

Sabbatical Leave Report for Academic Year 2021-2022
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The core purpose of my sabbatical leave was to continue and strengthen the partnership between Sonoma State University (SSU) and Santa Rosa City Schools (SRCS) toward goals shared by both institutions, namely (a) building proficiency and professional expertise in social justice and Ethnic Studies pedagogy for all educators, (b) creating high-quality curricular and educational experiences in Ethnic Studies for K-16 students and (c) exploring avenues for building Ethnic Studies teacher preparation programs or pipelines. The goals of this proposed project were directly aligned with the School of Education Vision, Mission, and Core Values, the SSU Strategic Plan, and statewide education initiatives.

To make significant and sustainable progress toward the aforementioned goals, I engaged in the following activities:

- Continued my role in the development of program support as a member of the SRCS Ethnic Studies Community Committee (monthly meetings);
- Continued participation and support roles in SRCS professional development (PD) opportunities and programming, including the ongoing partnership with Acosta Educational Partners (AEP);
- Explored next steps to connect AEP professional development to a certificate from SSU Extended Education for SRCS teachers, with potential to draw in more students to MA programs in Education;
- Provided support to SRCS Ethnic Studies / Social Justice Collaborative Curriculum Design Teams at both elementary and secondary levels through attendance and participation in Ethnic Studies Teacher Collaborative meetings (biweekly);
- Developed an online resource for SRCS teachers for explaining the benefits and necessity of Ethnic Studies pedagogy and content in K-12 schools;
- Planned the “Ethnic Studies Roundtable” event held on June 8, 2022 to connect SSU faculty and administrators from our Ethnic Studies departments (CALS, AMCS, NAMS) and from the School of Education (SoE) to the SRCS Ethnic Studies faculty and administrators, 30+ educators attended in total, with approximately 10 SSU representatives;
- As a result of the “Ethnic Studies Roundtable” event, a working group was formed representing Ethnic Studies and SoE faculty slated to work on the development of an Ethnic

Studies certificate during the 2022-2023 academic year; Initial ideas include a 3 + 1 model [3 existing courses from Ethnic Studies departments, 1 pedagogy course from the School of Education (to be developed)]; this will include consideration of the potential for a state-level Ethnic Studies added authorization or credential that SSU could offer, including the consideration of waiver programs for those with Ethnic Studies degrees, prior course work and/or relevant experience;

- Researched existing programs and explored possibilities of expanding existing residency program with SRCS to include a teaching for social justice and/or Ethnic Studies cohort of teacher candidates working with the faculty involved in these initiatives as their mentors;
- Attended a variety of webinars on Ethnic Studies education and Ethnic Studies Teacher Preparation sponsored by national, state, and regional institutions and universities, including fellow CSUs and CARE-ED
- Attended the American Educational Research Association annual conference in San Diego to present research work in literacy education (publication pending); Connected with scholars doing longitudinal research with large K-12 districts similar to SRCS to gain insights on replicating a large scale, multi-year study
- Continued ongoing contributions to the successful implementation of Assembly Bill 1460 (Ethnic Studies requirement for CSU graduation) through California Faculty Association (CFA) Council for Racial and Social Justice membership, including attending meetings of their Teacher Education Caucus focused on Ethnic Studies teacher preparation and funding associated with AB 1460.
- Co-wrote an approved IRB application with SRCS administrators and Ethnic Studies program leaders Heather Garcia-Rossi and Tim Zalunardo entitled “Student Perspectives on Year One Ethnic Studies Program Implementation” to collect data from middle and high students on their experiences during the first year of course offerings across academic departments, including Ethnic Studies elective courses and courses embedded within math, English, history/social studies, and other A-G designated content areas; and
- Currently organizing and analyzing data from this research, proposing a conference presentation for the Association of Ethnic Studies (November 4-6), with the intention to share the findings through scholarly publications and other forms documentation of this work to reach a wide variety of audiences to help establish Sonoma County as a leader and model for Ethnic Studies education as well as centering social justice in the educational experiences of elementary, secondary, and post-secondary students.