavares, University of Washington

This study seeks to center the cultural wealth and conocimientos of Latinx (im)migrant farmworker families as sources for educational change. Using a community cultural wealth framework and Chicana feminist epistemological standpoint, this study will explore how the cultural repertoires and racially, gendered positionalities of families can be leveraged in parent-teacher talleres. A critical participatory action research design within a Chicana feminist epistemology will be used to explore these dimensions.

Schools as a Caring Space in Uruguay: Teachers' Tales on Morale, Professional Identity, and "Otras Yerbas." Maria Magdalena Ureta Viroga, Texas State University

This qualitative study conducted among secondary public school teachers in Uruguay aims to explore school leadership team behaviors perceived as positive and/or negative in fostering a caring school culture. By utilizing the Smylie, Murphy, and Seashore Louis (2016) model of caring school leadership, the researcher will analyze teachers' narratives of those experiences that have shaped their morale, creativity, enthusiasm, self-awareness, and professional identity throughout their career.

Digital Discussant:

Katherine Cumings Mansfield, University of North Carolina at Greensboro

079. Jackson Scholars Network Research Presentations: The Role of Social Contexts for Students College Trajectories

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Virtual Convention: JSN Research Presentation Room #9

Participants:

Context Matters: How Racial Violence Impacts Students' College Experiences.

Vanessa Carlita Johnson-Ojeda, University of Utah

Despite decades of research, campus climate research has neglected to include the role context plays in shaping the lived experiences of students. For the purpose of this

proposal, context is defined as the social, political, cultural, historical, and economic events and circumstances that surround and impact our lives. More specifically, context refers to events that occur outside of the control of higher education institutions that impact the lives of students who are Black, Indigenous, or of Color.

Public, Charter, and Private, Oh My! How School Context Impacts College Advisors' Professional Development. Jessica Enyioha, Texas State University

College advisors have a crucial role in providing college access for students, yet there is little known about how they are prepared for (i.e., training and professional development) and supported in their work in public, charter, and private school settings. A comparative, multi-layered case study will be conducted to examine the varying contextual layers that directly and indirectly impact college advisors' professional development.

The Influence of Implicit Biases and Perceptions of Identity on Placement in High School Advanced Classes. Gail R. Charles Walters, Florida Atlantic University

Minority students are underrepresented in gifted programs. A lack of access to educational opportunities has been a reality for Black students for many years in America. We all have implicit biases, and the underrepresentation of African American students in honors classes must be understood in the broader school contexts and practices. The purpose is to understand the role of bias, thereby working to increase student placement in honors classes, allowing equal access to all minority students.

Digital Discussant:

Rick McCown, Duquesne University

Jackson Scholars Network Cohorts

2020-2022 Cohort

Armen Alvarez, Illinois State University
Melody Andrews, Howard University
Joshua Anzaldúa, University of Texas at San Antonio
Esther "Renee" Bocanegra, Texas State University
Alexandra Channell, Texas Christian University
Shaun Crisler, Illinois State University
Shari Cunningham, Rutgers University
Dionne Davis, University of South Florida
Sara De La Garza, University of Texas at Austin
Teruko Dobashi-Taylor, Georgia State University
Antonio Felix, Loyola Marymount University
Rasheed Flowers, University of Kentucky
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JSN Mentor Feedback Sessions

Assignments for JSN Presenters and Facilitators

Tues., Nov. 17, 11:00–11:50am EST

During these closed sessions, **Jackson Scholars Network presenters** will have the opportunity to receive additional high-quality feedback on both their papers and their presentations from their distinguished faculty facilitators. Students and faculty should plan to meet in the assigned rooms, but may elect to move to other locations to conduct their discussions, as needed and desired.

Please refer to which number JSN Session you presented in to determine the feedback session location to which you are assigned. Presentation Sessions and Feedback Sessions will have the same number and facilitator.

080. JSN Research Symposium: Mentor Feedback Session #1

Virtual Convention: JSN Mentor Feedback Room #1

081. JSN Research Symposium: Mentor Feedback Session #10

Virtual Convention: JSN Mentor Feedback Room #10

082. JSN Research Symposium: Mentor Feedback Session #2

Virtual Convention: JSN Mentor Feedback Room #2

083. JSN Research Symposium: Mentor Feedback Session #3

Virtual Convention: JSN Mentor Feedback Room #3

084. JSN Research Symposium: Mentor Feedback Session #4

Virtual Convention: JSN Mentor Feedback Room #4

085. JSN Research Symposium: Mentor Feedback Session #5

Virtual Convention: JSN Mentor Feedback Room #5

086. JSN Research Symposium: Mentor Feedback Session #6

Virtual Convention: JSN Mentor Feedback Room #6

087. JSN Research Symposium: Mentor Feedback Session #7

Virtual Convention: JSN Mentor Feedback Room #7

088. JSN Research Symposium: Mentor Feedback Session #8

Virtual Convention: JSN Mentor Feedback Room #8

089. JSN Research Symposium: Mentor Feedback Session #9

Virtual Convention: JSN Mentor Feedback Room #9

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Post-Graduate Student Summit Sessions

Thurs., Nov. 19

129a. Covid and the Job Market

Special Session

11:00 AM to 12:30 pm EST

Virtual Convention: Synchronous Research Presentation Room #3

With the unprecedented disruptions from COVID-19, navigating the job market has become more difficult for students who are completing their degrees. Please join us in this session with faculty members, recent graduates, and individuals who have chosen research positions outside of academia to discuss both advice for navigating the job market and a discussion around how the pandemic has and will shape the job market in the near future.

Digital Discussants:

Amber Banks, Bill and Melinda Gates Foundation
David DeMatthews, University of Texas at Austin
Stephanie Forman, University of Washington
Chris Torres, Michigan State University
Weijia Wang, Colgate University
Sheneka Williams, Michigan State University

141a. Graduate School in Stages

Special Session

1:30 PM to 3:00 pm EST

Virtual Convention: General Session Room

Navigating graduate school for many people can be challenging, specifically as it relates to understanding what to prioritize at each stage in the process. Everything from coursework and conference-going to writing for publication should take unique precedence throughout each step in your doctoral studies. It is important to demystify these stages; therefore, this session will offer an opportunity for an on-going dialogue with faculty and advanced graduate students about what a stage-model of navigating graduate school might look like in educational research.

Digital Discussants:

Yingying Wang, Georgia State University
David G. Martínez, University of South Carolina
Julia Mahfouz, University of Colorado - Denver
Mariama Nagbe, University of Texas at Austin
Matthew Stier, University of Iowa

Fri., Nov. 20

151. Researcher Development Program Symposium

Postconvention Work Sessions and Workshops

3:00 to 5:00 pm EST

Virtual Convention: General Session Room

Cosponsored by the UCEA Graduate Student Council and the American Educational Research Association (AERA) Leadership for School Improvement Special Interest Group (SIG), the Researcher Development Program (RDP) is an initiative where graduate students work with faculty mentors from across different institutions on collaborative research projects. This virtual session is an opportunity for the 2019–2020 RDP cohort of mentors and mentees to present the research projects they developed together over the last year.

RDP Committee Representatives and Digital Discussants:

Briana Bostic, Johns Hopkins University

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Franklin J. Gause, University of South Carolina

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