

## ***Instructionally Related Activities Report Form***

SPONSOR: Kaia Tollefson, on behalf of the SoJu XI Organizing Committee

PROGRAM/DEPARTMENT: School of Education

ACTIVITY TITLE: 11<sup>th</sup> Annual Conference for Social Justice in Education

DATE (S) OF ACTIVITY: April 6, 2019

Please submit via email to the IRA Coordinator along with any supporting documentation within 30 days after the activity.

### **(1) PROVIDE A DESCRIPTION OF THE ACTIVITY**

The event is the 11th Annual Conference for Social Justice in Education. This conference has become institutionalized in Ventura County, and allows prospective teachers and school leaders (undergraduates, pre-requisite students, and students in the five credential programs) to learn about issues facing families and youth in Ventura County and to network with school leaders and current teachers, to gain a deeper understanding of the multitude of issues that shape education policy and practice.

The SoJu Conference aligns directly with the Undergraduate Student Research initiative of the CSUCI Strategic Plan. For example, Early Childhood Students present community research (i.e.), and historically, a number of students co-present research conducted with faculty partners. Themes include for example anti-bullying programs, English language learners, students in special education, migrant families, early childhood interventions, to name a few. Thus, the conference is also grounded on CI mission pillars in that it:

- (1) Integrates course content and theory/methods with contemporary community issues;
- (2) Reinforces the multi-cultural context of Ventura County in which the students will work as teachers and/or principals, and allows networking between CI students, faculty, and the community;
- (3) Integrates various disciplines to better understand community and school issues (e.g., education, special education, educational leadership, psychology, sociology, Chicana/o studies)

The conference has attracted attention throughout the county. The key note speaker for this event, Ms. Danna Lomax, is a teacher in the Ventura Unified School District, a lecturer in the CSUCI School of Education, and the 2018 National Winner of the Teaching Tolerance Award for Excellence in Teaching.

### **(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?**

Advancing diversity and promoting education for social justice are at the core of the School of Education's mission (approved Fall 2018): "The School of Education at California State University Channel Islands serves students, families, and communities by effectively preparing culturally-competent teachers and leaders who work collaboratively to inspire learning and promote equity in and through education." Y en español: "Nuestra misión: La Escuela de Educación de California

State University Channel Islands sirve a estudiantes, familias y comunidades por medio de la preparación efectiva de maestros y líderes culturalmente competentes que trabajan en colaboración para inspirar el aprendizaje y promover la equidad en y a través de la educación.”

This Conference for Social Justice in Education is applicable to all SOE courses at different levels, and also support the following General Education Learning Outcomes:

1. Evaluate issues and integrate ideas from multiple perspectives, including cultural, national and international, and disciplinary perspectives, and identify actions consistent with their own civic responsibility.
7. Understand social, cultural, political, and economic institutions and their historical backgrounds, as well as human behavior and the principles of social interaction.

A sampling of Education courses and their learning outcomes that are advanced through conference participation follows:

**EDUC 512:**

- Explain the concept of culture and its use in and relevance to multicultural curricula and instruction
- Describe the connection between culture and communication and implications for schooling
- Describe the relationships between bilingual schooling and multicultural instruction, various instructional theories for establishing a multicultural classroom, and the necessary pedagogical tools to increase access to the core curriculum for EL's
- Reflect on personal beliefs, attitudes and expectations, in the context of schooling, related to students and families from diverse backgrounds, students with specific learning needs and gender issues

**EDUC 605:**

- Articulate the ways identity influences one's role as a leader in a diverse school and society, including the leader's role of relative power and privilege
- Integrate conversations about race and equity in the school culture
- Enunciate a deep understanding of equity and social justice in the school and community (historical and present) in its many forms (race, class, gender, sexual orientation, cultural difference, ableness)
- Systematically build an equitable school culture that values the principles of democratic schooling in terms of both individual and collective voice and responsibilities
- Analyze and communicate root causes of oppression
- Take action to fully support equitable school and community outcomes

**EDUC 615:**

- Read, analyze, and synthesize educational research literature from a variety of sources

**SPED/PSYCH 345 (9+ sections/semester taken by all majors for upper division writing requirement)**

- Discuss the education of students with disabilities in school settings
- Find information about disabilities and evaluate the quality of sources

**SPED 542:**

- Discuss the role of families in positive behavioral supports

### **(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?**

Participants reported that they were inspired by the keynote speaker and many of the breakout sessions. Many left with practical ideas that they could apply in their work settings and with a sense of conviction that they could make a difference in working toward social justice in their communities.

The event brings together PreK-12 through university students and educators, administrators, parents, and other interested community members for the purpose of learning about and discussing strategies for advancing social justice in and through education in our region.

Logistically, the event functions smoothly thanks to deeply involved participation on the part of our Conferences and Events planning partner, Carolyn Shamowski, and member of the conference organizing committee who begin their work in the Fall of the academic year.

With approximately 275 attendees (with 313 registering), this was the best-attended of our SoJu conferences to date.

### **(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?**

Some participants found one of the breakout sessions to be disappointing with weak content; some reported wanting more practical ideas for application in their contexts.

We did not identify logistical weaknesses for the event.

### **(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?**

The most significant critique we received from conference attendees had to do with disappointment in one of the breakout sessions; however, that is not a problem that our process of soliciting and reviewing proposals can correct with certainty. We will continue to work toward ensuring that our careful process of reviewing proposals and communicating with proposing presenters is effective.

The following ideas were brainstormed during debriefing discussions by the SoJu organizing committee as ways to improve the conference next year:

- Develop conference app for program rather than printing; presenters upload presentation into the app
- Video recordings of Grand Salon sessions
- Develop a marketing strategy including digital media to inform the broader community about this outstanding event.
- Communicate throughout the year with colleagues at CI and other local institutions regarding providing sessions and publishing in *Allies for Education*.

### **(6) WHAT DID YOU LEARN FROM THE PROCESS?**

The conference organizing committee debriefs the process and reflects upon what we learned. Themes from this year's debriefing discussion include the following:

- (1) Critical educators in our region are hungry for opportunities to connect with each other, to support each other, to share ideas for making our classrooms, schools, and communities more just places for all of our region's students and families.

- (2) Participants always comment most enthusiastically about opportunities to learn new things and walk away with practical applications of what they learned.
- (3) Make sure breakout sessions are as hands-on and interactive as possible.
- (4) Our strategy this year of asking presenters to repeat their presentation in the second breakout session was popular with many attendees.

**(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)**

Please see the attached.

**(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.**

Supplies & Services - 660003	Centerpieces	\$ 999.00
Honorarium - 613802	Spanish Translator	\$ 150.00
Supplies & Services - 660003	VIP Stalls	\$ 12.00
Supplies & Services - 660003	Parking	\$ 375.00
Supplies & Services - 660003	Signage	\$ 56.00
Supplies & Services - 660003	Parking Attendant	\$ 24.00
Supplies & Services - 660003	Shuttle Driver	\$ 72.00
Supplies & Services - 660003	Shuttle	\$ 50.00
Printing - 660002	Printing	\$ 719.17
Promo Items - 660833	Pens	\$ 167.87
Promo Items - 660833	Notepads	\$ 210.50
Supplies & Services - 660003	Custodial	\$ 230.96
Hospitality - 660820	Volunteer hospitality	\$ 48.49
Supplies & Services - 660003	A Frame	\$ 82.57
Hospitality - 660820	Catering	\$ 4,376.29
Spanish Translator - 601813	Faculty Additional Pay	\$ 150.00
Total:		\$ 7,723.85

**B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST  
(PERSONALLY IDENTIFIABLE INFO REMOVED)**

Please see the attached report.

Of 313 registrants, 142 were students (approximately 52%), 75 were community members (approximately 27%), 29 were university faculty (approximately 11%), and 23 were staff (approximately 8%). Students, faculty, and staff are not all from CSUCI. 44 registrants (approximately 16%) declined to state their role.

**C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE  
STUDENT PARTICIPATION (or attached as a separate document)**







**SOJU April 2019 Survey Data—Comments Only--**

<b>What was the most important element that you took away from the Annual Conference for Social Justice in Education this year?</b>
{"ImportId":"QID10_TEXT"}
I liked that I got real world application for the classroom.
That change can start with me (the individual)
I didn't know what language justice was or meant until now.
The inspiration that each speaker gave me, the conference motivated me for my future career.
That I miss this university and sharing ideas with people who are interested in making change in the world.
Raise awareness about LGBT rights and social justice for all students.
The workshop topics
New ideas from the presentations.
Jerry Clifford presented many good ideas on how to engage students with active learning.
The SEL implications and peace building connection to social justice education.
Tools for socio emotional learning and supporting LGBTQ students
Be the change
The importance of communication.
It takes one voice to start change but it takes a collective effort to bring about that change.
.
I thought it was a great conference and I learned a lot about teaching and how to engage young children.
I appreciated the collaboration- team approach to the workshops. I enjoy talking and sharing with fellow colleagues.
I have learned more in-depth regarding the social justice standards. I have also gained community resources that can be beneficial to promoting equity within the school district I currently work in. I have many takeaways but the most important was learning how to come together as a community to discuss race, privilege and equity with a educational focus.
Working together as group to create change.
There were a lot of people excited to make change in the educational community and culture.
<b>What was the most important element that you took away from the Annual Conference for Social Justice in Education this year?</b>

**Please provide any comments you have on future conference locations, topics, speakers or general suggestions regarding the conference:**

Make all presentations available online.

I would like to have more sessions that address application within the classroom

The desks where the breakout sessions were held were very uncomfortable. That's my only complaint.

I saw very few people from my school district... which needs this information. I would like Santa Paula Unified to become more involved with the university.

Great conference and location

Very informational

Long panel

Immigration, standing up

3 sessions

N/A

"While I liked the encampment information, I felt that it was not relevant to myself as an educator. I would also like workshops that really entwined the message of how I can help my students with their unique needs and the teaching tolerance standards that were at our tables.

I think that it was a great conference for education majors

Better breakfast items. I'm a big eater and was hungry most of the day until lunch.

"In regards to the 21st Century Race session I was hoping for more of a dynamic session focusing on how to effectively communicate in the educational setting, with students or colleagues about these sensitive and very important topics of race and biases. It did turn more into a history lesson that then got off track. In addition, the question and answer space provided inappropriate comments regarding race and I had to walk out of the session. I thought perhaps the presenter was not comfortable redirecting the conversation or knew it was inappropriate but overall it became a forum for how one person defending their privilege in short.

I actually have a Masters in Communication with an emphasis in intercultural communication if you would be willing to constructively organize a session around race in the educational setting for next year I have some ideas and pieces of literature that could be helpful! "

This is my second year in a row attending the Social Justice Conference and I plan to attend future conferences. This year there was a significant boost in attendance, which suggests that the conference is attracting more people because of the important topics presented.

More concrete actionable steps, presenters more knowledgeable in the subject and a space for small group deep conversations