

2023 CCOG EDUCATORS SUMMIT @The Beach



CENTER TO CLOSE
THE OPPORTUNITY GAP

CSU The California State University

JOY IN TEACHING AND LEARNING



FRIDAY, JULY 28TH



9:00AM - 1:00 PM



UNIVERSITY STUDENT UNION BALLROOM



CALIFORNIA STATE UNIVERSITY

LONG BEACH

College of Education

CCOG EDUCATORS SUMMIT AGENDA

USU BALLROOM
FOYER

8:00-8:45AM

CHECK-IN

CONTINENTAL BREAKFAST

USU BALLROOM

9:00-9:30AM

WELCOME

EDTALK: JASON LEE MORGAN

9:30-10:15AM

KEYNOTE: DR. GHOLDY MUHAMMAD

USU CLASSROOMS

10:30-11:15AM

BREAKOUT SESSION 1

11:30AM-12:15PM

BREAKOUT SESSION 2

USU BALLROOM

12:30PM-1:00 PM

EDTALK: JONATHAN WINN

CLOSING

USU COURTYARD

1:00PM-1:30 PM

LUNCH



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KEYNOTE SPEAKER

GHOLDY MUHAMMAD



"Cultivating Genius and Joy in Education through Culturally and Historically Responsive Pedagogies"

Dr. Gholnecsar (Gholdy) Muhammad is a leader who strives to shape the national conversation for educating youth that have been underserved. Currently an associate professor of Language and Literacy at Georgia State University, she serves as the director of the Urban Literacy Collaborative and Clinic. Her career also includes having served as a school district curriculum director responsible for K-12 literacy instruction, assessments, and professional development, and as a reading, language arts, and social studies middle school teacher.

Having received her PhD in Literacy, Language and Culture at the University of Illinois at Chicago, her research interests are situated in the historical foundations of literacy development and the writing practices among Black communities.

Additionally, she works with teachers and young people across the United States and South Africa in best practices in culturally responsive instruction. She served as a school board president and continues to work collaboratively with local schools across communities in the Atlanta area.



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EDTALK SPEAKER

JASON LEE MORGAN



"Joy Deserts: The Need for a Joy Revolution in Education"

South Central Los Angeles native, Jason Lee Morgan was a “bussed kid” who lived firsthand the inequities of our school system; traveling an hour outside of his community on a bus each day to receive an education that was both quality and filled with wonder. His unique experience with public schools, education policy advocacy, and systemic injustice trauma has empowered him to champion engaging and equitable learning experiences for all families regardless of zip code or income. A 17-year teacher in the Compton Unified School District, Jason believes no child need endure what he calls “Joy Deserts” within education.

Twitter: [@twiGsEdu](https://twitter.com/twiGsEdu) Instagram: [@jleemorg](https://www.instagram.com/jleemorg) [LinkedIn](#)



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EDTALK SPEAKER

JONATHAN WINN



"From Misery to Magic: One Teacher's Journey to Joy"

Jonathan Winn has been teaching High School Mathematics in San Diego for the last 20 years. He has taught every course from Pre-Algebra up through Advanced Placement Calculus. In 2011 he was named Teacher of the Year for the entire San Diego Unified School District. That same year, Jonathan received the Outstanding Teachers of America Award by the Carlston Family Foundation (now know as Above and Beyond Teaching). He mentors dozens of teachers every year, teaches a Math Methods course at Cal Poly Humboldt, and runs a teacher leadership academy. For more information please visit abovebeyond.org.



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BREAKOUT SESSION ABSTRACTS



SESSION 1: 10:30AM - 11:15AM

SESSION 2: 11:30AM - 12:15PM

Alexis Contreras

Alamitos Bay

The Story of Us: Integrating Ethnic Studies for K-12 Learners

This session aims to teach K-12 practitioners how to embed Ethnic Studies in their core curriculum. The session will delve into the foundations of Ethnic Studies and its core tenets. For elementary teachers, the session will explore the concepts of story-telling, interactive read-alouds, and thematic curriculum development. For secondary teachers, the session will explore Critical Media Literacy, integration of Project-Based Learning, and comparison of primary/secondary sources. The session will also offer resources to help practitioners bring Ethnic Studies into their classroom curriculum.

Dr. Hulya Odabas

Ballroom

Promoting Student Well-Being: Cultivating Resilience and Empathy through Trauma-Informed Care

This session explores the critical role of trauma-informed care in promoting student well-being. Educators will learn key principles and practical strategies for creating a safe and supportive learning environment. Through a focus on cultivating resilience and empathy, participants will understand how trauma can impact students' social-emotional development and academic engagement. Real-life examples and evidence-based interventions will be shared to showcase the implementation of trauma-informed practices. Attendees will leave equipped with tools and resources to integrate trauma-informed care into their teaching practices, fostering positive mental health outcomes and academic success.

BREAKOUT SESSION ABSTRACTS



Michael Gray

USU 202

Team Stronger 2gether: Unite Community Through Mental, Physical, and Spiritual Health

Michael Gray and his colleague founded the Poly C.A.R.E. Center in 1997, and from this emerged Team Stronger 2gether, whose mission is to spread the message that small, daily improvements lead to personal health, systemic changes, healthier environments, and healthier communities. The program prepares Student Peer Mentors to coach/support K-12 students and community members through mental health challenges, family/relationship challenges, school/academic challenges, and other life challenges. This session will teach others how to establish a Life Skills for a Lifetime program at their own school.

Kristin Safa

USU 204

Restorative Circles in the Elementary Classroom and Beyond

As someone with a passion for restorative practices, mindfulness in education, and weaving social-emotional learning into my daily practice, I will share how I start and end each school day building community using restorative circles.

During this session, participants will experience how it feels to be seen and heard each day by their peers and teacher. I will share key ingredients needed to lead a circle and model how it could look in your classroom, which can be adapted to fit any age or grade level, as well as staff and PTA communities alike. I look forward to sharing my experiences with you and helping bring the common humanity that unites us all into our classroom practices.

BREAKOUT SESSION ABSTRACTS

Kenneth Capers

USU 303

Empathy, Confidence and Empowerment: Using Literature as a Powerful Mirror and Weapon

A few months ago, I read in The Atlantic an article, “Why Kids Aren’t Falling in Love with Reading” by Katherine Marsh. The author’s answer to the question was surprising but deeply resonated with me. Students associate reading with testing and assessment. All the joy is squeezed out of reading. I will explore a larger, related question --What does learning feel like? Students tend to be stumped by this question, and it goes to the very heart of what effective education (learning and teaching) should look like and how it should feel. I propose methods that use literature to teach empathy, build confidence, empower students with self-awareness and bring them joy and satisfaction, along with increased critical thinking skills.

Jose Rivas

USU 304

Grading Equity and Student Choice

Grading Equity is one of the most important factors in creating a classroom where students take ownership of their learning, are engaged, and intrinsically motivated. The question for many teachers however, is how does one create this environment without sacrificing rigor and the ire of parents and administration? In this workshop participants will explore the elements that need to be included to create an equitable learning environment. The workshop will explore 2 key elements to promote equity in the classroom: Grading and Student Choice. Through the lens of UDL, and grading equity research, participants will review their practices and have an open discussion on how to shift their approach to instructional design.

BREAKOUT SESSION ABSTRACTS



Michelle Vasquez Bean

USU 305

Activating Your "Chingona" Attitude and Leaning into Well-Being & Self-Care to Avoid Burn-out

How many times have you wanted to scream when hearing the buzzword “self-care”? How often have you politely smiled, nodded in compliance, and adjusted to situations that just don’t feel right? The struggle is real! The racial battle fatigue is real! As we navigate various systems, institutions, campus climates, and classroom situations, the emotional labor it takes to keep the energy going as teachers often goes unnoticed, or too often, uncared for—it calls for our re-attention and understanding of self-care as an act of self-preservation in our social justice work. If you’re ready to get real and try a few things to refuel and center your needs, then join this interactive session to explore, share, and engage in a self-care inventory and promising practices to continue your social justice and student advocacy work.

Dr. Kim Powers

USU 306

Teaching Students with Mental Health Challenges in the Post Pandemic in the School Setting

The pandemic has had a significant impact on the mental health of students. Many students are experiencing anxiety, depression, and other mental health challenges. For survival in the wilderness there is a list of 10 essentials you must carry in your backpack. For survival in the classroom we will create 10 tools to help students cope. Participants will have the opportunity to learn from each other and share their experiences.



CCOG Mission

The CSU Center to Close the Opportunity Gap is a state supported multi-campus initiative with regional networks that will collaboratively learn, work, and leverage opportunities across sectors, to support systemic change and advance PK-12 students' academic success.

Established at California State University Long Beach, and in partnership with San Diego State University, California State University Fullerton and San Jose State University, the Center will focus on identifying and refining proven strategies to eliminate equity gaps at all levels of education and will share resources, tools and evidence-based best practices with colleges of education across the CSU and education partners across California.

What We Do

Our goals are to

1. Strengthen professional preparation of educators-teachers, education specialists, and administrators;
2. Conduct original research in PK-12 school to identify valid, reliable, and sustainable teaching practices that impact the opportunities and achievement of PK-12 students;
3. Develop and disseminate tools and resources to implement these practices in PK-12 and educator preparation programs.

