PRESENTER INFORMATION

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STRUCTURE OF PRESENTATION

• Doctoral program overview
• Research commonalities
• Social justice aspects of dissertations
• Creating a Professional Learning Community
• Personal and professional impact on leadership
• Questions
DOCTORAL PROGRAM OVERVIEW

<table>
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<tr>
<th>ETHNICITY</th>
<th>PERCENTAGE</th>
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<td>African-American</td>
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<td>Asian-American</td>
<td>12</td>
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<tr>
<td>Latino-American</td>
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<tr>
<td>Iranian-American</td>
<td>12</td>
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<tr>
<td>Native American</td>
<td>12</td>
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<tr>
<td>White-American</td>
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COHORT MODEL

Proposition Defense

Qualifying Paper

Dissertation Defense
SOCIAL JUSTICE AND THE JDP
COMMON THEMES AMONG RESEARCH TOPICS
THREE COMMON THEMES

Access & inclusion

Support structures

Social equity as an outcome of applied research
CONTEXTUAL FACTORS IMPACTING THE EDUCATIONAL EXPERIENCES AND SALIENT IDENTITY OF MUSLIM AMERICAN STUDENTS

Sharifa Sheryl Steinberg Abukar
In the aftermath of insidious, terrorist attacks in the U.S. and around the world, Muslim American youth are often:

- Demonized
- Bullied
- Marginalized
- Profiled
- ‘Othered’

(Ghaffari, 2009; Pew Research Center, 2011)
The actions of a few have perpetuated the condemnation and Moral Exclusion of Muslims in general and the religion of Islam as a whole.

Muslim American youth struggle on a daily basis to maintain a healthy sense of their identity in an environment that holds predominantly negative perceptions of them as a group.

(Mir, 2009; Peek, 2011; Sirin & Fine, 2008)
OVERVIEW OF RESEARCH

• Qualitative Exploratory Study

• Participants:
  • Muslim American youth (18 – 25 years old)
  • Diverse backgrounds
  • All alumni of a private (K – 8) Islamic school in Southern California who later attended public secondary and post-secondary schools

• Audio-recordings of Semi-structured Interviews using Appreciative Inquiry
Hyphenated identities are “at once joined, and separated, by history, the present socio-political climate, geography, biography, longings and loss” (Fine, 1994).

Muslim American youth experience “hyphenated” selves, referring to the multiple cultural, ethnic, and psychological identities (Sirin and Fine, 2008).
INCLUSION

• Solicit Muslim student and community involvement and collaboration

• Use culturally appropriate and sensitive of curriculum

• Require instructors and staff to challenge any and all acts of discrimination, marginalization, or Islamophobia

• Hire more staff with diverse ethnic and religious backgrounds

• Develop cultural competency by including an understanding of Islam and Muslims in multiculturalism courses and trainings
SUPPORT

• **FRIENDS:** Having a strong social network consisting of Muslim peers and organizations

• **FAITH:** Having access to Islamic knowledge, history, and practices

• **FAMILY:** Having parental support and guidance

• **MENTORS:** Having professors or professionals who take an interest in their career regardless of their race, religion, or gender
“...Exclusive attention to the larger structural forces that impact individuals’ lives cannot grasp the depth of their experiences. The ways in which they [and we] respond to the persuasive influence of these forces should be [closely] examined” (Oikonomidoy, 2010, p. 18).
INTEGRATING THE ARTS WITH STEM: A COLLECTIVE CASE STUDY OF TWO INTERDISCIPLINARY UNIVERSITY PROGRAMS

Sheena Ghanbari
“I was very rigid with the way I thought, it was almost kind of computational, and it was good to see outside perspectives, someone who was more creative or right brain oriented as opposed to my rigid structure. The meshing of those different types of personalities was pretty interesting and it was nice to see how that all combined when we solved a problem.”

(ArtTechnology Alumnus, Mechanical Engineering major) (Ghanbari, 2014).

“It’s a different way of approaching a problem by getting the solution as a team. Oftentimes I don’t think I really have to do that in my other classes, getting all together to work on a project in a creative environment. It’s a really nice way of looking at things and I think that it will help me in the future when I have other projects, even if it’s not an artistic project.”

(ArtScience student, Biological Science major) (Ghanbari, 2014).
AESTHETIC EQUITY

Movement Arts

Music

Linguistic Arts

Visual Arts

(Posner, Rothbart, Sheese, & Kieras, 2008)
THE ROLE OF CULTURALLY RESPONSIVE TEACHING, MULTICULTURAL EDUCATION, AND TEACHER SELF-EFFICACY

Tracey Jenkins-Martin
The purpose of this study was to examine the differences in teacher self-efficacy among a sample of teachers who are teaching minority students in an urban school district. Self-efficacy was also examined through the lens of Culturally Responsive Teaching (CRT) to measure the teachers’ perceptions of how effectively they feel they work with students of color and the training they have received in their pre-service education and in their tenure as regular classroom teachers. Teachers were interviewed about the strategies they used within their classrooms.
STUDY AIMS

To discover:

• How effective teachers felt they worked with children of color (sense of self-efficacy)

• What training was available to them during their course of study to prepare them to work in urban school settings and with students of color

• What helped to shape their educational beliefs and instructional practices
ANALYSIS AND SOCIAL JUSTICE IMPLICATIONS

• Lack of foundational work to support pre-service and permanent contract teachers to work in urban school settings

• Teachers had high sense of efficacy for working with their student population

• General good teaching practices were evident, but culturally relevant and responsive practices were not evident

• Teachers, school districts and teacher preparation programs are all responsible for ensuring that all students have access to a relevant and challenging school experience
PROBLEM-BASED INQUIRY: CHALLENGES AND POSSIBILITIES FOR TEACHERS AND STUDENTS IN MEETING NEXT GENERATION SCIENCE STANDARDS

Nahid Nariman
BACKGROUND

• ‘One-size-fits-all’ standardized testing

• High-stake accountability

• ‘Teaching to the test’

• 15 of the 20 fastest growing occupations in 2014 require major training in science and mathematics

• Between 2006-2016, Information technology jobs will increase 24%
METHODOLOGY

Research Design: Exploratory Case Study

• Social Context/Settings
  • School:
    • High need students
    • 92% Latino heritage
    • 93% qualify for Free lunch
    • 82% second Language Learner

• Data Collection
  • Classroom Observation field notes
  • Students’ Science Journals, Oral Presentation, Students’ Artifacts
  • Students’ Focus group
  • Teachers’ Focus group
  • Teacher survey
  • Mirrored pre and post student science assessment
Access/Inclusion

• High need population
• Problem-Based Inquiry

Support Structures

• Principal’s support
• District’s support
• Professional Development
• On the spot coaching

Social Equity

• Implementation of inquiry impacts students’ learning of science and advances academic achievement.
• Change of student and teacher roles

COMMON THEMES

(Nariman, 2014)
CONCLUSION

• Move from a didactic instructional approach to problem-based inquiry

• Inquiry approach offers teachers a way to engage students, and help students construct knowledge

• Teachers should create opportunities for inquiry

• Teachers and students need to work in collaborative teams

• Significant challenge is the balance between accountability and letting go
AFRICAN AMERICAN PARENT INVOLVEMENT IN SPECIAL EDUCATION: PERCEPTIONS, PRACTICE, AND PLACEMENT

Pamela Thompson
I think that they know that they have the power to input or not. I think they know what to say in those meetings; perhaps to shut down a parent, to make them feel like someone is going to follow through, but the whole issue is the fact that the follow through is not necessarily there. A lot of it is lip service without action.
THE ISSUE

• African American children disproportionately experience educational inequities such as:
  • Segregated classrooms
  • Tracking
  • Labeling

• High Dropout rates

• Behavior referrals and suspension
Disproportionate representation of African American children in Special education has been a issue of concern since its inception. Data collected in 2005 estimate

- Black students 6 through 21 years of age were 1.5 times more likely to receive special education services than the same-age students in all other racial or ethnic groups combined.

- African Americans were 2.86 times more likely to receive services under IDEA for mental retardation, and 2.38 times more likely to receive services for emotional disturbances than students of all other racial or ethnic groups (U.S. Department of Education, 2010)

- Students of color are 82% more likely to be educated in a more restrictive environment, limiting access to general education (U.S Department of Education, 1994)
“Of all the civil rights for which the world has struggled and fought for 5000 years, the right to learn is undoubtedly the most fundamental. We must insist upon this to give our children the fairness of a start, which will equip them with such an array of facts and such an attitude toward truth that they can have a real chance to judge what the world is and what its greater minds have thought it might be.”

W.E.B. Dubois, (1949)
PURSUING THE DOCTORAL DEGREE
A SYMBOLIC INTERPRETATION OF
FIRST-GENERATION AFRICAN AMERICAN/BLACK AND
HISPANIC DOCTORAL STUDENTS

Karina M. Viaud
BRIEF BACKGROUND ON RESEARCH

4 Participants
- First-generation
- Doctoral students
- African American/Black, Hispanic

Context
- PWI
- Southern California
- 4-year campus
- Medium size

Conceptual Framework
- Symbolic Interactionism
- Resilience
- Practice

(Viaud, 2014)
<table>
<thead>
<tr>
<th>Access/Inclusion</th>
<th>Importance of support structures</th>
<th>“Martian” everyday practices</th>
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<tr>
<td>• Saliency of the first-generation identity</td>
<td>• Sought support</td>
<td>• Everyday teaching practices impacts students' academic achievement.</td>
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<tr>
<td>• Limited opportunities to express and connect with FG’s</td>
<td>• Professors were interested and acted as an agent of information.</td>
<td>• Teacher’s Grading</td>
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<tr>
<td>• Invisible, unspoken identity: difficult to determine the extent to which it influenced their doctoral experience</td>
<td>• Culture of possibility (Gándara, 1995)</td>
<td>• De-naturalize practices, categories/labels, explanations in the interest of the students, faculty, and others (Pollock, 2012) particularly students’ academic achievement</td>
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“Threads of **trust**, **efficacy**, and **positive psychology** weave together to form a strengths-based reflexive inquiry process. Rather than focus on surmounting obstacles, improving under-performance, problem identification, and remediation, a strengths-based approach systematically examines root causes of success to reenergize a system, rebuild collective efficacy, and mediate effects of stress.”

(Daly & Chrispeels, 2005)
HOW DID OUR PERSONAL EXPERIENCE IN THE JDP TRANSFORM OUR PROFESSIONAL PRACTICE?

“The cumulative experiences throughout the program empowered us, the Weekend Warriors, to change our personal approach towards leadership, push the boundaries, feel better prepared, take action [in the workplace], and finally share our findings by presenting at local, national, and international conferences.”

(Abukar, Ghanbari, Jenkins-Martin, Nariman, Thompson & Viaud, 2014)