The CCTE
Fall 2020
Research Monograph

Published by
the California Council on Teacher Education

Containing 15 Research Articles
Accepted for Presentation
at the CCTE Fall 2020 Virtual Conference

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From the Fall Conference Co-Chairs

The necessity of holding the Fall 2020 California Council on Teacher Education (CCTE) Conference virtually has provided the organization with new opportunities to share the research of our members to a larger audience. Videos of the presentations accepted for the Conference program by the CCTE Research Committee were posted to a CCTE GoReact platform durign the Conference and are now available for viewing on the CCTE YouTube channel and the full research papers are now published in this monograph.

Many of the articles resonate with the theme of the conference, "The Future of Teacher Education." Some of them deal with the new realities of teaching in the time of COVID, such as Emily Bogus and Verna Lowe's "Educator Preparation Policies During COVID-19," and Marni Fisher's "Mindfulness and Education in a Pandemic World." Others focused on the changing world of special education, such as How Alpert and Anna Osipova's "CSU Special Education Reading Methods Courses" and Nilsa Thorsos, Walker, and Klinger's "Teaching Students with Disabilities During the Pandemic."

Most heartening to us were the number of presentations on anti-racism. What we find remarkable about that is that the conference theme was planned well before the Black Lives Matter movement gained greater momentum and a call to action following the death of George Floyd, yet one-third of the research presentations focus on some aspect of anti-racist teaching. This demonstrates to us not only the

commitment to social justice within the teacher education community, but also demonstrates the ability of teacher education researchers to respond quickly to important issues and the changing landscape we inhabit.

—Eric Engdahl, California State University, East Bay
Co-Chair of the CCTE Fall 2020 Virtual Conference
and President, California Council on Teacher Education
& Vicki Graf, Loyola Marymount University
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From the CCTE Research Committee Chair

An ongoing tradition at California Council on Teacher Education (CCTE) conferences is the opportunity to listen to and engage in research presented by our peers. While this year's Fall Conference was virtual, we were still fortunate to have an opportunity to hear about our colleagues' research, just in a different format. This time the call issued by the CCTE Research Committee soliticited proposals from researchers who, when accepted, were invited to prepare video presentations, and those videos were posted on a CCTE GoReact channel for viewing by Fall Conference registrants. What I appreciated most was the ability to view as many of the presentations as my schedule permitted, knowing I could return later to all the videos which have now been moved to our newly established CCTE YouTube channel. What you will find in this *CCTE Fall 2020 Research Monograph* are manuscripts from many of the authors who contributed to the video presentations. These manuscripts, combined with the videos, provide you an opportunity to immerse yourself in the ongoing research of our colleagues. We hope you enjoy this issue of the *CCTE Fall 2020 Research Monograph*.

—Karen Escalante, Chair, CCTE Research Committee
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CSU Special Education Reading Methods Courses

What We Teach and How We Teach It

By How Alpert & Anna Osipova

Introduction

California's students in special education are not learning to read well. Their average standardized test scores are far below performance standards and far below their peers' in general education. On California's primary measure of reading, SBAC, only 16% of students in special education met or exceeded performance standards in 2018-2019 (California Department of Education, 2019a); 55% of students in general education did (California Department of Education, 2019b). One might expect students in special education to have lower average academic scores than their peers in general education. But that does not explain gaps in national testing where California's students in special education score below their peers in special education in other states (U.S. Department of Education, 2019a, 2019b). Turning

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this around will require California's students in special education learning reading skills that make a difference. Of the innumerable factors that might lead to better outcomes, an indispensable element is effective teaching.

Every year, California subjects thousands of newly credentialed teachers with scant practice to the same trauma: They take responsibility for a classroom full of students without being prepared to teach reading. Worse, their students are subjected to novice teachers who are not prepared to teach! In this, the students and the teachers both suffer the "tacit standards" Darling-Hammond (2006) cautioned against.

This is where teacher educators come in. Teacher educators have the pole position for instituting more effective teaching. For all the struggles and failures endemic in the first years of teaching, amassing basic competence to teach students to read need not be one. Likewise, for all the worthy priorities a special education credential program must weigh, producing teachers who are ready on day one to teach reading should be paramount. Unlike so many other needs in our education system, teaching teachers to teach reading is a thing teacher educators can do.

Just as teacher preparation is an indispensable element to improving student outcomes, California State University (CSU) programs are indispensable to improving teacher preparation in California. With more than a third of California special education teaching credentials being earned through CSU (California State University, 2018), CSU special education credential programs have an out-sized effect on California's special education teachers and, ultimately, their students. Courses teaching reading instruction in CSU special education credential programs are uniquely positioned to make a difference.

The questions at the heart of this study are fundamental: When teacher preparation programs teach special education teacher candidates to teach reading, what do they expect candidates to learn, and how do they expect candidates to learn it? This leads to two formal research questions: In initial CSU reading instruction courses for Education Specialist Instruction credential candidates, (1) What is the curriculum? and (2) What are the means of instruction? The answers to these questions are essential to understanding how well special education credential candidates are equipped as they embark onto teaching reading.

Frameworks

This qualitative study focuses on policy, research, and theory as sources of or influences on the courses' curriculum and instruction. Policies include the *Preliminary Education Specialist* Teaching Credential Program Standards and Teaching Performance Expectations (Commission on Teacher Credentialing, 2018), California Common Core State Standards (California State Board of Education, 2013), and Reading Instruction Competence Assessment (Reading Instruction Competence Assessment (RICA) Content Specifications, 2009), an exam generally required to earn a credential. A notable source of research is National Reading Panel's Reports

of the Subgroups (NRP, National Reading Panel & National Institute of Child Health and Human Development, 2000), as are unspecified sources in assertions of "research-based" or "evidence-based" practices.

The third source or influence is framed by the reading wars. The reading wars are the disputes among proponents of differing approaches—theories, assumptions, curriculum, and practices—to reading and reading instruction. To recall the disputes, perhaps it is enough to evoke Flesch's (1955) *Why Johnny Can't Read, and What You Can Do About It,* Goodman's (1993) *Phonics Phacts*, or headlines about Columbia University's Calkins's (Hanford, 2020) theoretical recalibrations. This study characterizes the opposing camps as student-centered versus teacher-centered theoretical approaches to reading and reading instruction and a third option, the balanced approach. Student-centered captures approaches with a focus on the student being the source of knowledge and reading being best learned naturally. Its flag-bearer in the reading wars for the last three decades of the Twentieth Century was the whole language approach. Teacher-centered captures approaches with a focus on the teacher providing the sources of knowledge and reading being best taught systematically. Its flag-bearer in the reading wars for more than 50 years has been direct instruction phonics methods. Balanced captures characteristics consistent with both student-centered and teacher-centered approaches. In a balanced approach, theoretically opposing characteristics may be thoughtfully reconciled, systematically eclectic, or combined without apparent design. The Reading Recovery program would be one model for a balanced approach in that it embraces a student-centered orientation and methods alongside teacher-centered structure and methods.

Methods

Descriptions for all 22 initial CSU reading instruction course requirements of Education Specialist Instruction credential candidates were collected from campus websites. Sixteen syllabi were gathered by email requests to instructors or programs. Three semi-structured interviews with faculty teaching the courses represented by syllabi were conducted to provide a fuller picture. This monograph presents the results of the syllabi analysis. Further and more complete analysis is forthcoming.

Data Analysis

Syllabi and course descriptions were analyzed for the courses' curriculum and instruction. Codes and themes were developed in iterative cycles: Texts were coded, synthesized into themes, and codes and themes were revised while coding subsequent texts and re-coding previously coded texts. Texts were analyzed for contextual influences—research, theory, and policy—and theoretical orientation—student-centered, teacher-centered, or balanced. After coding a document's text, the document as a whole was coded to characterize the course in terms of typology. Reliability was checked with a second coder re-coding 20% of the documents and was established at 98%.

The code system featured three parts. Part one coded text that directly addressed one or both of the research questions—questions of curriculum or instruction. Curriculum codes included "text," "language," "teaching," "assessing," etc. Instruction codes included "activity," "assess," "case study," "read," "teach," etc. Part two coded text and whole syllabi for contextual influence: "research," "policy," "theory," or "undetermined." A code was applied as the text or syllabi stated the influence or as the coder inferred an influence from it. Part three attributed theoretical orientation—"student-centered," "teacher-centered," "balanced," or "undetermined"—to text and whole syllabi.

After coding all of the syllabi, the evidence and its coding were synthesized to describe the range and trends of curricular and instructional decisions made among the courses and to describe the courses as a whole.

Findings

Curriculum

Curriculum came in a spectrum of theoretical orientations from student-centered to teacher-centered with little theoretical orthodoxy and several flavors of balance. Sonoma State's EDMS 436 was decidedly student-centered. It pointed to reading and writing workshops as instruction, mentor texts to teach phonics, miscue analysis and kidwatching for assessment, and, above all, the centrality of meaning-making in teaching reading. CSUN's SPED 406 was clearly teacher-centered, influenced by direct instruction and NRP's component model of reading. It cited NRP early, gave each of its five components a week or more of class time, and addressed "strategic, explicit teaching." Most courses struck some sort of balance. Perhaps the best example was Stanislaus State's EDSE 4210. It cited NRP early, addressed its components at a finer-grained level than other examined syllabi and featured direct instruction and data-based progress monitoring, all indicating a teacher-centered approach to reading. But it also featured literature-based lessons, mini-lessons, and methods for promoting students' construction of meaning. Where a strictly teacher-based course would have a signature assignment that features direct instruction, EDSE 4210 has candidates co-teaching comprehension mini-lessons in placement classrooms.

The most prominent influence on curriculum was policy. Content standards and frameworks were common readings, and the Program Standards TPEs addressed by the courses were often detailed. More of the curriculum, though, was explicitly informed by RICA. Content in many reading courses followed RICA's domains. Many cited RICA for the content of their portfolios or as the model for their assignments. In all, while research was referenced and the influence of theory was evident, policy—especially RICA—had the clearest influence on courses.

Finally, most topics beyond reading instruction remained under the rubrics of broadly defined literacy and teaching. These topics include writing, spelling, language (including English language learning), literature, planning, UDL, RTI,

and assessment. Some topics—academic content areas, child development, family, social, and cultural considerations, cognitive and social psychology, and others—from outside a narrower definition of literacy were also common.

This leads to three generalizations from themes for curriculum: (1) reading is made of component parts, and (2) reading is part of something larger, and (3) RICA is an organizing policy for lessons and student performance objectives.

Instruction

Analysis of instruction indicates a rich blend of methods. Readings from textbooks and articles were common, as were writing assignments that focused on lesson planning or reflection on readings or major assignments. Those major assignments included case studies in which, typically, candidates recruited a K–12 student, assessed the student, planned a lesson, unit, or treatment based on that assessment, and, for some, taught the lesson to the student and assessed their progress. Instruction also included RICA-style case studies, compiling portfolios of literature or instructional strategies, demonstrations of teaching methods, workshops for the large assignments, discussion groups, book clubs, watching and making videos, frequent quizzes, and exams, including RICA practice exams. Some instruction focused on teaching candidates about reading, instruction, assessment, and their many components and connections. Other instruction focused on practicing teaching, assessing, and connecting components to address their students' needs. Research, policy, and theory all showed influence on instruction in some of the syllabi. However, when not stated explicitly, it was impossible to determine whether a given lecture or project derived from research, policy, theory, some combination, or none of those. As such, research was most commonly coded in the readings, in reference to NRP, and in non-specific references to evidence-based practices. Theory was also seldom explicitly stated or definitively inferred. A required text by Goodman is an example of an exception. Policy was more clearly evident in the student learning outcomes and related front matter of syllabi in the form of Program Standards, TPEs, RICA, Common Core, California's English Language Arts/English Language Development Framework, and others. Policy was less commonly evident in the course outlines and assignments with the exception of RICA. RICA practice exams and RICA-style case studies were common instructional materials.

This leads to three themes for instruction: (1) teaching as a cyclical alignment of assessment, planning, instruction, progress monitoring, and reflection, (2) the distinction between learning about and learning to do, and (3) RICA as a source of teaching materials.

While seldom explicit, evidence of theoretical orientation was sufficient for inference. Two syllabi were student-centered, seven were teacher-centered, and seven were balanced. Of the six courses for which only the course descriptions were available, one was student-centered, two were teacher-centered, and three

were balanced. This would indicate that most courses were teacher-centered or balanced, with a few that were student-centered.

But—and this is a teaser for later publications—interviews lead to a different conclusion: Everyone believes in a balanced approach to reading instruction! The interviews are striking. The then-graduate student who taught the most purely teacher-centered course said she believes in balanced instruction. The associate professor who taught and keeps one of the three student-centered courses said hers "...is a vision of balanced literacy" in contrast to views of former faculty who were even more closely aligned with whole language. And the associate professor who taught a thoughtfully (but not explicitly) balanced course emphasized systematic direct instruction of foundational skills and also that the purpose of reading instruction is to "teach a student how to use language for thinking." These three and many others articulated or taught a balanced approach to literacy. Call Yoko, war is over.

This leads to the final generalization from themes: Balance is a widely embraced but nebulous theoretical value.

Implications for Teacher Education

Improved teaching is the *sine qua non* of improved reading, and teacher preparation is our best shot at improved teaching. What teacher educators are doing now to prepare teachers is not producing adequate results for California's students in special education. This is neither a revelation nor a condemnation. Every stakeholder wants better results, but as a system, how are we to take action without agreement, without a plan, and without knowing the nature of the status quo?

This study is one attempt at describing the status quo. It found that in CSU's initial reading instruction courses for special education candidates, reading is taught as component parts and as part of something larger; teaching reading is taught as a cyclical alignment of assessment, planning, instruction, progress monitoring, and reflection; a key distinction is between learning about teaching reading and learning how to teach reading; RICA has become more than a high-stakes exam, it has become an organizing policy and source of teaching materials for the courses; and finally, it found that a shared but ill-defined theoretical value is balance.

This study is one step along the path to a more equitable and effective educational system. The path starts with recognizing that California is neither equitable nor effective by its own standards. The steps from there include further describing what we do now, envisioning what we should be doing, planning for institutional change, and implementing that plan.

The questions out-number the answers at this point: Do some courses produce better teacher outcomes or K–12 outcomes than others? What are the key ingredients that drive those outcomes? As a system, what is CSU's or California's vision of success? How will we get there? And what roles do teacher educators play in the change? If the state or CSU or any given university knew the answers to those

questions, our students would already be reading better. Rather, if teacher educators' vision of success is one where K–12 students read better, learn better, and achieve more, then success rests on at least one element that has heretofore been in short supply: As teacher educators focused on reading instruction, we need to talk.

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Voices from the Inside

Incarcerated Juveniles' Artistic Representations of the Postsecondary Academic Experience

Gregory Barraza

Introduction

This study looked at how Arts Based Research (ABR) provided unique representations on the academic experience of long-term incarcerated juveniles. Secondly, the study explored the impact of a pilot postsecondary program that was designed as an intervention from the "school to prison pipeline"(STPP) to the "prison to school pipeline," a necessary intervention for students who are well on their way to a life of incarceration. The study included the collaboration from a small, private university, where student interns and guest lecturers/professors entered the facility to participate in university level sociology courses. The student-inmates participated alongside university student interns postsecondary, university-driven coursework. Last, the study used ABR to reflect the perception of the postsecondary educational experience.

Theoretical Frameworks

This study used two inter-related theoretical frameworks: Culturally Responsive

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Teaching (CRTe) and Critical Pedagogy. The frameworks address the relationship between the classroom, the student, and the sociological relationship between the school and the student. First, CRTe discusses the relationship between understanding the juvenile's culture in order to be a productive teacher, with the inference that juvenile justice education is its own culture. Second, Critical Pedagogy in juvenile justice education examines the social and cultural norms that people of color in have to navigate.

Culturally Responsive Teaching

This study employed the belief that justice impacted students learn socioeconomic realization and self-worth, especially incarcerated juveniles, so teachers need to create an optimal learning environment for its students (Brown, 2004). Teachers tend to encourage students that the best and easiest way to rise above the proverbial "man" is through education; concurrently, teachers need to recognize the urgency of now with incarcerated juveniles and teach them to challenge the systematic racism they experienced appropriately (Hayes & Juarez, 2012). Education gives incarcerated students the ability to have a choice, a seemingly unimaginable thought for the juvenile justice student. Culturally Responsive Teaching (CRTe) exposes students to the bountiful diversity each student brings and shows them they are capable of succeeding academically (Villegas & Lucas, 2007). Further, teachers in juvenile justice education need to become the motivation for a positive life by helping the student connect their previous knowledge with what they need to know to succeed (Villegas & Lucas, 2007).

Critical Pedagogy

Critical pedagogy identifies the convergence of theory and education and/or educational practices (Kincheloe and Steinburg, 1997), so applying critical pedagogy to the unequal and unfair pedagogy directed at incarcerated juveniles seems to be especially relevant. Freire's perspective on inequality and injustice has worsened (Darder, 2015), especially in juvenile justice education. In a way, we—students and instructors—accepted McLaren's (2015, p. 119) challenge urging "to connect these theoretical perspectives…to your own experiences in the schools…to mediate among the theory presented…your own personal history that, if it is not already rich in teaching experiences, is most certainly rich in the experiences of being a student."

Education should challenge recidivism by encouraging critical thinking, self-reflection, and questioning by people of color living in the lower socioeconomic strata, because challenging the cultural and social norms allows for poor children of color to challenge how society perceives them. Education's model does not work for the correctional education student; the current educational model skews the cognitive prioritizing of the incarcerated student. Currently, juvenile justice education reinforces a specific type of education: the working-class education (Anyon, 1980).

CRTe, Critical Pedagogy, and Juvenile Justice Education

The systematic racism displayed in the American culture reveals itself by analyzing the number of non-white minors being pipelined into prison. Ledesma and Calderon (2015) identify scholars using CRTe as a tool, epistemological and methodological, to examine the experiences of underrepresented cultures, highlighting the existence of racism. Data from the Orange County Department of Education (ed-data.org, 2019) show that 65% of the suspended students were Latin@, "illuminating that we cannot truly assess, respond, and promote educational research and praxis devoid of the deep and entrenched nature of [w]hite supremacy" (Ledesma and Calderon, 2015, pg. 208). Thus, the study attempted to look at a non-traditional methodology, e.g., ABR, in order to examine the perception of higher education among incarcerated juveniles.

Data Collection

The design of the data collection included the following items, which will be expanded in detail throughout this section:

- First interview
- Second interview
    o Artistic representation submission
- Third interview
    o Member checking, analysis discussion, possible ABR collaboration

The design of the data collection evolved organically from the anecdotal data observed at juvenile hall. The underlying theme of the interview/discussions was to give student-inmate's perspective of their participation in a postsecondary education program while they were incarcerated. Because a relationship had been established with the participants while they were in juvenile hall, the interviews were less structured than a question-answer interview structure and more conversational. Additionally, the influence of answering format questions because it was concluded that the participant will give more honest answers in conversational discussion that elicited their experience. As a result, the request and production of the artistic representation was rich and fluid because the initial barrier of establishing a rapport had been accomplished prior to collecting the data.

Participant Selection

The study consisted of eight participants. Because the scope of the study included secondary reflections and Institute of Higher Education (IHE) pilot program participation, the selection of the participants attempted to include representatives from the student-inmate group and the student-intern group of the pilot program. There were three participants who were student-inmates at the time of the pilot

program but were released prior to the research. The second group consisted of three student-interns from the local university. All of the student-interns have graduated from university and all of the student-inmates are continue their pursuit of higher education.

Data Collection

Art should not have limitations; therefore, I did not put any limitations on the artistic representations for the participants or the methods for collecting data for this research project. As a result, several methods surfaced, including photography, poetic inquiry, narrative auto-ethnography, and a variety of visual arts. I also used interviews as a way to triangulate the art data, as well as to explore the views of participants who chose not to engage in any art form. But for the purposes of this paper, I chose to focus on the visual arts data to express the perception of higher education.

Visual Arts as Methodology and Data

Visual art provides a unique perspective in ABR because this artistic representation captures a new and growing element of a reflection on society. For example, according to Leavy (2015) the image creates a perspective in the unconscious and this trend is continuing to grow with the emergence of digital formats and mobile instruments to capture images. Visual art goes further and provides a different interpretation from spoken or written language that words may have difficulty communicating (Cahnmann-Taylor and Siegesmund, 2008), resulting in positive impacts on inmate's behavior (Brewster, 2014) and instilling confidence in the prisoners, giving them a self-worth where they begin to believe they are worth educating (Clements, 2004). Visual art captures the data that may be overlooked by traditional discourse. It lends itself to multiple, emotive meanings that embed themselves into the unconscious; in other words, the visual arts have the potential to be more locked in memory (Leavy, 2015).

Also, visual art gives an unconscious look into the social world. Anthropologist, George Mills, posited using visual arts as a source of information in 1957, but the use of art as a source of information regarding the social world gives anthropologists ways to research different social and identity issues; it "carries a transformative power that can resist and dislodge stereotypical thinking" (Leavy, 2015, pg. 224). Artists produce a work that reflects their experience, and the researcher can, then, reflect on its meanings (Williams & Taylor, 2004). Art, according to hooks (1998), has primary functions: (1) recognition of the familiar, and (2) defamiliarization; further, she notes that art is shaped by a person's race and SES; this holds true within the prison system, for art in prisons is a reflection of the inmate's voice. The use of visual arts allows the researcher to focus the contribution to research, identifying and commenting on the historically oppressive forces and allows for culturally relevant interpretations.

Data

The data (see images in Appendix) came from our conversations/interviews. I asked the participants to submit a photograph or other visual arts submission that represents their experience in the postsecondary pilot program. All of the data was submitted on the second meeting, and we discussed my interpretations and the participants' intention during the third interview.

Warrants/Conclusions

The image in the artistic submission shown below reveals several conclusions about the intrinsic efficacy of participating in a higher education program while incarcerated. First, this picture is of a baby, which symbolizes new life, hope, and innocence. The baby is sitting under the sun, and we know that it is probably sunny because the baby is wearing a hat and sunglasses. There is a brightness in this painting; the brightness that the intern may associate with higher education and her experience in education. Another interesting part to this painting is the reflection on the sunglasses. The reflection is of the juvenile hall class. The baby is presumed to be looking at the class; this means that the class is in the sunshine also.

This is a very interesting perspective because it is a reflection of incarceration in the sunlight. The artist, then, sees this class as an opportunity for students to come out of the dark elements of incarceration and into the proverbial "light." Education can take these students into the light. Moreover, the people who are reflected in the sunglasses are smiling; one person in the right lens is hugging another, an action that would have never occurred in juvenile hall. Another act that would not be seen in juvenile hall would be the raised fists. The raised fists have several interpretations of symbolization, but I think in this painting the raised fists symbolize resilience and enlightenment. The student inmates and interns have overcome major oppressive forces, and they also have found their voice in the process. Last, the words on the margins, "We all dream under the same sun," reinforce the feeling of joy and hope that the program brought to the student inmates and the student interns.

Conclusion

The findings in this study hold several benefits to juvenile justice education, higher education, and society at large. One beneficial implication is taking a different approach to what has been accepted as the "norm" for juvenile justice education and seeing the benefits the new approach has for incarcerated students. A second implication is the benefits higher education can have by recognizing the importance of developing relationships with community partners. Lastly, society can be the ultimate beneficiary due to the reducing criminal behavior of juveniles and adolescents. This research can add a different avenue to approach the minimal literature that addresses the needs and efficacy of postsecondary educational options for long-term incarcerated juveniles.

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Appendix
Other Art Samples of from the Study
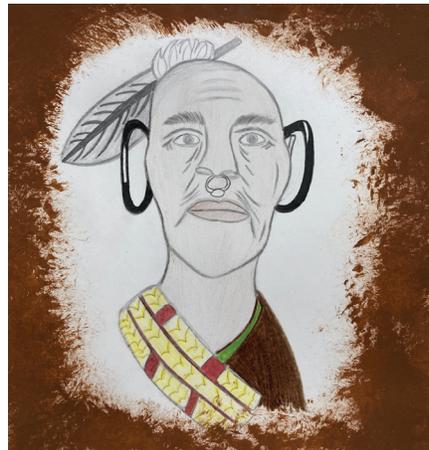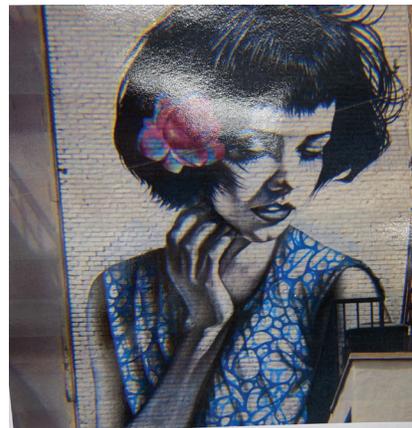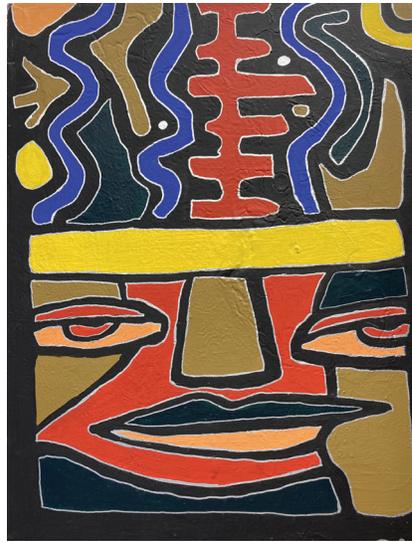
Educator Preparation Policies During Covid-19

A National Review of the Impact on Diversifying the Education Workforce, Improving Teacher Effectiveness, and Building Stakeholder Trust for P-12 Education

By Emily Bogus & Verna Lowe

Introduction

Disruption can be more than just an upset; it can also be an opportunity. The pandemic has disrupted virtually every aspect of teacher education, but it may provide opportunities to solve important issues facing education today. There are many factors that contribute to student achievement and teacher effectiveness, but this paper focuses on two: increasing workforce diversity and maintaining a prepared teacher pipeline.

Western Governors University (WGU) is a national university with students in every state, and we track Covid-19 educator regulatory policy across all U.S.

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jurisdictions. When Covid-19 hit, WGU had over 1,900 students in student teaching placements. We carefully followed those students and continue to for those in the 2020-2021 academic year to assure quality preparation while allowing for licensure flexibilities afforded by the state. These flexibilities touched many elements in educator preparation, including field experience hours, license examinations, program admission, background checks, and the teacher performance assessment. This paper provides a snapshot of state responses to Covid-19 in clinical experience and licensing exams and suggests policies that may aid in closing the achievement gap across the nation.

The Covid Slide

The pandemic has exacerbated the achievement gap so much that it has its own term: "the Covid slide." NWEA research (Figures 1 and 2) projects the most significant losses in reading and math for students in grades 3-8. These losses may be greater than 50% of typical summer learning loss (Soland, 2020). Illuminate Education estimates kindergarteners will experience the largest loss in reading and over all levels as much as four months of learning loss in mathematics (2020). Across the nation, our children are expected to be further behind than in recent years prior. However, the Covid slide is not equal across all communities. According to a recent study by McKinzey and Company, self-identified non-white

Figure 1
Projected Learning Loss in Mathematics for 2020 (from NWEA)
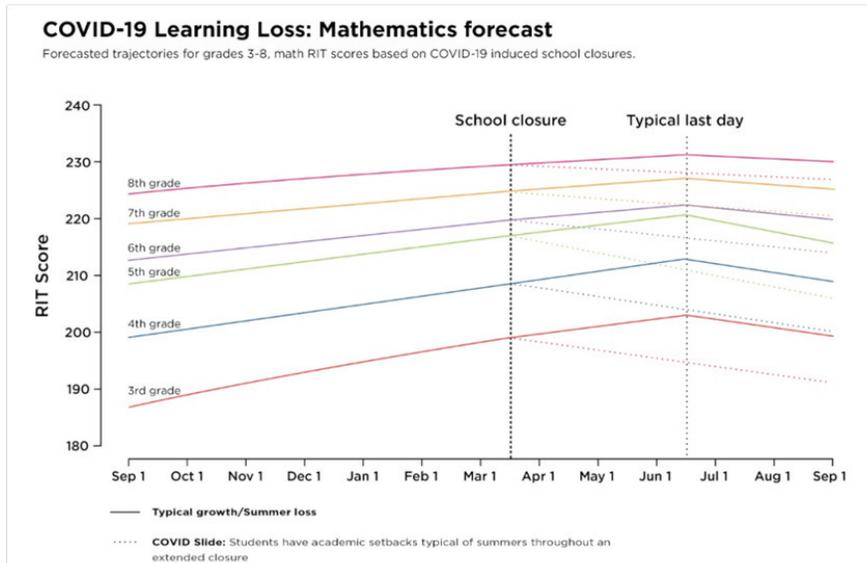
and low-income students have greater learning losses than self-identified white students (Figure 3) (2020).

One strategy to improve student achievement and shrink the COVID slide, specifically in these demographics, is to increase workforce diversity. Research

Figure 2
Projected Learning Loss in Reading for 2020 (from NWEA)
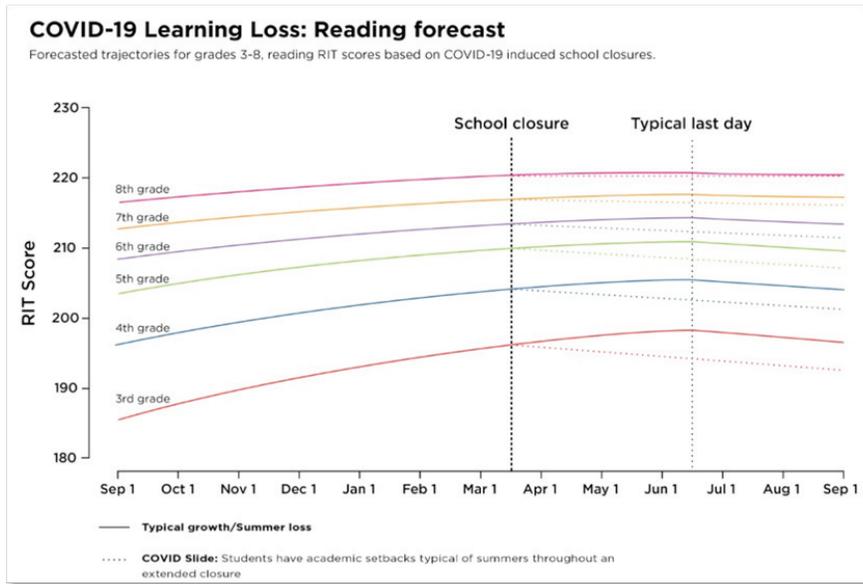
Figure 3
Covid-19 Learning Loss Across Race and Income Level (from McKinley & Company)
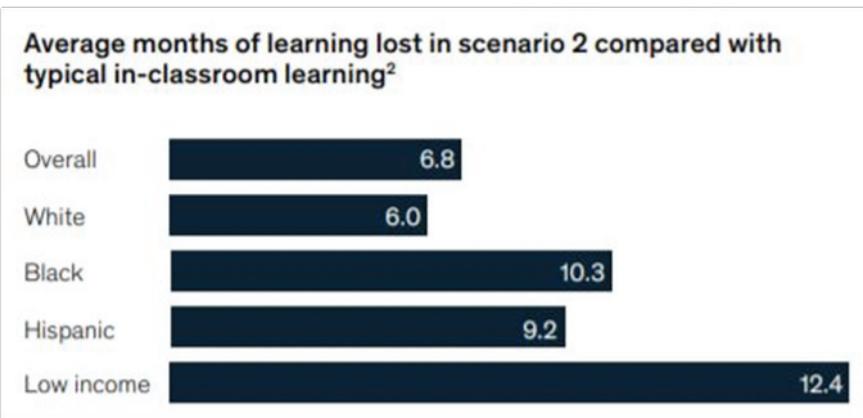
shows that matching students to same-race teachers at least once results in higher test scores and greater educational aspirations (Gershenson, et.al, 2017). Licensing exams are one of the barriers to licensing for teachers of color. Across the nation, licensing exam pass rates are lower for self-identified non-white teacher candidates (Figure 4). In California, for example, self-identified white candidates pass the CSET exam at an average of 70.2%, while self-identified African American and Hispanic American candidates pass at an average of 42.2% and 51.6%, respectively (CCTC, 2019).

Program and licensure examination bias is becoming a more widely discussed topic in education policy. California has taken three important initiatives to reduce exam bias. First, the Commission on Teacher Credentialing (CTC) annually reports exam pass rates, allowing for greater transparency and opportunities for discussion and research, which is especially helpful to the second initiative, creation of an Examination Bias Review Committee. Third, California policymakers have proposed several bills to create licensing pathways other than the existing exams. For example, Senate Bill 614 proposed a phase-out of the RICA exam to create alternative methods to measure reading instruction competency, such as preparation coursework or the Teacher Performance Assessment (TPA). Unfortunately, this and other bills were unable to be heard this year due to the pandemic, but policymakers are already planning on introducing similar legislation in the upcoming year.

In addition to a lack of diversity, teacher shortages are contributing to the achievement gap. Nearly all states are reporting more teacher retirements than ever before over fears of Covid-19, especially in the older population. One Utah county reported retirement of 79 teachers due to Covid-19, and New York's number of retirees increased 28% from the year prior (Tanner, 2020 and Lee, 2020). A surprise we would not have predicted is Washington's report of shortages in elementary education. These three states are an example of a broader trend. According to a *USA Today* poll in May, one in five teachers was not going to return to the profession (2020). This is a great loss because these teachers are part of the prepared workforce. The greater number of retiring teachers combined with the need for additional staffing to maintain social distancing requirements will result in greater than ever shortages.

Figure 4
Average Scores on Praxis I Exam by Race (from ETS)

Race/Ethnicity	Praxis I Tests		
	Mathematics	Reading	Writing
White test takers	178.59	178.03	175.96
African-American test takers	170.56 (-1.16)	171.61 (-1.14)	171.97 (-0.95)
Hispanic test takers	174.02 (-0.66)	175.06 (-0.54)	173.71 (-0.54)
Asian test takers	177.99 (-0.09)	174.09 (-0.71)	173.82 (-0.51)
Native-American test takers	174.51 (-0.59)	175.33 (-0.50)	173.69 (-0.54)

To address teacher shortages, states are looking at multiple measures to assure competency, hiring teacher licensure candidates who are not yet complete with their program, and licensure mobility. In recent months, California CTC has issued communication urging school districts and educator preparation programs to form stronger partnerships and explore using student teachers in a greater capacity to mitigate shortages.

Covid-19 Clinical Experience Policies

At the end of the 2019-2020 academic year, teacher preparation clinical experiences were interrupted as school districts closed across the nation. Policymakers had to scramble to create emergency rules that would allow for teacher candidates to complete their programs and join the workforce. Thirty-five states created emergency rules that reduced clinical experience hours and allowed for alternative experience options (Figure 5). For example, Indiana Governor Holcomb issued an Executive Order allowing EPPs to recommend candidates for licensure after 10 weeks of student teaching, instead of the traditional 12 weeks required. The Texas Education Agency adopted emergency regulations allowing EPPs to decrease clinical experiences by 20% and to occur in virtual settings. These policies gave EPPs and teacher candidates the most flexible options to complete requirements during an emergency.

Seven states did not shorten clinical experience hours but allowed experiences to occur in virtual or alternative settings. For example, the California CTC created a Variable Term Waiver (VTW) available to candidates who were unable to complete

Figure 5
State Response to Covid-19 Clinial Practice
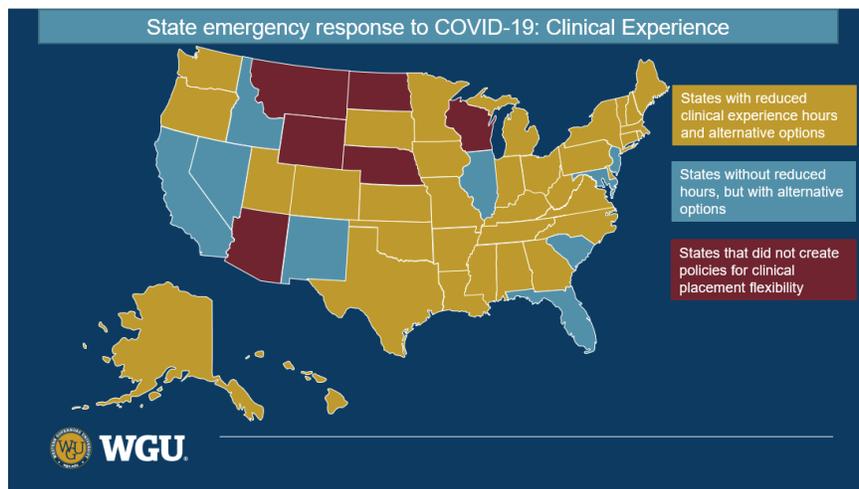
all clinical experiences so that they may begin teaching. The VTWs are available on a case-by-case basis and applied for by the EPP. The Illinois State Board of Education did not create any emergency regulations, but it has encouraged EPPs to look for "innovative, online clinical approaches." We may see a resurgence of policies that allow for virtual clinical experiences in the coming legislative sessions because many school districts are still conducting class online.

Eight states incorporated no additional flexibility for clinical experiences. This could be due to existing policy or other geographic and local factors. Utah, for example, did not create emergency policies for clinical experience because a rule adopted by the Utah State Board of Education in 2019 allows for use of virtual classroom clinical experiences. The Nebraska Department of Education did not publish any emergency policies either and instructs teacher candidates to work with their EPPs to complete licensing requirements.

Overall, the majority of states acknowledged the need to create flexibility in clinical experiences. While it is tempting to get teachers into the field right away, it is imperative that their performance in the classroom is documented and has met the competencies and expectations for effective teachers. Further, beginning teachers still need the support provided by the EPP during clinical experience in the classroom. The future of what a classroom will look like remains to be decided, but at least for this 2020-2021 academic year, the classroom could be in-person, online, or a hybrid. To maintain a prepared teacher pipeline and advance equity in access to teacher education, policymakers need to consider how candidates can both complete clinical experiences and be prepared to teach in each of these types of classrooms. To illustrate WGU perspective, although we tracked all state flexibilities, we ask our candidates to persevere and complete the entirety of their clinical requirements so that we may assure competence. Additionally, WGU values school partnerships, and we ask our candidates to assist and support their cooperating teacher, regardless of delivery model, for the duration of their contracted placement.

Covid-19 Licensure Exam Policies

As previously mentioned, licensure exams are a concern for teacher shortages and expanding workforce diversity. While outcomes remain to be seen, some Covid-19-related policies in licensing may address these concerns. Encouragingly, every state either responded to licensure exam concerns during Covid-19 or already had a policy in place to meet the need (Figure 6). In fact, 19 states already had options for teacher candidates who are unable to pass a licensing exam to be able to begin working. For example, the Montana Office of Public Instruction has an existing provisional license, requiring only a bachelor's degree and enrollment in an EPP. Candidates teaching on this provisional license have until the license expiration to complete licensing exams and convert to a full professional license. Similarly, the Florida Department of Education has a temporary educator certificate available

before Florida-required exams have been passed. These 19 states did not need to rush to pass legislation or regulation to maintain the teacher pipeline while testing centers were closed.

All other states created new policies that allow candidates to obtain a license and begin teaching before licensure exams are passed. For example, departments of education in New York and Washington each created an emergency Covid-19 certificate, specifically in response to test center closures. The Minnesota Professional Educator Licensing and Standards Board employs a tiered licensing structure and, due to Covid-19, expanded the Tier 3 license requirements to allow candidates unable to take the exams to begin teaching. The California CTC also already has a preliminary credential available but, via an executive order and subsequent senate bill, expanded its availability to candidates unable to take the licensing exams.

These exam exceptions provide more teachers to meet the workforce needs of states and school districts. It may be helpful for policymakers to revisit the purpose and need for licensure exams to avoid further emergency policies and potential future hurdles in converting a temporary license to a professional one. Policymakers may consider EPPs' ability to use alternative methods to verify competency for recommendation for licensure. For instance, WGU measures competency using multiple methods across the teacher preparation program, including performance and objective assessments. To prepare candidates for professional licensure and avoid future testing struggles, WGU asks candidates to attempt state licensure exams even if the state has temporary flexibilities.

Figure 6
State Response to Covid-19: Exams and Temporary Licensure
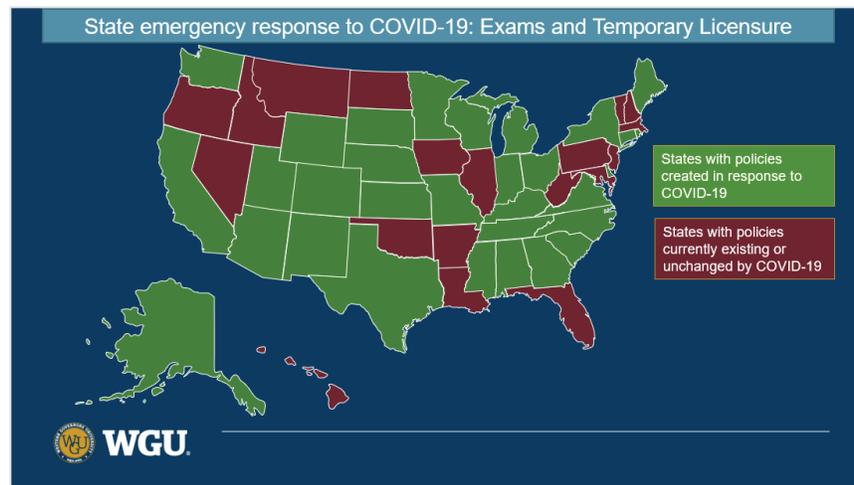
Looking Ahead

To reiterate, disruption may be upsetting but may also create opportunities for reimagination of teacher education and progression in closing the achievement gap. Based on policy responses to the pandemic, it is safe to say that states want a prepared workforce. Policies allowing for multiple measures of competency and pathways to licensure may be the key to strengthening this profession and ensuring it reflects our diverse population of students.

Educator preparation can be measured in multiple ways. The pandemic left states without licensure exams no way to verify competency. States had to rely on the EPP to assure that the candidate is ready to teach. Accredited EPPs that align to national standards create a foundation for confirming quality preparation. Further research on preparation and licensure factors and the degree of prescriptiveness that best confirms teacher effectiveness is needed.

Providing flexible options for licensure will maintain a teacher pipeline. Although the flexibilities created during the pandemic were appropriate and realistic, they create the possibility that candidates may not complete all licensure requirements to continue teaching. While policies like these are helpful to increase the number of prepared teachers in the field, especially teachers of color, there is some worry about kicking the can down the road. With the creation or expansion of temporary licenses, candidates may face difficulties passing the exams later to convert to full licensure. Forgetting test content and/or licensure conversion deadlines may lead to gaps in licensing coverage. This puts additional responsibility on EPPs to follow up and support candidates after graduation and on states to develop additional tracking methods for teachers who have not completed all requirements of professional licensure.

Challenges and lessons learned from the pandemic create opportunities to move educator preparation forward for the coming decades. As an institution that works with teacher licensure in all US jurisdictions, we remain stumped about why states do not accept teachers prepared by approved programs in other states. Each year we see prepared candidates unable to enter the workforce due to a lack of licensure mobility as teacher shortages continue to rise in every state. These candidates are usually held up by state-specific exams and additional course requirements. In tracking the executive orders and emergency regulations during the pandemic, it became encouraging to see states become more congruent with one another to ensure a prepared workforce.

We all care deeply about our nation's children, and we must continue to do our research and explore policies that will maintain a teacher pipeline and diversify the workforce. Covid-19 may be the disruption needed to help us rethink teacher education and licensure.

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New Teachers' Perspectives on Good Teaching

By Jessica Cruz & Andrea Zetlin

Introduction

The National Coalition on Personnel Shortages in Special Education and Related Services (2015) reported that 49 out of 50 states identified substantial special education shortages as special education teacher attrition rate (12.3%) is approximately twice the amount of general education teacher attrition (7.6%) (Sayman et al., 2018). Most states are now pursuing diverse alternative route program (ARP) teacher candidates that are ready to quickly fill much needed teacher vacancies with minimal coursework and more on-the-job training (Wasburn-Moses & Rosenberg, 2008), especially in special education. Therefore, the majority of states have implemented mentoring programs within induction practices to support new teachers in completing their programs and facilitating their transition into the profession (Billingsley et al., 2009; Hirsch et al., 2009).

The current literature draws attention to: (1) the disparity that exists between general education and special education literature and (2) the improvement of new special education teachers' experiences within their first several years in the profes-

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sion through mentorship to increase retention rates (Cappella et al., 2011; Gardiner, 2012; Hoffman et al., 2015; Lane, 2017; Ricci & Zetlin, 2013). Prior research has focused exclusively on: (1) general education traditional route program (TRP) and ARP teacher candidates mentoring support received from their mentors and (2) its impact on teacher candidates' self-efficacy, students' learning outcomes and retention (Billingsley & Bettini, 2019; Billingsley et al., 2009; Chu & Garcia, 2014; Israel et al., 2014; Leon, 2014) compared to the special education teacher candidates. There is a critical need to increase special education induction literature and research within the profession as special education teacher candidates require extensive guidance, and support in: (1) teaching culturally and linguistically diverse (CLD) students with disabilities, (2) vast content knowledge, (3) specialized behavior management skills, (4) navigating their respective schools and collegial collaboration, (5) professional development, and (6) managing stressful caseloads (Cornelius & Sandmel, 2018; Hirsch et al., 2019; Lee et al., 2011; Lopez-Estrada & Koyama, 2010).

The intent of this study is to inquire about what new teachers' perspectives are regarding good teaching, how they are supported towards achieving this goal, and how does their sense of self-efficacy impact their projections and thoughts about remaining as special education teachers for years to come. Within the context of this study, the term support providers will be utilized to address the wealth of expertise, experience, and guidance school district mentors provide to preliminary special education teachers.

Literature Review

Mentorship

Mentorship is critical for all phases in the profession and is a crucial characteristic of high-quality induction programs (Bay & Parker-Katz, 2009; Billingsley et al., 2009). Mentorship is viewed in the profession as: (1) a part of the roots to becoming an effective teacher, and (2) "a bridge" to facilitate the transition from "a student of teaching to a teacher of students" (Ingersoll & Strong, 2011, p. 468). Mentoring is defined "...as providing general guidance, setting and achieving goals, assisting with decision-making...facilitating problem solving" (Ricci & Zetlin, 2013, p. 24) and providing social and emotional support (i.e., providing encouragement, moral support and listening) in informal settings (Gardiner, 2012; Israel et al., 2014). It also focuses on improving the delivery of teaching strategies and skills as well as providing a supervisory and/or evaluative role in which valuable support and feedback after direct observation(s) within formal contexts is essential (Cappella et al., 2012; Hirsch, et al., 2019; Ricci & Zetlin, 2013).

Mentoring assists in the initial teaching experiences of new teachers as they independently navigate the educational system at their respective school sites without proper support (Ingersoll & Strong, 2011). TRP credential teachers who have experienced effective mentoring models during their fieldwork experiences

are less at-risk for burnout compared to teachers who did not experience mentoring as preservice teachers (Andrews et al., 2002; Billingsley, 2003). Mentorship also supports ARP special education teacher interns' initial experiences within the classroom as teachers of record, especially to ARP interns placed in urban schools who are least likely to receive mentoring support to improve instructional practices and clerical management related to their workload (Ingersoll & Strong, 2011).

Studies have shown that mentoring for the majority of new teachers demonstrated a positive impact on "teacher retention, student achievement, teaching practice and strategies,..." (Fletcher & Strong, 2009, p. 330), and a strong sense of identity and teacher efficacy "as determining factors in teacher motivation, satisfaction, and commitment to work" (Izadinia, 2015, p. 2). Existing research has also shown that new teachers who do not participate in mentoring is highly correlated as a predictor of negative teacher identity and self-efficacy, lack of implementation of evidence-based strategies and attrition (Billingsley et al., 2009; Cappella et al., 2012; Fletcher & Strong, 2009; Ingersoll & Strong, 2011). Likewise, it is crucial for new teachers to have responsive and well-trained support providers that possess particular attributes to effectively support them (Billingsley, 2004).

Mentor Attributes and Indicators. Since the school reform movement in the 1980's, induction programs have increasingly evolved over the years (Fletcher & Strong, 2009; Israel et al., 2014). Although variability exists in induction programs (i.e., mentor attributes, types of support provided, etc.), a reignited interest in evaluating the benefits of mentoring induction programs for accountability, direct teaching and development of self-efficacy opportunities is critical for new teachers (Gardiner, 2012; Hoffman et al., 2015; Ingersoll & Strong, 2011).

Issues currently exist in the selection of criteria of mentors within schools—alongside other factors (i.e., mentor time constraints, power dynamics of the mentoring relationship, etc.)—that may result in successful or ineffective mentoring relationships amongst experienced colleagues and new teachers (Patton et al., 2005). However, per the literature, mentor attributes that enhance effective mentoring relationships with new teachers include: (1) similar educational experiences and expertise in special education, (2) experience with clerical management and workload manageability, (3) effective behavioral management backgrounds, and (4) similar pedagogy (Billingsley et al., 2009; Gardiner, 2012). Existing research also identifies several quality indicators of successful mentoring. Successful mentoring facilitates a sense of efficacy and teacher development (Billingsley, 2004; Gardiner, 2012), and minimizes anxiety and stress related to workload manageability (Lee et al., 2011), formal evaluations, and social-emotional support (Israel et al., 2014). Other effective characteristics of mentoring include the integration of: (1) increased frequency of supports (i.e., weekly), (2) formal and informal evaluations, (2) collaboration, and (3) communication amongst stakeholders (Cappella et al., 2011; Hoffman et al., 2015; Lane, 2017; Ricci & Zetlin, 2013; Whitaker, 2000).

Respectively, it is critical for mentor's to be multifaceted in the attributes and quality indicators they bring into the mentoring relationship with new teachers. These indicators contribute to changes in perceived teacher identity and self-efficacy in teaching students with disabilities, sense of belonging, job manageability, and retention amongst novice teachers' induction experiences (Billingsley et al., 2009).

Self-Efficacy

During initial teaching experiences, traditional-entry student teachers and alternative route teacher interns benefit from developing high self-efficacy in the profession for positive outcomes (Knoblock & Whittington, 2002; Onafowora, 2004). In particular, calling attention to special education teachers' efficacy as the literature is limited to general education teachers (Chu & Garcia, 2014). Within education, self-efficacy reflects a teacher's belief in his or her ability to organize and execute a desired teaching task(s) within a specific context (Siwatu, 2011). With the assistance of support providers—a more experienced colleague in the profession who assesses teacher needs, provides a variety of supports, and establishes optimal conditions to strengthen new teachers' self-efficacy through frequent face-to-face professional learning (de Paor, 2019; Monkeviciene & Rauckiene, 2010)—new teachers must actively engage in prudent learning opportunities that build upon their self-perception and confidence to envision themselves as competent beings when a challenge presents itself (Clark & Newberry, 2019). With support, new teachers' ability to assess any given context of a situation, gauge their proficiency, and evaluate other available resources and time management emerges (Bandura, 1997; Sharp et al., 2016; Siwatu, 2011). Reflecting on their experiences and visualizing their success with the guidance of a support provider, it influences their motivation, engagement, and sense of commitment to the profession even when faced with occasional failing experiences (Clark & Newberry, 2019; Rotter, 1966; Sharp et al., 2016).

Conversely, lower self-efficacy levels are detrimental to the growth of new teachers within the profession. Even though fluctuations in self-confidence generally occur with new teachers (Bandura, 1993; Siwatu, 2011), those with low efficacy levels feel underprepared (Chu & Garcia, 2014), possess limited resources to support variations of student skill sets (Viel-Ruma et al., 2010), are less likely to approach arduous tasks, experience teacher burn-out and attrition subsequently (Cornelius & Sandmel, 2018; Fletcher & Strong, 2009; Lee et al., 2011). Limited administrative assistance, time management and workload manageability further contribute to lower teacher self-efficacy (Skaalvik & Skaalvik, 2017), especially in ARP interns. Therefore, their resiliency is undermined when experiencing little success early on (Yost, 2006), have lower sense of commitment, and their past setbacks shape their thoughts, motivation and behaviors (Bandura, 1993, 1994).

New teachers must simultaneously balance their workload demands, clerical management obligations (i.e., IEP writing, paperwork, collaboration, etc.), and pos-

sess readily available specialized skills to assist students with different academic and behavioral skill sets (Lee et al., 2011). Mitigating these barriers for new special education teachers is crucial as these risk factors may influence job dissatisfaction (Zhang et al., 2014). The need for collaboration, subject-matter content, differentiating instruction for a variety of skill sets (i.e., students who are gifted, average and low performing), and development of main subject-matter instruction is vital for teacher candidates' success and self-confidence (Peterson-Ahmad et al., 2018; Nagy, 2019; Wasburn-Moses, 2005). Support providers then can effectively guide the development of new teachers within their role, their sense of belonging in the profession, self-efficacy, career satisfaction, and their teaching practices in serving students with disabilities who are culturally and linguistically diverse (CLD) (Hirsch et al., 2019; Lopez-Estrada & Koyama, 2010).

Theoretical Framework

The current study was organized and perceived through the lens of self-efficacy (Social Cognitive) theory (Bandura, 1997) to understand the perspectives of new special education teachers based on their mentorship with district support providers. New special education teachers are those hired as teachers within the first three years of having completed their preliminary credentials. It is believed that individuals learn and build their self-confidence and teaching practices from collaborating with others as well as through their past and current experiences within educational settings.

Bandura (1997) operationalizes self-efficacy as "the beliefs in one's capacity to organize and execute the courses of action required to produce given attainments" (p. 3). Within educational contexts, a new teacher's beliefs in their self-efficacy is important as it determines their willingness to seek, persist and achieve a task, the effort and amount of time that will be dedicated to it, and their resiliency when facing barriers (Miller, Ramirez & Murdock, 2017). Proper support provided by support providers is essential to effectively guide the development of new teachers within their role, their sense of belonging in the profession, self-efficacy, career satisfaction, and their teaching practices in servicing students with disabilities who are culturally and linguistically diverse (CLD).

Methodology

This qualitative study was conducted at a large public urban university in Southern California with new special education teachers enrolled in the Induction Seminar. Data collected for this study were collected over the course of six successive semesters and approval from the Institutional Review Board (IRB) was granted for secondary data analysis.

Participants

One hunded fifteen induction candidates enrolled in the Induction Seminar served as the participants. Ninety participants were female and 25 were male. All participants were pursuing clear credentials; 58 in mild to moderate disabilities, 15 in moderate to severe disabilities, 28 in early childhood special education, 12 in visual impairments, and 1 in physical and health impairments (see Table 1).

Data Collection Method

All 115 participants completed a two-part questionnaire during the first in-class session of the Induction Seminar. Part One of the questionnaire focused on demographics pertaining to their credential area (i.e., age, grade level, credential focus, and preservice experience). Part Two consisted of six open ended questions about their perceptions of supports and barriers related to effective and successful teaching practices. All participants' responses to the questionnaire were independently reviewed by the two authors. Identified coding concepts within participants' open-ended responses were utilized to define the five main themes (see Table 2).

Results

Data Analysis

Part One. The questionnaire consisted of 11 items which focused on their preservice experience which included an assessment of their identified support providers' assistance in emotional, instructional, and clerical management; Using a 4-point scale (i.e., ery manageable, mostly manageable, generally manageable, and struggling to survive), they rated their workload manageability and perception of support provider's guidance in navigating the complexity of their teaching respon-

Table 1
Participant Demographics

Variable	*n*	% of Participants
Gender		
Female	90	78
Male	25	22
Credential Focus		
Mild/Moderate	58	51
Moderate/Severe	15	13
ECSE	28	24
VI	12	11
PHI	1	1

sibilities. Participants also noted future plans for continuing as special education teachers 3 to 5 years from now.

As new teachers, all participants had support providers yet only 51% had been assigned a support provider by their schools while 49% were required to informally identify a colleague to serve as their support provider. Meeting frequency with support providers differed across the new teachers with 79% having met daily, more than once a week, or once weekly with their support providers. The majority (93%) stated that their support provider was very or mostly helpful and 90% identified a combination of instructional and emotional support, behavioral management, clerical management and assessment as the type of supports provided. Approximately

Table 2
Part Two Analysis Results

Question	Codes Assigned	%
Q1	Lesson Planning	35
	Student Engagement	20
	Culture	16
	Classroom Management	7
	Professional Growth	3
	Teacher Attitude/Perception/Attributes	16
	Collaboration	3
Q2	Lesson Planning	22
	Student Engagement	29
	Culture	21
	Classroom Management	12
	Professional Growth	1
	Teacher Attitude/Perception/Attributes	12
	Collaboration	3
Q3	Lesson Planning	13
	Student Engagement	4
	Culture	11
	Classroom Management	20
	Professional Growth	14
	Teacher Attitude/Perception/Attributes	12
	Collaboration	26
Q4	Professional Development	37.5
	Support	40
	Collaboration (Collegial)	20
	Parent Involvement	2.5
Q5	Collaboration with Colleagues	7
	Student Success	65
	Professional Growth	28
Q6	Collaboration	52
	Behavior Management	30
	Self-Efficacy	17
	Lack of Supports	34
	Clerical Management	52

75% reported their workload to be very manageable (16%) or mostly manageable (69%) and only 2% revealed they were struggling to manage their workloads. Subsequently, 95% planned to remain in their current teaching assignment next year and the majority (98%) planned to remain in the profession three years from now.

Part Two. Responses to the six open-ended entries were analyzed by each author independently. Multiple codes were created for the complex responses to each of the questions (see Table 2). Coded data were reviewed and finalized based on discussions for each question. Lastly, overarching themes were identified.

To establish interrater reliability, initially 22 randomized questionnaires were independently reviewed. After discussion of each researcher's coded responses, multiple agreed-upon descriptors were assigned to the body of responses to each of the six responses representing all participants' perspectives. Inter-rater agreement reached nearly 100% and the remaining 93 questionnaires followed the same coding procedures.

A total of 19 codes were created for all responses. Questions One to Three had seven agreed upon codes: (1) lesson planning, (2) student engagement, (3) culture, (4) classroom management, (5) professional growth, (6) teacher attitudes/perception/teacher attributes, and (7) collaboration. Of these, the top four areas for new teachers that indicated good teaching practices were: (1) lesson planning (35%), (2) student engagement (20%), (3) teacher attitudes/perception/ teacher attributes (16%), and (4) culture (16%). When questioned what good teaching looks like in a classroom, 29% indicated student engagement, lesson planning (22%), culture (21%), and classroom management and teacher attitudes/perception/teacher attributes (12%). The most frequently mentioned barriers to good teaching were classroom management (20%), professional growth (14%), lesson planning (13%), and teacher attitudes/perceptions/ teacher attributes (12%).

The remaining three questions focused on the characteristics of support, barriers, and successes related to their roles. Question Four's four codes pertained to (1) professional development supports provided to support good teaching practices for new teachers (i.e., formal performance evaluations, resource and emotional support, and mentor/coach/support provider/paraprofessional support), (2) collaboration and (3) parental involvement. Forty percent reported that formal performance evaluations, resource and emotional support, and mentor/coach/support provider/paraprofessional support were consistently arranged at their schools to support good teaching. Coupled with Support, 37.5% also indicated Professional Development as a consistent source of support in promoting good teaching practices. Question Five's three codes pertained to their experiences in (1) collaboration with colleagues, (2) student success, and (3) professional growth. More than half of the responses (65%) mentioned student success stories related to their success as a new teacher. Question Six solicited two to three challenges new teachers experienced in their current position. (1) collaboration, (2) behavior management, (3) self-efficacy,

(4) lack of supports, and (5) clerical management (IEP, case management, time management) were the five challenges experienced by new teachers. Collaboration and clerical management (i.e., IEP, case and time management) were the top two challenges experienced as a new teacher in their respective schools.

Overall, five themes: (1) collaboration, (2) support systems, (3) student growth, (4) classroom culture, and (5) instructional practices encapsulated new teachers' perceived sources for good teaching. Collaboration targeted the partnership between the teacher and school staff specifically administration, other teachers and stakeholders, teacher and families, and teacher and students. Next, support systems involved several types of support with different areas of need important to their role. This was evident as participants indicated the lack of adequate support required in managing and teaching students, yet per the quantitative data, they reported their workload was manageable. Student growth was reported as their main barriers and successes to behavior management, academic performance and relationship building. Classroom culture also encompassed what good teaching and practice looks like for new special education teachers and how they interact with students within classroom settings. Lastly, instructional practice constituted both a challenge and success. Although new teachers' intentions were to engage students through multimodal learning and be prepared to teach students with disabilities, limited resources and instructional support hindered their ability to provide high quality instruction.

Implications

The study increases our knowledge of the impact that support providers have on new special education teachers' perspectives of good teaching and their overall commitment in remaining in the field. However, challenges currently exist in teacher induction and district in-service programs. In addition to attention to instructional development, these institutions must maximize the limited opportunities to guide and enable new teachers to examine their own beliefs and attitudes regarding culturally and linguistically diverse students and their families (Gay, 2010). They must increase exposure and direct conversations to promote understanding of how one's own personal beliefs affect their teaching behaviors and development as culturally competent teachers. Both teacher education programs and employing schools, must also prepare new teachers in differentiating their personal and professional identities to increase their sense of efficacy, cultural awareness, and sense of preparedness in working in today's diverse classrooms.

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Considering the Role of the CalTPA in Fostering Conversations About Anti-Racism and the Future of Teacher Education

By Karen Escalante, Lara Ervin-Kassab, & Daniel Soodjinda

Introduction

Across California, most teacher education programs include a focus on social justice in a description of their work. While we ascribe to this orientation, Sonia Nieto (2000) challenges the claim that teacher preparation programs are social justice oriented, indicating a passive and deficit-oriented approach is often used to prepare candidates for working with diverse populations. The dialogues spurred by this summer's (inter)national awareness of systemic inequity and injustice across a majority of American institutions has created an opportunity for teacher educators to critically examine their own practices with an anti-racist lens. Teacher

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educators and education programs are recognizing that diversity approaches such as "celebrations, heroes and holidays" (Lee, Menkart & Okazawa-Rey, 1997) are not enough to decolonize historically racist curriculum (Cochran-Smith, 2004), question traditional educational practices, and encourage the social change so desperately needed to prepare future teachers (to ensure success for ALL TK-12 students) for success in TK-12 schools. The future of teacher education needs to be grounded in asset-oriented stances, anchored in the funds of knowledge that students bring to the classroom, and must extend beyond token multicultural approaches to more critical, equity-driven instructional practices (Darling-Hammond, 2015; Gorski, 2016).

In TK-12 public school systems, students of color face multiple discriminations limiting their trajectory and well-being (Johnston & Viadero, 2000; Ladson-Billings, 2006). With over 80% of the teaching force identifying as white (Carver-Thomas, 2018) and educated under a whitewashed curriculum, structural racism needs to be addressed, challenged and dismantled. Teacher education programs are uniquely positioned to support future generations of educators in being aware of, advocating for change, and taking action. Teacher candidates enter preparation programs having been indoctrinated into systemic racism; programs must be prepared to undo this oppressive stance toward PK-12 students of color (Lynskey, 2015).

Teacher education programs are, at their very core, composed of people. Faculty, staff, and students are essential accomplices in any pursuit of systemic change. Tensions between research, practice, and policies can derail conversations and action in shifting teacher education to more authentic social-justice and anti-racist work. These potential derailments are further exacerbated by accreditation requirements to meet state and national standards, generated within their respective socio-political contexts. This research study seeks to understand the opportunities a state-mandated teaching performance assessment, grounded in state standards, could provide in exploring these tensions as well as in critical examinations of individual practice within teacher education.

Theoretical Framework

Critical Race Theory (CRT) emerged in the 1970's as a way to view political discourse that grounded law and the legal system in "whiteness"; understanding racism to be the norm, not the exception (Ladson-Billings,1998; Delgado & Stefancic, 2017). Scholars of CRT examine the ways in which white supremacy is infused throughout literature, law, medicine, education, government and other facets of daily life thus reinforcing invisibility, self-doubt, and subordination by people of color (Ladson-Billings, 1998; Solarzano & Yosso, 2001). Critical Race Theory allows for a deconstruction of "whiteness" by challenging oppressive structures and interrupting current practices (Ladson-Billings, 1998).

Using the lens of CRT in teacher education, Solarzano (1997) argues educator preparation programs need to examine the ways that racism infuses itself into

teacher education thus perpetuating a continued oppressive experience for students of color. The majority of states within the U.S. legally mandate teacher candidates to pass a standards-based teaching performance assessment in order to gain licensure. The re-envisioned CalTPA provides programs with a focus for critical dialogues around challenging the dominant discourse on race and racism by exploring social emotional learning and asset oriented instruction, and taking initial steps in shifting the state of teaching practice to ensure PK-12 students are viewed as rich in experiences, language and culture.

Significance to the Field of Teacher Education

California's recently revised standards, or teaching performance expectations (TPEs), reflect stakeholder calls to begin stepping away from preparing teachers to re-enact traditional educational practices that are rooted in institutionalized racism, inequity, ableism, and sexism. Research indicates that future and current educators have found standards useful in providing common language and insight into formative teaching experiences (Loughland & Ellis, 2016). This analysis will uncover opportunities for a teaching performance assessment to similarly inform conversations within teacher education. Specifically, we seek to discover how equity-driven, anti-racist instructional practices exist within a re-envisioned Teaching Performance Assessments (TPA) and whether the CalTPA could serve as a common language and expectation for practice.

Inquiry Question

How does the CalTPA operationalize concepts such as social-emotional learning and asset-oriented thinking to inspire anti-racist approaches to teaching and learning?

Rationale for the Research

California recently redeveloped their TPEs, which necessitated redevelopment of a Teaching Performance Assessment (CalTPA). Both the TPEs and CalTPA focus on a teacher candidate's ability to effectively plan, teach and assess, reflect and apply. Across each of these steps, candidates are measured on their abilities to create asset-based, assessment-informed instruction, in contrast to deficit-based instruction often seen within PK-20. Candidates are challenged to establish a safe, positive learning environment in which all students are comfortable taking academic risks. Despite the resolve to challenge the status quo, our initial research discussions revealed that the interpretation of CalTPA rubric level language differs across programs and candidates. As CalTPA prepares to enter its third year of operation, the need to push educator preparation programs, and therefore teacher candidates, further along the anti-racist continuum is paramount to the success of our PK-12 students. Programs could utilize the CalTPA as a catalyst for develop-

ing common visions of socially just teachers, then entering into critical analysis of programs and coursework. Teacher educators could then plan for modeling and shaping "asset-oriented, assessment-based instruction" for future teachers. This work could address systemic racism that Cummins (2001) argues contradicts the precise purpose of educational development, specifically that linguistically, racially and culturally diverse students have been traditionally viewed as "problems." Over 20 years ago, Ladson Billings (1998) suggested teaching assessments should measure a candidate's "sociopolitical consciousness," while there is reason to believe progress has been made, there is still much to do.

Analysis Strategy

To establish a collective understanding of the construct of anti-racism in education, the researchers reviewed a select set of literature, met virtually to discuss their learning, and created a common lens through which to analyze the CalTPA documents. Using the work of Dena Simmons (2019) and Glenn Singleton (2014), the researchers have operationalized an anti-racist teacher as someone who actively works to confront white supremacy while dismantling the structures, policies, institutions, and systems which create barriers and perpetuate race based intersectional inequities for BIPOC, through the enactment of daily pedagogical practices, classroom management strategies and critical self-reflection.

This study used our definition of an anti-racist teacher to conduct a document analysis (Bowen, 2009) to reveal how the CalTPA aligns with research on anti-racist, culturally relevant, and traditional teaching practices. To this end, the 2019-2020 CalTPA candidate handbook, rubrics, and submission templates were used as data sources. Analysis was conducted specifically on the first cycle of inquiry, as this portion of the two-cycle assessment provides opportunities for candidates to explicitly address creating relationships and environments that might leverage anti-racist approaches.

A review of prior literature is often part of document analysis (Bowen, 2009). Each of the researchers in this study has a distinct, but overlapping, familiarity with bodies of literature. A mutual decision was made to skim the documents, performing a content analysis (Bowen, 2009) identifying specific data with the literature in mind, and preliminarily categorizing them. The selected data was then more deeply analyzed to identify themes. Each researcher independently open-coded the first step of the performance assessment, then returned to a collaborative conversation to arrive at common codes. The remaining three steps were then coded, discussed, and divided into categories connected to research, approaches, and practices that could support anti-racist beliefs and practices in teacher candidates.

Initial Results and Analysis

The purpose of this research study was to begin exploring how language used within the CalTPA might inspire anti-racist approaches to teaching and learning. Using the

authors' operationlized definition of an anti-racist teacher which is noted above, initial codes included: assets, bias, culturally responsive, deficit, discrimination, equity, funds of knowledge, linguistic resource, positive and safe, race / ethnicity, social identity and undocumented. As the authors continue this research, additional codes and themes are coming to light. While the authors agree that this language can support the work of becoming an anti-racist teacher, a great deal of these efforts hinge upon the ways in which teacher preparation programs operationalize the language and actively work to support teacher candidates in moving along the anti-racist continuum.

One way programs can utilize this research to date is to unpack CalTPA language. We note the difference between English Learner versus Multilingual learner, as well as "at risk" versus "placed at risk," with the former in both scenarios representing a deficit versus an asset. Additional recursive "dives" into CRT and anti-racist/abolishionist literature occur as we connect themes, codes, and current reported practices in teacher education research. We see rich opportunities for authentic and challenging conversations and action towards equitable, socially just teachers for our PK-12 students.

Conclusion

The continuing work of this research will provide recommendations for programs on leveraging the themes, operalizations, and activities embedded in performance assessments to drive discussions. Teaching Performance Assessments can help us reflect on how teacher preparation programs are (or are not) fostering anti-racist pedagogy by preparing candidates to view students, social emotional learning, curriculum, and instructional practices through an asset oriented, culturally sustaining, student-centered lens. Research-based recommendations for programs, teacher educators, and teacher candidates to challenge themselves to be more anti-racist practitioners than standards and performance assessments call for, remain ongoing.

This work examines how document analysis, using a critical theory approach, can provide a common language (Loughland & Ellis, 2016) and conceptual starting-point for conversations about anti-racist education in educator preparation programs. It sets the stage for programs to examine their current curriculum, for teacher educators to examine their current practices, and to re-examine how the dedication to social justice in education is being locally enacted.

American schooling perpetuates white supremacy. Our language, discourse, curriculum and testing all favor white students. Teacher education can disrupt white supremacy by using a culturally responsive, culturally sustaining, and/or abolitionist framework(s) when preparing candidates for the PK-12 classroom. While successfully passing a teaching performance assessment grounded in asset-oriented instruction does not make a teacher candidate anti-racist, with critical guidance and intentional critique, it may be one small step in leading rich discussions and shifting practices to dismantle institutionalized racism.

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Mindfulness and Education in a Pandemic World

By Marni E. Fisher, Kimiya Sohrab Maghzi, & Meredith A. Dorner,

Abstract

Mindfulness provides a strong foundation for the education of students by promoting optimal conditions for learning and teaching. In the strange world of education during the coronavirus pandemic in 2020, it is beneficial to focus on creating a moment of peace through practicing and collecting resources for mindfulness practices. Key elements of the practice require starting with the beginner's mind, letting pre-conceptions and distractions go, and focusing on the moment. Five forms of implementation are recommended to practice mindfulness: mindful breathing, mindful eating, mindful listening, zentangles, and gratitude journals.

Introduction

Mindfulness provides a strong foundation for the education of students through

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promoting optimal conditions for learning and teaching. Through mindfulness, administrators, teachers, para-educators, pre-service teachers, students, and parents can improve communication, relationships, and acceptance of students from multicultural backgrounds (Maghzi & Fisher, 2019). By practicing mindfulness, educators can develop empathy (Gold et al., 2010), awareness[1] (Baer, 2003), clarity of vision (Davis, 2014), awareness of personal positionality (Maghzi et al., 2017), and a space of open mindedness (Rodgers & Raider-Roth, 2006) and acceptance (Meiklejohn et al., 2012). Embedding mindful practices not only aids learning at the classroom level, but also encourages school-wide practices that affect how educators approach student diversity.

Purpose

In the strange world of pandemic education in 2020, engaging in mindfulness practices focuses on creating moments of peace. Additionally, the integration of mindfulness practices supports the development of empathy, awareness, presence, clarity of vision, awareness of personal positionality, and a position of open mindedness and acceptance. Furthermore, mindfulness offers resources that educators and pre-service teachers can use for themselves and for their students.

Significance to the Field of Teacher Education

During the Covid-19 pandemic, the shift to online education has changed the dynamics of learning (Fisher et al., n.d.). Furthermore, the choice to deliberately teach "paying attention on purpose, in the present moment, and nonjudgmentally" (Kabat-Zinn, 2003, p. 145) is particularly important during digital learning when there is simultaneously so much and so little to distract both educator and student.

Educators, especially during pandemic education, are juggling a number of roles and expectations (Fisher et al., n.d.). Mindful practices can help reduce stress and anxiety (Gold (Gold et al., 2010); prevent burnout (Gold et al., 2010); improve health and well-being (van de Weijer-Bergsma et al., 2014); increase self-compassion (Neff, 2003); encourage the practitioner to develop receptive attitudes of acceptance, kindness, curiosity and non-judgment; and improve emotional regulation (Brown & Ryan, 2003).

Furthermore, when working with diverse students, "our mindfulness practice can help us let go of our static worldview and understand the diverse ways of being in the world" (Rechtschaffen, 2014, p. 110). Each student brings their own culture and experiences with them to education (Davis, 2005; Dewey, 1916) and explores their world using a variety of modalities (Gardner, 2011). "Children grow up with very different types of discipline and relationships to authority. To teach we need to understand how each student learns" (Rechtschaffen, 2014, p. 110).

Teaching students mindful practices is also beneficial. For students, mindfulness can improve: focusing, sustaining, and shifting of attention (Meiklejohn et

al., 2012) as well as encourage self-regulation of emotion and attention, reduce anxiety, promote calming behaviors, and improve compassion for self and others (Neff, 2003).

Theoretical Perspective

Prismatic theory (Fisher, 2016) originally emerged out of Deleuze and Guattari's (1987) rhizomatic theory, which calls for deterritorialization of arborescent paradigms as well as mapping a phenomenon rather than retracing previous paths. Engaging in collaborative prismatic theory (Achieng-Evensen et al., 2017; Fisher, 2016), this practice piece uses three points of view to examine the implementation of mindfulness practices: (1) professor of biology teaching undergraduate biology and anthropology, (2) professor of education teaching graduate preservice teachers, and (3) K-8 educational leader and professor of undergraduate English composition and education.

Components of Mindfulness

Two facets of key importance are the self-regulation of attention and non-judgmental awareness (Baer, 2003). Other names for mindfulness are participatory observation (Brown et al., 2007), and beginner's mind (Nyanaponika, 1971) which comes from Zen Buddhism. This refers to having an attitude of openness, eagerness, and lack of preconceptions when studying a subject, even when studying at an advanced level, just as a beginner would (Nyanaponika, 1971). Primary school teachers who implemented Mindfulness-Based Stress Reduction (MBSR) strategies displayed statistically significant improvements on anxiety, depression, and stress levels (Kane, 2018).

Within education, Eisner (1991) asserted that there are multiple ways to engage with knowledge. "There are multiple ways in which the world can be known... Human knowledge is a constructed form of experience and therefore a reflection of mind as well as nature" (Eisner, 1991, p. 7). Additionally, considering how Freire and Macedo (2009) identify ways that language and writing are used to maintain patterns of dominance and subordination, the integration of mindfulness to interact with the world in a different way offers space for authentic participation with the world, acts as a stress reducer, and creates space to engage in non-dominant narratives.

According to Meiklejohn et al. (2012), mindfulness helps to "broaden skill sets of attention, balance and compassion and reduces the universal human tendency under stress to become reactive and impulsive" (p. 2). This, in turn improves empathy and perspective-taking, reduces stress & anxiety (Gold et al., 2010), increases resilience and well-being (Meiklejohn et al., 2012), and sets students up to be present-centered and responsive to learning (Meiklejohn et al., 2012).

Key Elements of the Practice

Key elements of the practice require starting with the beginner's mind (Nyanaponika, 1971), letting pre-conceptions and distractions go, and focusing on the moment (Meiklejohn et al., 2012). There is typically a focus on slowing down and appreciating the moment. Practices might integrate meditation focused on breathing (Mindful Awareness Research Center, 2020) or food (Kuikka, 2016), examine mindful listening (Liu, 2013; Sapp, 2000), or other practices that aid in building calm in the learning experience through breath, sensory experiences, guided imagery, eating, sports, or listening (McCarthy, 2018).

Implementation of the Practice

In practice, there are a number of useful forms of implementation. Five spaces to start include: mindful breathing (Mindful Awareness Research Center, 2020), mindful eating (Kuikka, 2016), mindful listening (Liu, 2013; Sapp, 2000), zentangles (Barnes, 2019), and gratitude journals (Achor, 2011; Swickert et al., 2019).

Mindful breathing can walk listeners through the Mindful Awareness Research Center's (2020) script for mindful breathing. This focuses on releasing outside forces and focusing on breath (https://www.uclahealth.org/marc/workfiles/Breathing%20Meditation_Transcript.pdf).

Mindful eating uses Kuikka's (2016) video for a focused meditation on chocolate (https://www.youtube.com/watch?v=h7RBKj6UZDY). This walks the listener through the senses while eating a piece of chocolate or other food item.

Mindful listening examines the Chinese symbol for listening offered by Liu (2013) (https://raykliu.files.wordpress.com/2013/04/active-listening.jpg) using the listening practices taught by Sapp (2000) to reflect on the digital experiences with listening, speaking, privilege, and audience during online education. Steps might include:

> 1. Take turns sharing an experience with each other for 30-60 seconds each (sound on, video off). Partners will practice listening mindfully and pay attention to what is happening in their own minds.

> 2. Repeat steps 1-2 but with sound and video on for 45-60 seconds.

> 3. Discuss the differences in the experiences.

Zentangles explores a visual form of relaxation and presence using Barnes's (2019) process for creating a zentangle drawing. Steps might include: (1) taking a moment of gratitude, (3) placing corner dots on your paper, (3) connecting the dots to create a border, (4) adding "strings" or lines dividing up the space, (5) adding "tangles" or designs within each shape created by the strings, (6) shading or adding color to various parts, (7) signing your work, and (8) appreciating the moment of creation. (See Table 1).

Table 1
Examples of Zentangle Steps

2. Corner Dots	3. Border	4. Frames	5. Tangles
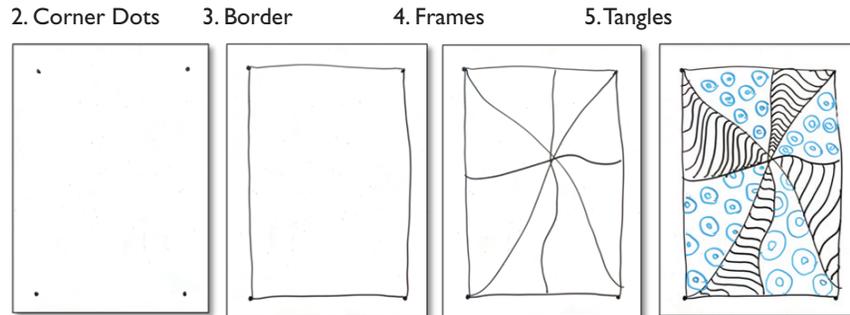
Creating a gratitude journal may focus on one or multiple areas. There are benefits to positive thinking (Achor, 2011) that may be accessed through a the practice of gratitude journaling. Working out of the connection between positive thinking and gratitude with mindfulness (Swickert et al., 2019), a journal may also be benficial (see, for example: https://tinyurl.com/GratJournal2020).

Conclusion

Mindfulness improves presence and focus on the moment for both educators and students, regardless of educational level (Rodgers & Raider-Roth, 2006). Additional benefits include improved: capacity for empathy (Block-Lerner et al., 2007), effective communication (Kabat-Zinn, 2003), and interpersonal relationships (Kabat-Zinn, 2003).

Note

[1] "Presence is defined as a state of alert awareness, receptivity, and connectedness to the mental, emotional, and physical workings of both the individual and the group in the context of their learning environments, and the ability to respond with a considered and compassionate best next step." Rodgers, C. R., & Raider-Roth, M. B. (2006, 06/01/). Presence in teaching. *Teachers and teaching: Theory and practice, 12*(3), 265-287. https://doi.org/doi:10.1080/13450600500467548

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Collaborative Prismatic Inquiry

Examining the Initial Impacts
of Education During a Pandemic

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Abstract

   The Covid-19 pandemic created a catastrophic shift in education in Spring 2020. In this collaborative prismatic inquiry study, a group of educators, college professors, administrators, parents, and students came together to tell their stories

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through collaborative prismatic inquiry. The main objectives were to document this historical event from multiple perspectives and to determine if there were problems or successes that crossed all educational levels. Findings focused on students, communication, standards and curriculum, access, balance, the roles of women, foresight and preparation of leaders, community and teams, and exhaustion and social emotional needs.

Introduction

The Covid-19 pandemic created a catastrophic shift in education in Spring 2020, creating seismic shifts in education and learning. This study explores experiences across educational stakeholders in order to determine beneficial lessons from the initial transition to online education in California.

Purpose/Objectives

In this study, a group of educators, college professors, administrators, parents, and students came together to tell their stories through collaborative prismatic inquiry (Achieng-Evensen et al., 2017). The main objectives were to document this historical event from multiple perspectives and to determine if there were problems or successes that crossed all educational levels.

Significance to the Field of Teacher Education

As the Covid-19 pandemic develops second waves across the world and continues a rising crest in the United States (John Hopkins University & Medicine, 2020) and California (Kannan et al., 2020), its impact on the future of teachers, teacher education, and education lies in a constant flux between politics, health care warnings, inequality, public voices, and pandemic impacts. An examination of what was problematic and what worked across stakeholder experiences in the initial transition to pandemic education offers crumbs for how to build stronger while education continues to navigate the ongoing liminality and stress of the pandemic.

Literature on Education and Learning

Engagement, sharing, connection, reflection, and learning are more productive when students and educators are happy (Achor, 2011) and safe (Ginwright, 2016). Quality education in the classroom calls for high student engagement (Dewey, 1916) with students building relationships (Bishop & Berryman, 2006). Furthermore, building connections to others helps students overcome trauma symptoms (Crosby et al., 2017).

Education needs space for student voices (Nieto, 2010) and democratic practices, which improve educational success (Apple & Beane, 1995; Brodhagan, 1995;

Dewey, 1916; Sehr, 1997). Teaching the whole child requires moving beyond basic curriculum (Guisbond et al., 2006) to include emotional intelligence (Goleman et al., 2004), social cognition (Garcia Winner et al., 2016), and coping mechanisms (Carter & Kravats, 2011/2017).

Theoretical Framework

The prismatic lens, which emerges out of Deleuze and Guattari's (1987) rhizomatic theory, uses multiple perspectives when looking at education (Achieng-Evensen et al., 2017) in order to better examine what might be obscured by the dominant narrative or part of the hidden curriculum. Using this lens to examine "pandemic education" focuses first on telling the authentic stories of people impacted by Covid-19's effects on education, then on understanding the patterns and pitfalls across educational levels and subjects.

Methodology

When the Covid-19 pandemic hit the U.S,, the shift of all academics from the classroom to digital learning environments impacted every level of education. In this prismatic collection of stories (Fisher, 2016), a team of educators, parents, and students answered the prompt about perceptions of education during the initial transition to online teaching during the Covid-19 emergency: (1) what was working, (2) what needed to be improved, and (3) overall impressions of education during Covid-19. This collection of stories targeted the specific window of the initial transition to pandemic education, which hit education with little warning, but will forever remain a part of educational history.

Perspectives included: a graduating high school student, a blue collar working mother of middle school and high school age children, a white collar mother of a toddler, a white collar mother of elementary age children, a seasoned elementary teacher, a K-8 administrator, a credential student, a first year special education teacher, and undergraduate biology and anthropology professor, and undergraduate English professor, and a graduate education professor. Each researcher wrote their own story, following the prompt. Stories were then organized by identity and layered over one another to clarify patterns.

Analysis

Data were analyzed through a series of cycles, following the patterns of grounded theory, where each cycle can inform and build toward the next (Glaser & Strauss, 1967). This was paired with prismatic inquiry, which looks for the intuitive and the unseen (Fisher, 2016). These cycles were tested simultaneously through different analysis teams. One cycle ran stories through NVivo to check for word frequency. Another cycle read through all stories for an intuitive sense of preliminary codes. A

third cycle went through line-by-line coding using the preliminary codes and adding additional codes as patterns emerged. Finally, once all cycles were complete, and each team had compiled their cycle analysis, core themes were identified across all cycles.

Results

Running all stories through NVivo highlighted the focus on students across all voices. Some students found learning online easier that face-to-face, while others needed parent motivation to keep moving. For adult learners, family responsibilities, illness, job changes due to being essential workers or being laid off affected their availability for learning. For children, keeping them on track with learning became harder.

Overall, solid communication was important, and sometimes lacking, between stakeholders, regardless if between or across administration, faculty, parents and/or students. The importance and problems with communication demonstrated how, within the dearth of certain knowledge, some kept stakeholders well informed, some needed time to develop solid patterns of communication, and some found themselves taking action when no direction was offered.

Foresight on the part of educational leaders was often helpful. Leaders who were watching international and national news, who either had a background in science or were willing to trust the medical and scientific community, were able to put measures in place before the president and governor chose to shut down the state. This resulted in more time for educators to plan to for the transition to online learning.

The development of a community promoting flexible thinking (Fisher et al., 2019), collaboration (Fisher et al., 2017; Howard et al., 2017), and technology integration (Fisher et al., 2015) added a level of success. Additionally, educators who worked with a team meant their team—as a whole—was more productive and successful when teaching students.

The focus on standards and curriculum content varied. Problems with access to resources for parents and students emerged. Special education services, while available, were poorly accessed because students did not or could not show up to utilize resources. Most educators participating in the research were able to transition to online education with extensive work on the parts of teachers. Hands on science labs were nearly impossible to replicate in an online environment.

Educators with children struggled to balance home and work, while mothers found themselves to be the cornerstone of the stay-at-home juggling work, school, children's learning, and household chores (no fathers were part of the study). One first year teacher found that they were less overloaded, and used time to reach out to parents, but most educators found that teaching online—both the preparation and execution of curriculum—took significantly more time than teaching face-to-face in the classroom.

Conclusion

There are lessons to be learned from the initial transition to pandemic education. Clear communication at all levels reduces the sense of chaos. When paired with foresight on the part of leaders, clear communication can help put structures in place to support both educators and learners before distance learning is (re-)instated.

Developing a community of learners both among educators and among students supported the success of both. Furthermore, with warning, preparation, and/or a team to share the load and support accountability (ideally all three), it was easier to maintain learning standards. Access, however, was a problem that emerged for both minorities and individuals with dis/abilities, which continues to need a solution.

Balancing home and work was difficult for both educators and parents, and likely students as well. Therefore, not only must this added stress be taken into consideration, but structures to aide in delineating the lines between home and work would help reduce the sense of stress.

Two key points also emerged in multiple areas: exhaustion and social emotional needs. Educators and parents alike found themselves exhausted. Standards could be met, curriculum could be provided, but students also needed a way to connect outside of curriculum content. As one story noted, "School is so much more than academics."

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The Other Pandemic

Engaging Black Families During Covid-19

By Kirk Kirkwood & David Sandles

Abstract

Many schools today are immensely challenged to find and employ best practices to effectively engage Black families in essential educational processes, namely participation in school functions, assisting children with school projects, and meaningfully discussing the acquisition of student learnings. Similarly, Black families are distrustful of institutions, leaving them disenfranchised from their children's academic endeavors. Further complicating the school engagement possibility is the current pandemic, Covid-19, which exacerbates home/school communication because of the technological and internet deprivation often experienced in Black and underserved communities. This research study seeks to gain insight into the best practices in effectively engaging Black families during this socially restrictive period. To gain a deeper appreciation of the existing problems, this study surveyed dozens of Black parents to gather their insights. The findings from this study reveal a general rift in the connection between k-12 schools and Black families and offer suggestions for bridging the gulf between the two entities.

Keywords: Black families, Covid-19, family engagement

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Introduction

After centuries of depravity, disenfranchisement, and other abuses against Black Americans, the public murder of George Floyd touched off waves of outrage and indignation not visible in the United States for many years. Not only do protests abound, but Americans from all ethnic and economic sectors are also calling for the wholesale cessation of the ongoing mistreatment of Black Americans. Vociferous chants of Black lives matter and calls for equality in legal, educational, and other sectors resonate, as people champion a new, equitable reality, one where Black Americans are not the disproportionate recipients of violence, exclusion, and, often, death.

Exacerbating these already turbulent times is a health crisis of epic proportions. The global pandemic known as Covid-19 serves as the background for the aforementioned social unrest, afflicting hundreds of thousands of people all over the world (Laurencin & McClinton, 2020). Although the full scope of transmission is still being researched, it is clear that population density impacts the contraction of the virus. Accordingly, many K-12 schools have opted to protect students by closing brick and mortar educational opportunities in favor of virtual learning.

Not only has Covid-19 changed the way schools educate, but, potentially, it also has a long-term bearing on the educational and economic solvency of some of our nation's most vulnerable children: Black students. According to Dorn, Hancock, Sarakatsannis, and Viruleg (2020) the already sizable achievement gap between Black and white students is at risk of widening, causing the educational and economic prospects of Black students to look challenged and bleak. To combat this possibility, many educational pundits posit that parents must become more central to their children's learning. That is, parents should substantially insinuate themselves into their child's academic life in ways heretofore unknown.

Further, the conventional understanding that students perform well academically and behaviorally when parents actively participate in the educational processes (Barnard, 2004) is supported by a spate of research, much of which is used to galvanize family participation in school environments (Barnard, 2004). Often, this research speaks of parent involvement as parent attendance at school functions, attendance at parent-teacher conferences, and volunteering in school programs (Baquedano-López, Alexander, & Hernandez, 2013). According to Ferlazzo (2011), students need caregivers to transition from simply being involved to being actively engaged in the educational process. For Ferlazzo (2011), engagement is about "engaging families to become partners with the school and listening to "what parents think, dream, and worry about" (p. 12). Similarly, Epstein and Sheldon (2002) found family engagement does not prescribe to parents how they can contribute to the school, but rather listens to the parents to understand their concerns.

The purpose of this study was to deconstruct and analyze Black family engagement with schools during Covid-19. After conducting research with Black families to construct context-specific ideas of Black family engagement, we present find-

ings that answer the following questions: What are the overall experiences Black families have with school engagement? And How do Black families describe school engagement during Covid?

Black Families and School Engagement

According to Delpit (2012) many Black families are distrustful of institutions because of historical patterns of inequitable treatment and strained relationships between the two entities. These families are often fraught with frustrations as the narratives advanced by many teachers, principals, and staff regarding their intent to become engaged in learning experiences are inaccurately depicted as passive, disinterested, or unconcerned. Consequently, many Black families experience a pattern of cultural and systemic dissonance between their expectations of academic, social, and emotional development for their children, and what schools have historically provided. Research indicates that many of these schools have intentionally developed barriers to access and demonstrated negative dispositions to these families. Therefore, many Black families have opted to remove themselves from hostile spaces rather than combat structures intended to devalue their presence (Howard & Reynolds, 2008; Loque & Latunde, 2014).

Contrary to conventional thinking, Black families often rate extraordinarily high on measures of parent engagement. Yan (1999) used four constructs of social capital (parent teen interaction, parent-school interactions, family norms, and interactions with other parents) to gauge the degree to which Black families engaged in their children's academic experience. As a consequence, Yan found that Black parents showed higher or equal degree of engagement when juxtaposed with White families.

Methods

Participants

This survey was made available to Black families/caregivers who cared for a school-aged child at the time of the survey. In total, 34 participants completed the survey, which sought their perspectives on Black family engagement before and during Covid-19. Each participant identified as a Black person and were accessed through personal and extended networks of the researchers.

Procedure

This study relied on a 10-item survey instrument to curate data from participants. The purpose of this survey was to understand the characteristics and opinions of Black families regarding engagement with schools during Covid-19. Because of Covid-19 shelter-in-place protocols, this survey was emailed to participants. All the survey data were used to provide descriptive statistics and information regard-

ing parent/caregiver attitudes about Black family engagement during Covid-19. Prominent aspects of the survey instrument included the following: (1) background information about the participants k-12 experience, (2) the participants' view of school personnel prior to Covid-19, and (3) the participants' view of school personnel during Covid-19.

Of the 11 questions, the first 5 consisted of short response questions. The remaining 5 questions regarding participant attitudes were Likert-scale questions ranging from "not-effective" to "very effective" response options. Representative of the kinds of questions asked in this section are the following examples: *"How would you rate the overall communication of the school personnel with you?"* (see Figure 1 below) and *"How would you rate the communication frequency of the school personnel?"* Another Likert-scale question included in the survey asked *"Please rate your comfort level with technology."* This question sought to determine whether Black families were able to readily and comfortably communicate with schools under Covid-19 since technology is the primary method of communication.

Findings

As this research sought to appreciably understand Black family engagement with schools during Covid-19, the researchers used a qualitative design to gain insight into the quality of those experiences. To capture this information, we collected data from 34 Black parents and caregivers using open-ended questions and solicited responses via a 5-point Likert scale. The questions, response data, and representative quotes are given below:

Figure 1

How would you rate the overall communication of the school personnel with you? (Five point likert-scale, with 36% scoring a 4, 33% scoring a 3; and 15% a 5)
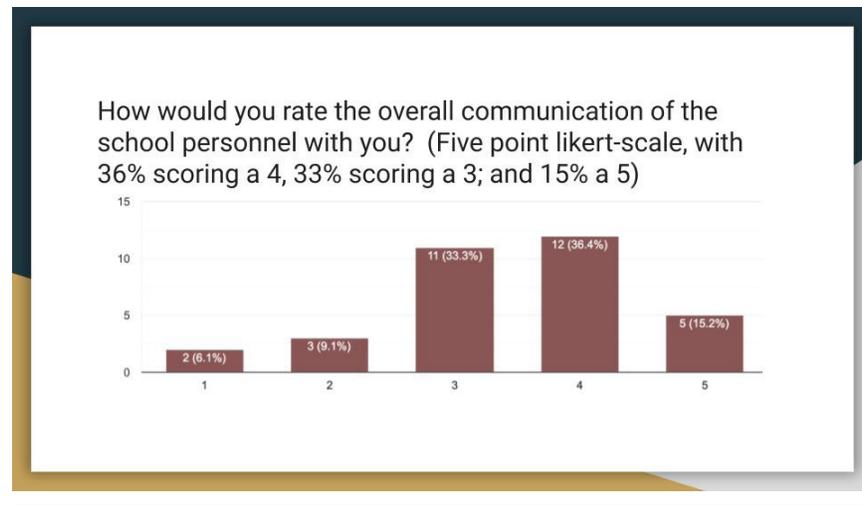
Describe your overall experience with school personnel as a K-12 student.

A little over one-third of the parents stated that they had negative K-12 schooling experiences, with some sharing:

"My overall experience with school personnel as a K-12 student would be best described as combative."

"Counselors were super prejudiced."

"Physical mistreatment and discrimination."

Approximately one-third of the parents experiences were neutral:

"Throughout elementary school and junior high, I loved school. High school is when I started disliking staff members."

With the remaining parents and caregivers (less than one-third) stating they had a favorable K-12 experience.

What are your expectations of school staff? Teachers? Administrators? The following themes emerged:

1. Provide empathy and grace support during the pandemic.
Parents stated they wanted one-to-one support for their children, more collaboration between teacher, parent and caregiver, and child), extended learning opportunities beyond the classroom, modified curriculum, support for all students on all levels, safe and affirming:

"...Have more grace and flexibility with the online learning environment and not to place blame on anyone or themselves for the struggles we all experience."

2. To treat all students equitably, no bias, ethic of care and compassion for all students, respect, and treat each student fairly by providing them the same academic opportunities.

3. To do their jobs with high expectations, positive attitudes, competency and open communication (both about academics and student disposition):

"To incite wonder/ imagination in students encouraging them to think beyond the realm of their current being."

As a parent/guardian, describe your experiences interacting with school personnel e.g staff, teachers, and administrators before Covid.

Approximately 30% stated they had neutral experiences, with several of them having to assert their authority or once the schools discovered their careers, they were treated differently.

Teachers at my child's school always seem to be more responsive and friendly once they find out that my husband and I both have established careers. The office staff, however, can be short and impersonal from time to time.

Roughly 20% informed us that they had negative experiences before Covid-19, with the majority of these experiences related to the schools' mistreatment of them or their children.

My experiences were not that great. I didn't like to go into the office because they always treat you like a criminal. Like they sometimes ask me for my ID every day when I pick up my daughter. I been picking her up for 4 years. I know they know who I am.

As a parent/guardian, describe your experiences interacting with school personnel during Covid.

More parents stated having favorable experiences during Covid-19 than before Covid-19, this was due (in part) to consistent and frequent communication extended by administration and teachers. Roughly 20% of respondents indicated having a negative virtual experience because their schools were unorganized or lacked preparation for the virtual experience.

During Covid, I find that the faculty and staff are much more responsive. For example, I reached out to my sons principal last year, and never received a response. This year during Covid, she called back and had a 30 min conversation with me.

If any, what suggestions would you offer to improve parent/guardian engagement with schools?

Share the resources available with us to ensure our children are successful.

These parents wanted more insight to the curriculum so that they can understand what their students are learning, and how they can prepare themselves so they can better support their students at home. They also want the necessary tools to be successful in the online learning environment while being a good support system.

Discussion

With our focal questions at the center of our research (*What are the overall experiences Black families have with school engagement?* and *How do Black families describe school engagement during Covid?*) we addressed each question through participant responses. For greater context, according to the survey data, half the respondents felt schools did a reasonably fair job of providing communication during Covid-19 (50%). In addition, the data showed that schools did an overall good job with the frequency of communication (58% felt schools were at least effective in this area). These are moderately encouraging findings and offer validation for optimism for Black family-school engagement. These findings are also in concert with some of the literature on Black family engagement, although some literature speaks to the frequency of communication regarding student misbehavior rather than positive reports.

Conversely, school hospitality was an area that inspired frustration, as it has

relative balance between not effective and very effective (19 respondents felt schools were hospitable and 15 felt otherwise). In accordance with the literature in this area, many Black families feel schools are inhospitable venues and that personnel are often unwelcoming and rude. Unquestionably, this should be a continued area of focus.

Promisingly, most respondents (70%) felt overall satisfaction with their use of technology. This data is encouraging because many schools use this medium to communicate with families and expect the same medium to be used in return. This data is somewhat distinct from some of the literature on the subject of communication between schools and Black families. Nonetheless, it supplies a sense of positivity for communication moving forward.

What is abundantly clear from the data is that Black families need intentional and respectful support. It is clear "there should be a clear partnership between parents and teachers/staff." With partnerships in place, Black families can develop comfort with discussing issues, academic and behavioral, that arise. As one respondent stated, "If you have parents that want to foster that relationship, don't shun them." The relationship between the two entities should be openly discussed and developed. Open discussions and continuous learning opportunities for both Black families and schools augur well for improved outcomes for Black students.

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A 21st Century Approach to Preservice Teacher Education

By Craig Kissock, Sue Masterson, & Kevin Zak

Introduction

Educators of educators and the agencies that license teachers, those who comprise the process through which individuals are prepared to enter our global profession, must change that process from one based on a theory/practice dichotomy of the 1950s to a 21st century integrated approach that builds on each candidate's knowledge and expertise, develops their abilities in line with shared professional expectations, and requires evidence of effectiveness in enabling students from anywhere in the world to learn.

This integrated approach must replace the one-size-fits-all model of teacher preparation with a personalized professional development process that is available to teacher licensure candidates wherever they live. And it requires that teacher educators 'walk the talk' by doing as we expect our teacher candidates to do when teaching their students.

The opportunity—and now necessity—to implement this change is evident as teacher educators either adapt to challenges (e.g., teacher shortages, the pandemic, implicit racism, economic disparities) facing our society and other societies or become irrelevant.

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The rapid spread of a virus into a global pandemic has made clear how teachers, though ill equipped, made the near instant shift from classroom to on-line instruction, including responding to heightened recognition of inequities in educational opportunity among students in our classrooms, communities, and countries. Teachers are doing this by using on-line tools and access to resources through which they can learn from and with their peers around the world.

As with teachers in schools we, as teacher educators, should understand that on-line teaching is becoming a permanent characteristic of all educational systems and that we must modify our approach to preparing teachers by using these tools to adapt to the needs of our societies and the circumstances of our teacher candidates rather than insisting that they adapt to our institutional structures in order to achieve their, and our, goals.

Educating Future Educators

Educating Future Educators (EFE) offers a framework for describing approaches to teacher licensure through which individuals of all backgrounds can become qualified teachers wherever they live and at a lower cost than higher education course based programs can offer.

As a framework, EFE embodies common elements that can be used to conceptualize alternative ways of preparing teachers in multiple national settings. These elements include:

• Using national standards as the central focus for educator professional development.

• Educators of educators modeling in their actions the values, expectations, and assessments associated with national standards for their teacher candidates.

• Providing each candidate an individualized professional development path to licensure that builds on their unique life experience and develops their abilities in line with national expectations of effective educators.

• Integrating, through all program components, effective use of on-line tools (e.g., video conferencing, on-line observations, access to resources, and assessments).

• Broadening candidate professional and life experience through school placements in cultural settings different from those which they know.

• Serving individuals around the world whose cultural and linguistic talents can be tapped to prepare school students for the world in which they will live.

• Candidates demonstrating, through an assessment of their teaching and

portfolio of evidence, that they fulfill national expectations of educators for their level of experience.

Context

The following text outlines an application of the EFE framework for the United States, its territories, and the District of Columbia. It is based on our eight years of experience providing employed educators in the U.S., England, and 36 additional countries access to full U.S (Wisconsin) or British (Qualified Teacher Status) teaching qualifications through criterion-based portfolio development and assessment procedures.

This performance-based teacher licensure (PBTL) approach builds on the premises and procedures underlying National Board Certification of experienced educators and the Board's mission "to advance accomplished teaching for all students" to expand access and improve preparation of beginning teachers.

PBTL candidates use the National Board InTASC standards and resources to understand what effective teachers do as a guide for their own professional development including associating their actions with the three categories of InTASC indicators: performances (75 indicators), essential knowledge (56 indicators), and critical dispositions (43 indicators).

Goals

PBTL ensures that bachelor's degree holders pursuing an initial teaching license demonstrate in their teaching that they model expectations of educators at an appropriate level for their experience and to provide more meaningful evidence on which to determine that an individual be granted a license to teach than current practice.

• In most current teacher education programs, a candidate for licensure presents:

> A transcript listing grades earned from a variable list of content and pedagogical courses based on results of instructor created tests and assessment of materials submitted.

> Passing scores on standardized tests.

> A positive evaluation of their teaching upon completion of a ten or up to eighteen-week school placement.

• In contrast, PBTL candidates for licensure present:

> An in depth understanding of, and ability to utilize, InTASC criteria in developing and demonstrating characteristics of effective educators in the global profession of teaching.

Validated ability to accurately assess and critically reflect upon their performance against InTASC criteria as they prepare to gain licensure and for their on-going growth as a professional educator.

A continually evolving professional development plan as they seek to gain licensure and for their first year of employment.

A portfolio of evidence of the above abilities and evidence of their effectiveness in guiding student learning minimally at the level of educators on entry to the profession.

Process

There are seven components of PBTL leading to a teaching license:

(1) Candidate responsible for developing and demonstrating effectiveness as a member of the global profession of teaching.

(2) Guidance by a PBTL subject specialist mentor.

(3) Tools and resources for developing and demonstrating teaching effectiveness.

(4) School experience.

(5) Portfolio of evidence.

(6) Summative assessment.

(7) Application for licensure.

In addition, and prior to admission to the PBTL program, applicants who have no prior teaching experience complete a two to four-week practicum school placement.

The PBTL process is effective in preparing prospective educators for their professional responsibilities. This is accomplished by:

• Serving each candidate as if they were the only person seeking a teaching qualification.

• Recognizing that every teacher brings their unique personality and life experience to their work in guiding student learning and that career long development and demonstration of effectiveness is ultimately the personal responsibility of each professional educator.

• Acknowledging and building on candidate expertise, developing abilities in line with InTASC standards of effective educators, and requiring that candidates prove their effectiveness against those standards when helping their students learn.

• Enabling prospective educators to take responsibility for their professional growth by building on their strengths, providing the support and access to resources they need, and offering a foundation on which to develop their abilities throughout their career.

• Changing the role of teacher educators from a one size fits all group model to providing each teacher candidate with an individualized process that is tailored to their unique professional development needs and interests.

• Assigning each candidate a subject specialist mentor who guides learning and assesses performance against InTASC standards from admission to the program through to achieving their qualification to teach.

• Providing graduates with tools for their future professional development.

As a result of this process, besides achieving a teaching qualification, each candidate acquires:

• An in depth understanding of, and ability to utilize, InTASC criteria in developing and demonstrating characteristics of effective educators in the global profession of teaching.

• Validated ability to accurately assess and critically reflect upon their performance against InTASC criteria as they prepare to become qualified and for their on-going growth as a professional educator.

• A continually evolving professional development plan during the PBTL process and for their first year of employment.

• A portfolio of evidence of the above abilities and evidence of their effectiveness in guiding student learning at the expected level of educators on entry to the profession.

Roles

The PBTL delivery model is, in part, based on a re-definition of the role educators play in preparing individuals to fulfill responsibilities of fully qualified teachers.

Rather than teaching courses that are mapped to InTASC or other standards, PBTL colleagues serve as mentors who build on the unique personality and life experience of each candidate to guide them through to obtaining a teaching license.

There are two key people in this process: teacher candidates and subject specialist mentors. Teacher candidates are responsible for:

• Internalizing an in depth understanding of the InTASC expectations and associating each standard with their talents as future educators.

• Accurately assessing their abilities as they progress to becoming a professional educator.

• Creating and implementing professional development plans that lead to increased understanding of knowledge and skills associated with effective teaching.

• Gaining experience and demonstrating performances in line with InTASC expectations through school placements.

• Preparing a portfolio of evidence proving abilities in line with InTASC expectations.

• Completing additional government requirements for licensure.

• Receiving a recommendation for licensure based on a positive third-party summative assessment of their portfolio.

Subject specialist mentors are responsible for:

• Guiding each candidate's professional development through to licensure.

• Clarifying understandings, pointing to resources, evaluating performance, and providing feedback that builds candidate self-confidence while fulfilling licensure requirements.

• Deciding when their candidate is prepared to begin a student teaching placement.

• Determining, in consultation with candidate and school-based mentor, when a candidate's evidence is ready for summative assessment and recommendation for licensure.

Curriculum

There is no *one size fits all* PBTL curriculum. Rather the intent is to provide an individualized process that builds on each candidate's unique life experience to achieve teacher licensure. There are, though, components of a PBTL *curriculum* that each candidate can use or modify to gain the specific knowledge and abilities they need to become a professional educator.

The following components have been set for PBTL. A sequence of tasks with objectives and related activities associated with each step is available but not included in this article.

I. The curriculum begins with all candidates knowing the PBTL process, developing an initial understanding of the InTASC standards, and associating each standard with their prior knowledge and experience. They then

proceed to define goals for improvement and create an initial professional development plan to achieve them.

II. Each candidate then uses their understanding of the standards, in conjunction with a practicum pedagogical development guide, to focus attention on the teaching and learning process in a two to four-week school placement.

III. Candidates expand their understanding of effective teaching by focusing on InTASC indicators that describe what teachers do when demonstrating knowledge and skills that fulfill each of the standards. They use lessons learned during the practicum along with video and print resources and guidance provided by their subject specialist mentor to:

> o Accurately self-assess their own knowledge and skills against the standards.

> o Prepare professional development plans with goals, sources of information, and actions that when completed are followed by setting new goals.

> o Present, in a portfolio, evidence proving their abilities in line with the standards.

IV. Student teaching placements are arranged when each candidate has demonstrated readiness to begin a full-time school assignment.

V. Following student teaching, each candidate completes their portfolio of evidence and submits it to their subject specialist mentor for assessment and, when approved, it is forwarded to a third-party assessor for review and recommendation for licensure.

VI. Recommendation for licensure submitted to the appropriate government body.

Conclusion

As teacher educators, we have reflected on our decades of experience and now realize how, by designing our curriculum based on what we knew rather than on what is expected of effective educators, we diminished the potential value of our efforts as we helped our students begin their teaching career.

Out of this reflection, and in collaboration with colleagues at Northland College in Ashland, Wisconsin, who are providing Waadookodaading Ojibwe language immersion schoolteachers access to Wisconsin teaching licenses, the PBTL model is evolving. Please join us in developing alternative models for educating the next generation of educators.

Critical Teacher Autoethnography

Stories of Hope and Possibility

By Eduardo Lopez

Introduction

Candidates in the Teacher Education Program (TEP) at the University of California, Los Angeles enroll in a two-year program and prepares aspiring teachers to become social justice educators in urban schools. Candidates obtain a preliminary credential in the first year. In the second year, candidates work as full-time teachers and complete an M.Ed. by engaging in an inquiry-based research project. The project is designed to help candidates examine and reflect on their social justice identities and practices.

In this article I reflect on and discuss how my understandings of the inquiry project have shifted and informed how I guide candidates through the research and writing process. Over the last fifteen years, the project has transitioned into three theoretically and methodologically inter-related frameworks: (1) Action Research, (2) Critical Teacher Research, and (3) Critical Teacher Autoethnography. Each of the frameworks emerged and was mediated by the challenges I encountered in trying to understand how to develop a research and writing process that would help candidates successfully navigate the complexities and challenges of their first-year teaching as social justice educators.

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The Seed: Teacher Action Research

I first started to work for UCLA's TEP in 2005. Prior to arriving to the program, I had never worked in teacher education. My previous educational experiences and knowledge had been working as a high school social studies teacher, teaching community college classes in Chicano Studies and adult education. I applied to work at UCLA because I was attracted to the program's mission of preparing social justice educators who taught in urban schools. My first year in the Program I was assigned five second year social studies teachers. Prior to my arrival at UCLA, I did not know what an inquiry project was or how to define it. I spent my first year nervous I was not providing adequate support and that someone would notice I was doing a terrible job and I would be fired. I focused my support on making edits on drafts and making suggestions about readings that aligned with candidates' projects.

At the end of the first year my evaluations were decent enough be to rehired and I was assigned a group of 24 secondary teachers for the following year. Immediately I felt the pressure of guiding the group through the year-long research and writing process. In the summer prior to meeting the group, I spent it reading and researching everything I could find on the topic of inquiry. Two texts stood out from this research. The first was Clem Adelman's (1993) article on Kurt Lewin's involvement in the development of action research. The second was *Inside/Outside: Teacher Research and Knowledge* by Marilyn Cochran-Smith and Susan Lytle (1993). This book was central for me because it connected the larger history of action research to the growth of Teacher Research in the 1980s. I was in particularly interested in their definition of Teacher Research as "systematic and intentional inquiry about teaching, learning, and schooling carried out by teachers in their own school and classroom" (p. 27). I liked the definition because it centered the teacher as a researcher and involved a cyclical process of action research. Based on these two concepts, I developed an eight-step research and writing process:

1. Identify a question you interested in exploring about your teaching, students or classroom/school context.

2. Collect ethnographic observations in a journal about your teaching, challenges experienced, wonderings about curriculum and/or moments of success you experience.

3. Identify theory/research that illuminates/frames your journal observations.

4. Create an action plan that address the focus question.

5. Identity data that will help you evaluate the action plan.

6. Implement the action plan.

7. When you finish implementing the action plan, gather the data collected and evaluate it.

8. Based on the evaluation of the data, what next steps need to be implemented?

The eight-step process was very helpful in guiding candidates to examine their teaching in a systematic and intentional way (see Figure 1).

While I was proud of having successfully guided my group of 24 teachers in their action research projects, one inquiry project stood out to me as problematic. A science teacher working in an urban middle school faced a resisting group of young people. He enjoyed listening to classical music and asked the question: What impact will classical music have on student engagement? At the end of his project, the candidate concluded that playing music had no effect on reducing students' resisting behaviors or raising engagement.

Although this inquiry stood as an excellent example of the eight-step Teacher Action Research methodology I had designed, it was disengaged from the social justice mission of the program. I failed to guide the projects through an explicit critical framework. For example, I did not guide the candidate to ask why students engaged in resistance. How could he connect the curriculum to students' lived experiences? What is the relationship between power and knowledge? How can

Figure 1

Critical Teacher Research

Preliminary area of focus	Critical Frame	Classroom observation
Theory connected to action plan	Develop action plan	Theory connected to observations
Implement action plan.	Analyze data	Conclusions
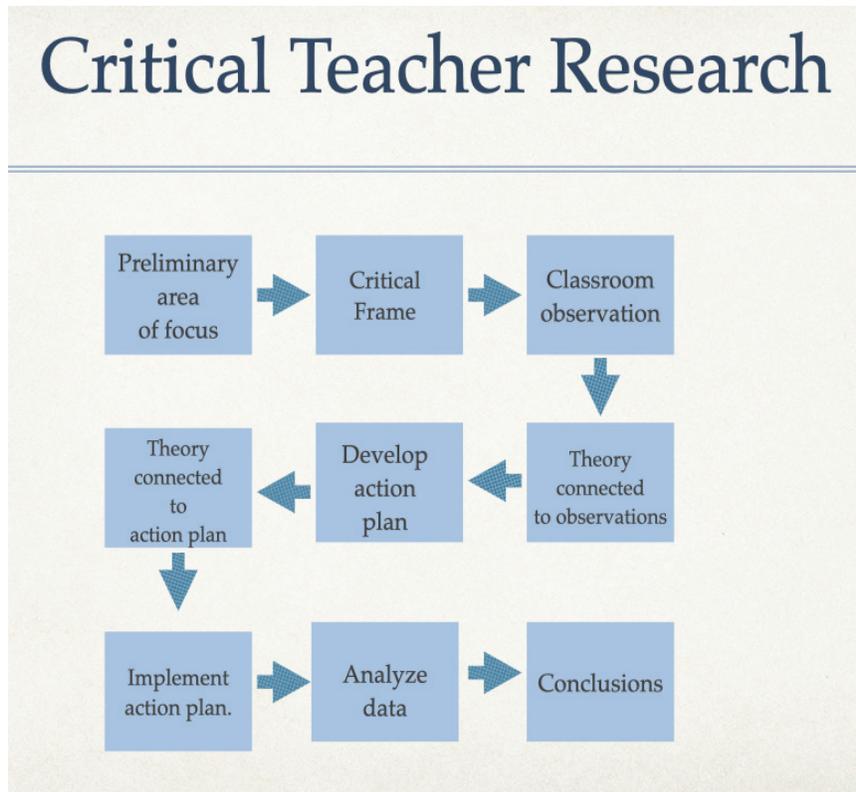
education become a vehicle to improve conditions in urban spaces? What role can teachers play in helping students become change agents?

The Sprout: Critical Teacher Research

At the end of the year I began to rethink the process to cultivate a critical frame to guide the Teacher Action Research projects. I wanted to keep the systemic and intentional elements of action research because it helped educators be reflective about their practices and identify practical solutions to the challenges they faced as first-year teachers. The projects however needed to be situated within a wider political, social and economic context. They also needed an explicit objective of challenging school inequality.

In order to accomplish these two goals, I revised the first step of the Teacher Action Research model. Instead of asking candidates to identify a focus question, they identified a preliminary area of focus. The goal was to begin exploring a broad area of interest by reflecting on an area of growth, something to learn more about, or a challenge they faced. Candidates then thought about their area of focus in relation to Antonia Darder's (2012) eight principals of critical bicultural pedagogy:

1. Schooling both reproduces inequality and is a space for liberation.

2. Schooling is the foundation for learning about participating in a democratic society.

3. Teachers should work towards mediating, reconciling, and integrating the lived experiences of bicultural students into the curriculum in an effort to retain primary culture and also work to transform the dominant society.

4. Teachers should reinforce the home and school relationship.

5. Teachers should provide opportunities to learn in one's own primary language.

6. Teachers should work to change the educational style of the school through greater parent participation.

7. Teachers should develop student voice (the process of providing opportunities for students to enter into dialogue and engage in a critical process of reflection from which they can share their thoughts, ideas, and lived experiences with others in an open and free manner).

8. Teachers should challenge racism, sexism and homophobia in the classroom.

Antonia's principals were very helpful in developing candidates' critical perspectives and guiding their research to explicitly challenge oppressive practices. For example, one candidate wrote:

The inquiry process has truly helped me be the teacher that I am today, the person I am today. It has given me a foundation in which I am able to build on and experiment with. It provides me hope in a world of hopelessness. Inquiry has given me the courage to push back against the hegemonic structures of the school system.

Inquiry has forced me to reflect upon my practice and truly create transformational change in my classroom. It has helped me to understand that change comes from within and no matter the circumstances we are up against, with inquiry (reflection and action), I can and will fit the good fight! (unpublished thesis)

Although the Critical Teacher Research projects had a clear social justice framework, I noticed that candidates continued to be challenged in two areas. The first was in identifying a focus question. As first year teachers, they had multiple questions that ranged from developing curriculum, supporting students, working with parents/care givers, and navigating the politics of their schools. All of their questions were important. The second challenge emerged when they began to think about developing data gathering tools. Candidates faced difficulties in developing quantitative research tools and analyzing the data. Significant support was required helping candidates create questionnaires, surveys, focus groups and interview questions.

The Flower: Critical Teacher Autoethnography

In 2014 the Los Angeles Unified School District voted to include ethnic studies courses and made it a graduation requirement for the 2018-2019 academic year. In response to the curriculum changes, UCLA began the first secondary humanities ethnic studies teacher pathway in the country. In addition to completing requirements to receive their preliminary credential, candidates take three additional courses that focus on ethnic studies pedagogy and curriculum.

In preparation to work with candidates in the ethnic studies pathway and address my previous challenges supporting Critical Teacher Research projects, I began to rethink the project again. In this journey, I meet a doctoral student who was using Autoethnography. I was attracted to its focus as a qualitative writing and research method that connects personal experiences to the political, cultural and social context (Ellis and Adams, 2014). I also liked its distinguishing features. While there is no general agreement, these features include:

(1) Writing as Storytellers. Autoethnographers position themselves as storytellers. Writing conventions from autobiography (first person and detailed descriptions) and storytelling devices (dialogue, narrative voice, plot) are used to identify formative events and describe their meaning and significance (Pensoneau-Conway, S.; Adams, T; & Bolen, D., 2017).

(2) Thick Descriptions. Autoethnographers use tools from ethnography to understand their interactions with others. Autoethnographers give detailed descriptions of what is happening in a particular context and provide interpretations by giving "background information necessary for understanding the relevance, meanings and intentions that underpin social interactions" (Drew, 2020).

(3) Familiar with Existing Theory/Research. Autoethnographers are familiar with existing theory/research about the topic they are writing about (Ellis and Adams, 2014). Theory/research is used to contextualize the author's experiences.

(4) Creative Texts. Although Autoethnography is a form of qualitative writing and research methodology, the writer aims to produce evocative and accessible texts. Instead of writing for a narrow group of privileged people, autoethnography challenges traditional, academic writing by focusing on creating artistic and creative texts that integrate theory, short stories, poetry and art (Ellis, 2004).

Using these four distinguishing features, the project was once again redesigned. Candidates begin in the Fall quarter with identifying core beliefs/values that have influenced their social justice pedagogy. Written as vignettes, candidates write first person narratives that include rich descriptive and sensory details in 3 areas:

(1) Identify at least two values/beliefs that are central to your teaching. What specific memory/moment is tied to the value/belief?

(2) Write a letter to an "educator" that influenced you. How did this person influence you to become the type of educator you are today? The educator may be a former teacher, family member, loved one, friend, neighbor, or student.

(3) Identify a text that influenced your social justice pedagogy. What are the main ideas/theories and how do they influence your pedagogy? When and in what context did you engage this text?

After reflecting on their former experiences, candidates write about their current teaching context. Here they describe the school and discuss any policies/factors that influence teaching and learning. Are they required to follow a curriculum? Do they work in a small learning community? What are their interactions with other faculty/staff/administration like?

Candidates then transition to discuss their students. Secondary candidates identify one class they would like to focus on for the rest of the academic year. Emphasis is placed on depicting what is like to work with the focus class. Art, photography, student work, and/or poetry are used to show the emotionality of teaching and bringing to life your students' voices

In the Winter quarter, candidates use backwards planning principals to design a teaching unit that integrates insights about their social justice beliefs/values and focus class from the Fall quarter. Once the unit is developed, candidates teach it and collect journal entries about their experiences teaching the unit. These entries are used to write three vignettes of teaching the unit-beginning, middle and end. The aim is not to retell everything that happened during the class period, but to focus on a moment they thought was significant. The vignettes include rich details such a dialogue, internal feelings/reflections, art work, and/or poetry.

When the unit is completed, candidates are asked to reflect on their experiences over the academic year and set goals for the following year in the Spring quarter. Candidates are asked to identify insights gained about teaching for social justice through teaching of the unit. What went well? What would they change? What goals/skills/knowledge do they need to focus on in the following year to continue fostering their social justice pedagogy?

The shift to using the Critical Teacher Autoethnography methodology has transformed the inquiry project into a process that powerfully and evocatively captures first year teachers' experiences navigating urban school spaces. Through the descriptive writing and artistic representations, the reader experiences the joys, pains, frustrations, challenges and possibility of transforming the world. Despite all the challenges and limitations of teaching in urban public schools, candidates engage in the struggle to create meaningful and loving educational spaces. Each page is a testament to their commitment to heal the deep psychological, spiritual and physical wounds our educational system has inflicted upon working class students of color. They dream of utopian futures.

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Bridging Anti-Racism Pedagogy Across Teacher Pre-Service and In-Service Programs

The Importance of Collaborative Solutions to Deepen Teacher Practice *in Situ*

By Melissa Meetze-Hall & Allison Smith

Introduction

This project and resultant research aim to share the experiences and importance of bridging anti-racism pedagogy across teacher pre-service and in-service programs. In this collaborative work between a large teacher preparation program and a large teacher induction program, we have introduced the problem of practice of creating a continuum of development, which bridges teacher preparation and teacher induction. Through this project, we explore the initial development of teacher attitudes and skills and the connection between anti-racism pedagogy, practice, and new teacher development in situ. This collaboration proposes that anti-racism skills and understanding could work against systemic racism in TK-12

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schools. The purpose of this project and resultant research is to understand teacher and induction candidates' experiences in order to share potential solutions and explore future efforts to deepen the understanding and use of anti-racist pedagogy, including the next steps in research. The researchers believe that collaborative solutions, between pre-service teacher preparation programs and in-service induction programs, deepen teacher practice around anti-racist pedagogy and ideology.

Significance to The Future of Teacher Education

As teachers have the largest school system impact on student achievement (Alton-Lee, 2003; Nye et al., 2004) and as the number of new teachers continues to increase, the impact of teachers on students from diverse backgrounds also increases. Recent teacher preparation efforts have been focused on the development of educators that understand the importance of their role in identifying and dismantling systemic racism, and the resultant need for anti-racism pedagogy for educators.

While the focus and importance of anti-racism education has been rising in interest among teachers and researchers, all too often, institutional racism remains difficult to understand how it shows up within the school environment and permeates through society because it does not point to one singular person, entity, or practice. This can create further obstacles to identifying and eradicating systemic racism in the educational environment. To ensure that schools are a place of liberation (Education Post, July 2020) we must support our newest educators to continue their development in awareness and practice.

Research suggests that, "in order to decrease unintentional bias in adults, nurturing non-threatening environments for professional development where participants do not feel shamed is key. The goal of this collaborative work is to understand how to increase participants' internal motivation to reduce bias while also lessening external pressure" (Greater Good in Education, 2019). Collaboration across the continuum of teacher preparation and induction can create these non-threatening environments to support a deeper understanding and motivation to reduce bias.

> Effective strategies and approaches should provide staff with opportunities to practice new beliefs and skills and improve their ability to build relationships–a critical task for schools due to multiple studies that show discipline disparities and lower academic outcomes and behavior evaluations for students of color when compared with white students. (Greater Good in Education, 2019)

One opportunity to focus on the creation of a non-threatening environment is through the revised Teaching Performance Expectations (TPEs) and the assessment of these expectations within the California Teaching Performance Assessment (CalTPA). The TPEs highlight the importance of identifying and building upon the strength and assets of all students. Deficit approaches to teaching and deficit ideology is not tolerated.

For in-service teachers, the California Standards for the Teaching Profession

(CSTP) require in-service teachers to examine equitable practice in service to the diverse communities across California. More specifically, CSTP #2 focuses on Creating and Maintaining Effective Environments for Student Learning and is particularly relevant to the study of anti-racism pedagogy. Within CSTP #2, teacher are guided to move beyond the emerging level of the standard, where they go beyond recognizing "the importance of building a positive learning environment that is focused on achievement" (CCTC, 2012). As they progress in proficiency, they strive to both "provide a respectful and rigorous learning environment that supports and challenges all students to achieve" as well as, "facilitate a learning environment that is respectful, rigorous, and responsive in advancing student achievement."

For in-service (induction) teachers engaged in self-selected inquiry, the coach and induction candidate work together to form guiding questions. The teachers may ask, how do I "model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures?" or, how do I "help all students accept and respect diversity in terms of cultural, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; family structure and sexual orientation; and other aspects of humankind?" (CCTC, 2009). Other inquiry questions may center on student identity, such as, how do I "help students to appreciate their own identities and to view themselves as valued contributors to society?"

The education community may agree that all of these questions are worthy of inquiry, yet the induction candidate and coach determine the steps, processes, and resources to guide nascent practice. As those responsible for supporting teacher development, we then need to know where we can best place our efforts to support these inquiries.

Key Elements

In the current context of education, increased collaboration across stakeholders is essential in ensuring students and teachers are supported. Pre-service teacher preparation programs and in-service induction programs are uniquely situated to collaboratively address and overcome some of the critical societal issues we are facing, such as, systemic racism, the COVID-19 pandemic, and educational inequities. Now, more than ever, members of induction and teacher preparation programs can learn from each other through the continuum of teacher development. If the intent is to disrupt the current system and ideology, a concerted collaboration is necessary. Part of this collaborative effort includes examination of pre- and in-service candidate focus and implementation of anti-racism pedagogy.

This collaborative bridging project between a large teacher preparation program and a large induction program has started engaging in critical conversations and research to improve continuity across the continuum from pre-service to in-service. Discussions have focused on ways to support candidates to develop and

sustain anti-racist pedagogy throughout their teaching career, rather than slipping in to non-deliberative outdated ways of teaching that do not support equity and inclusion, are central to conversations and research.

Through this collaboration, sharing ideas and practices breaks down the silos that typically exist between teacher preparation and teacher induction. The work of each group is typically unknown or not central to the work of the other group, despite everyone working through teacher development. This is an opportunity that should be cultivated as we work across the state to improve and define *the future of teacher education*.

Looking to the future, this collaborative project will conduct a research study focused on the development of anti-racism from pre-service to in-service. The study authors anticipate providing insights on how participants discussed their growth and implementation goals with a focus on anti-racism in their given context (field experience or first years of teaching).

Additionally, the study authors anticipate providing perspective on which practices and resources were most helpful to new teacher development and implementation; resources support teachers across the continuum of readiness (from engaging in reading, watching, and taking action). The study will explore the teachers' experiences during the 2020-2021 school year.

Furthermore, because mentoring is a significant component of induction that provides support during the early phase of teacher development, induction mentor perspectives will aid in our understanding. The mentor and mentee induction relationship nested within the changing teaching context should focus on continual growth and reflection on practice. Technology, while an anomalous development for induction coaching in some areas, is gaining in use and appears poised to expand further, thereby gaining in importance of our study.

These findings may provide preliminary support for an alternative model for developing educative mentors, including suggested recommendations to the educator preparation community as educative leaders work toward addressing the urgent need for anti-racist education. The collaborative study will be organized to promote continued collegial discourse and strengthen further collaboration across pre-service and in-service preparation guided by the following inquiry questions.

Inquiry Questions

• How does collaboration, between pre-service teacher preparation programs and in-service induction programs, deepen teacher practice around anti-racist pedagogy and ideology?

• How are teacher preparation and induction programs addressing anti-racist pedagogy and ideology?

Review of Literature

Schön (1983) was interested in reflective learning by professional practitioners, particularly in the medical field. The field of education quickly adopted the importance of reflection in developing the skills and knowledge of teacher practice. Schön (1983) argued that professionals learn while doing when they may need to improvise in the moment. Especially important is the iterative nature of learning cycles and the resultant application of experience-based learning.

Mezirow's (1991) theoretical distinction centered on knowledge learning versus perspective learning. According to Mezirow, transformational learning (TL) is a change in perspective or beliefs (a paradigm shift). The first step in TL requires a disorienting dilemma and a resulting exploration and action plan. In supporting new teacher development, both knowledge learning and perspective learning are necessary. Without a change in paradigm, educators might not consider the necessity of reflecting on knowledge learning, which represents the how and what of their professional practice.

Researchers repeatedly make a strong case for the importance of the knowledge and skills of coaches in supporting reflection. Several studies have found that coaching does provide benefits (Batt, 2010) and that teacher practice has been transformed (Sherris, as cited in Volkan & Eby, 2014). Yet, the information from reviewed articles is just the beginning of an understanding of the depth and intricacies of mentoring. Therefore, it continues to be important to understand the behaviors and conversations that make an impact for the mentee and in the classroom. The use of technology to foster mentees' thinking adds to the intricacy of understanding teacher behaviors and results. A follow-up question that is not currently addressed in any of the reviewed literature is the use of questioning and reflective prompts to provide an environment that allows for "confrontation of ideas about what constitutes good teaching, ideas about good teaching styles, and student learning" (Zwart et al., 2009, p. 252).

In addition to the research and questions of supported reflection, one area of research that appears to be under-addressed in the literature is the role of reflection when teachers work on anti-racist learning. This ongoing study will rely on the theories of reflective practice, transformational learning, and communities of practice to understand the perspectives and experiences of pre-service, in-service, and induction mentors as they engage with inquiries in anti-racism awareness and action.

Point of View

Bruner (1960) built upon the theory of active learning with his development of discovery learning and suggestions for scaffolding. One of the guiding principles was that learning takes place "*in situ*" (p. 28). To support a learner, Bruner suggested the concept of a scaffold, where supports are in place until they can be removed for greater autonomy. He argued that educators should consider the difference

between learning and thinking and defined thinking as the "operation of utilizing information to go beyond the information" (p. 29).

The proposed case study will rely on documents and interviews as the evidence sources. Interviews will consist of semi-structured individual and focus group sessions. Individual interviews will begin in December 2020; the induction teacher focus group interviews will be concluded in spring of 2021.

Data to Date

At the present time (Fall 2020), during Covid19-impacted education, there are myriad contextual factors that are influencing teacher practice. Given the impact of the Governor's Executive Order for preliminary teacher candidates and ongoing distance learning for in-service teachers, induction teachers have continued to be able to ask themselves challenging and important questions as they work with coaches on matters of great importance to them.

Over the course of a school year, in this large southern California induction program, the candidates engage in four cycles of inquiry. During the initial phase of data collection for this project we have surveyed candidate inquiry titles. Of more than 200 candidates, 52 have selected an inquiry focused on anti-racism pedagogy. The range of topics selected by these 52 induction candidates includes, Anti-Racism Matters; Engaging African American, Latino, and other Parents or Guardians of Historically Underserved Student Groups; Fostering Equity Through Social Emotional Learning; Creating an LGBTQA+ Inclusive Class Environment; Strengthening Classroom Management; and Student Perception and Engagement. Table 1 includes induction candidates' credential and participation demographics for these 52 candidates.

What remains unknown, is how the teachers will engage with the provided resources and which elements of support (either from their coach or the program, or a combination of both) will support their continued development and implemen-

Table 1
Induction Candidates' Credential and Participation Demographics

Credential Type	Year of Enrollment	Number of Respondents
Multiple Subject	Year 1	7
Multiple Subject	Year 2	16
Single Subject	Year 1	6
Single Subject	Year 2	17
Education Specialist	Year 1	1
Education Specalist	Year 2	2
Multiple & Single Subject	Year 1	1
Multiple & Single Subject	Year 2	1
Total		52

tation. Additionally, what will they glean from their pre-service experience with anti-racist pedagogy in the teacher preparation program?

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UC/CSU California Collaborative for Neurodiversity and Learning

Creating Different Models for Including Neurodiversity and Learning in Teacher Education Programs

By Anna Osipova, Sue Sears, Laura Rhinehart, Kai Greene, & Renee Ziolkowska

Introduction

The UC/CSU California Collaborative for Neurodiversity and Learning is a group of University of California Los Angeles (UCLA) scholars and California State University (CSU) faculty. The Collaborative was formed with the goal of

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bringing together California's resources and leading experts in brain research and K-12 education to strengthen educational support for students with diverse learning needs, including those with dyslexia and reading difficulties. To meet this goal, UCLA and select CSU campuses serving the Los Angeles basin are working to develop new reading and literacy instructional models that can be shared with UC and CSU teacher preparation programs and school districts statewide.

Need for the Collaborative

The coming together of the Collaborative is timely and relevant. It comes as a response to the unresolved crisis in reading and literacy development experienced by numerous learners in K-12 settings (O'Reilly et al., 2019). While it is well known that a large percentage of students across the United States have been struggling with attaining high levels of reading proficiency for decades, relatively little progress to resolve this has been made, and certain groups of students continue to desperately struggle with reading and literacy (Smagorinsky et al., 2020). As reported in state testing results, for the 2018-2019 school year, 45% of general education students did not meet California's reading performance standards (California Department of Education, 2019a). For students in special education, including those with reading and learning disabilities, 84% of students did not meet the reading standards (California Department of Education, 2019b). Among students with exceptional needs, many of these students show signs of dyslexia.

According to the International Dyslexia Association, over one million school-age children in the United States are learning to read and acquiring academic knowledge while coping with dyslexia, and 15–20% of Americans have some of the symptoms of dyslexia (International Dyslexia Association, 2012). Students with dyslexia attend both general and special education classrooms, which makes their learning a responsibility of all teachers. Recognizing this obligation, recent California legislation (Assembly Bill 1369) directed the state to develop guidelines to assist general and special education teachers and parents in identifying, assessing and improving educational services for students with dyslexia, legislation that resulted in the comprehensive document the *California Dyslexia Guidelines*.

Collaborative Effort

Beginning in summer 2020, a task force of teacher educators from three California State University campuses, (CSU Los Angeles, CSU Dominguez Hills, and CSU Northridge) and UCLA was convened. The Task Force is comprised ngelesof the authors of this paper, and other faculty teaching in both elementary and special education teacher education programs at these campuses. The overall charge to the Task Force is to develop and implement programs that prepare teacher candidates with the best possible knowledge they need to provide effective reading instruction to all students in K-12 schools. The Task Force first examined read-

ing course syllabi, looking for mentions of students who are struggling to read, including specific reference to those with dyslexia. The Task Force began gathering resources examining a wide range of proximal and distal factors that could be contributing to the K-12 students' struggle with reading and literacy. Members of the Task Force reviewed existing dyslexia research (e.g., Ozernov-Palchik et al., 2017; Wolf, 2008), neurological research on reading development (e.g., Dehaene, 2009), and the ongoing socio-cultural disparities of reading achievement in K-12 schools (U.S. Department of Education, 2019). They also examined controversial issues surrounding dyslexia, including prevalence of dyslexia and the controversy around different methods of reading instruction (e.g., National Education Policy Center & Education Deans for Justice and Equity, 2020). In response to the need to share the resources and knowledge with the wider teachers' and teacher training institutions' audience, the members of the Task Force developed three potential models in which research-based methods, the latest neurological research, and thought-provoking controversies surrounding literacy instruction can be shared with practitioners.

The purpose of this article is to familiarize its audience with the UC/CSU Collaborative (i.e., its mission and its work), and to share three potential models in which new resources and research can be incorporated into teacher education programs in California. The content in these models focuses on learners struggling to read and the science of reading, the need to incorporate the latest research findings and legislation requirements about dyslexia into teacher education programs, and the acute necessity to critically revise teacher education programs with a social justice paradigm in mind. With almost incalculable outcomes that go beyond reading and writing skills, teaching all students to read well has the potential to reduce disproportionate representation of students by race/ethnicity in special education, mental health issues experienced by students, and the number of incarcerated youth. This paper draws teacher educators' attention to various ways of incorporating literacy-focused pedagogical models into credential preparation courses and programs, in an effort to better prepare future teachers to serve diverse learners who struggle to read proficiently.

Models of Practice Implementation

Three teacher preparation models are presented in this paper. The first model is a stand-alone seminar focused on dyslexia. The second model enhances existing special education and elementary education reading methods courses through individual faculty consultation and collaboration, and the third is comprised of multiple elementary and special education language development, literacy, and reading courses, with cross department collaboration. Although the models differ, the dyslexia content within each is relatively consistent. Common content includes definitions of dyslexia, screening and assessment procedures, and effective instructional strategies.

Seminar on Dyslexia

This first model for sharing information on dyslexia, neurodiversity and learning with preservice teachers is a seminar that focuses exclusively on these topics. In this seminar, which is an entire course lasting one quarter or semester, students will learn current and fundamental research on dyslexia, along with best practices for teaching students with dyslexia. This course will cover topics like: what is dyslexia?, the neuroscience of dyslexia, screening tools to identify students with dyslexia, and treatment and intervention strategies for students with dyslexia. As shown in Figure 1, student activities related to these topics include: comparing definitions of dyslexia, labeling parts of the brain to indicate how specific parts are involved in reading, writing a summary of the benefits and limitations of common dyslexia assessments and interventions, and discussing challenges around identifying multilingual students with dyslexia.

This comprehensive seminar was created with the intention that individual class topics could be embedded in various teacher education and preparation courses. As shown in Figure 2, for instance, the class, or parts of the class, on neuroscience and dyslexia from the seminar could be embedded in SPE 481 at CSUDH: *Educating Diverse Learners with Exceptionalities* so that students in SPE 481 can learn about the neuroscience of dyslexia without enrolling in the seminar. There are additional opportunities to embed the content from this seminar into courses for

Figure 1
Seminar on Dyslexia

California State University Dominguez Hills • College of Education
Graduate Seminar on Dyslexia and Neurological Diversity (Sample)
Prepared by Kai Greene, CSUDH & Laura Rhinehart, UCLA

Selected Course Syllabus Themes & Topics	Suggested Activities, Assignments & Tasks
Introduction: **What is Dyslexia?**	• Compare definitions of dyslexia used in research • Review California Department of Education Dyslexia Guidelines • Read about/interview individuals with dyslexia
Science of Reading: **Neuroscience of dyslexia**	• Label parts of the brain and learn how specific parts are involved in reading • Review research on how the brain changes when we learn to read and how this can differ by language
Psychometric Issues: **Screening Tools & Diagnostic Assessment Measures**	• Identify screening measures for "at-risk" students • Review benefits and limitations of common dyslexia assessments • Discuss challenges around identifying multilingual students with dyslexia
Instructional Practices: **Treatment & Intervention Strategies**	• Compare several evidence-based practices or intervention programs for students with dyslexia at various ages • Discuss polices around inclusions for students with dyslexia

general education and special education teachers. Content could also be embedded into undergraduate courses in Liberal Studies. Finally, it is important to note that the topics in the seminar have been linked to both the *Social Justice Standards* and the *California Standards for the Teaching Profession*.

Enhancing Reading Courses in Elementary and Special Education

In this model reading faculty from the Departments of Elementary and Special Education at CSUN examined their respective course syllabi, looking for common and differing content and the treatment of dyslexia within each. Finding little explicit mention of dyslexia, faculty began piloting new additional content, fall 2020. *Reading Instruction for Diverse Learners* is a reading methods course at CSUN for general education students pursuing an elementary education credential. This semester there is greater emphasis on phonemic awareness and phonics. Resources gathered by project faculty this summer have been beneficial and are being utilized. These include: *Phonics They Use: Words for Reading and Writing* by Patricia Cunningham (2016), *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* (Bear et al., 2019), *California Dyslexia Guidelines* (California Department of Education, 2017), and *The Science of Reading* by Laura Stewart (The Reading League).

Figure 2
Courses with Dyslexia Content

California State University Dominguez Hills • College of Education

Suggested Courses with Opportunities to Embed Content from the Seminar on Dyslexia	Specific Content/Topics to Embed
SPE 461: Typical and Atypical Development **SPE 480**: Educating Exceptional Children and Youth	• What is dyslexia?
SPE 481: Educating Diverse Learners with Exceptionalities	• Science of reading and neuroscience of dyslexia
SPE 462: Language Disorders and Communication **SPE 553**: Assessment in Early Childhood & Moderate-Severe Disabilities	• Assessing students for risk of dyslexia and/or reading challenges
SPE 403: Reading and Language Arts Instruction for K-12 Students with Disabilities	• Evidence-based practices and interventions for students with dyslexia

NOTE: Courses listed above are specific to the CSUDH Department of Special Education. However instructors of General Education, Teacher Education, Leadership, and Liberal Studies courses should also feel free to integrate dyslexia activities where appropriate.

In addition, the faculty member teaching the special education reading methods course will be a guest speaker in the elementary class. She will define and explain what dyslexia is, how to identify it, describe assessments, supports, share statistics, and explain when to screen for dyslexia. In addition, she will speak about dyslexia resources, family involvement, and explain how the students in her reading methods course reach out to the families of students who are struggling with reading. In turn, the elementary education faculty member will be a guest speaker in the special education course. She will speak on the role of children's literature in teaching reading, and the importance of selecting books that address social justice issues. A list of books she will introduce to special education teacher candidates appears in Table 1.

Cross Department Collaboration

The third model is one developed by a Cal State LA team of special education and general education (multiple subject program) faculty. The team discussed in

Table 1
List of Books that Address Social Justice Issues

Book Title	Description of the Book
Amazing Grace	Grace wants to be Peter Pan in a play, but her classmates tell her she can't because she's a girl and she's black.
Emmanuel's Dream The True Story of Emmanuel Ofosu Yeboah	This book is based on a true story about a boy from Ghana who was born with a deformed leg. Emmanuel is an inspiration for those with disabilities.
Malala's Magic Pencil	In this book Malala dreams about having the use of a magic pencil to make lives better for people. This is a wonderful book that promotes discussion about the injustices in the world.
Terrible Things: An Allegory of the Holocaust	During World War Il, many people looked the other way while terrible things happened. They pretended not to know that their neighbors were being taken away and locked in concentration camps. This book encourages children to stand up for what they think is right.
Visiting Day	This book is about a young girl and her grandmother preparing to visit the girl's father in prison.
Those Shoes	Jeremy wants the shoes that "everyone" has at school, but his family cannot afford expensive new shoes. This book addresses economic differences.
Mango Moon	In this book a father is taken away from his family and deported. His children grieve and wonder about what will come next.

depth where dyslexia content might fit within the education specialist program (further discussed below) and the content that could be taught across the special education and multiple subject programs. The latter included history of dyslexia, its definitions, dyslexia within the wide range of reading difficulties, as well as controversies surrounding the construct of dyslexia, science of reading and the very approaches to teaching reading in the context of social justice.

Figure 3 presents the outline of the current education specialist program courses that appear to be well aligned with a much-needed focus on dyslexia. We begin with EDSP 4000, *Foundations of Special Education*, the course taken by both special education and general education candidates. EDSP 4000 would be an appropriate place to address definitions of dyslexia, legislation (specifically, Assembly Bill 1369), and select evidence-based teaching strategies that are well fit for inclusive classrooms. The course might also showcase some of the life stories of well-known public figures who have dyslexia to make the concept more concrete for beginning pre-service teachers.

The next course within the sequence of courses is EDSP 4010 titled *Cognitive, Linguistic, and Literacy Processes in Individuals with Special Needs* taken by special education teachers from all specializations (e.g., mild to moderate, moderate to severe, early childhood, etc.). Faculty considered this as a course that might address neurodiversity, brain processes involved in language and literacy development, and examine dyslexia manifestation in oral and written language. Learning profiles of students with specific language impairment and dyslexia would be compared.

EDSP 4020, the course on assessment in special education, is taken by teacher

Figure 3
Cross Department Collaboration

Cal State University, Los Angeles: Content Distributed Across Ed Specialist Programs

Courses with Opportunities to Embed Dyslexia Content	Specific Content/Topics to Embed
EDSP 4000: Foundations of Special Education	Definitions of Dyslexia, Legislation: Assembly Bill 1369, Select teaching strategies, life stories of famous public figures who have dyslexia
EDSP 4010: Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs	Neurodiversity: Dyslexia; Dyslexia manifestation in oral and written language; comparison of learning profiles of students with SLI and Dyslexia
EDSP 4020: Assessment in Special Education	Dyslexia-specific assessment approaches Error patterns characteristic for students with dyslexia
EDSP 4050: Instruction to Support Students with Disabilities in Core English Language Arts Curriculum	CA Dyslexia Guidelines; Support Strategies for ELA
EDSP 5257: Advanced Study of Literacy Problems and Specialized Interventions for Students with Mild/Moderate Disabilities	CA Dyslexia Guidelines; Support Strategies for ELA; Data-Based Individualization for Students with Dyslexia
EDSP 4061/EDSP 4071/4091: Early and Final Fieldwork	Practice the content acquired through the program, including screening, assessment, and intervention approaches. Family involvement. Collaboration with gen ed colleagues to support students with dyslexia

candidates in mild to moderate and moderate to severe specializations. The topics of dyslexia-specific assessment and screening approaches and discussion of error patterns in reading and writing that are characteristic for students with dyslexia would be appropriate to address in this course. The assessment course leads to two reading courses. The first reading course EDSP 4050 will deepen the candidates' understanding of dyslexia by analyzing California Dyslexia Guidelines and mastering support strategies typical for intervention Tiers I and II in core English language arts curriculum. EDSP 5257, specific to mild to moderate specialization, focuses on advanced study of literacy problems and specialized interventions typical for intervention Tiers I, II, III for students with dyslexia. Discussion of data-based interventions for students with dyslexia fits well with the content of reading courses, with the special emphasis on individualization of supports in the more advanced methods course.

Finally, Cal State LA special education program has two fieldworks. Faculty discussed that during the practicum courses the candidates can get hands-on experience in implementing the skills and applying dyslexia-related knowledge acquired throughout the program. They could engage in screening, assessment and intervention approaches, as well as promote family support and involvement, and collaboration with general education colleagues.

Implications for Teacher Education

In addition to meeting California legislative requirements, these models align with and inform a second state mandate—that all teacher preparation programs, elementary, secondary and special education, meet new Literacy Teaching Performance Expectations. These Literacy Teaching Performance Expectations explicitly identify learners who are struggling to read, including students with dyslexia. Simultaneously, Education Specialist credential programs must write to new standards, based on a "common trunk," shared with general education. Attention to learners who are struggling to read provides a shared focus for collaboration across general and special education to the mutual benefit of all teacher educators, and ultimately California's K-12 population.

Moving forward the Task Force will further develop, diversify and adapt the models, collectively considering issues related to the history of dyslexia and the multitude of its definitions, dyslexia within the wide range of reading difficulties, controversy surrounding the construct of dyslexia, and the science of reading and opposing views on teaching reading. The Task Force will also work to disseminate the models, including as a part of these activities, ongoing professional development for in-service teachers, strengthening links between teacher preparation and classroom practice.

Discussion and Conclusions

There is no absence of research on dyslexia, nor is there an absence of perspectives on its definition, identification and incidence, and while there is converging evidence in support of a structured instructional approach, even this is not without debate. With an initial emphasis on the learning differences of dyslexia, the Task Force recognizes that it has positioned itself in the middle of the newly invigorated "reading wars." However, its goal is to understand fractional differences and seek commonalities in pursuit of practices that will support literacy in California's diverse student population. To this end, the Task Force is incorporating multiple views of scientific inquiry on reading, including neuroscience and sociocultural perspectives.

An important objective of this work is to include voices of marginalized populations in conversations about the "science of reading" and to expose prospective teachers to these voices.

This article reports on collaborative work across the UC and CSU systems, with a focus on dyslexia, teacher preparation, and the embedding of practice within a social justice framework. The UC/CSU California Collaborative for Neurodiversity and Learning is a unique effort that joins together researchers and teacher educators in pursuit of a common goal, improving reading outcomes for California's K-12 students. Bridging the gap between research and practice, a long-standing and seemingly intractable challenge, can only be achieved when those engaged in each of these separate endeavors collaborate to inform one another. For this reason a goal of the Collaborative is to make reading research, including emerging brain research, more useful and accessible to teacher educators.

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Portrayal of Black Men and Boys in Media

Narratives Intended to Inhibit Positive Societal Contributions

By Gregory D. Richardson

Introduction

There is overwhelming evidence that the media discredits, discounts, and devalues a vast majority of positive African American male contributions. Countless achievements in the world of government, economics, education, entertainment, and other areas purposefully attribute successful accomplishments to the majority culture rather than the true pathfinder, when it happens to be an African American. Frequent media disparities persuade societal attitudes in negative thought and interactions toward Black men and boys. While the era of Jim Crow is behind us, the same societal issues that prevailed then exists today.

Careful observation of scores of media productions reveals a continual projection of negative images circulated about African American men and boys. Black males, often seen as expendable things who are incapable of providing positive societal contributions, are frequently erased. Systemic and subconscious eradica-

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tion occurs when a Black male officially announces a natural disaster, dies first in a movie, or becomes the scapegoat in an administrative blunder. Another form of eradication exists via the defamation of character or professional credibility, which substitute as a contemporary lynching. Negative portrayals propagate demeaning messages, false narratives, and are inaccurate representations of Black male cognitive ability and social aptitude. Producer biases, incorrect assumptions, and preconceived prejudices impact public attitudes about Black males (Johnsen, 2020). Contrary to the real world of many African American males, the media's fake news is devoid of scholarly substance or the critical thinking that prevents mind contamination of erroneous ideologies.

Information presented herein can be frustrating and seem accusatory. However, the objective of this article is not to attribute blame, trigger defense mechanisms, request reconstruction, or discount the collaborative work of others, e.g., advocates and diverse ethnic groups. The intent is to promote critical thinking, clarify the role of the teacher in promoting positive portrayals, and to solicit additional advocacy in the abolishment of systemic racism, the institutional racism whereby policies and practices exist to maintain racist standards. The key definitions that follow assist in conveying an unified understanding of the contextual material.

> Cultural Appropriation - When one group encroaches upon another by imitating or taking possession of cultural elements such as intellectual property or tangible elements. (Mosley & Biernat, 2020)

> Racial Battle Fatigue - Psychological stress responses such as frustration, shock, anxiety, disappointment, helplessness, and/or resentment (Smith, Allen, & Danley, 2007)

> Systemic Racism - A societal racism prevalent in an institution or organization. (Mansfield, 2020)

The probing questions are: (1) Why should teachers be concerned about negative ideologies conveyed about Black males? (2) When do teachers inadvertently use media—books, music, and videos—that construct negative images of Black males. (3) What can teachers do about the literature in their classrooms and on their campuses? (4) How can teachers influence positive external media portrayals of Black males.

A Framework for Understanding

Historical Narrative. History adds a firm foundation to inappropriate ideologies and contemporary events relative to Blacks in America. For instance, Article 1, Section 2 of the U.S. Constitution indicates that Black people [slaves] in southern states were considered 3/5ths of a person (U.S. Const. art. I § 3). Of course, we know that it is impossible to separate a body into fifths without ending its life. Why then did Article 1, Section 2 exist? It existed for purposes of Congressional apportionment, not to deem Blacks inferior.

Over the years, several labels were ascribed to black people in the United States. Dominant labels previously assigned to Black people in America, were Colored, Negroes (Niggers), Blacks, and African Americans (Smith, 1992). The last two identifiers became the acceptable, interchangeable, and preferred identifying group name by most African Americans.

The African American Movement. In 1861 President Lincoln proposed a Constitutional amendment. In response, Congress authorized to provide colonization of free Blacks outside of the United States (Southard, 2018). This began an African American movement for freedom, equity, and prosperity. Shortly after the emancipation, Marcus Garvey began his campaign to take Black people out of America. While his movement had its height in the 1920s, attempts to relocate Blacks abroad were unsuccessful.

However, fifty years after the civil war, just before the second decade of the 20th century, the Great Northward Migration began. Millions of Blacks from the south relocated to northern states. In the North, many Blacks realized that they were valued, and considered people of significance. During this era Black nationalism—ethnic identity with social and economic empowerment—began to spread (Jalata, 2002). The Harlem Renaissance period occurred and the Saturday night forums were attended by Langston Hughes, W. E. B. DuBois, Carter G. Woodson, and others to advance "the concept of the 'New Negro'" (Taylor, 2017, p. 381). Subsequently, the intellectual capacity and quality of life for Black people heightened as well as their social and economic capacities.

Fast forward another fifty years to 1970, specifically 1968, the Rhythm and Blues singer James Brown coined a pivoting phrase in his song, *Say it Loud – I'm Black And I'm Proud*. The phrase, I'm Black and I'm Proud, permeated the Black community with the spirit of fortitude to succeed in education, politics, sports, and other areas. Unfortunately, the Viet Nam War put brakes on the I'm Black and I'm Proud movement. Namely, because the anguish suffered by Black families after their large war losses (physically and mentally) were so devastating.

Fifty years later around 2020, Michael Brown, Walter Lamar Scott, and George Floyd were just a few of the Black males killed by policemen who vowed to protect and to serve. The deaths of these young men and others promoted the Black Lives Matter Movement (Ransby, 2018). The platform never intended to diminish the life of other ethnicities, but the purpose was to draw attention to ongoing atrocities imposed upon men and boys of color, which compared to other ethnic groups disproportionality lead to death.

Root Problem

Stolen Achievements

Cultural appropriation threatens Black male achievements, and it reinforces

inaccurate narratives perceived by dominant culture members (Mosley & Biernat, 2020). This article highlights three of the many documented examples: a famous hero, two popular television shows, and a popularized song. Grandmother's favorite radio show was an all-time classic, *The Lone Ranger*. In the 1950s, my parents enjoyed the television show about the ranger, which ran several seasons. In 21st century, two movies were made about the lawman; yet the media depiction of the Lone Ranger was a stolen achievement. Tales of the Lone Ranger were patterned after a Black man, Bass Reeves. Reeves was a slave who went into the Civil War to assist his master. The two had a disagreement which led to a physical altercation. Reeves fled for his life to Oklahoma, Indian Territory, which was a known haven for runaways: slaves and bandits (Whistler, 2017). There, Bass Reeves lived amongst the Native Americans and learned several of their languages. After the 13th Amendment passed, Reeves returned to Arkansas as a free man, and became a marshal (Morgan, 2018). Because he was a black man other marshals refused to work with him, thus he became the Lone Ranger. Reeves, however, was often accompanied by an Indian. Over 3000 fugitives were captured by Bass Reeves. The true Lone Ranger did not wear a mask; he disguised himself as an outlaw, a woman, a preacher, a drunk, and in other camouflage (McKenzie, 2013; Morgan, 2018). This enabled him to infiltrate the domain of the fugitive whom he sought to capture. Reeves rode a white horse. But there were no silver bullets; Bass Reeves was known for giving a silver dollar as a calling card (McKenzie, 2013). Reportedly, no other U.S. Deputy Marshal has had such success, and without bullet wounds.

Another stolen achievement was *Friends*, which was patterned after the sitcom *Living Single*. *Living Single* ran successfully for five seasons. *Friends* duplicated the script of *Living Single*. Both shows had six friends living together. Amongst them were two relatives, two who were attending college, and featured a romantic relationship between roommates that resulted in a pregnancy. Both sitcoms were highly successful. *Friends*, which started one year after *Living Single*, aired on the same night and at the same time. Interestingly, Warner Bros was the producer for both sitcoms. Eventually, Blacks kept watching *Living Single* and Whites begin to watch *Friends*. The script of *Friends*, the sitcom, was a stolen achievement that originally featured Blacks (Harriot, 2019).

The third stolen achievement is a song. Born under apartheid, Solomon (Linda) Ntsele wrote *The Lion Sleeps Tonight* the song that grossed over 16 million dollars in a span of four decades (Harriot, 2019). The original song was published in 1939 by Ntsele (Dean, 2019). It was re-recorded in the 1950s, the 1960s, the 1980s, and most recently by Disney. Globally, there were about 160 recordings, thirteen movies, and multiple TV commercials (Malan, 2000). Sadly, the author's family received little to no songwriter royalties for the song. The Linda Estate settlement ended in 2017 before the family could cash in on Disney's most recent *Lion King* blockbuster, which grossed $500 million in the U.S. and ~$1 billion internationally (Harriot, 2019). Unfortunately, the family was in no position to win in court against the media giant.

Media Conglomerates

Six conglomerates own control in the media world (UpInArms, 2020, Wirtz, 2020). Disney does not hold the number one spot, but due to recent conversations Disney is a good place to start. Bob Iger was named CEO in 2005 and commands an annual salary 44.9 million dollars. One can only imagine the amount of money Disney makes annually when the CEO gets millions (Smith, 2020). From children's entertainment to adult entertainment, Disney offers plenty in television (TV) and film. Disney has theme parks, the ABC Family, Marvel, ESPN, and numerous publications. This is a brief account of each conglomerate and its top money maker.

1. National Amusements: Viscom / Simon & Schuster / CBS / gaming websites
   • Sumner Redstone owner—worth $4.6 billion

2. Disney: Entertainment for children to adults, ABC Family / Marvel / ESPN / GameStar
   • CEO: Bob Iger—salary $44.9 million (*Bob Chapek: Jan 2020 -20XX*)

3. Time Warner: TV / CW / Hulu / DC comics: movies / HBO's *Game of Thrones*
   • CEO: Jeffrey Bewkes—salary $32.5 million

4. Comcast: NBC / Internet and phone service provider
   • President: Brian Roberts—salary $40.8 million

5. News Corp: Fox News / the Fox brand / FX / HarperCollins/ *Wall Street Journal*
   • Rupert Murdoch—salary $22.3 million

6. Sony: electronics / TV: production & distribution / interests in most media companies
   • CEO: Kazuo Hirai—salary $4.9 million

Each conglomerate above earns billions of dollars annually (UpInArms, 2020). Are these mega giants also the major propagators of negative narratives about Black men and boys? If so, why? If not, what are these giants doing to reverse the negative media portrayals about Black males? Nevertheless, there are some changes. For instance, now a Black man is no longer the first person to die in the action movie. Keep in mind that this paper is about the negative portrayals of black men and boys in media and what US teachers can do in the future of teacher education.

Interpretation

Years ago, while perusing a children's set of *Encyclopedia Britannica*, my focus landed upon a boy's facial expression as he gazed across the page. Placement of a ruler on the picture revealed that the boy was disturbed by a derogatory statement intentionally written in the text. The exercise began a close observation of media publications, particularly print and movies.

Daydream #101:'There is a Perfect Job'

A magazine illustration shows college graduates who completed program

requirements wearing regalia going through the door of success. But, immediately outside the door was a slide. Pictorially, the graduate who first exited the door was a young Black man. He was descending and near the bottom of the slide. Above, also descending, was a young White woman. Above her, about to go through the door was young White man. Interestingly, his gaze was not down toward the slide but directly across at a cloud. A desk was upon the cloud where two angels (male and female) awaited his arrival. With a smile on their face, eyes closed in delight, and their heads were directed toward the young White man. Interestingly, one hand of each angel pointed to the chair behind the desk. The desk had a name plate that read, YOU ("Daydream #101: 'There is a Perfect Job'," n.d.).

Allow me to draw your attention again to the young Black man at the bottom of the slide. He is descending into what appears to be a molten sea of work. There are file cabinets that exist below. A young White woman is clinging to one cabinet, and an older White man, who has horns, and a pitchfork is on top of another file cabinet. A second White man, who also has a sinister grin on his face is carrying a stack of papers. The young African man has lost his mortarboard and does not have shoes; he is wearing sneakers. The whole scene insinuates that yes, the young Black man received a degree but will not rise to a management position but will work in hellish conditions. Remember the White woman in regalia who was above the young Black man? In her descent, if the young Black man does not quickly move out of her way, she is going to spike him in his head with her heels ("Daydream #101: 'There is a Perfect Job'," n.d.).

Discussion

Unconscious bias exists, and negative portrayals of Black men and boys influence more than dominant culture members. Black males are also susceptible to media influence, and inaccurate "understandings and attitudes towards black males lead to negative real-world consequences for them" as well (Johnsen, 2020, p. 22). Negative portrayals about Blacks is a form of racial discrimination. As a result, Black males often experience anxiety or helplessness, which tends to manifest in academic deficits and wellbeing (Wright, Crawford, & Counsell, 2016).

The advent of cinema entertainment etched a particular image of Black males in its White audience. That negative image reached its apex in the twentieth century with D. W. Griffith's *Birth of a Nation*, where camera views enhanced Black males as menaces to society (Urwand, 2016). The dominant culture tends to evaluate Black males based upon media imagery, which is predominately negative (Page, 1997). Johnsen (2020) purports, "For various reasons, media of all types collectively offer a distorted representation of the lives of black males" (p.1). In another manner, a resent news report divulged a negative report about President Trump's medical condition. It was no surprise that a Black man reported the negative news. The transmission of bad news by Black men appear to reinforce negative thoughts that indicate when Black men are involved activity outcomes are unfavorable.

Implementing Change

Future narratives that inhibit or that encroach upon positive societal contributions of Black men and boys necessitate accuracy. Recommendations for implementing classroom changes that reduce racism, and that portray Black males positively are highlighted in the work of Harper, Davis, and Charles (2016). An adaption of their actions follow, which are mentioned by the concept only: (1) Recognize personal implicit biases, (2) Don't be surprised when a black male student writes well, (3) Stop expecting the student to speak for the minority group, (4) Quit thinking all [Black male] students are the same, (5) Be aware that the stereotype threat may be occurring among some students of color…(how the stereotype threat can negatively impact academic performance), (6) Meaningfully integrate diverse cultures and peoples into the curriculum (There are expert professors of color in just about every academic field.), (7) Responsibly address racial tensions when they arise,(8) Recognize that you and your faculty colleagues share much responsibility for racial inequities (Students of color repeated tell us…[other] factors and conditions lead to their underachievement: racist encounters in the classroom, culturally exclusive curricula, low faculty expectations, and comparatively fewer opportunities for substantive engagement with white professors outside of class (p. 1-6). This short list identifies some of the many interventions that educator can conceive.

Conclusion

Unfortunately, Black men and boys do not receive the credit that they deserve. Achievements are often attributed to a member of the dominant culture or worse a negative portrayal insinuates that Black men and boys are incapable of doing things with precision and expertise. However, U.S history in the 19th and 20th centuries document multiple achievements. Nonetheless, all teachers should be concerned about negative ideologies conveyed about Black males because they are training our future leaders, leaders who will look after the welfare others. Teachers touch all fields. Changing negative narratives should be as intentional as differentiating lessons so all students can learn. Teachers have input on textbook selections, campus climates, and the educational development of future media representatives. As teachers and mentors of future teachers we should be compelled to educate the educated, feature contributions of Blacks, and become advocates who reduce and eradicate educational and media distortions that portray unfavorable images of Black men and boys.

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Got Resiliency?

English Language Learners' Perspectives in Online Learning Amidst Systematic Racism

By Kimmie Tang & Nirmla Flores

Introduction

Resiliency, as defined by the *Oxford Dictionary*, is the capacity to recover quickly from difficulties. Given the current Covid-19 context, and the ongoing systemic racism, students, parents, and educators find themselves being challenged. For example, we have all been compelled to quickly learn and adapt to online learning and thus, navigate through the multiple challenges of connectivity, access to the right equipment, and speak a new computer language. This article will discuss key findings and potential implications, drawing on a literature review and our preliminary data of English Language Learners (ELLs) and educators. We will also provide potential strategies of how instructors can further support and build resiliency among online ELLs despite systemic racism and challenges.

Literature Review

Our world today is experiencing an unprecedented pandemic resulting in

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far-reaching economic and societal consequences exposing social inequities. People have lost jobs and families separated due to lost income resulting in broken homes and insecurity. Schools, universities, and colleges have been closed, affecting nearly 98.5% of the student population (UNESCO, 2020). Not only has Covid-19 affected our world, but the violent riots, demonstrations, and looting as an outcry against systemic racism have impacted our political, economic, and social climate as well.

Racism is a type of oppression based on a belief that one race or group of people is superior to another based on biological characteristics, like skin color, facial features, and hair (Sensoy & DiAngelo, 2017). Singh (2019) explained that "so much of racism, especially in the current moment, is systemic—embedded into the structures that surround us, including our schools, government, legal system, social programs, and more" (p. 2). To this day, systemic racism adversely affects everyone in our society, whether people who belong to the dominant or marginalized groups. In our educational system, racial segregation, disproportionate funding, unequal opportunities to learn, and gaps in achievement continue to exist (Oakes, et al., 2018).

Many of those who are disadvantaged by these inequities are low-income, minorities, and English Language Learners. ELLs make-up a significant group of students who not only encounter different forms of racism, but are often disenfranchised within the educational systems due to their language (e.g., Structured English Immersion, Transitional or Developmental Program) (CA Department of Education, 2020). ELLs also face significant challenges in navigating and adapting to online learning due to language barriers, lack of technology access, and inequitable distribution of resources (Carlson, 2018). As consequence to ELLs, the impact may be compounded given the intersectionality of race/ethnicity and language—leaving them further marginalized in our educational system. Many of them lack access to safe neighborhoods, quality education, high-paying jobs, and good medical care. At times, these minorities lack the representation in some sectors of our society which make them seemingly invisible (Singh, 2019). Consequently, feelings of anger, guilt, shame, frustration, disappointment, and/or sadness become apparent. On top of that, they can be viewed as a threat, danger, and foreign due to their status as less than White (Kanevsky, et al, 2008).

To combat these challenges for ELLs, they must be more resilient. Resiliency, as defined by Luthar, Cicchette, and Becker (2000), is a "dynamic process encompassing positive adaptation within the context of significant adversity" (p. 543) and a significant factor for students, parents, and educators—particularly in the current Covid-19 context and ongoing systemic racism. This adaptation process can be significantly more challenging for ELLs at every level of education, from pre-K to higher education especially since there are many factors affecting student's self-esteem, self-confidence, self-regulation, and autonomy (Benard, 2004). Some researchers argued that resiliency can be affected by the environment in order to cope and adapt to changes (Kanevsky et al, 2008; Waxman et al, 2012). Yet, still others contend that resiliency can be further influenced by cultural and institutional

societal factors, such as systemic racism or discrimination (Singh, 2019). Although researchers agree that the influences affecting resiliency are complex, there remains a lack of research on resiliency as it relates to online learning among ELLs. As a result, we were interested in not only further examining how ELLs' resiliency influence their performance in online learning, but also how systemic racism impacts ELLs' resiliency.

Methodology

For the purpose of this study, we built upon the current resiliency framework to examine those complex external factors that may affect the resiliency of university ELLs engaged in online learning. This research study addressed the following research questions: (1) How do ELLs perceive themselves in terms of their level of resiliency in an online learning format? (2) What impact does access and computer knowledge have in influencing the ELLs' level of resiliency? (3) To what extent does systemic racism influence ELLs' resiliency development? (4) What strategies do educators need to implement to enhance ELLs' resiliency level in online learning?

Based on convenient sampling, we surveyed 52 university students who were engaged in online learning from five different undergraduate and graduate classes in the 2019-2020 academic year. The participants' ages ranged from 22 to 45; and two-thirds identified themselves as minority while one-third belonged to the White/Caucasian group. The majority of the participants were females (two-thirds) while one-third were males. Data collected were then disaggregated, analyzed, and compiled to develop several key themes.

Drawing upon the *Nicholson-McBride Resilience Questionnaire*, we created a modified survey that gauged the level of resiliency. Utilizing Google Form, participants voluntarily responded to this survey that composed both open-ended questions and Likert scale format. It included 12 statements to which respondents self-assessed by choosing "one" (Strongly Disagree) to "five" (Strongly Agree) when asked about their sense of resiliency. The total score determined the level of resiliency in which participants a\were categorized as either *developing* (below 37), *established* (between 38-43), *strong* (between 44-48), and *exceptional* (above 49). For more detail explanation on these categories, please see Table 1 in the Appendix.

Results

Several key themes emerged from the study which included Resiliency Self-Perception, Online Resiliency, and Impact of Systemic Racism. In addition, voices from the participants relating to online learning, systematic racism, and resiliency in general were shared.

Resiliency Self-Perception

In the areas of self-perception, 54% of ELLs identified themselves as *exceptional*, 25% considered themselves *strong*, and 21% *established*. The non-ELLs perceived themselves as 43% as *exceptional*, 32% as *strong* and 25% as *established*. Interestingly, when compared to the non-ELL counterparts, overall ELL participants deemed themselves as *exceptional* in terms of their level of resiliency, scoring moderately higher than the non-ELLs (see Appendix, Figure 1). This means that the ELLs were more resilient than their counterparts (aka non-ELLs) when they were faced with extenuating circumstances as they sought to make things work regardless of the seemingly insurmountable challenges. However, when combining *strong* and *exceptional* levels of resiliency self-perception, both non-ELLs and ELLs were relatively close, only four percentage points difference. This begs the question whether resiliency is really defined by cultural, linguistic, environmental or even societal barriers rather than the individual's innate abilities to adapt to significant adversities in life.

Online Resiliency

The majority of the identified ELLs perceived themselves as having a *strong* or *exceptional* level of resilience in online learning, specifically, in the area of computer knowledge and skills. As illustrated in Figure 2 (see Appendix), it showed how ELLs perceived themselves as computer literate. Interestingly, 38% considered themselves *advanced* when asked about their level of computer literacy. In comparison, only 28% of non-ELLs perceived themselves as *advanced* in computer knowledge. However, the result was based on their familiarity of the platform and computer language they had been exposed in the past several years. The participants identified the platforms they were most familiar with including but not limited to Moodle, Canvas, Zoom, Webex, and Google Suite. Additionally, on the survey, we asked our participants to rate their comfort level in taking online classes. In general, majority (54%) of our ELL participants rated themselves *intermediate* for resiliency level in online learning as compared to their non-ELLs, where 36% deemed themselves *moderate* for resiliency level in online learning.

The ELL participants faced significant challenges in navigating and adapting to online learning due to linguistic constraints, lack of technology equipment and internet access, and inequitable distribution of resources from institutions. They stated that the more access they have to equipment, computer software, technology supports and online resources, the more successful they were in adapting to online challenges. In addition, they felt that the more they gained from computer skills and knowledge, the more they were able to persevere in online learning. However, participants expressed their overall challenges in comprehending basic *computer language* (e.g., analog, archive, bandwidth, hyperlink, synchronous/asynchronous, upload/download to iCloud, etc.) despite being delivered in standard English

language. Upon further examination, participants clarified that when and if a new platform and/or computer language was introduced, they felt forced to learn a new language in order to comprehend and be successful in their online classes. Therefore, by having to learn and relearn a new computer language every time a new platform was introduced, the struggles for ELLs seemed to be recursive. In essence, the participants felt that their level of resiliency was being tested more often than their counterparts. However, since these challenges were not new to them, ELLs learned to navigate the online system just as they would in a traditional classroom. The only difference between online learning versus traditional setting was the set of terminologies used for some computer platform.

Impact of Systemic Racism

Although majority of the respondents felt that systemic racism still prevails in our society, they perceived that little can be done about it and as a result, their level of resiliency may be compromised. Participants reported that systemic racism constantly challenges their resiliency level regardless of whether the educational platform is being delivered online or in a more traditional setting. Moreover, they felt invisible as their needs were not met, their voices were not heard, and their sense of resiliency was further compromised. Participants pointed out how educators' perceptions of cultural upbringing along with systemic racism can influence the dispositions of ELLs. Participants expressed their disappointments in being treated unfairly due to wrongful stereotypes and discriminatory actions posed explicitly or implicitly by educators. Despite the unconscious biases and treatments, when given the opportunity, participants stated that they would engage in active participation in class, and would adapt to the instructions. Unfortunately, in most cases, instructors unintentionally ignored those students who remain silent. Therefore, participants needed to assert themselves and take ownership of their learning.

Taking into consideration the ELLs' cultural and linguistic dispositions, participants also felt discouraged when there were no in-depth one-on-one guidance or instruction, and no support given in their primary language to enhance their learning. They were disappointed in the lack of multiple modalities from classroom instruction delivery as well as the lack of opportunity for them to demonstrate their knowledge and skills. Hence, all this perpetuated the ongoing systemic racism even in the online world.

Voices from the Participants

Participants shared some common issues related to online learning, systematic racism, and resiliency. First, participants discussed the area of computer language. Specifically, they felt that none of the online teachers took the time to provide an in-depth explanation of how to operate and navigate the various computer platforms. Participants were left on their own to self-tutor, and find their own solution. The

participants argued that even if there was a translation for the platforms, it would most likely be in a predominant language such as Spanish. This may cause other challenges because individuals who spoke Spanish may not be necessarily be proficient in reading and writing Spanish. In addition, having only one predominant language translated would leave the rest of the population behind.

Second, participants stated that there was little to no instructional strategies applied during online learning to support students. Specifically, what was being provided in a traditional classroom was not implemented in an online classroom. One participant gave an example, "we know that English Language Learners benefit from having graphic organizers, word walls, cheat sheets, listening centers, and other multiple modalities of instruction delivery. However, none of these were being implemented consistently due to various reasons such as lack of time, software and training."

Participants identified limited opportunities for professional/personal connection and/or community networking as another point of concern. Despite being connected on the same classroom platform, participants expressed that they still felt isolated from the educator and from their peers. To further complicate the issue, the difficulties in adapting to visual and auditory connectivity prevented them from practicing speaking English with their peers. All of these struggles to build relationships had compounded the participants' sense of resiliency.

Lastly, participants expressed a lack of various multiple assessments during online learning. In essence, participants stated that they were not given sufficient opportunities and modalities to demonstrate their knowledge, skills and abilities. As a result, participants felt that they had been inadequately evaluated for their performance. Consequently, participants' level of resiliency was being challenged.

Recommendations

Due to unforeseen global circumstances, educators are compelled to find solutions to empower their students and strengthen their own resiliency. However, in order to effectively support and advocate for the students, educators must first be willing to be a change agent. In doing so, educators might find it beneficial to be reflective and acknowledge their own preconceived biases and microaggression as they go through the process of self-awareness and restorative justice mindset. At the same time, educators may not only reflect on their pedagogy, but also equip themselves with the knowledge and skills on how to respond and instruct in an equitable and inclusive environment addressing the needs of culturally and linguistically diverse student populations (Ladson-Billings, 2006, 2014). Therefore, through the lens of social justice and equity, educators may recognize and break down barriers of the systemic racism in education (Birdsall, 2014). This can be done by strengthening students' resiliency to fight against systemic racism in both online and offline.

Strengthening Students' Resiliency Online and Offline

The participants provided insights on how educators can better support and build resiliency during online and offline learning. Interestingly, some of the strategies and techniques identified by the participants for online learning were already supported by research studies for traditional classroom face-to-face learning for ELLs. For example, according to Young (2020), the author identified 20 ways to building resiliency which could be utilized online or offline such as: *competence*, *belonging*, *usefulness,* and *potency*. On the *competence* level, educators need to provide authentic evidence of academic success for students by engaging in a research project relevant in their own lives. In terms of *belonging*, educators ought to show that students are valued members of the community by validating their strengths, interests, and background. As far as *usefulness*, educators must reinforce the idea that students can contribute to the community through community participation. Lastly, through the construct of *potency*, it is in the educators' best interest to make students feel empowered through choices and self-advocacy.

Another approach is through Universal Design for Learning (UDL) where it emphasizes multiple means of *engagement*, *representation*, and *action and expression* (CAST, 2018). In this equity-driven framework, the scaffolding of instruction is evident while multiple modalities are being utilized. For example, through the *engagement* principle, educators must first recognize students' interests, value, and identity while fostering self-regulation and individual choice. In the *representation* principle, educators promote and deliver various methods of instruction to ensure that all learners comprehend through multiple media and modalities. As for the *action and expression* principle, educators must provide opportunities for students to demonstrate their knowledge in a variety of approaches.

Additional ways to enhance students' resiliency could include but not limited to teaching students self-advocacy skills where they can voice their concerns and take ownership of their learning. To promote better decision making skills, educators must provide opportunities for students to make mistakes. Another approach is to teach students how to build a positive mindset and attitude where they could visualize success, boost self-esteem, and enhance efficacy. Lastly, educators can assist our students as they learn to adapt to adversarial challenges specifically teaching them the skills to deal with conflict and use it as an opportunity to grow.

Empowering Students Against Systemic Racism

There is hope to revitalize our society by going through a journey of healing. This process begins with a self-reflection on what we, as educators, have been taught about the world and our race. It involves relearning truths about our own values and dispositions, unlearning the myths or misconceptions about systemic racism while strengthening our sense of resiliency (Singh, 2019). One way is to increase restorative practices by providing a framework to build community and respond

to the challenges through authentic dialogue (Zehr, 2015). Zehr further identified *3 pillars* to promote restorative practices that embrace social justice and equitable education for all learners, which include *harms*, *needs*, and *obligations*. Ultimately, this guiding principle encourage educators to respect all students by rectifying their mistakes (*harms*), regaining relationships (*needs*), and taking responsibilities for their action (*obligations*).

Another simple yet meaningful practice is to actively listen to the voices of the students. Through this lens, participants shared some common suggestions on how we, as educators, can help build resiliency in the classroom. Participants recommended that educators consider the needs of individual students especially in the areas of accessibility of equipment, software, technological and language support, as well as other resources that would benefit their learning. They further suggested that educators provide more explicit instruction with visual support and clarity of technological terminologies especially if English is not their primary language. Furthermore, participants voiced the need for more opportunities to make their decisions in terms of how they can demonstrate their own knowledge and skills.

Implications and Conclusion

Currently, our educational system has been thrusted into adopting and adapting an online environment—and has been woefully unprepared to do so. These circumstances have further marginalized ELLs. Through the voices of our participants, it is our hope that the information gained will provide educators the knowledge and skills needed to better serve, support, and enhance resiliency among online ELLs. We also hope to shed some light on how systemic racism may affect ELLs' level of resiliency as they embark in more online learning. For future implications, we acknowledge further examination on more evidence-based strategies and techniques for online ELLs. Another area to explore in the near future could be the extent to which systemic racism hinders the development of resiliency among online ELLs. Furthermore more research is needed in the area of developing effective strategies to embrace social justice and equitable education for all learners.

To conclude, it is important to understand why some children do well despite adverse early experiences because our understanding can inform more effective policies and programs that help more children reach their full potential and become resilient. It is important to know that resiliency is the set of attributes that provides people with strength and fortitude to confront the overwhelming obstacles they are bound to face in life. Finally, it is critical to be aware that individuals could be at different levels of resiliency depending on the situations; and no one is ever at the *exceptional* level all the time. Regardless, our resilience level is constantly being tested and never linear as we encounter unforeseen circumstances such as the Covid-19 pandemic and the ongoing systematic racism. Equipped with these

tools, educators could further foster resiliency among their students, especially those who are often marginalized based on race, ethnicity, language, and/or socioeconomic status. As part of fostering students' resiliency, educators must also focus on empowering them to overcome, self-advocate, and adapt to adversarial challenges (Waxman et al, 2012).

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Appendix

Table 1: Level of Resiliency

| Categories	Score	Description
Developing	Below 37	Still working on being resilient; tends to give up despite knowing the benefits
Established	Between 38-43	May occasionally have tough days; can't make things go their ways; rarely do they give up
Strong	Between 44-48	Good at going with the flow; has a knack for turning setbacks into opportunities
Exceptional	Above 49	Very resilient most of the time; tends to bounce back no matter how long it takes when life/circumstances push down; tends to make own luck or create opportunities rather than waiting around

Figure 1: Resiliency Self-Perception
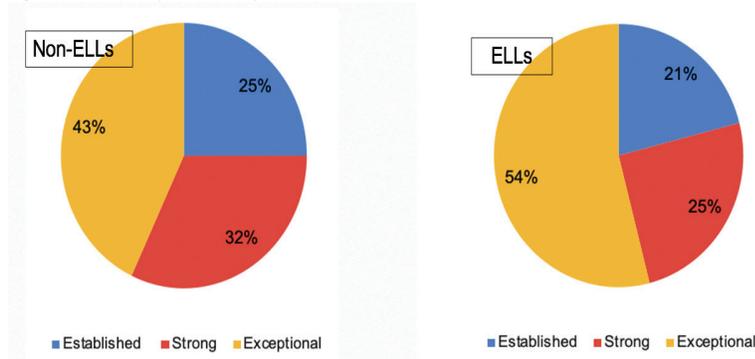
Figure 2: Online Resiliency

ELL's Computer Knowledge

ELL's Resiliency level in online learning
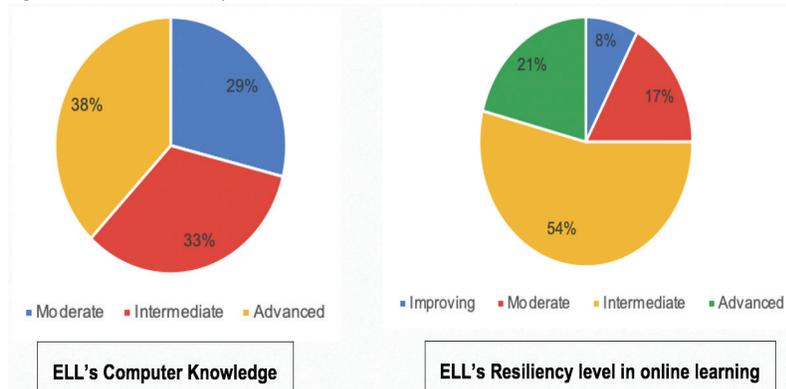
Together We Thrive

A Practical Session Addressing the Social-Emotional Development of K-12 Educators

By Leslie Young, Wendy Baron, & Margaret Golden

Brief Overview of the Project

Research consistently indicates that increasing educators' well-being and social and emotional competence positively impacts students' social-emotional development, academic achievement, and classroom climate (Jennings & Greenberg, 2009). In 2019, the National Commission on Social, Emotional, and Academic Development confirmed "Research reveals that teachers' own social and emotional competencies influence the quality of the learning experiences they offer their students." The recommendation by the Collaborative for Academic, Social, and Emotional Learning (CASEL) is to begin any social-emotional learning (SEL) initiative with adults first.

The purpose of this practice session was to demonstrate the impactful practices that draw from the five core SEL competencies to foster well-being and resilience in K-12 educators. These competencies are self-awareness, social awareness, self-

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management, relationship skills, and responsible decision-making. The following objectives were addressed in this conference session:

1. Explore the impact of social-emotional competence (SEC) on teacher well-being and resilience.

2. Understand the importance of trustworthy relationships in developing a well-being practice and make connections between this practice and the development of SEL competencies.

3. Understand and experience how community agreements are necessary for creating and maintaining trustworthy spaces and apply these agreements directly in their own contexts.

4. Practice mindful listening and non-judgmental noticing and experience the impact of these practices on self and others, including the direct applicability of these practices in their lives and work.

5. Practice formulating and asking honest open questions and understand the impact of this practice on their own well-being and the development of SEL competencies in themselves and others.

6. Explore how these practices can be integrated into the current implementation of teacher education.

Inquiry Questions

The following inquiry questions guided this presentation:

1. What are the impactful practices drawn from social-emotional learning competencies that foster well-being and resilience in K-12 educators?

2. How can these practices be integrated into the current implementation of teacher education?

Relevant Literature

The Impact of Social-Emotional Competence on Teacher Well-Being and Resilience

Within the past decade, a growing number of researchers have begun to examine the role that teachers' social-emotional competence may play in promoting teacher well-being and resilience, while also buffering the negative effects of stress and burnout that commonly plague teachers. Studies that have examined the promotion of teacher SEC have found it to be related to several promising outcomes for teachers themselves, including increased levels of physical and psychological well-being, reductions in feelings of burnout, enhanced teacher efficacy, greater

ability to recognize and manage emotions, and increased ability to manage teaching challenges (Jennings et al., 2017; Jennings, Frank, Snowberg, Coccia, & Greenberg, 2013; Roeser et al., 2013; Taylor et al., 2015).

The Impact of Teacher Well-Being and Social-Emotional Competence on Student Well-Being and Achievement

Researchers studying teacher well-being and SEC are recognizing that these qualities in teachers are pivotal to the student-teacher relationship, classroom culture, and students' well-being and competence (Jennings & Greenberg, 2009; Jones et al., 2013; Merritt et al., 2012; Schonert-Reichl, 2017). A seminal piece in the study of teacher well-being and SEC is Jennings' and Greenberg's article (2009) where they propose the Prosocial Classroom Model (see Figure 1). Through this model, Jennings and Greenberg posit that teachers who are socially and emotionally competent themselves, and are also able to maintain their own well-being, have more positive relationships with their students, can better manage their classrooms, and tend to model social and emotional learning skills for their students. Further, the researchers suggest that high teacher SEC can actually protect against a "burnout cascade", a situation when teachers experience stress and burnout which permeates into the classroom climate, eventually being absorbed by their students (Greenberg et al., 2016; Jennings & Greenberg, 2009). Given that teacher stress and burnout are associated with negative school and student outcomes (e.g., Darling-Hammond, 2000; Greenberg et al., 2016; Jennings et al., 2017), understanding ways to improve teacher well-being and resilience seems to be of significant importance.

Figure 1
The Prosocial Classroom Model (Jennings & Greenberg, 2009)

The Prosocial Classroom Model
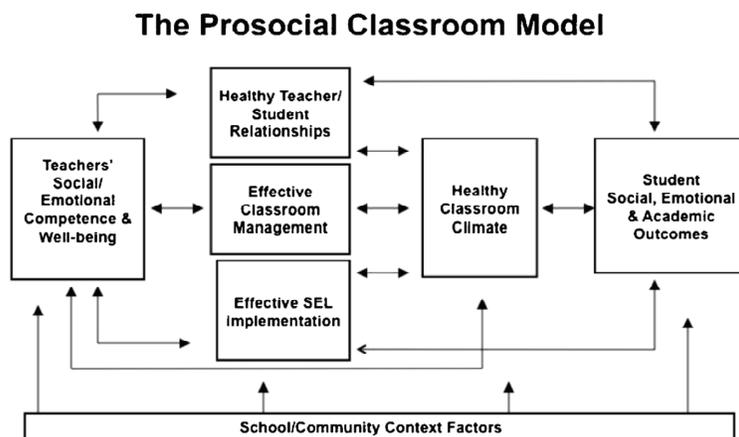
Although more research is needed to fully understand exactly how teacher SEC may relate to student outcomes, growing research indicates that socially and emotionally competent teachers have an increased capacity to create positive environments for their students (Schonert-Reichl, 2017). Preliminary evidence suggests that these teachers may create such environments by more effectively managing the classroom, improving instructional skills, creating more supportive relationships with students, and by explicitly teaching SEL skills to students (Jennings, 2015b; Jennings et al., 2017). Furthermore, improvement of instruction, the ability to provide emotional support to students, and a positive classroom climate are associated with beneficial behavioral and academic outcomes for students (Bergin & Bergin, 2009; Hamre & Pianta, 2005; Oliver & Reschly, 2007).

The Significance of Regular Self-Care Practices in a Relational Setting

There is a growing consensus that professional development should be school-based or integrated into the daily work of teachers (i.e., embedded) (Wayne et al., 2008). Fortunately, current trends suggest that some school leaders are beginning to implement professional development that shifts away from traditional structures to adopt more constructivist approaches that allow teachers to share and negotiate their learning with colleagues in learning communities (Hanson, 2009; Houghton, Ruutz, Green, & Hibbins, 2015).

Key Elements and Implementation of the Practice

The session's practice simulated a truncated session with a fieldwork supervisor and his/her student teachers. The practice included:

Welcome Ritual
        Mindful Awareness Practice & Check In

Engaging Practices
        Internal Reflection & Issue Exploration with *Honest, Open Questions*

Optimistic Closure
        Gratitude Practice

Analysis of Impact of Practice

More than two decades of research has demonstrated that education promoting social and emotional learning gets results. The findings come from multiple fields and sources, including student achievement, neuroscience, health, employment, psychology, classroom management, learning theory, economics, and the prevention of youth problem behaviors (CASEL, 2020). However, the majority of studies have concentrated on the impact of SEL practices on students, not on educators. Studies summarized in the aforementioned sections of this proposal, however, have

pointed to the positive effects of teacher SEC on teacher well-being and resilience, which in turn, have benefitted student SEL and academic achievement.

More informal data in the form of participant feedback—particularly from Millennium Forum's introductory sessions with K-12 educators—have revealed the positive impact the SEL practices, such as the one described in the "Key Elements" above, has had on educators. In a recent survey, 77% of the participants (*n*=115) reported that the practice as presented in the Millennium Forum sessions had a positive impact on educator well-being, especially in facing the challenges posed by the COVID-19 pandemic. Additional comments from participants have concluded that the educators present have been able to:

learn how to take time in looking after themselves (self-care)

connect in authentic ways and build a trusting community to talk about issues specific to teachers

discuss and dissect both the emotional and physical reactions to the pandemic as well as to working with vulnerable populations

Given the results of previous studies on teacher SEC, it can be inferred that the above practices impacted teacher well-being and resilience, thereby, benefitting their students.

Conclusion and Implications for Teacher Education

Since mid-March 2020 when the world was transformed, teachers are living in a what Shiela Ohlsson Walker has described as a "veritable tinderbox of stressful conditions" (2020). As she wrote in a recent post on EdSurge, the global pandemic had forced widespread school closures, requiring immediate mastery of new technology while, for many, requiring simultaneous instruction of students and managing toddlers and school-aged children at home. These issues layer atop widespread fears surrounding the health of self (nearly one-third of all teachers are age 50 and older and at higher risk for COVID-19), family and friends as well as economic survival.

To buffer stress, and both create and sustain the necessary conditions for emotional and physical healing, education systems and individual schools must prioritize teacher wellness as the first step in student recovery. According to Walker, by focusing support on the emotional, mental and physical well-being of teachers, we amplify their capacity to place their own oxygen masks on first. They, in turn, will be able to direct their energy toward developing the kinds of high-quality, safe and trusting relationships with students that are the vital emotional scaffolding upon which all else is built.

Preparing teachers for this new reality needs to be the goal of all teacher educators in the coming months. The planning, teaching and implementation of SEL

practices for our K-12 educators is a crucial component in giving them the tools to confront this new reality.

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Additional Video Research Presentations from the CCTE Fall 2020 Virtual Conference

"Plan-Do-Study-Act: Utilizing Improvement Science Methods to Identify and Dismantle Systemic Inequities in Teacher Education Admissions and Recruitment."
Heather Ballinger, Libbi R. Miller, James Woglom, and Sarah Green (Humboldt State University).
Description: In this presentation, we explore the research conducted by our team using Improvement Science-based inquiry to identify and address systemic inequities in the application and admissions processes after finding that teacher candidates of color had disproportionately lower application, admission, and enrollment rates than white teacher candidates into our post-baccalaureate credential programs.

"Hope for the Future: Understanding the Experience of Latinx Community College Students Aspiring to Become K-12 Teachers."
Steve Bautista (Santa Ana College /Association of California Community College Teacher Education Programs, ACCCTEP).
Description: What role do counselors, professors, and community college teacher education programs play in the transfer success of Latinx aspiring K-12 teachers? This presentation will share the results of a qualitative study that explored the experience of aspiring educators at CSU Fullerton who had transferred from local community colleges.

"Teaching VL: Student-Centered VLEs, or else Here-Comes-Siri."
Kathryn J. Biacindo (California State University, Fresno) & Patricia A. Brock (Pace University).

Description: The intent of this presentation is to expose the audience to what will work and does not work in a well-designed virtual environment, based on virtual presence, virtual immediacy, and virtual immersion. If teacher education programs do not prepare new teachers to harness the value and effectiveness of technology for future "classrooms" based on VLE needs by building virtual student-centered collaborative communities, current educators will become an anachronism for the virtual learning environment. It will be "Goodbye, Teacher, Hello, Siri."

"Rethinking Career Preparation in Education—What the Future Holds."
Donna Block (Alliant International University) & Michael Block (Capella University).
Description: This presentation will focus on rethinking the way we look at career preparation for our young people. In doing so, it may be worth considering removing the stigma attached to alternative education paths and placing greater priority on training associated with essential skills, knowledge, and creativity.

"Increasing Access to Evidence-Based Practice for All Students With Autism Spectrum Disorder."
Michelle Dean (California State University, Channel Islands) & Jessica Suhrheinrich & Laura J. Hall   (San Diego State University).
Description: We will provide an overview of the CAPTAIN website and available resources—a timely topic given the increased educational inequalities experienced by students of color and students with disabilities during online learning. We will also describe an online ASD and EBPs training created to support higher education teacher preparation programs.

"Working Together: Beginning Special Education Teachers Describing Their Working Relationship With Instructional Assistants."
Maya Evashkovsky (University of California, Los Angeles & California State University, Los Angeles) & Anna Osipova (California State University, Los Angeles).
Description: The presentation addresses a critical factor within the complex problem of attrition of beginning special education teachers: their working relationship with instructional assistants. We present current literature and introduce our study that explores tensions between these professionals. Strategies to prepare teachers for their leadership roles in the classroom are discussed.

"Developing Preservice Teachers' Knowledge of Community Cultural Wealth in Science, Mathematics, and Literacy Education during COVID-19."
Christina Restrepo Nazar, Socorro Orozco, & Jamie Marsh (California State University, Los Angeles).
Description: The pandemic has presented significant challenges and opportunities, further exacerbating severe racial and economic inequities already existent within society. We aim to present how preservice teachers use multimodality to learn about

the cultural community wealth of students and communities, especially in online environments in the era of COVID-19.

"Interrogating Power & Transforming Education with Critical Media Literacy."
Jeff Share, Tatevik Mamikonyan, & Eduardo Lopez (University of California, Los Angeles).
Description: This presentation will provide an analysis of an online survey from K-12 teachers who completed a critical media literacy (CML) course while earning their teaching credential. Findings suggest CML increased engagement in learning and encouraged more critical thinking. Teachers also expressed a desire to teach more critical media literacy.

"Teaching Students With Disabilities During the Pandemic: Impact on Special Education Teacher Candidate's Sense of Self-Efficacy."
Nilsa J. Thorsos, Gabriela Walker, & Kathleen Klinger (National University).
Description: This presentation examines the impact of shifting from in-person teaching children with disabilities to an online remote learning delivery during the Pandemic. The participants of the study included interns and instructors in a teacher preparation program for a large private university. The study exposes the learning barriers and challenges of online teaching in order to meet the needs of students with disabilities as mandated in their Individual Education Plans (IEPs).

"Infusing Culturally Sustaining Pedagogies into Foundational Literacy Courses for Preservice Teachers."
Erin Whitney, Catherine Lemmi, & Elizabeth Stevens (California State University, Chico).
Description: In this session, faculty teaching foundational literacy courses share instructional practices used to model and teach preservice teachers how to integrate culturally sustaining practices into their K-12 literacy instruction. We share how we, as White women, are re-thinking our curricula as we learn from scholars of color, and we share activities that explore these ideas with the credential candidates with whom we work.

Information on the California Council on Teacher Education

Founded in 1945, the California Council on the Education of Teachers (now the California Council on Teacher Education as of July 2001) is a non-profit organization devoted to stimulating the improvement of the preservice and inservice education of teachers and administrators. The Council attends to this general goal with the support of a community of teacher educators, drawn from diverse constituencies, who seek to be informed, reflective, and active regarding significant research, sound practice, and current public educational issues.

Membership in the California Council on Teacher Education can be either institutional or individual. Colleges and universities with credential programs, professional organizations with interests in the preparation of teachers, school districts and public agencies in the field of education, and individuals involved in or concerned about the field are encouraged to join. Membership entitles one to participation in semi-annual spring and fall conferences, receipt via email in PDF format the journals *Teacher Education Quarterly* and *Issues in Teacher Education*, emailed newsletters on timely issues, an informal network for sharing sound practices in teacher education, and involvement in annual awards and recognitions in the field.

The semi-annual conferences of the California Council on Teacher Education, rotated each year between sites in northern and southern California, feature significant themes in the field of education, highlight prominent speakers, afford opportunities for presentation of research and discussion of promising practices, and consider current and future policy issues in the field.

For information about or membership in the California Council on Teacher Education, please contact: Alan H. Jones, Executive Secretary, California Council on Teacher Education, 3145 Geary Boulevard, PMB 275, San Francisco, California 94118; telephone 415/666-3012; email alan.jones@ccte.org; website www.ccte.org

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