The CCTE
Fall 2022
Research Monograph

Published by
the California Council on Teacher Education

Containing 18 Research Articles
Based on Presentations
at the CCTE Fall 2022 Conference

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Introductions

From CCTE President Betina Hsieh

Key to the work we do as teacher educators and organizationally through the California Council on Teacher Education (CCTE) is to provide numerous venues to enhance, support, and promote research, dialogue, and informed praxis in our field. Through our scholarly journals, *Teacher Education Quarterly* and *Issues in Teacher Education*; through brief articles included in our CCTE quarterly newsletter *CCNews*, or as papers in this research monograph, we seek to promote ongoing engagement around praxis in teacher education across our state and the nation that focuses on and extends some of the key issues in our field. The papers in this Fall 2022 research monograph have been developed from proposals accepted for presentation at our Fall 2022 hybrid conference on *(Re)Humanizing (Teacher) Education through Anti-Bias and Anti-Racist Practices.* As co-conference chair (alongside CCTE Board Member Terrelle Sales) and current president of CCTE, I am excited to delve into the articles included in this issue of the research monograph as they represent diverse explorations related to the theme of the conference and other key issues in teacher education.

Given that the Fall 2022 conference was one of our largest to date, you may not have had an opportunity to engage with all the exciting research presented in real time, or you may have been in one of the sessions represented by the manuscripts in this monograph and wanted to know more. Whatever the case, we are grateful to be able to provide all of our members the opportunity to engage with the research in this monograph as we consider how the research and work of our colleagues can inform the work we are doing with K-12 students, families, communities, teacher candidates, educators, and in other venues of teacher education.

The articles in this edition of the research monograph cover a wide breadth of topics. Some are closely related to the idea of Rehumanizing Education, like Mary

Raygoza and her credential students' piece, "A Classroom United Will Never be De-feated," Carrie Wall's article, "Tired, Tapped Out Teachers," Jamie Cinquini's "Lived Experiences of Latinx Teacher Candidates Who Initially Received a Non-Passing Score on a CalTPA," Shana Matamala and Nancy Walker's "Using Self-Assessment to Re-Humanize the Learner," Marni Fisher and her collaborators' piece on build-ing an equitable mindset workshop, "Heart, Mind, and Collective Action," and in Anna Osipova, Maya Evashkovsky and their colleagues' piece on re-humanizing diverse learners and educations in Special Education training. Many examine issues of equity, anti-bias, and anti-racist education across contexts, including in: mentoring of future teachers in community college settings (Tran et al., this issue); entry to the field (Dean et al., this issue); supervision (Marks et al., this issue); AP Calculus participation and achievement (Lapayese & Lapayese-Calderon, this issue); STEM teacher education through formative feedback (Duckor & Holmberg, this issue); disrupting cycles of disproportionality in special education (Lee, this issue); advancing Filipino/a/x American student resilience (Zarate, this issue), and in teacher education across various institutional contexts (Fisher et al., this issue). Finally, there are a variety of articles that consider related key issues in teacher education including how teacher educators impact literacy outcomes (Bortz, this issue), teaching about dyslexia through online learning modules (Osipova, Sears, et al., this issue), high engagement strategies to reduce exclusionary disciplinary practices (Smith-Menzies et al, this issue) and the importance of mentoring special education clear credential candidates (Cruz, this issue).

The Fall 2022 conference marked a transition for our research committee as CCTE President Elect Karen Escalante steps away from her previous role as Research Committee chair and now will be playing more of a support role for our new Research Co-Chairs Kimiya Maghzi and Marni Fisher. We thank Karen for the many ways in which opportunities to share research within our CCTE community have expanded under her tenure as research chair and look forward to the leadership of Kimiya and Marni in their new roles.

We hope you enjoy this collection of research from our own CCTE community and hope to see your work presented at future conferences and in future editions of the CCTE research monographs.

—Betina Hsieh, CCTE President
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From CCTE President Elect Karen Escalante

Our California Council on Teacher Education (CCTE) Fall 2022 Conference, which was the largest in recent history, was also marked by an historic number of proposal submissions. In turn, the breadth and depth of research, policy, and practice sessions presented across all platforms of the conference created space for our CCTE members to discover new learning and understandings. As the CCTE Research Committee Chair these past three years, it has been a joy to watch this process from proposal to presentation to *Research Monograph.*

Whether you presented, attended the conference to visit with friends new and old, or missed the conference and are just now sitting down to enjoy the work of this community, I am grateful you are here. I would be remiss if I didn't take a moment to mention our proposal reviewers; I am indebted to them and want to publicly acknowledge their expertise, enthusiasm, support, and timeliness.

Please enjoy this issue of the *CCTE Fall 2022 Research Monograph.* It takes a (CCTE) community to create this work. As I step down from the Research Chair position, I want to thank Alan Jones for his continued and steady guidance. He's a gift to all of us. Kimiya Maghzi and Marni Fisher, I pass the Research Chair baton to you….onward.

—Karen Escalante, CCTE President Elect
and Chair, CCTE Research Committee (2020-2022)
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Literacy Outcomes Begin with Teacher Educators

By Suzanna Bortz

Abstract

Since 1992, American students have increasingly scored as Below Basic readers; most Below Basic readers are students of color or from low-income homes. Dyslexia affects around 15% of students. Structured Literacy instruction addresses the needs of students with dyslexia, beginning readers, and English Language Learners. However, teacher education routinely ignores dyslexia and Structured Literacy. This study interviewed 13 university professors about struggling readers, dyslexia, and Structured Literacy. Intervention for students varied with the professors' reading orientation; most did not include dyslexia or Structured Literacy in their curricula. This omission leaves teacher candidates and veteran teachers unprepared to assist their students.

Theoretical Framework

Few experiences are as exciting as witnessing a child learn to read and conquer increasingly complex academic tasks. Few experiences are as heartbreaking as watching an intelligent, motivated student struggle with reading into adulthood, unsure of even simple words. Reading is the foundational skill of academic success. Yet, in the United States, 30% of 12th-grade students read at a Below Basic level, a steadily rising statistic (National Assessment of Educational Progress [NAEP], 2019).

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Dyslexia is an inherited condition where differences in phonological processing cause persistent mild to severe reading difficulties in about 15% of students (Mayo Clinic, 2017; Shaywitz & Shaywitz, 2020). Structured Literacy, a systematic, explicit, multisensory, phonics-based method of reading instruction, addresses the needs of struggling students, including those with dyslexia, beginning readers, and English Language Learners (Hettleman, 2019; National Reading Panel, 2020; Torgesen, 2018).

In 2015, Assistant Secretary of Special Education, Michael Yudin, reminded every American school district that dyslexia may be used in school discussions and Individualized Education Plans. Secretary Yudin emphasized that dyslexia is a specific learning disability under IDEA (Decoding Dyslexia, 2020; U.S. Department of Education, 2015, October 15). Yet, National Public Radio's series, *The Disability That Must Not Be Named*, reported administrators continue to prohibit parents and teachers from using the word dyslexia in meetings and documents (Emanuel, 2016).

California Governor Newsom, who has dyslexia, proposed the *California Dyslexia Initiative* to increase awareness (C.A. Department of Education, 2020). Most general or special education teachers cannot identify dyslexia nor provide Structured Literacy (Gonzales & Brown, 2018; Shaywitz & Shaywitz, 2021; Washburn et al., 2015). Moats (2017) described the slowness of teacher training programs in incorporating reading research as the most daunting obstacle to effective reading instruction. How do we bridge the chasm between science-based reading research and what is taught to teachers?

Equity and Structured Literacy

Students who score lowest in reading benefit most from Structured Literacy (Hettleman, 2019; National Reading Panel, 2000) and likely from low-income homes or students of color (Hernandez, 2011; McGowan & Slate, 2019). Figure 1 shows 47%

Figure 1
2019 4th Grade Below Basic Reading Scores by Income and Ethnicity

NAEP (2019). *Reading: National achievement scores.*

of 4th-grade students receiving free lunch scored Below Basic in reading, compared to 19% of students not receiving free lunch (NAEP, 2019). 23% of White students scored Below Basic, compared to 52% of African American students and 45% of Hispanic students (NAEP). Students from low-income homes and students of color are most in need of Structured Literacy and least likely to access it (Creamer, 2020; Moats, 2020).

Structured Literacy is usually not found in public schools but in private schools or outside tutoring programs (Moats, 2020; Shaywitz & Shaywitz, 2020). In Orange County, CA, tutoring averages $100+ per week, and private schools for dyslexia begin at $28,000 per year (The Reading Well, 2018). With an American median income of $68,703, many families cannot afford the help needed for their children who struggle with reading (U.S. Census Bureau, 2020).

Will described most teacher education programs as publicly supporting Balanced Literacy, though in reality, presenting "Whole Language with a sprinkling of phonics" (2019, p.23). Researchers have suggested most university professors uphold a traditional, Whole Language orientation (Moats, 2020; Wolf, 2018). Others indicate that, even though dyslexia affects around 15% of students, teacher educators remain unaware of dyslexia or Structured Literacy; unable to teach what they do not know (Moats, 2020; Shaywitz & Shaywitz, 2020).

This study was grounded in the assumption that teacher preparation programs purport an ideal of equal educational opportunity but do not necessarily follow through in practice. Bias toward Whole Language precludes awareness of dyslexia and Structured Literacy, resulting in a deficit orientation where struggling readers become "problems" to be "fixed" instead of fixing the educational system. Authentic equal educational opportunities remain out of reach for nearly one-third of all students, likely from low-income homes or students of color.

Methodology

This qualitative study examined the chasm between science-based reading research and what is taught in preservice and graduate teaching programs. Interviews with teacher educators explored the professors' orientation to reading, struggling readers, and dyslexia. The study sought to ascertain the gap in research and teacher preparation and examine reading instruction presented to teacher candidates and veteran teachers. Two research questions guided this study:

1. How do current teacher preparation programs address reading differences?

2. Is dyslexia included in teacher preparation programs? If so, to what extent?

Positionality

Learning and teaching are dual pillars of my teaching career. I am proud of my years as a classroom teacher, dual immersion teacher, Special Education teacher,

Title I instructor, and owner of a tutoring company for people with dyslexia. My path changed ten years ago when a reading intervention student zoomed ahead of his peers. His mother explained he had begun specialized tutoring outside of school for dyslexia. Dyslexia? Dyslexia had not been mentioned in my Multiple Subject and Special Education certifications, Master's degree in Elementary Curriculum, or over 30 years of professional development. On my own, I began to learn.

Design

Qualitative research addresses data, themes, and interpretation of themes. It assumes researcher awareness of their own bias, beliefs, and prior experience that might affect interpretation (Bazeley, 2021). This study collected data through interviews, syllabi, and websites to yield themes and connections to existing research. Creswell and Guetterman (2019) urge thorough and repeated data review before analysis. This study's initial review of interview transcriptions and recordings, syllabi, websites, and memos resulted in a compilation of inductive and deductive codes, culminating in a study codebook. Data was continually analyzed and reorganized for overlapping codes, shared similarities, or differences (Bazeley, 2021), adding to the finding depth and breadth.

Participants were 13 professors from six of 23 campuses within a statewide university system recruited through direct email. Ethical procedures were followed, maintaining adherence to Institutional Review Board (IRB) regulations. Nine interviews occurred online, and four were on the telephone. All participants were professors of reading instruction for preservice or veteran teachers. Four professors prepared preservice candidates for a Multiple Subject (General Education) credential, five professors taught preservice candidates leading toward an Education Specialist (Special Education) credential, and four addressed veteran teachers in graduate level classes for a Master's degree in Reading or Literacy.

Results

Struggling Readers

What student and veteran teachers learned about interventions for struggling readers depended on their professors' reading orientation. Table 1 shows the professors arranged from most Whole Language to most Structured Literacy. Rankings were based on Spear-Swerling's "Structured Literacy and Typical Learning Practices: Understanding Differences and Instructional Opportunities" (2019) and Moats and Tolman's (2020) *LETRS: Language Essentials for Teachers of Reading and Spelling.*

Whole Language professors suggested low-scoring students require additional reading exposure, a focus on student strengths, books about student interests, and time for unfolding developmental processes. Participant 3 urged students to

"Read, read, read." Leveled reading groups allow teachers to work with students with similar degrees of reading ability. Professors emphasized that instruction must always revolve around meaning and enjoyment.

Balanced Literacy professors were likelier to propose assessment and intervention for less successful readers, assuming "intervention always occurs within balance" (Participant 5). Students unsuccessful in reading groups may require more structured instruction, including a possible referral to Special Education. This specialized instruction should occur within the context of authentic literature.

Only Structured Literacy professors offered a preventative approach. After K-3 universal assessment, all students receive explicit, systematic instruction regardless of reading ability. Universal Design for Learning (UDL) erases deficit orientation by designing curricula to prevent or diminish reading difficulties. Instead of reading groups, all students access grade-level literature through accommodations available for all students. This blurs the stigma that accommodations are for less able students and expands the concept of "normal."

Dyslexia

Six of the 13 professors' curricula included dyslexia. Four could not describe dyslexia, how to identify a student with dyslexia, or appropriate interventions. Participant 2, a professor of 22 years, claimed, "I have never met a student with dyslexia." Zero Whole Language professors recommended altering instruction for students with dyslexia. Most Balanced Literacy professors suggested assessments for dyslexic students. All Structured Literacy professors advocated K-3 universal assessment, foundational skills for all students with more intense, frequent intervention for struggling students. Special Education professors were likelier to present dyslexia; most General Education and Masters programs omitted it for current or future teachers.

Table 1
Professor Reading Orientations

1	2	3	4	5	6	7	8	9	10	11	12	13
TE Sp Ed	TE Gen Ed	TE Gen Ed	TE Gen Ed	M Lit	M Lit	TE Gen Ed	M Lit	TE Sp Ed	TE Sp Ed	TE Sped	M Lit	TE Sp Ed

Whole Language	Balanced Literacy	Structured Literacy

Assessment when unsuccessful
Special Education referral

More time
More reading exposure
Explore students' interests
"Read, read, read." P3

K-3 Universal Assessment
Universal Design for Learning (UDL)
Accommodations
"We catch them before they fall." P11

Discussion

The chasm between science-based reading research and teacher preparation yawned most widely in Whole Language and Balanced Literacy. Structured Literacy and dyslexia were locked away from teacher candidates due to their professors' unfamiliarity or uninterest. This omission perpetuates teachers unfamiliar with dyslexia and unprepared to assist vulnerable future students. It adds to the swelling ranks of Below Basic readers and systemic inequity where only affluent students can circumvent their schools' lack of knowledge. However, teacher candidates with Structured Literacy professors learned about dyslexia, universal code-based instruction, and UDL that builds in equity and expands what is "normal." The chasm varied by professor orientation.

Professor Bias and Possibilities

Every professor loved to read; none recalled struggling in school. Many professors did not seem aware that reading, their magic wand, could be an anchor around the neck of a child who requires code-based instruction to learn to read. This lack of self-perception hurts students and our entire educational system.

Egalite et al. is one of many studies demonstrating teacher-student congruence, and how students improve academically and socially when they see themselves reflected in their teachers. Unsuccessful readers cannot see themselves in their teachers because 1. their teachers were probably successful readers and 2. struggling readers have higher dropout rates; they are unlikely to become teachers or university professors. This is a catastrophic loss for education.

However, when instructors acknowledge and set aside their biases, struggling students can be appropriately supported to become successful readers. Imagine those formerly struggling, now successful students becoming teachers, teachers with whom their own struggling students can relate. Imagine those same teachers becoming university professors and training future teachers, their very presence rearranging the status quo to provide real educational opportunities for all students. Change begins with awareness.

Recommendations

How can we use this information? First, if education curricula embed dyslexia, teachers' knowledge will not depend on professors' orientation. Second, without early, universal assessment, students struggling to read in first grade without intervention are unlikely ever to read well (Moats, 2017). A K-3 credential should be required, or at least offered, for teachers of beginning readers. Finally, teacher education can include organizations such as Decoding Dyslexia along with dyslexic adults and students to increase self-awareness of bias.

Will (2019) predicted a rising trend in Structured Literacy. On the other hand,

Hanford (2018) reminded us that reorienting professors "is intimidating, uncomfortable …many wish [we] would just go away; they don't want to change." Ultimately, a protracted shift toward Structured Literacy will benefit all readers. But it is of little succor for students in classrooms today, wondering why they can't read like everyone else. Most struggling children will not surmise their lack of reading success stems from their school's instruction or because their teachers were trained by professors unaware or uninterested in Structured Literacy. Tragically, students generally conclude something is wrong with them.

For those students, disproportionately students of color and from low-income homes, we advocate. We insist professors become aware of their own bias and knowledgeable about Structured Literacy, that dyslexia be included in education curricula, and for the universal assessment that flatlines reading failure. Alongside parents and professors who celebrate neurodiversity, we must persist until all students have a truly equal educational opportunity to find the joy of reading.

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Lived Experiences of Latinx Teacher Candidates Who Initially Receieved a Non-Passing Score on a California Teacher Performance Assessment

By Jamie A. Cinquini

Introduction

Policies put in place in California by SB 2042 and NCLB began a movement towards the hyperregulation of teacher preparation programs (TPP) and an increase in mandatory high-stakes assessments required for teacher candidates to earn a credential (Henning et al., 2018). As a result, multiple subject teacher candidates must complete CSET, CBEST, RICA, and one of the TPA options to gain admittance and successfully complete the credentialing process (CTC, 2020).

Recent California teacher education reform includes the Fisher Credential, Ryan Act, and SB 2042, and federally NCLB (U.S. DOE, 2002) and Race to the Top (Kantor, 2015). Collectively, these efforts have created barriers for prospective educators despite the lack of correlation between testing and performance in the classroom (Ladson-Billings, 1998).

Various media spread the narrative of teacher ineptitude (Grossman, 2014;

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Sawchuk, 2017), but often do so with a deficit understanding of current standards. TPAs demand the individualization of prospective teachers (Baltodano, 2012) although teaching as a profession is inherently collectivist. Latinx educators in particular are more inclined towards a collectivist approach (Fierros & Delgado-Bernal, 2016) placing their traditional way of meaning-making in contrast with TPA design. As such, Latinx preservice educators are disproportionately targeted by TPP hyperregulation and high-stakes testing.

Purpose

The purpose of this narrative case study (Clandinin & Connelly, 2000; Stake, 1995; Yin, 2018) was to understand the impact of a non-passing score on CalTPA on Latinx teacher candidates. The study was guided by the following research question:

How does receiving a non-passing score on CalTPA affect Latinx educators?

Sub-questions:

How do Latinx educators reflect upon their experiences of receiving a non-passing score on CalTPA?

How does a non-passing score on CalTPA affect Latinx educators' current practice?

Significance

This paper is aligned with the CCTE Fall 2022 conference theme of rehumanizing education through anti-racist and anti-bias practices as it observes how the requirement of the TPA has disproportionately impacted prospective educators of color. Teacher candidates are at a particularly unique crossroads while they are participating in a credential program and attempting to complete CalTPA. Rehumanizing teacher candidates of color through a lens that explores their experiences as both teacher and student allows for an exponential potential to impact not only the candidate, but their students in each classroom placement, mentor teachers, and future students. The study highlights how the inclusion of a for-profit company in the credentialing process calls to question the validity, reliability, and intention behind teacher education mandates, and questions whether equitable access is available to all prospective educators. This study contributes to literature seeking to address the gap in research leaving out Latinx educator voices around the result stemming directly from receiving a non-passing score on a CalTPA. TPAs have impacted the credentialing process, shifting toward neoliberal views of the profession and changed the environment for prospective educators in a multi-tiered way.

Review of Relevant Literature

The accuracy of edTPA scoring is questionable, and the margins for error may be greater than what is reported annually (Gitomer et al., 2021; Hébert, 2017).

EdTPA results at Gitomer et al.'s institution resulted in a fail rate for Latinx students three times higher than white peers (2021). These results bring up questions around equity of the TPA and lack of accessibility for diverse educators.

Hébert (2017) found all sources of analysis provided to validate the use of PACT and edTPA were done so with a conflict of interest, and were produced by individuals with positions of leadership and/or the assessments development and review process. This decreases the trustworthiness of data supporting the adoption of edTPA as a licensing requirement. Additionally, while PACT was scored locally and used state teaching standards, edTPA is being used on a national scale despite differences in state standards, and is scored externally by Pearson (Hébert, 2017). Allowing for-profit companies to conduct external scoring has resulted in TPPs lacking access to comprehensive data results for candidates they are tasked with preparing. This presents challenges for program assessment and minimizes TPPs ability to analyze the validity and reliability of scores, when limited access must be granted.

TPAs

All TPA options include two cycles; similarly, all three of the assessments align with TPE standards (CTC, 2020). It is important to note the passing differences between CalTPA and the FAST model (CTC, 2022). CalTPA began with a lower passing standard and a higher passing rate, then proceeded to raise these expectations leading to a lower passing rate, resulting in higher revenues for the testing organization due to multiple assessment submissions. FAST took an opposite approach and initially began with a lower passing rate. As the program learned to address their own teacher candidates' needs, the passing rate increased. I urge all who work closely with new teachers to look at the current CalTPA passing rates opposite to how it is listed in Table 1 (CTC, 2022, p. 35).

In 2020-2021, 25% did not pass (*n*=1,180), and may still not have been able to

Table 1
CalTPA Cycle 1 Passing Rates by Ethnicity: First Attempts

Ethnicity	2018-19 N Submissions	2018-19 % Passed*	2019-20 N Submissions	2019-20% Passed	2020-21 N Submissions	2020-21% Passed
All	5872	98%	5988	77%	4720	75%
Asian	306	97%	306	84%	242	76%
Black	151	98%	142	79%	128	63%
Hispanic	1631	98%	1913	75%	1652	76%
N/A	307	97%	318	72%	229	72%
Nat Amer	32	97%	53	72%	26	62%
Other	249	96%	202	76%	166	66%
Pac Island	24	100%	19	84%	19	79%
SE Asian	238	99%	218	75%	203	76%
White	2934	99%	2817	79%	2055	76%

* Lower Passing Standard applied

pass on their next attempt. In the past two years Hispanic educators (*n*=875) did not pass CalTPA on their first attempt and may still not have done so due to COVID-19. The missing data points would lead to a more thorough understanding of CalTPA. This includes number of attempts by non-passing students, and candidates who did not attempt due to dropping out of the credential program due to stress and lack of support. Some candidates may be waiting the five years allowed by EO-N-66-20 (2020) signed by California Governor, Gavin Newsom.

Theoretical Framework

This study was guided by a theoretical framework that draws on Chicana Feminism (Anzaldúa 1987; Delgado-Bernal, 2002; Fierros & Delgado-Bernal, 2016), neoliberalism (Au, 2017; Baltodano, 2012; Saltman, 2014; Weiner, 2007), and critical constructivism (Kincheloe, 2005; Leavy, 2017). The experiences that Latinx students and educators have are unique from their peers. Using this lens allows for critical dialogue that includes Latinx teachers, rather than silencing an underrepresented population, who is often excluded from teacher education research (Delgado-Bernal, 2002). The Chicana Feminist perspective allowed for a humanistic approach, creating a space for counterstories of Latinx educators who received a non-passing score on a TPA to become rehumanized, and participate in resistance to actions done to them (Delgado-Bernal, 2002). Education is not a public good to neoliberalism, but a leverageable commodity to align with a market economy (Baltodano, 2012; Saltman, 2014). Neoliberalism has led to an overreliance on donations, empowering wealthy donors to participate in policy change, this has infiltrated teacher education, so to exclude this concept would not allow for a complete understanding of the scenario facing educators and TPPs. Constructivist theory was woven throughout my theoretical thinking (Kincheloe, 2005; Leavy, 2017), allowing a space to address various inequities within teacher education, while simultaneously acknowledging the meaning-making individuals develop when going through the credentialing process.

Methodology

Narrative Case Study

Narrative case studies (Creswell, 2013) include detailed documentation of participants' lived experiences, past and present, through varied sources of information. The narrative aspect of the case study allowed for a deep understanding of the human experience, centrally focusing on participants and their narratives (Clandinin & Connelly, 2000). Participants included two Latinx educators with whom I first developed a relationship as their advisor while they were completing a pre-credential baccalaureate program. Through narrative case study design, meaning making was derived from semi-structured interviews, journals, and obser-

vations. I critically listened to participants' views of the phenomenon of receiving a non-passing score on a CalTPA and reviewed whether this same phenomenon continued to impact their current position (Creswell, 2013). As holders and creators of knowledge, Latinx participants were included in all phases of this study; this was done to center participant voices and act in solidarity as a means to decrease existing researcher/participant power imbalance.

Data Collection

This study was broken into three phases. Each phase included a journal prompt and a semi-structured interview, the final phase ended with an observation. Three semi-structured interviews were conducted with each participant. Additionally, participants responded to journal prompts aligned with research questions. Participants reflected on prior artifacts such as observation records, emails, relevant CalTPA documents, and score reports that originated from time in the credential program. Classroom observation occurred during the final phase of the study. Multiple data sources allowed for triangulation and crystallization of data from which themes emerged (Creswell, 2013; Merriam, 2009; Stake, 1995; Yin, 2018).

For specifics of the case, I selected two individuals who shared commonalities and were able to identify the complex outcomes that Latinx educators experience after receiving a non-passing score on CalTPA.

Data Analysis

Data were produced from six semi-structured interviews from two participants. After completing interviews via Zoom, using thick description (Lincoln & Guba, 1986) and transcribing the interviews, data were coded with en-vivo coding (Saldaña, 2016). Data were reviewed until saturation to understand the major themes and sub themes (Leavy, 2017). Themes were aligned with research questions, then shared with the participants for stakeholder confirmation (Lincoln & Guba, 1986; Merriam, 2009).

Findings

Themes identified included participant stress, overwhelmedness, powerlessness, and self-doubt. Participants expressed feeling that the CalTPA was performative, and shared contradictions between what was stated from faculty and supervisors about their teaching ability and their CalTPA results. Relationships were essential. Families provided in-the-moment support, and white individuals within the credentialing institution advocated for both participants. Participant responses echoed sentiments of the "oppressive nature of dynamics and policies such as high-stakes testing" (Giles & Hughes, 2014, p. 95). Emotional stress and self-doubt were experienced by participants while attempting to pass assessments that did not give

much in return. Participants shared a feeling that not passing these exams meant an end to their dreams of being a teacher. Additionally, participants consistently felt ignored by an organization with whom they had exhaustively fought to receive fair treatment.

Recommendations

I recommend leaders question why a for-profit company should be involved in the credentialing process and whether it is benefitting future educators, or leaving them disenfranchised to the profession. If TPAs remain, FAST uses a model shown to include a collaborative process involving the institution, faculty, staff, and credential candidates. FAST does not require any additional fees to be submitted, it is assessed by individuals within the organization who have developed relationships with candidates. The FAST model should be an available option to all credentialing programs.

If the CTC supports the adoption of an in-house TPA shown to be effective in supporting Latinx educators, it can lead to an increase in equitable credentialing practices of diverse candidates, decreasing the teacher shortage, and increasing the diversification of the field of education. By removing a for-profit company from credentialing, it takes a stand against neoliberal policies in education. Removing capital gains from the equation sends a message that as educators we believe in each other and have no need for a neoliberal business model in education. The CalTPA is dehumanizing educators. Through collective action, shared experiences and goals, a new reality in teacher education can lead to the rehumanization of educators.

Note

To read the full study see: https://www.proquest.com/docview/2663514963?fromopen-view=true&pq-origsite=gscholar&parentSessionId=aUcl%2B5oi4XnR5qo%2BX5dY-b%2BsKn1EHo3Lq1nCHXrC%2FP2g%3D

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Mentoring Special Education Clear Credential Candidates

Impact on Perceived Workload Manageability

By Jessica Cruz

Introduction

Within the first several years in the teaching profession, new special education teachers frequently cite unmanageable workloads (Bettini et al., 2017; Bettini et al., 2018; Fall & Billingsley, 2011; Matthews et al., 2017). This is problematic as special education teachers leave the field at higher rates due to the stress and inability to manage their workloads (Bettini et al., 2017; Cancio et al., 2018; Fall & Billingsley, 2011). Nationally, this has resulted in an estimated 50% of special education teachers leaving the teaching profession within the first five years—which is a higher percentage than for general education teachers (Billingsley, 2004b; Sayman et al., 2018)—and 46 states have identified considerable special education shortages (Hester et al., 2020; National Coalition on Personnel Shortages in Special Education and Related Services, 2015).

Insufficient number of new teachers enroll in traditional route programs (TRP)—State-approved preparation programs in colleges and universities which

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prepare new teachers who do not possess prior teaching or work experience and complete all their required coursework before earning their preliminary credential(s)—to earn a preliminary teaching credential and meet the demand to supply new teachers. Most states have created Alternative Route Programs (ARPs) pathways for university intern candidates to fill available special education teacher vacancies with minimal completed university coursework and increased on-the-job training (Cruz & Zetlin, 2020; Wasburn-Moses & Rosenberg, 2008). ARPs are crucial for states experiencing teacher shortages as it diversifies the recruitment of culturally and linguistically diverse (CLD) candidates into the teaching profession while simultaneously removing previous requirements for preliminary credential certification and supplying the demand for special education teacher vacancies (Whitford et al., 2018; Zhang et al., 2014).

Mentorship provided to traditional and alternative route certified general education teachers and the impact of managing their workloads on their self-efficacy have been investigated extensively throughout the literature (Billingsley, 2010; Billingsley & Bettini, 2019; Billingsley et al., 2009). Several authors continually cite the influence of mentorship on general education teacher's likelihood of remaining in the profession compared to their special education teacher counterparts in traditional and alternative teacher preparation programs (Billingsley, 2010; Billingsley & Bettini, 2019; Billingsley et al., 2009; Israel et al., 2014; Leon, 2014). Yet, Induction research for special education teachers is under-researched.

Increasing special education induction research is crucial in improving new special educator's access to mentorship, mitigating negative experiences during their first several years in the teaching profession, and increasing their retention within the teaching profession (Cappella et al., 2011; Cruz & Zetlin, 2020; Gardiner, 2012; Hoffman et al., 2015; Lane, 2017; Ricci & Zetlin, 2013). Special education teachers warrant distinct types of support to develop as competent and efficacious teachers. The support includes receiving support in educating students with disabilities who are CLD, increasing their academic content knowledge, developing specialized and effective behavior management skills, and developing specific strategies in managing stressful caseloads and workloads (Billingsley et al., 2009; Cornelius & Sandmel, 2018; Hester et al., 2020; Hirsch et al., 2019; Lee et al., 2011; Lopez-Estrada & Koyama, 2010).

The current study focuses on 74 new special education clear credential candidates (CCCs) seeking to successfully complete a two-year teacher Induction program, which represents a period after earning a preliminary credential through the first several years in the profession through guided mentorship. The study aims to evaluate the relationship between the types of support provided by district support providers and 74 new special education CCCs perceived workload manageability by Credential Program Route (i.e., Traditional versus Alternative Route Programs) and Credential Type (i.e., Mild/Moderate Support Needs (MMSN) and Extensive Support Needs (ESN)). The study aims to further contribute to the current body of

research by providing an in-depth analysis of their perceived workload manageability during their first years of teaching as newly certified special education teachers. In this study, new special education CCCs were defined as new teachers who were hired within the first three years of earning their preliminary credential(s) and were enrolled in an Induction program. The term district *support providers* were utilized to address the expertise, experience, and guidance mentor teachers provide to new special education teachers within their respective schools (Cruz & Zetlin, 2020).

Literature Review

Workload Manageability

Special Education teachers encounter increasingly significant issues related to their roles, yet, managing their workloads is a consistent barrier to all special educators—whether new or experienced in-service teachers—within all the phases of their careers (Hester et al., 2020; Matthews et al., 2017). Workload manageability encompasses "teachers' subjective perceptions of the degree to which responsibilities can be completed adequately within the time allotted" (Bettini et al., 2018, p. 113). Researchers have consistently shown that teachers who hold high perceptions of their workload manageability report feeling less emotionally depleted and are more inclined to remain in the teaching profession regardless of the adversity they face (Albrecht et al., 2009; Bettini et al., 2017, 2020; Fall & Billingsley, 2011). Conversely, teachers with low perceived workload manageability are particularly worrisome as it produces stress, emotional exhaustion, burnout, and dissatisfaction, resulting in special educators leaving the field within the first three to five years (Bettini et al., 2018, 2020; Hester et al., 2020).

In a recent investigation, 85% of teacher candidates identified workload manageability as the main indicator of work-related stress (Hester et al., 2020; Paquette & Reig, 2016). This included excessive paperwork and high caseloads, which encompasses special education teachers' legal obligation within their roles (Hester et al., 2020). This is crucial as less manageable workloads equate to teachers experiencing exhaustion and their intentions to leave the field (Cancio et al., 2018). In studies on differences in perceived workloads between special education and general education teachers, it has been documented that special education teachers were less likely to agree that they had (1) adequate resources and materials required to conduct their instructional responsibilities, (2) clerical management of administrative and paperwork duties related to their positions not interfering with their teaching, and (3) their workloads being manageable in the Spring compared to the Fall within the academic school year (Bettini et al., 2017). Despite new special education teachers' determination to successfully achieve their assigned responsibilities, they are twice as likely to leave the profession compared to general educators as they encounter increasingly complex and demanding workloads (Bettini et al., 2017; Cancio et al., 2018). Thus, bringing attention to beginning special education

teachers' workload manageability during teacher preparation programs and Induction Programs are crucial to developing a strong sense of self-efficacy, teacher identity, and commitment to remaining in the profession long-term.

Induction Programs

Induction represents the first several years in the profession after acquiring a preliminary Education Specialist Instruction Credential (Billingsley et al., 2009). As more than half of all states in the United States require some form of induction for new in-service teachers in the profession (Goldrick et al., 2012; Ronfeldt & McQueen, 2017), the purpose of induction programs is to build upon CCCs preliminary programs. In the two-tiered credentialing system in California, CCCs have access to extensive support and mentorship through a two-year job-embedded induction program by their employing districts or higher education institutions (CTC, 2017). In the program, CCCs focus on developing their Individual Learning Plan (ILP), which addresses the California Standards for the Teaching Profession (CSTP) (CTC, 2019a). Ultimately, the induction program determines CCC's mastery of the CSTP through completing activities in the ILP, their overall progress, and reflection on their learning and professional growth goals within the mentoring system (CTC, 2019a).

Mentorship

Mentorship attempts to address the lack of, or limited support provided to a new teacher while maintaining successful educators within the classroom (Whitaker, 2000a). Mentorship is seen as a: (1) fundamental practice in becoming an effective teacher, (2) "a bridge" in facilitating the adjustment period from "a student of teaching to a teacher of students" (Ingersoll & Strong, 2011, p. 468) and (3) a critical attribute of high-quality induction programs (Bay & Parker-Katz, 2009; Billingsley et al., 2009). Anderson and Shannon (1988) define mentoring within educational contexts as:

> [A] nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé. (p. 40)

Mentorship has been shown to impact new teachers positively. Research shows that mentoring positively impacts new teachers feeling efficacious as classroom teachers and developing solid self-identities. Besides mitigating teacher attrition, it further reflects positive outcomes concerning "teacher retention, student achievement, teaching practice, and strategies..." (Fletcher & Strong, 2009, p. 330). These intersecting outcomes are "determining factors in teacher motivation, satisfaction, and commitment to work" (Izadinia, 2015, p. 2).

Research has also shown that negative teacher identities, feeling inefficacious, limited access to evidence-based practices implementation, and attrition are characteristics in new teachers who are not involved in mentorship (Billingsley et al., 2009; Cappella et al., 2012; Fletcher & Strong, 2009; Ingersoll & Strong, 2011). A new teacher benefits from intentional, nurturing, insightful, and supportive mentoring processes with the guidance of culturally responsive and trained support providers to shape and draw their full potential as a future classroom teacher (Anderson & Shannon, 1988; Billingsley, 2004a).

Mentorship is vital for all new teachers, regardless of the credential program route, as they navigate their respective school sites with limited to no proper support (Ingersoll & Strong, 2011). TRP teachers who experienced effective mentorship models during their preservice experiences were less likely to experience burnout than those who did not have access to preservice mentorship (Andrews et al., 2002; Billingsley, 2003). Teacher candidates in ARPs should also benefit from mentorship as they learn about their responsibilities as they teach. Smith and Evans (2008) identified the unique needs of ARP teacher candidates, ranging from procedural questions to dilemmas. The authors emphasized the need to provide mentor teams—a group of individuals responsible for mentoring a new teacher—to ARP teacher candidates (Smith & Evans, 2008) to collectively address content knowledge and distinct experiences they possess and bring into the classroom (Smith & Evans, 2008).

The Current Study

The current study examines new special education CCC's perceived workload manageability through self-efficacy (social cognitive) (Bandura, 1997), experiential learning (Dewey, 1938), and perceived social support theories (Gottlieb, 1985). The conceptual framework of this study will enhance the understanding of new special education teachers' perceived support they receive from their support providers and how beneficial these supports were perceived in effectively executing their complex roles and responsibilities. I believe new teachers build their self-efficacy and identity through instructional and communicative practices from their collaborative efforts, perceived support, specific supportive exchanges, and experiences within educational environments (Cruz & Zetlin, 2020).

Research Questions

RQ1: Does Credential Program Route and Credential Type—MMSN or ESN—Affect Special Education Clear Credential Candidates Perceived Workload Manageability?

RQ2: A. What is the combined effect of preservice experience, perceived frequency and helpfulness, perceived assessment of the types of support, and likelihood of remaining as a teacher on workload manageability?

RQ3: Does the length of time in the Alternative Route Program Affect Special Education Clear Credential Candidates' Perceived Workload Manageability?

a. Does the Number of Months of Intern Teaching Experience Affect Special Education Clear Credential Candidates' Perceived Workload Manageability?

Methodology

Research Design

I employed a quasi-experimental 2x2 factorial design to evaluate the impact of the Credential Program Route and Credential Type on new special education teachers' perception of their workload manageability. In this study, randomization was not practical or ethical as Special Education CCCs have already selected their desired teaching credential type (i.e., MMSN and ESN) and have already navigated a TRP or ARP pathway before acquiring their Preliminary teaching credentials.

Participants

There were 115 general and special education CCCs enrolled in the Induction Seminar at a large Southern California urban university. For this study, the analytic sample only included 74 special education CCCs. Seventy-two percent of the participants identified as female, 15% as male, and 13% did not respond. Fifty-nine participants pursued a MMSN, while 15 participants pursued an ESN credential type. Thirty-three percent of participants self-identified as Mexican American/Chicano, 11% as Other Hispanic, 4% as Black/African, 6% White, 0% Filipino, 2% Korean, 1% Chinese, and 2% as Asian. Twenty-eight percent of participants declined to state their identified race/ethnicity, 9% recorded no response, and 2% of participants did not have information available for review.

Measures

The two-part survey was developed and administered by an instructor from a prominent Southern California university. Part One included 11 items that asked participants about their preservice experience, frequency, and helpfulness of support they received from their providers, assessment of the different types of support received, their rated workload manageability, and the likelihood of remaining as a teacher. Part Two consisted of open-ended questions which were not analyzed in this study.

Preservice Experience. Information regarding CCCs' preservice experience was measured by three *yes,* or *no* items, which asked participants: (1) Were you an intern before receiving your Preliminary Credential? (2) Is this your first teaching

position since receiving your Preliminary Credential? (3) Did your school "officially" assign a support provider (SP)/mentor to you after you received your Preliminary Credential? (3a) If no, did you "informally" identify a teacher you could go to for help?

Frequency and Helpfulness. Frequency and helpfulness entailed how often CCCs received support from their support provider and how helpful they perceived their support provider to be. The frequency of support received was measured by a 5-point scale of 1 (*very infrequently*), 2 (*at least once a month*), 3 (*once a week*), 4 (*more than once a week*), and 5 (*daily*). Likewise, the perceived helpfulness rating of their support provider was measured on a 4-point scale of 1 (*not helpful at all*), 2 (*occasionally helpful*), 3 (*mostly helpful*), and 4 (*very helpful*).

Assessment of the Types of Support. The types of support provided by their support providers required CCCs to assess on a yes/no basis whether support was provided in the following areas: (1) emotional support, (2) teaching support (support with instruction, teaching resources), (3) support preparing IEPs, (4) support with classroom management, and (5) support with case management and assessment. Each item was measured on a 2-point scale assigned as 0 (*No*) and 1 (*Yes*). Thus, scores on this 5-item measure could range from 0 to 5, with high scores indicating more perceived support.

Likelihood of Remaining as a Teacher. To understand CCCs expectations of remaining in the field, participants responded to three *yes* or *no* items in which they were asked about their likelihood of remaining as special education teachers in the current/next year, three years, and five years from now. Each item was measured on a 2-point scale that was assigned a 0 (*No*) and 1 (*Yes*), yielding a scale that ranged from 0 to 3, with higher numbers indicating a greater likelihood of remaining in teaching for a longer time.

Perceived Workload Manageability. Perceived workload manageability is subjective as it involves the perception and feelings of Special Education CCCs toward their own workloads. In this section, CCCs were required to rate how manageable their workload was on a 4-point Likert Scale assigned as a 1 (*Very Low—Struggling to Survive*), 2 (*Low—Generally Unmanageable*), 3 (*High—Mostly Manageable*), to 4 (*Very High—Very Manageable*).

Results

Research Question 1: Does Credential Program Route and Credential Type—MMSN or ESN—Affect Special Education Clear Credential Candidates Perceived Workload Manageability?

A Two-Way Analysis of Variance (ANOVA) was conducted to analyze the main effect(s) and interactions of Credential Program Route (CPR) and Credential Type (CT) on CCCs workload manageability. There was a significant main effect for the overall corrected model F(1, 31) = 3.35, p = 0.02. CPR significantly impacted perceptions of their workload manageability (F = 9.57, p = .00) more than CT (F = 1.95, p = .16) (see Table 3). As for CT and CPR, the interaction effect was significant (*F* = 5.47, *p* = .02).

ARP CCCs pursuing an ESN CT (M = 3.18, SE = .20, 95% CI = 2.78, 3.58) held higher perceptions of workload manageability than their TRP counterparts pursuing an ESN CT (M = 2.00, SE = .33, 95% CI = 1.33, 2.66) (See Table 4). ARP CCCs (M = 3.01) held higher perceptions of workload manageability than TRP CCCs (M = 2.65).

Research Question 2: What is the combined effect of preservice experience, perceived frequency and helpfulness, perceived assessment of the types of support, and likelihood of remaining as a teacher on workload manageability?

A Multiple Regression Analysis was conducted. Results indicate that the model does not show a statistically significant relationship (*F* = .75, *p* = .69) with teacher

Table 1
Regression Table

Model	B	SE B	β	t	Sig.
1 (Constant)	4.19	1.89		2.21	.04
Enrollment in Credential Route Program	.00	.39	.00	.02	.98
First Teaching Position	-.32	.36	-.24	-.91	.37
Officially Assigned a Support Provider	1.19	.81	.31	1.45	.16
Perceived Frequency of Support	-.01	.18	-.02	-.08	.93
Perceived Helpfulness of Support Provider	.14	.28	.14	.51	.61
Perceived Emotional Support	-.21	.62	-.09	-.34	.73
Perceived Teaching Support	.10	.65	.03	.15	.88
Perceived Preparation of IEPS	-.29	.70	-.12	-.41	.68
Perceived Classroom Management	.16	.78	.04	.21	.83
Perceived Case Management	.46	.74	.20	.61	.54
Teaching Next Year	-.94	1.01	-.24	-.92	.36
Teaching Three Years	-.99	.99	-.26	-.99	.33
Teaching Five Years	.15	.56	.06	.26	.79

candidates' perceived workload manageability. There were no significant individual predictors, as shown in Table 1.

Research Question 3: Does the length of time in Alternative Route Program (ARP) Affect Special Education Clear Credential Candidates' Perceived Workload Manageability?

An Independent T-test was conducted to analyze a within-group analysis of ARP teacher candidates' perceived workload manageability and the length of time within this CPR. As stated per the CTC (2019b), Education Specialist Intern Credentials are valid for two years (i.e., 24 months) with a possibility of a one-year extension by appeal. Thus, three years or 36 months of teacher internship experience is feasible. There was no significant difference in the first group of teacher interns' workload manageability who have less than 24 months of teaching experience ($M = 3.13$, $SD = .57$) than those in the second group who have 25 to 36 months of classroom experience ($M = 2.85$, $SD = .37$) at 0.05 ($t = 1.21$, $p = .23$).

Does the Number of Months of Intern Teaching Experience Affect Special Education Clear Credential Candidates' Perceived Workload Manageability?

Correlation analysis was conducted to examine the relationship between the number of months (i.e., 0 - 36 months) of intern teaching experience and workload manageability. The relationship was not statistically significant between the number of months of intern teaching experience and workload manageability ($p = .47$).

Discussion

Credential Program Route

Findings indicate that ARP CCCs held higher perceptions of managing their workloads compared to their TRP counterparts. Workload manageability was not directly cited nor measured within the following studies. Yet, it was contrary to Carlson and colleagues (2002) findings in which teacher candidates who earned their preliminary credentials in ARPs held the lowest teacher quality scores when evaluating special education teacher preparation features (i.e., type of preparation program route and extent of preparation) with quality indicators that included teacher candidates' self-perceptions. Sindelar et al. (2004) also compared traditional and ARP teacher candidates. They concluded that although TRP teacher candidates received higher ratings than ARP teacher candidates on planning, instructional practices, classroom environment, and professionalism, teacher candidates in both CPRs met basic levels of competency. Thus, special education teacher's self-rated perceptions of their CPRs (i.e., exceptional, good or very good, fair and poor) are also indicative of special education teachers feeling more successful in instructing their students and managing their workloads better

than those who provided low self-ratings of their CPRs (Billingsley & Westat, 2001; Carlson et al., 2002).

Extensive Support Needs (ESN) Credential

In this study, ARP ESN teacher candidates held higher perceived workload manageability. It was surprising that ESN special education teachers held higher perceptions of their workload manageability since students with significant disabilities require more support than MMSN students (Bettini et al., 2017; Israel et al., 2013). Distinctive skills and competencies are necessary for ESN teachers. These competencies include expertise with Augmentative and Alternative Communication (ACC) devices, teaching self-management personal care skills (i.e., toileting and tube feeding), physical mobility within school and classroom settings, integration of medical care into the instructional day, and using adaptive equipment (Downing, 1996; Eichinger & Downing, 2000; Heller et al., 1999; Israel et al., 2013; Lowman, 1997). Limited supervised experiences and knowledge in providing high-quality services for students with significant disabilities contribute to teachers' citing unmanageable workloads (Bettini et al., 2018; Jameson & McDonnell, 2007). Access to support providers—who possess the knowledge and expertise required to support ESN teachers in specific competencies—may influence their perceived workload manageability, instruction, and development as educators of students with significant and multiple disabilities (Heller et al., 1999).

Conclusion

The present study draws attention to induction programs as they are critical for special education teachers' especially when they possess an ESN credential type. Induction programs are intended to be a preventative intervention for new teachers which are "flexible and responsive to the needs of teachers and the particular contexts in which they work" (Billingsley et al., 2004, p. 334). Yet, there are mixed reviews regarding the helpful nature of these Induction activities and perceptions related to workload manageability (Billingsley et al., 2004). To ensure a successful acquisition in better managing their workloads and feeling supported, teacher educators, new teachers, and support providers must have defined roles and responsibilities. They must develop awareness and systematic processes to identify and address conflicts or needs early on to foster an effective mentorship relationship. The fact that the current study shows positive perceived workload manageability in ESN teachers argues in favor of multifaceted support providers who have previously held ESN teaching assignments and engage in open and reflective dialogues to create safe spaces for disclosure of distinct positionalities, needs, backgrounds, experiences, and biases. As a result, these factors will contribute to increased workload and better management skills, teaching identity, instruction, and their sense of belonging and retention within the profession (Billingsley et al., 2009; Cruz & Zetlin, 2020).

Notwithstanding the findings, the present study has some limitations. First, more research is needed to confirm the findings of this study and evaluate whether higher perceived workload manageability occurs in larger samples of ESN teacher candidates and those enrolled in TRPs and ARPs during their preservice experience. Second, the survey provided to new teachers intended to measure good teaching practices. Workload manageability was measured on one item, and the remaining items were measured indirectly. Replicating this study with an adapted survey version to focus primarily on new teachers' perceived workload manageability would strengthen the results. Finally, the survey was administered once during the semester to each cohort in their last Induction Seminar course. Maturation must be considered as it may influence how teacher candidates perceive their workload manageability from the beginning, midpoint, and end of the semester and current teaching assignments. New teachers' perceptions may change over time depending on the increase or decrease of different types of support and frequency, the perceived helpfulness of their support providers, and their likelihood of remaining as special education teachers. This may also be attributed to the experiential learning process since new teachers are gaining daily experience managing their workloads in their current teaching assignments.

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The Road to Teaching

Barriers to Program Entry

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Abstract

According to the California Commission on Teacher Credentialing, the number of qualified, K-12 educators in California has rapidly declined over the past three decades. As a result, increased vacancies in all content areas (e.g., mathematics, science, English language arts, social studies) and disciplines (e.g., elementary education, secondary education, special education) have emerged. Compounding this issue is the disproportionate number of White, not Hispanic students (22%) as compared to White, not Hispanic educators (61%) in K-12 classrooms. The mounting pressure to produce qualified candidates, with a particular focus on those deriving from culturally and linguistically diverse backgrounds, rests on localized teacher preparation programs. To meet this demand, the recruitment and retention of candidates into teacher credential programs is critical. This study focuses on the exploration of barriers, perceived or otherwise, present in the credential program application process. Findings suggest existing inequities in need of mitigation and reform.

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Introduction

The increasing need for highly qualified educators has implications that extend into the K-12 schooling environment as well as institutions of higher education (IHEs) and the credentialing programs they offer. With many districts placing weight on recruitment and retention, attention must also be paid to identifying and mitigating existing programmatic barriers, with specific regard to the application and admissions process. The following sections discuss the interconnectivity of the teacher preparation pipeline, the existing research base, and the gaps in knowledge that this study serves to support.

K-12 Public Education

According to the California Commission on Teacher Credentialing (2021), the number of qualified, K-12 educators in California has declined exponentially over the past three decades. As a result, increased vacancies in all content areas (e.g., mathematics, science, English language arts, social studies) and disciplines (e.g., elementary education, secondary education, special education) proliferate the field. In contrast to the shortage of educators, are the static and increasing numbers of students enrolled in K-12 public school sites. More specifically, the National Center for Education Statistics (NCES) cites California as having the highest pupil-teacher ratio among all U.S. states, at a rate of 1 to 23, exceeding the national average (15.9) by nearly 35% (U.S. Department of Education, 2021). Not only does this over-extend educators' already limited time, resources, and stamina, it contributes to teacher attrition, further perpetuating classroom vacancies.

Additionally, while only 22% of the K-12 student population identifies as White, not Hispanic, an overwhelming 61% of the teacher population indicates they are White, not Hispanic (California Department of Education, 2021). This disproportionate demographic can purport the theory of cultural mismatch, wherein the majority of educators derive from a cultural background that differs from the large majority of students they are teaching. These contrasting experiences can lead to conflict that is reflected in ineffective communication between students and educators, poor academic and social outcomes for students, and frustration or discontent with the school system by all (Stephens & Townsend, 2015). To mitigate social barriers, increase equity in the schooling experience, and ensure the success and longevity of students and educators alike, diversification of the workforce is critical.

Institutions of Higher Education

Pressure to fill increasing, classified vacancies often fall on localized teacher preparation programs and the quantity and quality of candidates they produce. However, enrollment in teacher preparation programs in the state of California

has continued to decline (CCTC, 2019). Though little research has been conducted within the field of teacher education, alternate disciplines (e.g., speech and language pathology, healthcare, communication sciences, psychology) have uncovered several key issues regarding the equity, accessibility, and intelligibility of the graduate application process.

Review of the Literature

When assessing barriers encountered in applying to a graduate-level speech and language pathology program, Kovacs (2022) identified several issues that impacted underrepresented populations and BIPOC (self-identified as Hispanic, American Indian, Asian, Black, Pacific Islander, or multiracial) students at heightened rates. Following a review of 878 applications, data showed that applicants deriving from underrepresented populations were much more likely to submit a late or incomplete application as compared to students from overrepresented populations (Kovacs, 2022). The most common issue was a failure to verify official transcripts and GRE scores within 28 days of the application deadline and submitting less than the required number of letters of recommendation. This could indicate financial aversions experienced by students advancing through the application process. Data also revealed that this subset of students tended to have lower composite grade point averages and GRE percentiles (Kovacs, 2022).

These findings parallel those of Simone et al. (2018), who examined the effects of admission interventions that aimed to increase students from underrepresented minority groups in healthcare professional programs. Upon reviewing 29 studies, a correlation between low GPA/SAT scores and students of low economic status, as well as students of color (self-identified as Black or Latinx), was noted.

Further, when assessing the barriers to the success of 126 underrepresented students in Communication Sciences, Fuse (2018) found that financial barriers exerted the most influence on students' preparation for graduate school applications. Cochrane et al. (2017) supported this phenomenon and found that many applicants opt out of applying [to Physics programs] due to financial barriers, concerns with grades and/or GRE test results, and a lack of academic advisement. Students of lower economic status also reported spending fewer hours studying for tests and earned lower grade point averages than peers who self-identified with a higher economic status (Fuse, 2018). Moreover, students from underrepresented populations were more likely to report a lack of a college-educated family member or individual who could support them in the application process (Fuse, 2018).

Within the field of psychology, 88 graduate program chairs noted explicit types of information that caused admissions committees to reject otherwise strong applicants (Appleby & Appleby, 2006). These included (a) damaging personal statements that discussed personal mental health or other sentiments of excessive self-disclosure, (b) harmful letters of recommendation, including those that noted

undesirable characteristics or derived from irrelevant sources, (c) a lack of information about the program for which they were applying, (e) poor writing skills, and (f) overt attempts to impress including excessive flattery or "name dropping" (Applyby & Applyby, 2006).

Each of these obstacles has been shown to be particularly pervasive among students of color and those deriving from low-economic households (Kovacs, 2022; Simone et al., 2018). With an ongoing need to recruit future educators into credential programs, and a heightened emphasis on diversifying the candidate pool, further exploration, and mitigation of programmatic barriers in the application process are warranted.

Theoretical Framework

This research study seeks to determine (a) the obstacles that exist in the application process across three credential programs in the Department of Teacher Education (e.g., elementary education, secondary education, special education) and (b) the impact these obstacles have on the provision of equitable, post-secondary schooling opportunities. To mitigate existing barriers, the research question, "What barriers, perceived or actual, do students encounter in the application process that hinder them from completing the application to become a K-12 teacher?" seeks to improve programmatic accessibility. This research challenges traditionally oppressive structures and contributes to the ongoing effort to recruit and retain high-quality teacher candidates.

Data derive from individuals who initiated but failed to complete applications across three credential programs in the Department of Teacher Education (e.g., elementary education, secondary education, and special education). Preliminary findings, as well as the implications for professional practice, will be discussed.

This study is situated within the framework of Equity Mindedness, and was drawn upon to explain phenomena, draw connections, and make predictions. According to the University of Southern California's (USC) Center for Urban Education (n.d.), equity-mindedness calls attention to patterns of inequity in outcomes, requires practitioners to take personal and institutional responsibility for systemic inequities, and requires practices to be reassessed. This lens was utilized in an effort to better understand the experiences of students in order to make practical changes to the application process to support the teacher pipeline.

Methodology

The purpose of this study was to explore barriers to the credential application process across all three programs in the Department of Teacher Education including the (a) Multiple Subject Credential Program (MSCP), (b) Single Subject Credential Program (SSCP), and (c) Education Specialist Credential Program (ESCP). The study was conducted within a rural California State University campus located

in the Central Valley. According to 2021 institutional data, the total enrollment (e.g., undergraduates, graduates) was approximately 10,500 with 58% of students indicating they were Hispanic/Latinx, 60% deriving from an underrepresented minority group, and 73% indicating first-generation college student status.

The research design utilized a mixed methods methodology. The plan for data collection included an initial survey requiring approximately ten minutes to complete as well as subsequent focus group interviews; however, due to limited involvement with the focus groups, researchers focused on survey results only for the rest of this study.

Participants were culled from a group of 126 students who began an application in Spring 2022, but did not finish the credential application process. Students were sent an email inviting them to participate in the study. The email contained a consent form and a link to the survey.

The survey consisted of four sections: demographic information (included questions about gender, age, and ethnicity), teacher candidate characteristics (included questions about motivation and organization characteristics of the applicant, what program they were applying to, and their undergraduate degree), specific questions regarding the application process (i.e., did you have an advisor helping with your application?, was the application discussed in your undergraduate courses?) and open-ended questions (i.e., What might have supported you in completing your application? What went well in the application process?) As a result of the survey, a total of 18 respondents, equally representative of the MSCP (*n*=9) and SSCP (*n*=9) were documented. Unfortunately, no respondents from the ESCP program were submitted. Data were transcribed and coded for theme identification from the survey results.

Results

Eighteen prospective applicants who did not complete the Spring 2022 application process responded to the surveys. Table 1 outlines the demographic information of these responders. Their undergraduate degrees vary, including liberal studies, child development, history, kinesiology, psychology, and Spanish. Nine candidates applied to the Multiple Subject Credential Program (MSCP); nine others, Single Subject Credential Programs (SSCP); and no respondents sought Educational

Table 1
Survey Respondents' Demographic Information

Gender (N)	Ethnicity (N)	Age (N)	Degree Seeking (N)
Female (14)	Hispanics (9)	20 -25 (9)	MSCP (9)
Male (3)	Caucasians (5)	26 -30 (6)	SSCP (9)
Non-comforming (1)	Asian (2)	31-35 (1)	ESCP (0)
		36-50 (2)	

Specialist Credential Program (ESCP). Fourteen of these respondents described themselves as either highly motivated or motivated. Fifteen of them stated they were either organized or very organized as students.

When asked about the application process, the data suggested that most of the "non-completers" were ill-informed of the documents needed, the application process, and the completion timeline. Only four respondents recalled participating in an informational session before applying to the Credential Program; 12 students did not participate in an information session, and two did not remember if they had participated.

Two-thirds of the respondents stated they did not have an academic advisor supporting them in the application process. The respondents indicated they had reached out to multiple places for guidance, including faculty (66.7%), Credential Office (50%), Field Service (16.7%), and others (16.7%). However, they found the information, checklist, and advice they received either confusing or too late for them to complete the application before the deadlines. Half of the respondents were aware of the items that needed to be submitted during the application process. The respondents identified the multiple items that were not completed in their application process and considered them barriers to this process (see Table 2).

Additionally, the qualitative responses on the survey indicated prospective students would have appreciated more support and direction from a knowledgeable person who could have offered guidance during the application process. Responses directed at needing support ranged from "meeting with a counselor," "guidance," and connecting with "knowledgeable staff/faculty" who could review paperwork prior to admission of the application would have been helpful. Participants, fourteen of whom felt they were motivated learners, also indicated email reminders of application due dates would have been helpful. The qualitative data determined the need for person-to-person support would support the application process.

Finally, participants indicated they did not receive enough information about the teacher education program during their undergraduate studies. They felt this information and advising from undergraduate professors along with guidance

Table 2
Frequent Incomplete Tasks and Major Barriers Reported by Respondents

Incomplete Tasks (Check all that apply)	N	Consider Task as Major Barriers (N)
Complete the request for Live-scan	7	2
Complete the statement of intent	6	4
Obtain the two references	6	4
Complete Basic Skills Requirements	6	4
Complete a Certificate of Clearance	5	2
Meet Subject Matter Competency	4	3
Obtain TB Clearance	4	3
Complete prerequisite courses	2	4

towards pursuing teacher education would have been helpful in completing the application process.

Implications for Practice and Future Goals

Understanding the barriers prospective teacher candidates face when applying to credential programs is crucial in not only removing these barriers but, more importantly, in addressing the existing shortage of educators. To that end, several steps have been employed to increase application completion and improve the credential program application process.

First, collaboration between individual programmatic coordinators and the Credential Services team was implemented to bolster support to new applicants. Virtual information sessions outlining how to apply to each program with the provision of ongoing support throughout the application completion process were employed. These efforts emphasized the need for more informational sessions, specifically in a face-to-face modality, for those who were hindered by a lack of internet connectivity and/or had impromptu questions. Application workshops are also being scheduled to provide writing support (e.g., letters of intent) to prospective candidates as well as assistance in requesting and securing letters of recommendation.

Ensuring that candidates have accurate information about the materials and information required to complete the application (prior to beginning the online application) is another area in need of improvement. To address this need, updated application procedures with corresponding checklists have been developed to support candidates in gathering these materials in advance. Further, analysis of website information and corrections to ensure all information is current, accessible, and user-friendly, has been completed.

Because many candidates are "tech-savvy," it is also essential to improve outreach and communication through the use of social media. A dedicated, professional platform has been discussed where prospective students can access timelines (for applications and informational sessions) and workshop/informational session flyers. Further, asking students to share what they have learned with their friends/colleagues is important. Word-of-mouth is an often-overlooked opportunity for candidates to share their experiences. To facilitate this discourse, drop-in clinics have been designed to support applicants before, during, and after the application process.

Lastly, increasing credential program visibility to undergraduate students has become a primary objective. Many teacher candidates in the credential programs derive from undergraduate programs housed within the university. Following discussion with prospective teacher candidates, a lack of connectivity between Teacher Education and undergraduate programs was discovered. For instance, some candidates pursue a degree in psychology and identify education as an area of interest. Providing informational sessions and/or connections with faculty in the

psychology program is one avenue to provide information about teacher education programs. Additionally, outreach to community partners (i.e., local school districts and community colleges) is another area that would raise programmatic awareness and be of support to prospective teacher candidates.

Many candidates in the Education Specialist Credential Program have been or are paraeducators. This role is an added benefit for those who choose to pursue a teaching credential. Many local districts have used grant monies to support paraeducators in earning a teaching credential. Working with these districts supports outreach to paraeducators who are interested in teaching in their own classrooms.

The data from this study provided evidence that barriers do exist in the application process for prospective teacher candidates. Without a strong teacher applicant pool, the future educational success of K-12 students is impacted. Consequently, it behooves Teacher Education programs to become creative in removing barriers to program entry.

With a collective desire to recruit and retain highly qualified teacher candidates, this research adds to the existing literature base and may benefit other institutions in reforming the application process. There are multi-faceted reasons why candidates do not complete the application process, which only begs the question: what can be done to remove those barriers?

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Differentiated Formative Feedback for All

Learning from Secondary Math and Science Teachers About Deep Equity During a Pandemic

By Brent Duckor & Carrie Holmberg

While researchers and practitioners have long known that differentiating formative feedback (FF) is a requisite for creating more equitable learning opportunities for students, less is known about how teachers plan for, enact, and reflect on differentiated FF dialogues with students individually, in small groups, or as a whole class—a lens on practice we refer to as "configurations." This empirical, qualitative case study explored middle school math and science teachers' FF dialogues with students in different configurations. Analysis of classroom videos, transcripts, and binning tools found participants engaged in differentiated FF conversations with students more frequently and effectively when using Progress Guides (PGs). These more focused feedback exchanges centered on visible boundary objects helped teachers and students plan "next steps" with purpose.

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Purpose, Perspective, Context

Researchers and practitioners agree that engaging students in formative feedback (FF) processes is essential (Panadero et al., 2018; Allal, 2020; Andrade & Brookhart, 2020; Chen & Bonner; 2020; Winstone & Boud, 2020; Liu & Andrade, 2022) and at the heart of formative assessment, which has long been shown to yield positive effects across different age groups of students, school subjects, and countries (Hattie, 2012; Hattie & Clarke, 2019; Wiliam, 2018). However, less is known about how teachers plan for, enact, and reflect on feedback practices that aim to ensure that students engage in dialogic, differentiated formative feedback conversations during class regularly. Even less is known about how teachers plan for, enact, and reflect on differentiated FF dialogues with students as *individuals*, in *small groups*, or in *whole class* configurations (Duckor & Holmberg, in press).

The study used a qualitative approach to explore how teachers planned for, enacted, and reflected on the dialogic formative feedback interactions in their classrooms. The case study focused on middle school math and science teachers' (*n*=4) dialogues with students in whole class, small group, and one-on-one configurations using a common tool called a "progress guide" (PG) in various configurations (See Figure 1).

Our purpose was to discover how the participants were planning to differentiate FF dialogues for equitable generation of feedback for all their students. Part of anti-racist assessment practices includes inclusion of student voices, and facilitating student-to-student feedback with tools that make progress accessible and visible to a community of learners (Duckor, 2022; Duckor & Holmberg, 2019/2020).

Research Questions (RQs)

In this study we asked:

1. How can the lens of *configuration* (whole class, small group, or individual) illuminate aspects of practice of engaging students in FF dialogues that are significant to teachers and students?

2. What difference does using a tool such as a Progress Guide (a mental model for anticipating the range of FF likely to be effective with a class of students) make?

3. What do teachers report about the relationship, if any, between their aspirations to be as equitable in their FF practices as they can and their use of the Progress Guide to reach these goals?

Theoretical Framework

To interpret and unpack the videos of the classroom interactions observed

Figure 1
Progress Guide for Teacher Use (Teacher A)

Number/ percentage of student responses	Response	Next Steps/Request
	Can explain to the class	Ask student to prepare to share their answer with the rest of the class. This would be preceded by asking them to share their answer with either a partner or a small group.
	Can identify the correct answer with evidence	Ask student what they would need to know in order to explain the concept to the class. Then ask them to talk about their answer with a fellow classmate who was also finished.
	Had the wrong answer but explained my answer	Praise the thinking that went into the formation of of their answer. Then ask them if they could apply that thinking toward creating a counterargument.
	Can identify the correct answer but did not explain my thinking	Inform student of their correct answer. Then encourage them to follow the format that the curriculum has been instilling in the students, which is claims need to be supported by evidence. "I see that you have the correct answer, how did you know? What do we need to support our claims with?"
	Can list words that have to do with the topic	Ask student to expand on the meaning of the words they chose. After this conversation, I would use the student's language to help guide them toward formulating an answer based on the information they provided.
	Not sure or doesn't know	Ask student to provide a recap of what was discussed in class. Depending on their reply, guide the conversation toward the appropriate next step. If they were unable to recall any of the class discussion, I would show them where the vocabulary words could be found. I would then ask for them to review them while I checked in on other students. After returning, I would then guide the student to speculate on what they think the correct answer is.
	Absent/No Response	Show student where to find vocabulary on the website. Explain how to get started. Repeat directions. Prompt students to tell their answer and explain their thinking (before then writing).
	Present, but didn't log on	
	Logged on, but no response	
	Response does not answer question asked	

between students and students and between teachers and students, the research team employed a framework for formative feedback (See Figure 2) that decomposes classroom-based feedback practices into three focal points for viewing FF interactions. These are *directionality*, *configuration*, and *modality*. Configurations of feedback matter in teachers' practice, particularly when it comes to engaging students in dialogue (Duckor & Holmberg, in press). Video of the participants engaging students while in whole class configuration, or during small group work, or individually, when teaching about and/or using a PG was captured and analyzed.

Context

Participants were math and science teachers at a middle school in a greater metropolitan region in Northern California. Nearly 83% of students attending the school are socioeconomically disadvantaged according to state guidelines, 75% are identified as Hispanic/Latino, 17% Asian, and 2% White.

Participants

Four teachers who taught math, science, or both participated. They had 3, 4, 9, and 23 years of experience. All teachers identified as persons of color.

Timeline and Activities

Figure 2
The Formative Feedback Framework

Contexts for Learning		
Face-to-Face	*Blended*	*Distance Learning*
Focal Point		
Directionality	**Configuration**	**Modality**
Lenses		
Teacher-driven	Whole class	Written
Peer-to-peer driven	Small groups (2-4)	Spoken
Self-driven	Individual (1:1)	Non-verbal
Learning Goals		
Standards and Skills		Tasks, Projects, Activities

The study occurred over a three-month period in Fall 2021. The project involved introducing PGs to the teachers in order to help them effectively plan ways to differentiate formative feedback/next steps) and for student use (student self-assessment and generating or identifying next steps for oneself).

All participants met as a group for 4 sessions. Each session was 1-2 hours. Three sessions were online and one was in person. Individual interviews were conducted in person or by Zoom. Shared online documents and email were used to engage the participants in feedback loops as they were designing their PGs. Participants were given a graphic organizer the research team designed (the "Progress Guide Planning Tool") to support participants' thinking through how using a PG to support all students' learning could be aligned with curricular goals. The members of the research team took turns leading the sessions.

Methodology, Data Sources, and Evidence

The study was conducted in three phases: planning, enacting, and reflecting. Multiple data sources were collected in each phase (See Table 1) including video recordings of the teachers engaging their students in formative feedback dialogues.

Planning

Research shows that teacher planning is critical to effective classroom instruction (Borko 2004; Superfine 2009) and assessment for learning (Black & Wiliam, 2009; Threlfall, 2005). Borko, Davinroy, Bliem, and Cumbo (2000) further remind us that it is imperative to provide to teachers "multiple resources and multiple paths toward change in order to accommodate individual differences in teachers' beliefs, practices, and life circumstances" (p. 303).

Participants were introduced to the scaffolds and planning tools intended to help them carry out more effective differentiated formative feedback interactions with their students. These included a Progress Guide Planning Tool, a Progress Guide for Teacher Use exemplar, and a Progress Guide for Student Self-Assessment exemplar. Whether teachers collaborated or worked alone, once their first draft was shared electronically, all teachers engaged in FF loops with the researchers.

Enacting

Video recording in classrooms can be intrusive. All teachers were video recorded teaching and interacting with students at least two days in a row. This helped the teacher, students, and researcher operating the camera become accustomed to each other. Recording audio well enough for research purposes in particular was a challenge, especially when all people were wearing masks because of the pandemic. An external microphone on a 12-foot extension cord was used in order to be less intrusive to dyad conversations.

Table 1
Data Collected During the Planning, Enacting, and Reflecting Phases of the Study

Planning	*Enacting*	*Reflecting*
Participant context info: subject area total years teaching years teaching at study site experience with FA	**Video of classroom instruction** (two days of instruction for each teacher) taken by the same member of the research team each time	**Zoom recording and transcript** of Session 4, a collaborative reflection time
Participant responses to "Progress Guide Planning Tool": Standard(s) Curriculum topic Unit goals Student skills targeted Lesson topic Assessment Task Progress guide user (e.g., self, peer, teacher)	**Prompt/task** students were engaging	**Zoom** or **audio recording** of individual interviews with participants post-video recording
Participant responses, including revisions after researcher feedback, to the "**Progress Guide Template**" planning tool	Scans/photos of **all student responses to Student Self-Assessment Progress Guide**	**Analytic memos** written by members of the research team after Session 4 and after each post-video interview
All electronic communication (Google doc comments and replies and emails) related to planning and revising participant-designed Progress Guides	**"Final" version of Progress Guide for Teaching Use** (including all differentiated formative feedback decided upon)	
Zoom recordings and transcripts of Sessions 1, 2, and 3: 1. Introduction and overview 2. Choosing a unit/lesson in which to embed the Progress Guide 3. Sharing first drafts of Progress Guides with all participants and receiving feedback	Field notes taken by researcher during classroom observations and video recording.	
	Analytic memos written by members of the research team after Sessions 1, 2, and 3 and after video recording instruction.	

Note. FA = formative assessment

Reflecting

Participants were invited to reflect collaboratively and individually. The fourth session was dedicated to collaborative reflection. Individual reflection was captured during in-person or online interviews conducted after a participant had used their PG to analyze student work and influence their next lessons and after they had been video recorded interacting with their students about the PG.

The data analysis was aimed at answering the research questions and identifying themes and categories (Miles, Huberman, & Saldaña, 2014). To verify and compare recurring themes, we triangulated the evidence ensuring we had data from each stage of the inquiry cycle to support conclusions.

Findings/Conclusions

RQ 1: The study sought to learn how the lens of configuration might illuminate aspects of engaging students in FF dialogues that were significant. One finding related to this question was that participants noted how their one-on-one formative feedback dialogues with students benefited subsequent whole class discussions, noting the interdependence amongst configurations. One teacher said, "Even though I wound up talking about different things when I was with each student, all those one-on-one conversations made the [whole] class discussion much more complex. I knew who to invite in to share when." This teacher reported having more one-on-one conversations with students during the period of the study than "normally."

RQ 2: The study sought to explore any differences designing and using a PG made. The study found all participants derived benefits from designing and using a PG and reported that their students did too. Teacher G acknowledged the "complicatedness of binning" (i.e., coming up with meaningful, leveled categories that could inform the feedback and next steps that would best help each student). Teacher G reported, "I created more levels as I was analyzing student work. Using a PG helped me come up with more targeted and helpful feedback for students whose work is at all those different levels."

RQ 3: The study sought to discover if, and how, participants may have connected using a PG to improving equitable feedback practices. Teachers reported that using the PG helped them provide "more" feedback, and more "helpful" feedback, than was usually the case for their instruction. One teacher used the word "personalizing" when talking about how using the PG influenced her teaching:

> Students writing on the self-assessment PG, especially putting their questions down, helped me personalize what I did with each student. For some I drew, others I asked questions, others I started by saying, 'Show me how you're sure.' I really think being more equitable means this kind of personalizing.

All teachers in the study found that students using the PG played a positive

role in their persevering and gaining a sense of competence with complex tasks. Teacher G's response is representative: "I was surprised at how many of the students in class were helping each other. I was surprised by their stamina in terms of doing the problems that day [they used the PG]."

Significance

Helping teachers to engage students in dialogic, differentiated formative feedback conversations during class is important for teachers and for students (Duckor & Holmberg, 2017, 2019). Teachers become better informed and can better meet students where they are. Study participants reported that increasing their FF conversations with students helped them "see students' points of view better." Though students were not interviewed in this study, experience points toward students benefiting in multiple ways from enjoying more dialogic, differentiated FF conversations during class: improved academic performance, increased sense of belonging, and growth in interpersonal skills.

Our work adds to the existing knowledge base on the use of teachers' reflective practices to advance the skills required to bring about more powerful discussions in math and science classes and make teaching and learning more visible. As Hattie (2012) argues, "when teaching and learning are visible, there is a greater likelihood of students reaching higher levels of achievement" (p. 21). Yet making teaching and learning visible requires an accomplished teacher as evaluator and activator, one who has the tools and mental models necessary to support more equitable feedback practices.

This work on better understanding how teachers can use scaffolds/mental models to improve differentiating their FF interactions offers teacher educators at the higher education and K-12 levels a concrete "tool," that is, the concept of progress guides for teacher use and student self-assessment, that helps practitioners construct a solid foundation for measurable progress in supporting success for all.

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Heart, Mind, and Collective Action

Building an Equitable Mindset Workshop

**By Marni E. Fisher, Kimiya S. Maghzi,
Meredith A. Dorner, & Holly Pearson**

Abstract

This interactive workshop is designed to building preliminary concepts of equity in education with the goal of rehumanizing education through anti-racist and anti-bias practices. As such, the workshop starts with an introduction to equity before exploring three key lenses: the equity lens, the critical race theory lens, and the culturally responsive teaching and learning lens. Each lens explores concepts, integrates interactive activities to deepen understanding, and offers additional resources and literature. Finally, the workshop ends with practical applications adaptable from elementary through graduate school.

Introduction

This practice suggests an interactive workshop that introduces the three ele-

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ments of equity work (Linton, 2011). Then, using a prismatic lens (Fisher, 2016), the workshop invites attendees to layer their understanding of the equity, Critical Race Theory (CRT), and Culturally Responsive Teaching and Learning (CRTL) lenses while considering practical applications. With the goal of interactively exploring the theory behind equity, the purpose of the workshop is to engage attendees interactively, offering practical applications for implementing equity across academic levels.

Significance to the Field of Teacher Education

Equity is integral to education, which can be part of the perpetuation or dismantling of systemic inquiry. This became clear after education went online in 2020 due to the coronavirus pandemic (Fisher et al., 2021) when a recognition emerged of how systemic inequities (Anderson, 2020; Ramos et al., 2020; Sahasranaman & Jensen, 2020) increased the digital divide (Ayre, 2020). However, equity research is not new, and, according to Linton (2011), equity work requires three elements:

(1) the educator's personal connection with this work;

(2) the institution's embrace of systemic change and progress; and

(3) the professional practices the teachers and administrators implement every day. (p. 39)

This can also be tied into established research exploring diversity, including intersectional identities (Crenshaw, 2011), funds of knowledge (Moll et al., 1992), ways of reading the world (Macedo & Friere, 2003) and ways of understanding it (Eisner, 2003).

Key Elements of the Practice

Building from the concepts introduced by @ONE's Online Education Course designed to build equity (Hijaz, 2022), this practice offers a hands-on workshop that can be presented in person, digitally, or through a hybrid model. It is designed to begin building preliminary concepts of equity in education with the goal of rehumanizing education through anti-racist and anti-bias practices. As such, the workshop starts with an introduction to equity before exploring three key lenses: the equity lens, the critical race theory lens, and the culturally responsive teaching and learning lens.

The introduction to equity starts with the College equity indicator survey (https://forms.gle/1WnZ4LJXr6QxNxq96) to determine how aware attendees are of what their school is doing in terms of systemic equity. Next, Linton's (2011) three critical elements of equity are considered along with Fan's (2021) and Lynch et al.'s (2020) images illustrating equity. This is juxtaposed against what equity is not, leading into information about the challenges and barriers students experience that create the achievement gap (i.e.: Hijaz, 2022; Kaupp, 2012). Further cementing the need for educators to understand equity and the experiences of marginalized

populations are statistics on California's colleges (UnivSTATS, 2022), community colleges (Foundation of California Community Colleges, 2022), and k-12 public schools (CDE, 2021-2022).

The equity lens, as described by Linton (2011), "enables educators to provide whatever level of support is needed to whichever students require it" (p. 33). This aligns equity with theories of differentiation (Dennis, 2020; Fisher & Maghzi, 2021; Kliebard, 1967; Tomlinson et al., 2003). However, "success depends on the school and/or system's ability to create an effective framework that guides all decisions, practices, and policies according to equity (Linton, 2011, p. 49). Therefore, as asserted by Linton (2011), building systemic equity includes personal connection and commitment to equity, institutional level vision and support, and daily practices in order to raise all students' achievement level, narrow the achievement gap, and eliminate disproportionality and racial stereotyping. This requires teamwork in order to create sustainable systemic change.

Further exploring the equity lens requires recognition of how a single story is problematic (Adichie, 2009) while culture (Davis, 2005; Maghzi, 2016) and diversity are complicated (see Figure 1). Being intersectional (Crenshaw, 2011), "identity is fluid, multilayered, and relational, and is also shaped by the social and cultural environment as well as by literacy practices" (Muhammad, 2020, p. 67). The equity lens then closes with a survey where the attendees identify their personal areas of diversity, then reflect on which elements are easily shared, which are they forced to share, and which they typically choose not to share.

The second frame is Critical Race Theory (CRT), which assumes that racism is ordinary. As Beverly Daniel Tatum (2017) argues, " racism, like other forms of oppression, is not only a personal ideology based on racial prejudice but a system involving cultural messages and institutional policies and practices as well as the beliefs and actions of individuals" (p. 87). Digging into bias, this section of the workshop asks the attendees to first brainstorm the language they use about their students, then examines common assumptions that undermine student success (Yale Poorvu Center for Teaching and Learning, 2021) before offering the Harvard Implicit Bias Test (Project Implicit, 2011) as a resource to test personal biases.

Further literature about marginalization, stereotyping, racelighting, and micro-aggressions identifies that: (1) historically, exclusion has included women, individuals of color, and students with differing abilities (Boroson, 2017); (2) racism is systematic (Kendi, 2019) and maintained by the dominant culture (McLaren, 2003); (3) stereotypes can lead to students self-handicapping based on common stereotypical perceptions of their populations (Sami, n.d.; Wood & Harris III, 2021); and (4) microaggressions create added daily stress (Wing Sue, 2010). Additionally, the RP Group (2011-2014a) identifies a number of additional challenges and barriers that students experience in the educational system.

The final frame, Culturally Responsive Teaching and Learning (CRTL), recognizes the depths and complexities of culture.

> The notion of 'cultural relevance' moves beyond language to include other aspects of student and school culture. Thus culturally relevant uses student culture in order to maintain it and to transcend the negative effects of the dominant culture. The negative effects are brought about, for example, by not seeing one's history, culture, or background represented in the textbook or curriculum or by seeing that history, culture, or background distorted. Or they may result from the staffing pattern in the school (when all teachers and the principal are white and only janitors and cafeteria workers are African American for example) and from the tracking of African American students into the lowest-level classes. (Ladson-Billings, 2009, p. 19)

Furthermore, multicultural education needs to be integrated into all aspects of learning (Nieto, 2017). Similarly, according to Matthew Lynch, "culturally relevant teaching is a pedagogy that empowers students intellectually, socially, emotionally,

Figure 1
Complexity of Diversity (Based on University of Sydney Anthology, 2019, adapted from Marilyn Loden and Judy Rosener (1991) Workforce America! Managing Employee Diversity as A Vital Resource, Business One Irwin)

and politically by using cultural references to impart knowledge, skills, and attitudes" (Ladson-Billings, 2009, p. 20). The benefits of a CRTL approach (Hijaz, 2022) are then aligned with Gay's (2016) attributes of caring before considering practical approaches.

In terms of practical applications, the attendees are encouraged to consider their first contact with their students and why that first impression matters (Hijaz, 2022; Pakula & Major, 2020) as well as what types of information is important to convey (Pakula & Major, 2020). Attendees will then be invited to examine three types of syllabus styles and language to consider impressions.

With the goal of building student success, the RP Group's (2011-2014a) six factors of success will be introduced. These include a student being directed, focused, nurtured, engaged, connected, and valued. Finally, attendees will be invited to examine ten ways professors can make a difference with students (RP Group, 2011-2014b), inputting their own experiences, ideas, and suggestions. The workshop concluded with a reminder that equity requires that we all continue learning, reflecting, and creating change.

Analysis of its Impact/Conclusions/Discussion

The conceptualization of this one hour workshop built originally from a four-week online education course's structure (Hijaz, 2022). However, where a four week course offered more depth, this workshop looked specifically at how to spark the beginning of an educator's interest in taking the journey in equity and equitable practices. Furthermore, this workshop takes the best practices from a distance learning form and layers them over the question of application in the face-to-face setting as well as across disciplines and educational levels. It sets a goal of encouraging attendees to examine their practices with an eye to what is equitable and what perpetuates marginalization.

Significance for Education

When thinking about equity, words and watchwords are not sufficient; instead, equity requires actively working towards rehumanizing societal and educational interactions. Actively working towards a more just and equitable world requires educators to actively embody and teach anti-racist and anti-bias teaching practices with educate students and the future contributors to society. Educators can model what it means to be actively working towards justice and equity by re-humanzing their teaching practices and embodying anti-racist and anti-bias practices. This may mean being particularly vulnerable at times. However, it is only through reflection, contemplation, and action that society can advance and improve. Educators as great influencers in the development of a more equitable and just society can greatly contribute to the betterment of society. Beginning by rehumanizing our praxis as educators and looking internally to examine our own biases and beliefs that can

contribute to the progress or demise of society is critical. Only through conscious effort, purity of motive, and active practices to combat racism and bias can criticality and unity be achieved.

Conclusion

The overall goal of this practice is to engage participants in the process of critically thinking about and evaluating the concept of equity. Through this exploration, participants explore anti-racist and anti-bias practices through three lenses: the equity lens, the critical race theory lens, and the culturally responsive teaching and learning lens. Upon examination of these lenses, the workshop employs prismatic theory to encourage attendees to layer their understanding of equity, Critical Race Theory (CRT), and Culturally Responsive Teaching and Learning (CRTL) with the goal of discovering and discussing ways to put these ideals into practice across academic levels.

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Collaborative Prismatic Inquiry

Experiences With Equity Across Six Colleges

By **Marni E. Fisher, Kimiya S. Maghzi, Meredith A. Dorner,
Holly Pearson, Joe A. Petty, & Mina Chun**

Abstract

With the goal of examining the experiences of college professors with equity work across a span of departments and colleges, this collaborative prismatic inquiry study documented dialogue and narratives across six college professors' experiences. All identified a personal commitment to equity that layered over four areas: continual learning about and reflecting on equity, implementation of equitable practices in the classroom, involvement in college equity work, and community involvement tied to equity. The information shared presented a chance to scrutinize various approaches to equity and all that it entails while allowing for critical inquiry into the practices of equity.

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Introduction

As educators our work cannot be done in a vacuum. We must be self-reflective and self-reflexive and examine our biases when thinking about educational justice and equity. Exploring the stories of college professors across six institutions, this study explores educators' beliefs that it is necessary to reconceptualize our teaching and praxis by continuously working towards conscious efforts towards equity and inclusion.

Purpose/Objectives

The purpose of this research is to examine the experiences of college professors with equity work across a span of departments and colleges. Hearing the approaches that different universities and colleges have taken to equity can be an opportunity to learn and critically examine approaches to the implementation and practice of equity. As such, this study offers a space for reflection, learning, and consultation that can examine patterns across experiences.

Review of the literature

With the coronavirus pandemic, previous inequities (Anderson, 2020; Ramos et al., 2020; Sahasranaman & Jensen, 2020) and increases in the digital divide highlighted problems across the educational system (Ayre, 2020). An equitable approach enables educators to differentiate, providing needed levels of support to each student (Fisher & Maghzi, 2021; Linton, 2011). Furthermore, according to Linton (2011), equity work requires: educators to have a personal connection to equity work, institutional commitment to progress toward systemic change, and educators and leaders to implement equity based daily professional practices. This indicates that it is important that educators, leaders, and institutions work together to build more equitable practices through personal connections with equity work, efforts to create systemic changes, and daily implementation. In addition, successful implementation of equity into a school or educational system requires creating an effective framework guiding all decisions, practices, and policies accordingly (Linton, 2011). This also requires developing an understanding of not only multicultural education (Nieto, 2000, 2010) but also the complexity of intersectionality (Crenshaw, 1991) and how individuals who align with multiple spaces of diversity find themselves fighting for voice and rights under each area (Sanders-Lawson et al., 2006).

Theoretical Framework

Prismatic theory works out of a prismatic lens (Fisher, 2013; 2016), utilizing the concepts of rhizomatic theory from Deleuze and Guattari (1987). With the goal of deterritorializing arborescent thinking and paradigms (Deleuze & Guattari, 1987), prismatic theory seeks to explore the complicated, hidden, and unspoken (Fisher,

2013). Furthermore, a prismatic lens (Fisher, 2016) recognizes a multiplicity of perspectives (Achieng-Evensen et al., 2017), identities (Crenshaw, 2011), funds of knowledge (Moll et al., 1992), ways of reading the world (Macedo & Friere, 2016) and ways of understanding it (Eisner, 2003).

Methodology

Collaborative prismatic inquiry layers a team of researcher-participant voices from a broad spectrum of experiences with the goal of mapping, rather than tracing, parts of education to (Achieng-Evensen et al., 2017). The professors represented English, humanities, biology, anthropology, sociology, education, and special education departments. Two taught undergraduate students at a community college, one taught both undergraduate and graduate students in special education credential programs, and one taught graduate students in an education credential program. Three were adjunct faculty, two were also working as leaders in K-12, and two were full time faculty, one of whom was tenured and the other tenure-track.

This study layered dialogic and narrative elements of collaborative prismatic inquiry. The dialogic element of prismatic inquiry was influenced by Bakhtin's (1981) dialogic analysis ([Bakhtin]/Volosino, 1976; Bakhtin, 1981) and Anderson et al.'s (1996) dialogic validity. As such, some of the data emerged from recorded conversations from six college professors and a high school teacher from a prior research study in which five of the researcher-participants discussed equity with k-12 educators.

The narrative element of prismatic inquiry was developed out of Tamboukou's (2010) narrative inquiry, prompting five of the six college professors from different higher education institutions to write narratives explaining their perceptions of their college's approaches to equity. The prompt developed collaboratively between two of the researcher-participants was:

> Building equity takes personal connection with equity work, daily practice, and institutional support (Linton, 2011). How/have you experienced equity implementations at the college where you teach?

Each professor was asked to write their response with the understanding that this was the participant-researcher's perception of their college's approaches, not necessarily representing the college's actual efforts at implementation.

Overview of the Results

All six professors identified with a personal commitment to equity. One explained in the narrative how their personal commitment to equity involved a very specific focus:

> *Equity manifests in a myriad of ways, and I wish to draw attention to a particular form of equity that is often overlooked and underestimated–interpersonal dynamics*
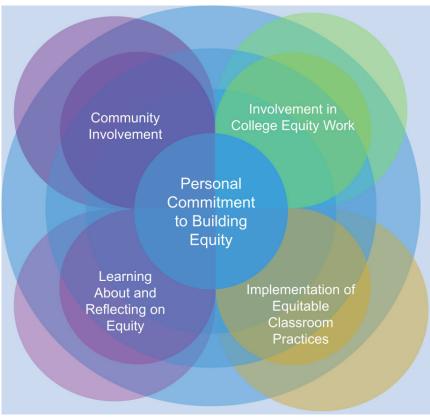
of equity. First, setting the context–much of my work is (re)centering the issues and experiences of multiply marginalized and contingent faculty.

This commitment carried outward while addressing four areas of practice in the researcher-participants' lives: continual learning about and reflecting on equity, implementation of equitable practices in the classroom, involvement in college equity work, and community involvement tied to equity. (See Figure 1)

The continual learning about and reflection on equity and the engagement of praxis (Freire, 1970/2005) was evident in the dialogue and implied as well as mentioned specifically in the narratives for all researcher-participants. As one identified in the narrative:

The equity course I recently completed also added depth to my understanding of critical race theory, filling in my understanding of systemic racism (Kendi, 2019). It also expanded my understanding of culturally responsive teaching and

Figure 1
Four Areas of Practice

learning (Ladson-Billings, 2009). Enlightened, I made a number of immediate changes to my courses.

Another discussed how equity work needs to be ongoing, rather than involving temporary or token efforts.

The implementation of equitable practices in the classroom was most evident in the unstructured dialogue rather than the more structured narratives. During the dialogue, one researcher-participant pulled a quote from Muhammad's (2021) interview on culturally and historically responsive literacy practices, identifying: Four pursuits for learning:

> 1. Identity cannot be removed from the classroom. It is critical that teachers help students understand and explore their own identities and those that are different from them.

> 2. All different types of skills should be focused on, but that is not exclusively what schools should be about.

> 3. Intellectualism means expanding the knowledge and horizons of the students.

> 4. Criticality should be used in a way that guides students to think for themselves and name as well as question systems of oppression and how they function. (Muhammad, 2021)

Others also mentioned discoveries that influenced their classroom practices.

The involvement in college equity work was clearest among three of the researcher-participants. In the dialogue, one discussed involvement with a college equity group that identifies areas of inequity. In the narratives, one talked about an ongoing personal commitment to (re)centering voices. While it was unclear if this was tied to formal college committee work, the commitment to speaking up was clearly evident. Another narrative explained:

> *I had the unique experience of sitting on a committee that was tasked with updating our school's equity plan, as a non-voting observer. What I found so interesting was that not only was the group focused on updating the plan to identify areas where we could improve our equity implementation, as well as describe strategies that were already in place, but the group itself functioned more equitably than most groups I have been part of.*

This description indicates a layered implementation of equity at the college.

The final area, community involvement tied to equity, describes how the researcher-participants are involved in organizations outside of the college. This was most clearly reflected in the dialogue, which stretched beyond the boundaries of the narrative prompt. One researcher-participant was especially involved in outside service and community projects, citing discussions of re-humanizing education and justice, equity, diversity, and inclusion (JEDI) work (JEDI Collaborative, 2022; Department of Health Science, 2022). Another discussed the partnership between their university with a national organization:

This well-known national organization… is committed to social justice and the work of equity in schools. My university works specifically with [a local] office, which boasts a pipeline of incoming teachers, the demographics of which are an inversion of the national trend: 80% people of color in 20% white credentialing candidates. These partnerships enable the university to throw itself into the creation of a teaching workforce that reflects the race and cultures of the students… and is the direct result of the support systems the university put in place to equip teacher credentialing candidates from marginalized backgrounds successfully in the program and continue as change agents for equity.

Both researcher-participants cited how higher education's involvement in k-12 partnerships implemented equity beyond the college community.

Significance for Education

Reaching for equity works toward a more just and equitable community, society, and world. The exploration of professor's perceptions of what their college is doing to reduce systemic inequity offers insight into how a personal commitment radiates outward when paired with ongoing learning, reflection, and praxis (Freire, 1970/2005). The stories explored document how educators actively implement anti-racist and anti-bias teaching practices in higher education. It is only through reflection, contemplation, and action that society can advance and improve.

Conclusion

The goal of this research was to explore the experiences of college professors, across six colleges, with equity implementation at their schools. Each participant identified their personal commitment to building equity and four additional themes emerged from the data: community involvement, involvement in college equity works, learning about and reflecting on equity, and implementation of equitable classroom practices. Each participant recognized the necessity of conscious effort towards equity both in praxis and teaching. The information each professor shared presented the researchers with the chance to scrutinize various approaches to equity and all that it entails. This also allowed for critical inquiry into the practices of equity.

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A QuantCrit Analysis of Advanced Placement Calculus Participation and Achievement

The Case of California

By Yvette V. Lapayese & Diego Lapayese-Calderon

Introduction

California students are the most diverse group of test takers for the Advanced Placement (AP) Calculus exams in the United States, providing a rich data set to examine gender disparity by race in participation and achievement. While there has been a considerable amount of research on inequitable precollege STEM access and achievement for ethnicity and gender, these two factors are often viewed in isolation from one another. In this QuantCrit feminist study, AP Calculus data was disaggregated by race and gender with an acute focus on female students of color.[1] Descriptive and inferential analyses revealed stair-step achievement disparities that challenged the prevailing singular White male achievement hierarchy as well as double jeopardy effects for female students of color. Implications of these findings point to decades of testing and profits with little to no progress for students in intersecting marginalized groups. The results discussed here can inform future

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studies of gender and mathematics education, as well as intersectional studies of mathematics achievement more generally since mathematics is arguably one of the most important skills for subsequent STEM learning (Anderson et al., 2021).

QuantCrit

In recent years, the accessibility of large-scale state and national datasets has enhanced the popularity of quantitative research among policymakers. One could argue that much of what we know about historically marginalized and minoritized populations is based on statistical summaries. QuantCrit, a critical methodology rooted in Critical Race Theory (CRT), acknowledges the biases in quantitative analyses in that data is no less socially constructed than any other form of research material (Gillborn et al, 2018).

Drawing from CRT tenets, QuantCrit established the following principles to guide the use and analysis of quantitative data: (1) the centrality of racism; (2) numbers are not neutral; (3) categories are neither 'natural' nor given: for 'race' read 'racism'; (4) data cannot 'speak for itself'; and (5) using numbers for social justice (Gillborn et al. 2018). By interrogating statistical research, QuantCrit redresses deficit master narratives. For instance, in the case of achievement gap meta-analysis studies, two studies could provide different accounts of the same data. One study could report that there was a large statistically significant mean difference effect size between Latine and White female student reading achievement. However, another study could situate the data within the context of gendered and racist schooling practices. By stating the results and then placing them in the context of a lack of opportunity, rather than a lack of Latine female student reading proficiency, the study provides a counterstory to deficit perspectives (Toldson, 2019).

Methods

In this study, we utilized non-manipulated disaggregated publicly available data for two different AP Calculus examinations administered in California in 2019. AP Calculus data presented a unique opportunity to analyze advanced math performance with a well-known, standardized metric recognized by many colleges and universities.

The research questions were:

1. What is the trend in gender disparity by race in participation in AP Calculus exams in California?

2. What is the trend in gender disparity by race in achievement in AP Calculus exams in California?

The data analyzed in this study included test scores from the state's four largest race/ethnic student populations: Asian, Black, Hispanic/Latino, and White. A total of 70,492 students participated in the AP Calculus exams in 2019, with the following

breakdown of 48,107 students for Calculus AB and 22,389 for Calculus BC. For this study, a score of four and five was considered high passing, and a score of one and two was considered non-passing.

Data analytical methods for this study included descriptive statistics, chi square goodness of fit tests, and parametric comparisons of means to identify the extent of equitable access and achievement on AP Calculus examinations when considering the intersectionality of student race/ethnicity and gender. The analysis incorporated a within-group and between-group intersectional examination of AP Calculus access and performance. In doing so, relationships between membership in multiple social categories and structural inequalities were identified.

Findings

Gender Participation Per Race/Ethnicity in AP Calculus Exams

The researchers' null hypothesis was: The representation of each intersectional group who took the AP Calculus examinations was not different from the percentage of each intersectional group enrolled in California secondary schools. A chi square test examining participation in AP Calculus examinations indicated that the observed distribution of intersectional groups was significantly different than the expected distribution when compared to public schools in California, $\chi 2(7) = 88.10$, $p < 0.001$. Descriptive data are summarized in Table 1.

For AP Calculus AB, Asian female and male students and White female and male students accounted for a larger portion of students than expected. Black female and male students and Hispanic female and male students enrolled at a significantly lower rate. Participation dropped in Calculus BC for all intersectional groups, except Asian male, Asian female, and White male students.

The expected equal distribution of female and male students within race/ethnic groups matched the observed values, with female students accounting for 49.61% of the sample for Calculus AB. For Calculus BC, the expected equal distribution

Table 1
AP Calculus Participation Percentages by Intersectional Group
as Compared to California Public School Enrollment 9-12 in 2019

Intersectional group	CA secondary population	AP Calculus AB	AP Calculus BC
Asian female	5.9%	16.9%	20.4%
Asian male	5.9%	17.1%	26.7%
Black female	2.7%	1.1%	0.5%
Black male	2.7%	0.9%	0.5%
Hispanic female	27.3%	16.1%	7.6%
Hispanic male	27.3%	15.6%	9.8%
White female	11.5%	11.9%	10.3%
White male	11.5%	13.1%	15.7%

of female and male students did not match the observed values, with the exception of Black students.

Gender Achievement Per Ethnicity in AP Calculus Exams

The researchers' null hypotheses were:

1. AP Calculus achievement will not vary by intersectional groups defined by race/ethnicity and gender.

2. AP Calculus achievement will not vary when comparing female and male students within each race/ethnic group.

AP Calculus AB. When examining differences among intersectional groups AP Calculus AB scores, significance (t-test) tests indicated differences in weighted mean scores, $p < 0.001$, with more male students achieving high passing scores than female students. Within-group analyses indicated that the non-passing rates for female students were higher than male students in all cases for their respective racial/ethnic groups. This is consistent with the research that gender is a strong predictor of academic outcomes related to STEM pathways than race/ethnicity. Notable findings were further identified by descriptive statistics for all intersectional groups, as represented in Table 2.1.

Asian male and Asian female students performed the highest on the AP Calculus AB exam, with 58.1% of Asian males and 52.6% of Asian females achieving high passing scores. Asian students were followed by White male (49.7%), White female (45.1%), Black male (27.8%), Hispanic male (24.0%), Black female (19.0%), and Hispanic female (15.9%) students. The failure rates for women who were also under-represented ethnic minorities were high. These groups included Hispanic women (67.8%) and Black women (62.7%).

Table 2.1
The Frequencies and Percentages
of Calculus AB Exam Score by Intersectional Group

Scores	Asian males	Asian females	Black males	Black female	Hispanic males	Hispanic females	White males	White females
5	37.3% n=3078	33.0% n=2680	13.3% n=54	7.6% n=39	10.7% n=802	5.9% n=460	27.4% n=1729	22.2% n=1268
4	20.8% n=1713	19.6% n=1591	14.5% n=59	11.4% n=58	13.3% n=996	10.0% n=772	22.3% n=1410	22.9% n=1310
3	17.5% n=1439	19.0% n=1545	15.0% n=61	18.2% n=93	18.3% n=1372	16.3% n=1266	22.3% n=1408	22.9% n=1308
2 & 1	24.4% n=2015	28.4% n=2306	57.2% n=233	62.7% n=320	57.6% n=4313	67.8% n=5251	28.1% n=1774	32.0% n=1831

AP Calculus BC. AP Calculus BC scores were also analyzed for differences among intersectional groups. Significance (t-test) tests identified gender differences for weighted mean scores, $p < 0.001$, with more male students achieving high passing scores than their female counterparts. Within-group analyses also indicated that the non-passing rates for female students were higher than for male students in all cases for their respective racial/ethnic groups.

Notable findings were further identified by descriptive statistics for all intersectional groups, as represented in Table 2.2.

Although higher AP Calculus BC scores were noted for all intersectional groups, inequities persisted. Asian male and female students performed the highest on the AP Calculus BC exam, with 77.6% of Asian male and 70.9% of Asian female students achieving high passing scores. Asian students were followed by White males (70.2%), White females (63.2%), Black males (48.2%), Hispanic males (46.9%), Black females (40.7%), and Hispanic female students (31.4%). The failure rate for Hispanic women was the highest (44.1%).

Discussion

The data confirm recent research on gender parity for Calculus AB and increasing parity for Calculus BC within race/ethnic groups (Bahar, 2022). However, inequitable access for intersectional groups was evident. Black female and Black male students and Hispanic female and Hispanic male students were under-represented for AP Calculus exams. Unequal access across female intersectional groups was evident as well. Asian female students comprised 5.9% of the total high school population and represented 16.9% of Calculus AB test takers and 20.4% of Calculus BC test takers. Hispanic female students comprised 27% of the total high school population and represented 16.1% of Calculus AB test takers and 7.6% of Calculus BC test takers.

Table 2.2
The Frequencies and Percentages
of Calculus BC Exam Score by Intersectional Group

Scores	Asian males	Asian females	Black males	Black females	Hispanic males	Hispanic females	White males	White females
5	62.6% n=3738	52.8% n=2407	34.3% n=37	23.0% n=26	28.8% n=628	17.0% n=291	51.9% n=1820	43.5% n=1005
4	15.0% n=897	18.1% n=826	13.9% n=15	17.7% n=20	18.1% n=396	14.4% n=247	18.3% n=642	19.7% n=455
3	12.4% n=742	16.8% n=766	28.7% n=31	23.9% n=27	22.6% n=493	24.4% n=418	17.7% n=620	19.8% n=459
2 & 1	10.0% n=599	12.3% n=563	23.1% n=25	35.4% n=40	30.5% n=666	44.1% n=754	12.2% n=427	17.0% n=394

Also, a significant gender effect was observed whereby females underperformed males in each ethnic group for AP Calculus AB examinations. This confirms literature on mathematics education in secondary schools that point to persisting gender disparities. That said, an intersectional analysis of overall AP Calculus performance by mean exam scores indicated a "stair-step" (Carpenter et al, 2006) achievement pattern illuminating disparities not only between groups but also within groups. Asian male and Asian female students scored higher than Black, Hispanic, and White students. Hispanic and Black males scored higher than Hispanic and Black female students. The high non-passing rates for Black and Hispanic female students exemplify the double jeopardy consequences for female students of color who experience cumulative disadvantages by membership in multiple underrepresented groups.

Notably, Asian female students outperformed White male students on AP Calculus exams. In considering Asian female performance, intersectional invisibility may add further credence to the argument that achievement gap analysis perpetuates racial achievement hierarchies. By only reporting the statistically significant underperformance of Black and Hispanic students and withholding data on the statistically significant overperformance of Asian female students, the White male racial achievement hierarchy remains intact.

Conclusion

Twenty years ago, critical race scholar Daniel Solorzano co-published a study that exposed unequal access and availability of Advanced Placement (AP) classes for Chicana/Latina students in a large urban district (Solorzano & Ornelas, 2002). Twenty years later, we built upon the seminal study to examine the extent of equitable access and achievement on AP Calculus examinations when considering the intersectionality of student gender and race. The findings negate the standard singular definition of the achievement gap and also point to the fact that in four decades, certain populations of students have not made any reasonable progress in AP exam performance (Jeong, 2009; Klopfenstein & Thomas, 2009; Combs et al., 2010; Bahar, 2022).

We argue that the lack of progress after decades of national testing in the United States without targeted interventions for students represents gross negligence on the part of our educational system and is a major social justice issue. As such, we concur with numerous researchers who have challenged the expansion of AP courses and exams as the primary strategy designed to enhance high school students' academic achievement and access to postsecondary education (Jeong, 2009; Klopfenstein & Thomas, 2009; Lichten, 2010; Sadler et al., 2010).

We unapologetically recommend the elimination of AP Calculus exams. Instead, we propose redirecting the millions of dollars spent to 'teach to a $97 test' in high-quality, critical, collaborative, and meaningful mathematics curricula.

Note

[1] It is important to note that not including other gender identities, such as non-binary, is a limitation related to the secondary data source.

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Disrupting
the Cycle of Disproportionality

What Do Intern
Special Education Teachers Know?

By Han Lee

Introduction

Concerns with disproportionality of culturally and linguistically diverse (CLD) students in special education by subgroup categorization of race, ethnicity, gender, socioeconomic status, and or English Learner (EL) status have steered substantial research over several decades (Sullivan, 2011; McFarland et al., 2019). The subgroup of English Learner students, elementary or secondary school students who speak a language other than English as their first or native language and do not reach English language proficiency as they enroll in school (ESEA Section 8101(20)), is one of the fastest growing subgroups of students in the United States with approximately 10% of public school students being identified as English Learners students (OSEP, 2021). Currently, approximately nine percent of English Learner students are identified as students with a disability (OSEP, 2021). As historical research continues to examine the efficacy of identification processes and instructional practices to address aspects of disproportionality, overall equity and accuracy of

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English Learner students being identified for special education remains unresolved (Cooc & Kiru, 2018; Becker & Deris, 2018; Counts, 2018).

The disproportionate representation of English Learner students in special education overall has been a persistent and often controversial issue (Counts, 2018; National Education Association and National Association of School Psychologists [NEA/ NASP], 2007). In particular, English Learner students can either be over or underrepresented, depending on their needs and how their needs are identified. Most commonly and currently, disproportionality is defined as "an overrepresentation and underrepresentation of a particular student group within a setting or outcome of interest, given that group's proportion in the total population" (Dever et al., 2016). Overrepresentation, as a construct of disproportionality, implies that more students of a particular subgroup may be identified for special education services than actually require them (Umansky, 2017). Underrepresentation indicates that fewer students of a particular subgroup may be provided with special education services and consequently, excluded from access to critical educational supports necessary for their specific needs (Umansky, 2017; Wagner, Francis, & Morris, 2005).

Amongst the varying factors that attribute to the disproportionality of English Learner students existing special education identification processes misguide and marginalize this subgroup of students in conjunction with underlying factors such as inequality, socioeconomic status, segregation and discrimination, and low-quality of instruction (Cooc & Kiru, 2018; Becker & Deris, 2018; Dyson & Gallannaugh, 2008). School systems have attempted to acquire appropriate identification protocols that accurately recognize learning needs in order to limit the number of English Learner students referred to special education (Barrio, 2017). Policy mandates such as the Individuals With Disabilities Education Act (IDEA; 2004) funds to provide intervention services, such as the implementation of Response to Intervention (RtI) models. These models have attempted to provide remedial academic support for English Learner students to potentially address a disproportionate amount of this subgroup either referred to or eligible for special education.

Furthermore, the role of teacher practice and teacher perceptions have been recognized as key constituents as to why English Learner students are identified for referrals (Allen, 2017; Chu 2011, Ortiz et al., 2011). Research indicates teachers exhibiting a lack of understanding on how their role and perception of this subgroup impacts disproportionality (Chu, 2011; Shippen, & Miller, 2009). Thus, despite teachers' efforts to familiarize themselves with English Learner students' cultural background, teachers ultimately identify student need inadequately which may inhibit them from holding English Learner students to higher-level standards of achievement (Feng, 1995; Utley et al., 2000; Skiba et al., 2006). Furthermore, when teachers exhibit having higher levels of racial bias, they are less likely to promote a culturally responsive classroom environment to support the needs of CLD students (Decuir- Gunby & Bindra, 2021, Kumar, Karabenick, and Burgoon, 2015).

The constructs of over- and underrepresentation represent the inequities in

access to education that English Learner students encounter through the school system. It is crucial to examine the factors that may contribute to the practice of inaccurately identifying students for special education services for English Learners students(Bailey & Carroll, 2016 p. 278; Bailey & Carroll, 2015).

Purpose of Study

The purpose of this qualitative study was to examine the level of awareness of disproportionality that special education intern teachers have and to explore how they develop their understanding of the concept. Determining awareness of disproportionality through the exploration of professional and personal experiences of novice teachers will help recognize how, if at all, novice teachers arrive at their current state of awareness of the intersection between English Learner students and special education and whether they recognize their biases regarding these students. Examining such levels of awareness may contribute to a more accurate identification of English Learner students with disabilities.

This research study aimed to answer the following research questions:

1. What shapes intern special education teachers' understanding of the disproportionality of English Learners students in special education?

2. How does their understanding shape their instructional approach with English Learner students in special education?

In order to address disproportionality through various avenues, including that of the teacher perspective, future research must be able to provide an in-depth examination of how teachers come to understand disproportionality and whether this informs the decision-making process in the identification process of English Learners for special education.

Positionality

The intersectionality of my own personal experiences of being a former English Learner student and professional experiences of being a general and special education teacher lay at the core of this research. It is my lived experiences of receiving inadequate support as a former English Learner students that also drive concern in how the various needs of English Learner students are met.

Methodology

This qualitative research study aimed to utilize a grounded theory approach to examine the intersection of special education practices and English Learner students through teachers' perspectives via the analysis of responses to vignettes, visual prompt, and interviews. The data sources were used to explore the levels of awareness of preservice special education teachers as they begin their careers.

Participants

Participants were intern special education teachers enrolled in an education specialist credential program at a state university located in Southern California. The inclusion criteria for the participants included currently working as an intern special education teacher while completing their early fieldwork experience. An email invitation introducing the research study was distributed to this cohort of credential candidates. Twelve of the fourteen participants were classified as an English Learner as a child of which 11 participants whose native language was Spanish, were of Hispanic or Latinx heritage, and the remaining participant identified as South Asian American whose native language was Urdu. The two other participants identified as English-only and were of European American descent.

Four of the participants from the 12 English Learners participants were dually identified as having a learning disability as a child. Two participants were diagnosed with ADHD and the other two participants were diagnosed under the category of Specific Learning Disability. All participants were diagnosed in elementary school and one participant continued to receive accommodations for learning as part of their pursuit in higher education.

Measures

The use of these data sources in this study (vignettes, visual prompt, and interview) were used to generate an understanding of what level of awareness intern teachers have of disproportionality of English Learner students in special education and how this awareness is informed. These different sources of data collection were essential to the triangulation of the data. In corroborating evidence through triangulation of data of multiple sources, validity of the findings is solidified (Creswell & Poth, 2018).

Responses to stimulus vignettes. As the first step in the data collection process, a total of five vignettes describing below-grade level performing English Learner students in the classroom were presented. These vignettes provided student demographic information, academic performance, and current interventions that have been provided to the student. The participant responses were checked for explanation of strategy and support in identifying the student's needs. Then, their responses were checked for alignment with the underlying construct of over- and or underrepresentation embedded in the vignette.

Elicitation of a narrative based on a visual prompt. This next step in the data collection process acknowledged participants as experts in their own lives, facilitating empowerment, and allowing for collaboration. Participants were prompted to provide their opinions, beliefs, and or interpretation of a graphic prompt, Figure 1, Appendix I. This data source was not meant to explicitly portray disproportionality of English Learner students with disabilities but rather elicit conversation dialogue

about personal beliefs and or perceptions that intern teachers may or may not have regarding the constructs of disproportionality.

Reflective interviews. Lastly, the intention of the interview was to explicitly examine how the participants' personal or professional experiences informed their understanding of the term "disproportionality". This process was designed to gain insight of the participant's professional and personal experiences with disproportionality and how their understanding of the concept was formed based on these experiences.

Procedures

Upon acceptance, participants provided a written consent to an interview, discussion of five vignettes, and completion of a verbal narrative of a visual prompt for data analysis. Five vignettes were provided through email, via Google form, and was completed by reading the vignette independently and recording their answers on the same Google form. Once submitted, participants were then prompted to review the visual prompt over a 1:1 Zoom setting. They had approximately 15 minutes or more to discuss their observations and thoughts. Probing questions regarding the statistics were only provided to facilitate the conversation when needed. The interview subsequently occurred and the responses to the interview statements were recorded and transcribed and coded for themes for analysis.

Coding. Following the data collection, I transcribed the narrative responses for the visual prompt and interviews were completed. Then, I completed the first round of inductive coding through which prominent ideas and any recurring words or messages were highlighted. The last stage consisted of examining the categories and their corresponding codes to determine if there were any overarching themes or theories that provided insight into what shapes the perception of intern special education teachers.

Reliability. The transcriptions of three participants included their responses to the vignettes, visual prompt, and interview. This represented 20% of the total data collected. The initial kappa coefficient of k=0.73 was achieved which results in substantial agreement (Landis & Koch, 1977). However, the researchers met to come to a consensus over any discrepancies and a kappa coefficient of k=0.82 was achieved to reach an almost perfect agreement (Landis & Koch, 1977).

Findings

The exploratory aspects of this research required a grounded theory method as preconceived themes about the data were not utilized. Upon transcription of the responses for each of the data sources, a list of codes was derived from each data source, initially resulting in three separate codebooks. The codebooks were then consolidated into one codebook based on common themes.

The responses from the vignettes were inductively coded and categorized under Instructional Strategies. Related to these overarching categories, subthemes Culturally Relevant Pedagogy, Collaboration, and Intervention emerged. Additionally, the supports and strategies subthemes and corresponding participant examples are shown based on the most popular code appearing in each vignette.

The next component of the data collection coded dialogue from the visual prompt based on perceptions of disproportionality and the self-reflective emotions across participants. These codes were categories codes of Constructs of Disproportionality and Instructional Strategies because they were analyzed to understand if participants have any previous understandings and or have personal beliefs of the concept and the impact this made on their instructional practice. These subthemes that were developed were categorized under Constructs of Disproportionality and Overrepresentation, Underrepresentation, and Self Reflection as participants identified these constructs and or reflected on their personal experiences. Any similarities and differences in opinions or emotions regarding the implementation of supports and strategies for these students from the previous data source were examined.

The last step in the data collection process involved analyzing the interviews to explore how the participants were introduced to the concept of 'disproportionality'. The first two questions of the interview asked participants to share their understanding of the concept 'disproportionality.' Responses to these questions were categorized under Personal Experiences, Professional Experiences. The responses of the subsequent questions were designed to expand on what their experiences have been with teaching English learners and how their understandings have influenced their instructional practice which were categorized under the existing under Instructional Practice.

Discussion

Personal Experiences

The thematic analysis of the personal experiences of the participants were divided into two separate categories; exposure through home environment or media and experiences of personal identification of a disability. Majority of the participants were clear that their lived experiences as English Learners were validated through their respective credential programs as they learned of the concept. The program provided them with insight into their personal journey in acquiring new language, receiving or not receiving adequate support, and lived experiences of teacher biases and assumptions. The exposure of both personal and professional experiences ultimately built their awareness of disproportionality and furthermore, their awareness of over and underrepresentation.

Despite positive or negative experiences, participants who were identified as having a disability viewed their disability differently by realizing that not all students have had similar positive experiences and that there are students who are

receiving supports that may not actually be helpful. Majority of this specific group of participants felt positively about their identification and supports which influenced them to not only choose the profession but to be mindful of student needs in a unique way.

Professional Experiences

The professional experiences of most of the participants played a significant role in deepening their level of understanding of disproportionality, particularly those who had been exposed to the concept initially through their personal experiences. The exposure received through their professional experiences allowed them to reflect and identify the inequitable nature of disproportionality. The interviews indicated that most of the participants are entering the classroom with general exposure to the concept and constructs of disproportionality from their experience in a language development course as part of the teaching credential program course requirements. It was this specific course that served as a stepping stone in becoming aware of what disproportionality is and how it is portrayed in the learning environment. Without this course, 13 participants would not have encountered this term otherwise. This is revealing in that the program served its purpose in ensuring that future special education teachers were exposed to content material related to English Learner students and their current place in special education.   As reported in the findings, 12 participants indicated their teaching credential program was the environment where they first encountered the term disproportionality. These same participants also indicated that they had heard of the term in their work environment as well. Despite this exposure, what continues to align with previous literature is the lack of exposure of the specificity of over and underrepresentation that contributes to the overall picture of disproportionality in working environments. Despite the professional environments providing a skeletal perspective of the concept, it is difficult to decipher whether the exposure intern teachers are receiving is providing a sufficient base of knowledge and tools to alleviate and/or prevent further disproportionality from occurring.

Teacher Opinions and Beliefs

Another theme that arose from the thematic analysis of professional experiences reflected intern teacher's opinions and beliefs on how teacher perception of behaviors and overall inadequate training contribute to disproportionality. The perspective of these subthemes from the participants alluded to what they believe contributes to disproportionality through the role of a teacher.

Teacher perception of behavior. Teacher perception of behaviors was a prevalent subtheme in the participant responses as a factor as to why disproportionality exists with English Learner students in special education. The idea that how teachers perceive behaviors and how these perceptions lead to referrals to special education

are indicative of current practice across educational systems, previous literature, and the existence of cultural implicit bias (McFarland et al., 2019; Miranda,Wells & Jenkins, 2019). It is important to highlight this theme as the awareness of disproportionality has encouraged intern teachers to enter the classroom with a level of hesitancy in labeling and identifying students solely based on their behavior. The professional experiences that the participants have encountered have encouraged and impacted their teaching practice and pedagogy to inclusively consider the attributes of a student to identify disability rather more accurately than using judgment of behavior as a leading factor.

Inadequate teacher training. The subtheme of inadequate teacher training equated to overwhelming belief that teachers did not have the knowledge to accommodate student tasks appropriately and adequately for English Learner students with disabilities. Previous research parallels this finding as the literature highlights the inability of teachers in not having the skill set to distinguish between learning disability and language acquisition delay (Guerra, & Wubbena, 2017). The participants felt strongly that this in conjunction with the lack of resources that teachers have access to directly impacts instructional practice by preventing teachers from making the content accessible and how teachers provide specific interventions for students. In highlighting these inadequacies, the participants were suggesting that instructional practice is impacted and therefore, further contributing to disproportionality by not providing adequate support prior to referral and identification. It was evident through the participants' perspective that their developed level of awareness of disproportionality had influence over recognizing factors of instructional practice.

In consideration of the potential connection between the exposure of disproportionality through the participants' professional experiences and the constructs of over- and underrepresentation, it is possible to say that these experiences have informed the participants in their decision-making processes. Furthermore, it is probable to assume that the same majority have had positive personal experiences as English Learner students themselves throughout their primary and secondary education that have received adequate support which may also have contributed to their decision-making.

Instructional Practices

As the research examined the connection between one's level of awareness of disproportionality and instructional practices, the data revealed three major themes in response to both research questions. Culturally relevant pedagogy, collaboration, and intervention were the three areas that were most influenced by the intern teachers' level of awareness. Instructional strategies and standardized assessments were major sub themes within the culturally relevant pedagogy thematic analysis. Various strategies such as dual language instruction, content accessibility, pre-teach, peer involvement, and visual modalities were major recommendations but also

how intern teachers are currently approaching instructional design. Furthermore, for many of the participants, they were utilizing culturally relevant strategies that they either had experienced or would have liked to have experienced throughout their past personal and professional experiences.

Culturally Relevant Pedagogy. The concept and need for culturally relevant standardized assessments align with the literature suggesting that this is necessary in accurate identification practices for English Learner students in special education (Umansky et al., 2017). This alignment was clear within the study and current literature has both highlighted the importance of distinguishing language development and learning disability (Carroll & Bailey, 2016).

Collaboration. Collaboration amongst educational stakeholders, including parents, was another significant subtheme. Collaboration was described not only to design and develop adequate systems of support but also to holistically view the child and his/her/their needs through the intake of various perspectives. Parent involvement within this theme was heavily emphasized to involve parents in the actual intervention process rather than describing their involvement through a progress-monitoring lens. There were ways that prescribed a level of collaboration that involved parents in the intervention process, outside of notification of progress. This theme centered on how to involve all stakeholders by recognizing each individual has a key role in part of the intervention process.

The research questions of this study examined how intern special education teachers' awareness of disproportionality of English Learner students in special education is shaped and how this informs their instructional practice. The analyses of three data sources displayed a clear portrait of how personal experiences and their teaching experiences formalized their in-depth foundational understanding of disproportionality. The expansion of their experiences have contributed and validated their decisions in designing and developing their pedagogical development to best support English Learner students in special education.

Limitations

There were several limitations to this study. The methodology may have been too exploratory in its aim to understand how teachers shape their understanding of disproportionality. The use of a visual prompt and vignette for a narrative approach may not have accurately portrayed awareness. Lastly, the vignette responses were self-reporting measures that may not have been accurate in portraying true participant perspective.

Implications and Conclusion

Continuous disproportionality of English Learner students in special education reveals a problem of practice in the accuracy of identifying student need and in

the angle of perception of the teacher role and level of awareness of the concept. Most of the participants of this study came from a multilingual background of which nearly half did not personally feel they received adequate resources. This contributed to inadequate personal experiences closely aligned to the experience of English Learner students living in disproportionality today. With this consideration, teacher credential programs must see that the cycle of teachers that are produced are not disrupting the cycle of the disproportionate number of English Learner students in special education. It is therefore essential that teacher credential courses and programs heavily emphasize the disarray between language development and developmental delay and the significance of embracing both entities separately and replace implicit biases that teachers and educational systems unconsciously rely on to make detrimental educational decisions.

Additionally, the hope of this study is to further support the continuity of exposure to the concept of disproportionality in credential programs and for these programs to deepen their practice by allowing teacher candidates to share their personal experiences of the concept. Many intern special education teachers choose to enter this field as former English Learner students and or dually identified students with disabilities and their personal experiences directly impact not only their teaching practices but their practice in identification of student need. The participants from the study have evolved from their experiences to inform their professional career. Their pedagogical development is heavily shaped by their educational experiences. It is crucial to provide teacher candidates with a space to acknowledge and present their journey to highlight these experiences and discover and identify who they are as educators.

In an effort to disrupt the cycle of disproportionality, being aware of the origin of how preservice special education teachers initially build their knowledge, and how they continue to shape their awareness of the concept is significant in examining the structure of teacher credential programs. It is uncertain whether this accumulation of knowledge is ultimately contributing to the efficacy of identification of English Learner students for special education. However, what is certain is the combination of personal and professional experiences resulting in positively influencing teachers to make equitable and appropriate recommendations for all students and guide their instructional approach through culturally relevant practice.

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Appendix I

      Vignette Protocol

1.   At the end of Eric's fifth grade year, he is performing two grade levels below across all subjects, math, reading, and writing. He began attending the same school since Kindergarten as a newcomer (non-English speaking) and continues to be identified as an English Learner, whose native language is Spanish. His most current score on the English Language Proficiency Assessments for California (ELPAC) is a 1, which is at an emerging level. Eric has been receiving phonics reading intervention two times a week in conjunction with English Language Development (ELD) courses four times a week for the past four years. His previous teachers have expressed concern regarding Eric's lack of progress. As the special education teacher, what plan of action would you recommend for his teacher as he enters middle school?

2.   During a mid-year parent-teacher conference, Sophia's 1st grade teacher indicates that Sophia is performing at a beginning Kindergarten level in reading and performing at a beginning 1st grade level in math. Sophia was born and raised in Korea until the age of 4. She attended a school setting in the United States for the first time last year as a Kindergarten student. She currently receives early reading intervention three times a week for 20 minutes in a small group setting outside of the classroom. She communicates with hand and body gestures and the use of limited English. Her teacher has communicated these concerns to you, as a special education teacher, what would you advise?

3.   Michael is a 2nd grade Mandarin-speaking student who is currently identified with a Speech and Language Impairment. He was identified as having an impairment at the end of the last school year as a 1st grade student. At the mid-year point of his 2nd grade year, Michael is performing at a beginning Kindergarten level across all content areas. Due to his level of performance, Michael is receiving a total of 60 minutes of weekly speech services outside of the classroom and also receives two 30 minute small group intervention sessions for reading and phonics outside of the classroom. His parents and teacher are very concerned with his lack of progress, despite receiving an IEP and speech and language services. As his case manager and as the special education teacher, would you recommend re-evaluation for a learning disability? Why or why not?

4.   At the end of his 4th grade year, John, a Farsi-speaking student, is performing at a 2nd grade level in reading however, performing on grade level in math. John is receiving four 30 minute small group intervention sessions for reading and phonics. John's most current California (ELPAC) is a 2 which is an expanding-mid level. Additionally, accommodations such as reading the items of a worksheet or test are helpful in completing assignments and tasks. His teacher and reading intervention teacher are concerned with his limited progress in the area of reading. As the special education teacher, would you advise evaluation for special education? Why or why not?

5.   Robin is a 5th grade Spanish-speaking student performing two grade levels below across content areas with various accommodations that support her understanding and work completion. Her most current score on the English Language Proficiency Assessments for California (ELPAC) is a 3 which is an expanding-high level. Robin receives a total of 90 minutes of weekly of reading intervention outside of the classroom. Additionally, Robin receives English Language Development support three times a week for 30 minutes outside of the classroom. As Robin's special education teacher, would you recommend Robin for special education assessment? Why or why not?

Supervising for Equity

**By Shaylyn Marks, Sarana Eyire Roberts,
Robin Valente, & Anaya Lee**

Introduction

The Center for Transformational Educator Preparation Programs (CTEPP) at California State University, Bakersfield is committed to strengthening efforts to recruit, prepare, and retain BIPOC educators as a means to diversify the educator workforce and better reflect California's diverse student population. In an effort to rehumanize education through anti-racist and anti-bias practices, the CTEPP team committed to critically examining the pedagogical practices and curriculum teacher candidates receive through their clinical practice field experiences. Through this examination of existing structures and practices, the CTEPP team identified the clinical practice component to be a high leverage point within teacher education programs to enact change. The team analyzed current practices to identify areas of need in an effort to create more inclusive and equitable practices in an effort to better support Black Indigenous People of Color (BIPOC) candidates. As such, the tools used to create and design equity-centered, anti-bias/anti-racists training, methodology used to collect informative data, and preliminary findings will be explored.

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Significance to the Field of Education

Kohli (2021) asserts that "In teacher education programs, where the majority of teacher candidates and teacher educators are white, curriculum and pedagogy tends to neglect the experiences and perspectives of teachers of Color" (p. 12). With the goal of supporting candidates' acquisition of best pedagogical practices in the field of education, many teacher education preparation programs prioritize the acquisition of skills, which often excludes powerful cultural inclusions (Muhammad, 2020; Marks & Sandles, 2021). Unfortunately, "Teachers of Color have been navigating the racial climates of schools since they were students and continue to confront racism in their professional lives" (Kohli, 2021, p. 28). In this way, many BIPOC candidates are *spirit murdered* in educational spaces due to the "denial of inclusion, protection, safety, nurturance, and acceptance because of fixed, yet fluid and moldable, structures of racism," (Love, 2013, p. 2). This complex theme emerges in educational spaces, and often leads to alienation and misunderstanding between faculty and candidates, contributing to the 'silenced dialogue' (Delpit, 1988). As such, a focus on recruitment efforts in itself are not enough to diversify the educator pipeline (Kohli, 2021). Despite efforts to recruit more teachers of color, these initiatives have not yielded the desired results of diversifying the educator pipeline (Kohli, 2021). As Kohli (2021) argues, "To understand and address the diversity crisis of the teaching force, it is necessary to move beyond discussions of racial representation" (p. 4). In an effort to create and "sustain a diverse teaching force, teacher education programs, schools, and districts must first acknowledge the entrenched systems of oppression that make school a hostile place for people of color" (Kohli, 2021, p. 28). According to Delpit (1988), educational spaces are commonly permeated with structural inequities that explicitly and implicitly influence the way teachers educate students. In addition to recruitment and retention efforts, we must look at the ways in which we prepare teachers—particularly teachers of color, and critically examine the supports put in place to ensure successful completion of program requirements.

Within teacher credential programs, the mentoring relationships developed between university supervisors and their respective teacher credential candidates proves to be a critical component of the development of effective, confident educators. University supervisors often serve as a supportive bridge between the university and the K-12 setting credential candidates develop their skills within. "Supervisors are uniquely positioned to address the typical theory-to-practice divide; however, they are often several years removed from the classroom, and as a result they are typically not well-versed or sometimes even aware of the latest developments in pedagogy, in particular, culturally responsive pedagogy" (Griffin et al., 2016, p. 4). Further, "supervisors have the potential to improve teacher candidates' abilities to develop culturally responsive practices and to skillfully enact them in the classroom (Swartz, 2003; Zozakiewicz, 2010" (Griffin et al., 2016, p.4). This recognition is

significant because "like teacher candidates themselves, many supervisors come to the diverse classrooms in which their teacher candidates are placed with little or no prior knowledge and understanding of diversity or individuals who are culturally, racially, and/or linguistically different from themselves" (Griffin et al., 2016, p. 4).

In the initial stages of this work, the CTEPP team surveyed university supervisors to gain a preliminary understanding of their comfort levels in identifying issues of diversity, equity, and inclusion as well as their perceived efficacy in supervising credential candidates in their fieldwork placements. In particular, the survey focused on instructional practices, social/emotional development, as well as diversity, equity and inclusion (DEI). Of those university supervisors that were surveyed, 77.8% identified as white, 5.6% identified as Native Hawaiian or other Pacific Islander, 5.6% identified as North American Indian or Alaskan Native, 5.6% identified as Southeast Asian, and 16.7% declined to comment on their race/ethnicity. While supervisors were very confident in their ability to support instructional practices, 94.5% expressing high confidence in this area, the confidence percentage dropped when asked questions related to diversity, equity, and inclusionary work with their teacher credential candidates. Survey data revealed 72.2% of university supervisors felt confident in their ability to promote critical perspectives and practices to support DEI efforts and initiatives. However, 55.6% of university supervisors felt confident in their ability to help candidates learn about their students' cultural wealth. Additionally, 66.7% of university supervisors felt confident in their ability to draw student teachers' attention to inequities in their classrooms. Moreover, 64.7% of university supervisors felt confident in their abilities to notice and comment when racial biases may be impacting candidates' instructional decisions. While university supervisors felt highly confident in supporting content (instructional practices, hosting seminars for students, etc.), they also demonstrated a desire for more diversity, equity, and inclusionary support.

As such, this work aims to critically examine and reframe the curriculum and pedagogical approaches used in traditional teacher preparation programs. To effectively engage in this work, faculty need to have the space to shape ideologies and develop their agency by interrogating and disrupting policies and practices rooted in racist ideologies (Marks & Sandles, 2021). As such, we strive to challenge and prepare faculty members to better understand and meet the needs of the BIPOC candidates. Therefore, we intend to discuss the tools used to create and design equity-centered, anti-bias/anti-racist trainings, share methods for collecting informative data, and detail what the CTEPP team learned through our processes. Sharing our problems of practice and adjustments will provide a progression for our actions. In sharing our preliminary data, we share our analysis, discuss how this initial work can contribute to significant and equitable student support in clinical practice, and present our future next steps.

Project Methodology and Data Collection

The CTEPP team used a backwards design model of inquiry along with improvement science methodology to begin unpacking and identifying areas of improvement within the credential programs to better support credential candidates of color, and more specifically, BIPOC credential candidates. Looking at our intervention process and strategies more closely, the team found improvement plans, an intervention tool designed to support credential candidates needing additional support, were not being developed and implemented equitably. Improvement plans are an embedded layer of support that the Education Preparation Programs (EPP) at California State University, Bakersfield can initiate when identifying a student who is in need of additional support and/or in danger of not passing courses. The improvement plan is designed to assess areas of need or concern and support students with any of the California Teaching Performance Expectations (TPEs), and is most often utilized with clinical practice coursework. When looking at the data from the last two years, the team identified that improvement plans were severely under utilized.

The team looked at course grades for teacher credentialing programs (i.e., multiple subject, single subject, and special education) from the past two years to identify how many students received a grade of 'no credit' (NC) and/or below a C grade. While the pass rate for credential courses were high, the team focused on the small population of students who demonstrated a need for additional support based on course grades. We then crossed-referenced course grades with improvement plan data to see how many of the students who received a NC or a grade below a C received improvement plans from their instructors. We found that improvement plans were underutilized when students demonstrated needing additional support to successfully pass coursework. Additionally, when surveying university supervisors, the team identified uneven results when measuring university supervisors' confidence and comfort in identifying and developing improvement plans for credential candidates. In recognizing a lower perceived efficacy in diversity, equity, and inclusionary work with teacher credential candidates, along with the data signaling that improvement plans are under utilized to support candidates needing additional support, the team was able to develop two main change ideas, which included refining our intervention process and strategies to better support students, and better equipping our university supervisors with necessary training and support to better work with and support BIPOC candidates.

In an effort to refine our intervention process and strategies to better support candidates and better equip university supervisors with the necessary training to better work with and support BIPOC candidates, the team created a process map tool for university supervisors to help determine when candidates needed an improvement plan, revised the improvement plan document utilized by the Educational Preparation Programs (EPP) at California State University, Bakersfield, and developed simulation based trainings to implement with university supervisors.

Being intentional about this transformational work, the team utilized improvement science methodology as a means to develop PDSA (plan, do, study, act) cycles focused on these identified change ideas (Langley et al., 2009). The PDSA cycle that the team created was focused on the improvement plan process map and simulation-based training. The goal of this PDSA cycle was to increase the number of improvement plans used to minimize the amount of 'no credit' grades to improve systems of support for credential candidates. The research questions that are being tested through the initial PDSA cycle include the following:

1. Will university supervisors feel more competent to implement an improvement plan when needed?

2. Will university supervisors feel more confident in implementing an improvement plan when needed?

The process map tool, redesign of the improvement plan template, and simulated based improvement plan training was tested with lead faculty to yield preliminary results and areas for improvement prior to implementation with university supervisors.

Preliminary Findings and Implications

Within the first semester of this ongoing work to move towards more equity focused and anti-baised/anti-racist practices, the CTEPP team refined the improvement plan template and process for identifying the need to create an improvement plan, and planned DEI focused simulation-based trainings for university supervisors. The goal of this work is to improve university supervisors' efficacy in providing improvement plans to candidates, which in turn would be inclusive of providing additional support for BIPOC candidates when needed. While the team is still studying the effects of these change ideas, the preliminary results of the current work has yielded successful results. In an attempt to measure supervisors' confidence and competence in developing and implementing improvement plans, the team used observation and supervisor artifacts from supervisor training sessions along with participant surveys for data collection when analyzing the effectiveness of the implemented changes and training sessions.

During the first meeting, supervisors were exposed to the revised improvement plan template, which more clearly aligned 'areas of concern' with the TPEs, and focused more on 'action items' (a scaffolded approach of actionable items to help students get back on track). Supervisors were introduced to the process map the team created to assist supervisors in recognizing when and why a potential credential candidate may need an improvement plan, and collectively practiced the process with a simulation-based vignette. Through discussion and participation in the first training, researchers unearthed a common fear amongst university supervisors that improvement plans were a punishment, discouraging them from utilizing the intervention tool. This finding is significant not only because it was directly contributing

to the problem in lack of implementation of this intervention tool, but also because it allowed for the program directors and university supervisors to engage in healthy conversation about the purpose and intent of the improvement plan.

At the end of the first training, researchers held an open discussion with university supervisors about their overall experience during the training and the process of identifying and utilizing the revised improvement plan. Researchers sent a follow-up survey to all participants at the conclusion of the first training session. The follow up survey asked participants the following questions:

1. Do you feel more confident in being able to identify when a candidate needs an improvement plan?

2. Do you feel better equipped to create an improvement plan?

3. Did you find the process map to help you identify when an improvement plan should be developed?

4. What ah-ha moments did you have during our improvement plan training?

Of those who participated in the post-training survey, 100% of participants indicated that they felt more confident in being able to identify when a candidate needs an improvement plan, and 94.7% of participants felt that they were better equipped to create an improvement plan. Additionally, 89.5% of participants found the process map to be helpful in identifying when an improvement plan should be developed as a means to better support credential candidates.

While the team was satisfied with the preliminary results of the first training, it was the 'ah-ha' moments and supervisor comments that really stood out. In analyzing supervisor comments both from the training and in the post-training survey, researchers found three trends to emerge. The first trend in supervisor feedback was centered in feelings of being supported and a higher confidence in utilizing the improvement plan process as an intervention tool to better support and assist credential candidates. For example, one supervisor stated, "I love the logical sequencing outlined on the graph. I wish I had this when I started as a supervisor." The second trend was a developing empathy for one another and the credential candidates they supervised. One supervisor commented, "I am happy you understand our 'teacher' hesitation in using an improvement plan…it feels better to know others struggle with this too." Another supervisor commented, "The similarities of problem solving during the process with other university supervisors." The last major trend was grounded in the changing perception of the role of the improvement plan as an intervention tool. For example, one university supervisor stated, "I ah-ha'd when we discussed the fact that IPs [improvement plans] are meant to help students and NOT to be a retaliatory or 'got-ya' type of document." Another supervisor stated, "to think of it as less punitive and more supportive. It is best to have supportive check-ins with students as early as possible in the semester as opposed to waiting until there might be an identified need." Given that a low percentage of supervisors

initially reported confidence, these trainings fostered a new level of supervisor engagement in DEI practices and initiatives.

Utilizing the data collected from the first university supervisor training, the team created a follow up training that took place mid-semester. Since supervisors demonstrated an increased confidence in the improvement plan process, the team wanted to shift the focus to more specifically thinking about the ways in which we interact with and support BIPOC candidates. As such, the second improvement plan training was designed to be more DEI focused, starting with an empathy opener that led to fruitful discussion before moving towards diversity and equity-centered improvement plan simulations. Furthermore, this supervisor training focused more on the types of support and action items supervisors could implement to better assist candidates. After working through additional improvement plan simulations and discussing action items that could be developed to improve student success, supervisors were introduced to a 'red flag' checklist for supervisors to utilize and provide time for university supervisors to work together through the process map and their rosters to identify students that may need additional support and/or intervention.

Again, after the training, supervisors were given a post-training survey, which focused on the helpfulness of additional simulations, supervisor confidence in developing improvement plans to support candidates, and helpfulness of additional supports such as the clinical practice checklist. When asked if the additional simulations were helpful to better understand and increase confidence in identifying and developing an improvement, 100% of post-training participants responded by saying yes. Researchers found post-training survey results to mirror the previous survey responses, further indicating an increase in confidence to better support credential candidates through the use of improvement plans as an intervention tool. When asked if they used the process map and the supervisor checklist during this meeting to help figure out if they had any candidates potentially needing an improvement plan, 50% of supervisors responded yes. When asked if they had any 'red flag' students as of now (mid-semester), 75% of university supervisors responded by saying no. Researchers hypothesized that usage of additional tools has decreased as university supervisor confidence has increased. Researchers are waiting to see end of the semester results to make determinations on next steps.

As we continue to engage in this work with university supervisors, we intend to test the following additional test questions, utilizing the existing PDSA framework developed:

1. Will the number of improvement plans increase?

2. Will the number of 'no credit' grades decrease?

3. Will more university supervisors develop improvement plans?

Our hope is that as supervisors' confidence in identifying, developing, and implementing improvement plans continues to increase, we will see an increase in the

number of improvement plans, and consequently, a decrease in the number of students receiving 'no credit' grades. As we continue to investigate how we can better support BIPOC candidates, our future goals also include providing additional diversity, equity, and inclusionary training and opportunities for university supervisors.

Conclusion

The CTEPP team at CSUB has committed to critically examining the pedagogical practices and curriculum teacher candidates receive through their clinical practice field experiences. In an attempt to become more equity-centered and better support BIPOC candidates, the team began implementing EPP-wide practices that enable university supervisors to better support BIPOC candidates. This has raised the importance of DEI practices to the consciousness of EPP supervisor faculty and placed a magnifying glass on the need for more DEI training. Our newly-implemented university supervisor trainings provide one roadmap to improving BIPOC candidates' experience, by training supervisors to objectively identify areas of concern as they pertain to the credential candidates they support, and supporting supervisors in their creation of actionable plans to better support their credential candidates. Researchers found revising the improvement plan template, creation of the process map and clinical practice checklist tool, along with simulation-based trainings to help university supervisors use the new intervention tools, to be successful thus far in supporting university supervisors as they strive for equity-based measures to best support their credential candidates. Preliminary results from the study have yielded results that indicate university supervisors feel validated and more comfortable- changing the environment to reflect support and not punishment; a culture of support and growth. This CTEPP work has led to a more unified language, where the EPP is living its mission and vision; not merely stating it.

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Using Self-Assessment to Re-Humanize the Learner

By Shana Matamala & Nancy T. Walker

Introduction

Most of our assessment practices, whether in TK-12 or higher education, are "dependent on the teacher or an external source to confirm learning" (Bourke, 2016, p. 98). This style of assessment prevails in classrooms and can be a source of anxiety for students. Research shows that shifting the burden of assessment to students can lessen anxiety and increase a sense of ownership and empowerment. Research provides a variety of definitions for self-assessment, including the work of Tan (2008), "Student self-assessment has been defined broadly as the involvement of students making judgments of their learning" (p. 16). Other research defines self-assessment as where students examine their work but the student does not provide a grade (Bourke, 2018). For this paper, we define self-assessment activities as those that require students to explore and reflect on their learning.

This prioritization of learning allows students to focus on what matters to them. It is becoming clear that self-assessment is a valuable learning tool. Perez et al. (2022) state that "that self-assessment brings significant benefits for student-learning processes when implemented from principles of evaluation for learning" (p. 684). Other research supports this benefit for student learning (Wang

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et al. 2012; Panadero & Brown, 2017; Carbonaro & Rivaioli, 2017; Panadero & Asqassab, 2019). Self-assessment contributes to the empowerment of the learner, as supported by the work of Boud and Soler (2016), who state, "Assessment practices that are mutually constructed between learners and assessors/teachers' are encouraged and are more consistent with a partnership approach to education (p. 402). Bourke (2016,) found that when 7-8 year old's used self-assessments "they developed their own criteria for learning and assessment, explored their knowledge and understanding across contexts, and placed a greater emphasis on their own role in learning, thus building their identity as a learner" (p. 98). While studies show the benefits of utilizing self-assessments, most TK-12 grade schools and universities use them sparingly. Despite the many benefits of self-assessment in higher education, Garfalo and l'Huiller (2015) state, "there is no single "perfect" assessment instrument capable of capturing the complexities and nuances of student learning (p. 162). One obstacle with self-assessment is student understanding or grappling with the standards or course objectives designated in a class (Boud & Holmes, 1995). Despite the numerous benefits and few obstacles, the body of work described in this paper is underpinned by a "set of principles which state that: (a) all teachers can be developed into reflective practitioners; (b) self-assessment is an important component in teachers' reflective process; (c) self-assessment is learning oriented and aims to support learning; and (d) explicit teaching and support from the teacher facilitate the development of student's competence for self-assessment" (Mok, Lung, Cheng, Cheung, & Ng, 2006, p. 418).

The paper aims to share the journey of faculty and teacher candidates in one college of education who are in the early stages of their transformation with assessment practices to incorporate self-assessments as a path for re-humanizing and empowering the learner. This paper will share lessons learned in utilizing self-assessments in teacher education and model how teacher candidates can use the same strategies when working in TK-12th grade settings.

Our Journey

Faculty at a small private university in Southern California underwent a self-assessment transformation in their Teacher Education program. Discussions occurred in all aspects of the program, including faculty courses, student teaching, and teacher performance assessment preparation. This paper focuses on specific strategies and examples for modeling teacher education candidates how to build their identity as learners through self-assessment. In addition, candidates build on this knowledge by completing assignments and designing meaningful self-assessment activities to use in TK-12 classrooms.

The journey began with the Associate Program Chair providing professional development using self-assessment practices in a faculty meeting. Showing data which highlighted that candidates were receiving some of the lowest scores of the

CalTPA on the self-assessment rubric highlighted the need for incorporating this practice. The intent of this training was to start a collaborative conversation on incorporating the approach into the program. This first meeting began the discussion of how self-assessments were currently being used in the program and brainstorming on how they could be expanded to support candidates. Conversations centered on how to scaffold candidates first understanding how to reflect and complete self-assessments for their own learning in beginning classes and culminating with them designing and implementing a self-assessment for TK-12th grade students at the end of the program.

Faculty began the process of integrating self-assessments into courses that focused on the CalTPA. This process was enlightening for the faculty. Similar to the findings of Adachi, Tai, and Dawson (2017), obstacles can arise when introducing self-assessment processes in the learning context. Understanding the standards or course objectives can be challenging for students when they embark on the rubric design (Boud & Holmes, 1995). Candidate struggles with rubric design became apparent to the faculty when candidates were required to design and use a self-assessment as a part of their Teacher Performance Assessment. Most candidates needed help with how to design a self-assessment because they still needed to see one modeled in their clinical fieldwork or in their credential program. Candidate frustration with self-assessment on the CalTPA was the impetus for changing the structure of assessment in the College of Education from instructor-focused to learner-focused. For many candidates, the only self-assessment they had experienced was a checklist-style assessment used to look for essay elements on English papers. The CalTPA required a much more nuanced self-assessment process. The candidate developed a self-assessment rubric based on the unit's learning goals. The rubric included a place for the learner to reflect on why they scored a particular score for each goal. After the learner completed the self-assessment, the candidate provided them with feedback and discussed their scores and reflection. Part of the feedback included a collaborative conversation on the learners' strengths and goal areas for growth in their understanding of the learning goals. Then, the candidate reflected on the data and what information this provided about their instructional practices. What trends do they notice for student-identified strengths and areas they need to continue to grow in? What learning goals need to be re-taught differently based on the trend analysis? Faculty realized this self-assessment process was far from an English grammar checklist and needed to be broken apart and scaffolded across the credential program. Like Adachi, Tai, and Dawson (2017), faculty discovered those candidate reflections focused on the superficial level rather than engaging deeply with the tasks at hand.

Self-Assessment in a Literacy Course

Another faculty member had the opportunity to become an Assessment Fellow for the university to explore and research assessment shifts in the classroom. The Assessment Fellows participated in bi-monthly conversations with colleagues across

the campus on discussions regarding self-assessment, research on self-assessment, and the development and integration of their assessment projects. The faculty member designed a project that would shift the assessment program from a traditional teacher driven multiple choice/essay exam to a student designed assessment. The following description details the proposed project, the shift in assessment, and the outcomes that occurred with students in the classroom.

During the first-semester literacy course, the faculty member introduced the concept of self-assessment to the teacher candidates and shared self-assessment research as it related to student learning. Candidates welcomed the opportunity to design their learning assessment and were excited about the process. To scaffold reflection, candidates participated weekly in an online journal focusing on their learning process. Initially, they used journals to recap critical topics in the course. However, reflecting on one's thinking was difficult, so the faculty member revisited the assignment with students and explained the concept of capturing "how your learning has changed?" This proved challenging for students as it was easier to summarize ideas than to capture metacognitive thinking. Practice and use of sentence stems, such as "My learning has changed because…" allowed this process to become easier for students.

Another critical shift occurred with the midterm and final exams in the course. Early in the semester, the faculty member introduced the self-assessment midterm project to the students. Learning how to design a rubric was the first step, and once students became familiar with the process, they considered the criteria for their self-assessment. It was at this point that students struggled with the task. Students were grappling with standards that guided the course and course outcomes which hindered their ability to determine assessment criteria. Another obstacle arose the anxiety of passing the state reading assessment (RICA) after completing the course. Immediately, tension surfaced between the possibility of engaging in a self-assessment or participating in a traditional midterm that would mirror the state assessment required for the credential. This was an impossible dilemma that ended with the agreement to participate in the traditional exam without a formal grade. In this situation, outside forces proved too powerful for candidates to try an alternative assessment method. This experience supports Sadler's (2016) views that assessment practices in higher education have been compromised by institutional policy.

After completing the midterm, students participated in a self-assessment reflection prompt to highlight what they learned, identify the most challenging exam part, and reflect on how they could prepare differently for the next exam. These reflective prompts were grounded in an asset-based approach that emphasized the learner's agency as a self-assessor. This experience concurs with the work of Kossack, Sandiford, & Lopez (2006), "Students saw a number of ways the self-assessment process assisted them as a learner, i.e., overview, awareness of weaknesses and progress, effectively boosted their sense of accomplishment, and control over the learning process" (p. 39). Faculty learned that there was more work was necessary

for the scaffolding of rubric design in the coursework. These experiences concur with the work of Pandero, Brown, and Stijbos (2016) "identified that, although co-creating rubrics for assessment with students in their third year at university did not significantly enhance their self-assessment, it was a way to engage students in a discussion around assessment criteria and expectations" (p. 74). Our candidates embraced these discussions and found value in the process.

Having Candidates Design Self-Assessments

Bourke (2018) stresses that the "ability to self-assess is a sophisticated concept, requiring an understanding of the content, the task or activity at hand, the criteria identified by others, the (often preferred) criteria established by the self, and linking the learning across contexts" (p. 99). At the end of the program, candidates designed a self-assessment for their clinical fieldwork students. Candidates worked through the multi-step process of ensuring their TK-12th grade students first identified and understood the learning content they would use to self-assess. Candidates used the unit learning goals to design a self-assessment rubric and had students view their work from the unit while they completed it. When creating the self-assessment rubric, candidates also used the students' funds of knowledge and appropriate grade-level strategies. During class discussions with faculty, students discuss questions like: Would TK-2 grade students benefit from being able to discuss what they would score themselves and why? What kind of feedback would work best for a physical education class?

In addition to the rubric, candidates developed questions to tap into the reflective intelligence of the students. According to Broadfoot (2000), reflective intelligence is used in self-assessment and is "the ability to engage in the metacognitive monitoring of one's learning that is likely to be the central feature of successful learning in the future" (p. 212). Candidates included reflective questions for their TK-12th grade students to analyze why they scored themselves the way they did on the self-assessment rubric. Candidates provided verbal feedback to students on their reflective questions and asked clarifying questions. Finally, candidates analyzed the self-assessment results and examined their own teaching practices. By studying the trends and patterns of the results, they saw which concepts the students felt confident in and which areas they scored themselves as not understanding or feeling prepared. Candidates then planned to re-teach lessons to prepare students for a formal assessment. Candidates expressed how much they learned about their students and their own teaching through this process.

Conclusion

Our initial conclusions lead us to believe that both faculty and candidates experience positive outcomes when implementing self-assessment strategies in the classroom. We concur with Bruner's notion (1986) that students can learn quite chal-

lenging materials if provided instructional adjustments that sufficiently scaffold the connection to prior knowledge" (Kossack, Sandiford, & Lopez, 2006, p. 37). Faculty training and candidate scaffolding can lead to empowering learning experiences in the classroom. There is much potential for this work in Teacher Education. As Schenider and Bodensohn (2017) observed, a shift in student teachers' self-ratings implies that assessment-related competencies did develop during enrollment in teacher education" (p.142). Our goal is for the use of self-assessments to become a part of our candidates practice as they enter the field.

While doing the work of implementing self-assessments, the department received a grant from Branch Alliance for Teacher Diversity. Through coaching, Branch Education challenged us to look at our current practices and evaluate them through the lens of preparing highly effective diverse educators to teach in diverse school environments. Self-assessment came to the forefront as faculty evaluated their assessment practices in light of anti-bias and anti-racist practices. Brew (1999) stresses that "self-assessment is intimately bound up with issues of power, control and authority and the extent to which these are transferred from academic staff to students" (p. 2). Part of our process became to consciously release the power we held onto in our traditional assessments and instead to empower and humanize the learner. Re-humanizing within an educational space invites dialogue and extends an opportunity for individuals to speak a new language of creativity and knowing beyond a state of control (Bochner, 1997; Lyle, 2018).

We look forward to continuing this process and evaluating both ourselves as faculty in the process and with our candidates using Kossack's, Sandiford's, and Lopez's (2006, p. 35) reflection: (a) What was the purpose of the self-assessment process, (b) How does self-evaluation help the learner? (c) How does the self-evaluation help the teacher? And (d) What are the benefits of self-evaluation? We will also share these reflective questions with our candidates as they develop self-assessments for their TK-12th grade students. Panadero, Jonsson, and Botella (2017) suggest "that formative self-assessment practices should be implemented in education to promote self-regulation for the sake of students' empowerment and self-sustained learning" (p. 1032). With this goal in mind, faculty will continue to assess current assessment practices and expand the use of self-assessments this academic year.

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Special Education Teacher Training

Re-Humanizing Diverse Learners and Educators Through Incorporating Arts into Teaching and Cross-Disciplinary Co-Teaching

**By Anna V. Osipova, Maya Evashkovsky,
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Introduction

California Education Specialist Teacher Preparation Expectations (2018) require that special education credential candidates are prepared to "design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline." We see integration of arts into teaching as a means for re-humanizing learning and teaching through engaging, motivating, and providing culturally responsive instruction to culturally, ethnically, and linguistically diverse students with disabilities. In this paper, we showcase how special education teacher preparation programs can support creden-

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tial candidates by incorporating visual and performing arts focus into credential coursework and by providing the candidates with opportunities for practice in integrating arts into the disciplines that they teach and into cross-disciplinary collaborative teaching in the context of inclusion. We provide specific practical examples from an urban special education teacher preparation program located at California State University, Los Angeles, and share the accounts of the lived experiences of the preservice special education teachers who developed instructional sequences with art activities and practiced incorporating various arts into their instruction of diverse learners with disabilities.

In addition to the recent policy requirements for teacher preparation, the rationale for incorporating arts into teaching and learning is multi-fold, and the time for discussing this issue is ripe within the context of pandemic aftermath for students in PK-12 settings and their teachers. Perpetuating disparities in academic success and access to engaging, meaningful, and empowering curriculum between the privileged and historically marginalized and oppressed learners were exacerbated by the cuts to education in past decades (Shaw, 2020) and are especially drastic after COVID-related school closures (Haderlein et al., 2021; Hamilton & Ercikan, 2022). In 2022, only one in five public schools in California has a teacher hired to teach and be in charge solely of an arts program (Beutner & Duncan, 2022). This is true for traditional programs, such as music, including choir, dance, drama and visual arts, or newer art forms like computer graphics, costume and stage design, filmmaking and animation. This means that not only students in 80 percent of the schools have limited access to arts, but also that teachers in these schools who are qualified to teach art are spread thin and given multiple responsibilities which is likely to take toll on the quality of existing programs. Furthermore, 62 percent of students in California's secondary schools do not have any art classes (Beutner & Duncan, 2022). These disparities and the ongoing crisis of underachievement and disengagement of culturally, ethnically, and linguistically diverse students, and especially those with disabilities, underscore the urgency of finding the ways in which all teachers can re-engage and motivate the students. This is a high-time to re-humanize learners and teachers, as well as the processes of teaching and learning, while actively engaging all participants in taking agency in the education process.

Benefits for Culturally, Ethnically and Linguistically Diverse Students

Research shows that culturally, ethnically, and linguistically diverse students benefit from incorporation of art into their learning and teachers' presentations (Winsler et al., 2020). Engaging students in visual and performing arts as a part of content area instruction is a key part of culturally relevant instruction. Systemic efforts to improve academic outcomes for diverse students must contain culturally sustaining pedagogies, and anti-racist and anti-bias practices. Through art, diverse

students are able to better relate to the content that is taught to them. For example, bringing in art activities into science reinforces diverse students' self-concept of an artist, scientist, and ultimately, the agent of learning, instead of that of a passive audience member, while making science content more accessible and concrete (Segarra et al., 2018). Including art and music activities into instruction improves students' cognitive functioning (stimulating attention, supporting memory, facilitating metacognition) and strengthens language and literacy acquisition and development (Gibson & Ewing, 2020; Brouillette et al., 2014). The benefits of incorporation of arts into curriculum are not limited to improved academics, it has also been shown to increase engagement and school attendance for most vulnerable students (Domenici & Holland, 2021).

Benefits for Culturally, Ethnically, and Linguistically Diverse Students with Disabilities

Integrating art into instruction truly benefits culturally, ethnically, and linguistically diverse students with disabilities. When the teachers use art in their teaching, students gain multiple ways to access the curriculum, process the information, self-express, and demonstrate their learning, thus making the use of art in instruction and learning one of the ways to promote Universal Design for Learning. Research also emphasizes the benefits of using art when working with students with disabilities (Beyda, 2002; Engelmann et al., 2018). Socio-emotional and social development, emotional competence, motivation, higher engagement, and improved academic achievement are some of the most frequently cited outcomes when art is incorporated into instruction and learning (Edwards et al., 2020; Kart & Kart, 2021).

Besides the overall benefits of incorporating arts into instruction and learning, research documents benefits of particular art forms for students with specific disability profiles and learning challenges. Fancourt and Finn (2019) performed a scoping review of research focused on art benefits for students' health and well-being. For example, incorporating music into instruction and music classes into daily schedules improves social skills and reduces anxiety and hyperactivity in children with the Autism Spectrum Disorder (ASD). In the area of academics, for students with ASD, performing art activities aide with reading comprehension. For children with physical and developmental disabilities, drama classes and activities promote communication and prosocial behaviors. For students with emotional and behavioral disorders, visual arts and music therapy reduces maladaptive behaviors and strengthens communications skills. Understanding and knowledge of specific benefits of certain art forms for specific populations of students is critical for effective and humanizing instruction. This points to the need of incorporation of this research into teacher preparation courses and professional development. It also opens up possibilities for interdepartmental collaboration for teacher educators and teachers within schools.

Benefits for Teachers

In the context of re-humanizing education, it is critical to remember to re-humanize not only learners, but their instructors as well. It is important to note that including art into teaching and learning is beneficial not only for diverse learners but also for their teachers. At the same time, including art into instruction and its benefits for teachers is a far less researched topic. Teacher (and especially, beginning teacher) burnout and attrition is a crisis parallel to the crisis experienced by diverse populations of students (Billingsley & Bettini, 2019; Clandinin et al., 2015).

Among teachers, the subgroup of education specialists report multiple challenges that they are facing and that are specific to their roles in educational system. One of the reported challenges is professional stigma carried by teachers of children with disabilities (Broomhead, 2016). Along with the stigma, come difficulties with collaboration and co-teaching with their general education colleagues. Special educators report being treated as instructional assistants or caretakers in inclusive collaborative situations (Gavish, 2017; King-Sears, 2014). Teachers also lack training in collaboration (Pletcher et al., 2022). In this context, we suggest that art can be a shared medium for instruction and collaboration, a medium that re-humanizes, inspires, engages, and motivates all involved: general education and special education teachers and students.

A few works recognize the positive effects of incorporating art into instruction for teachers. These include improved collaboration during art activities, improved perception of self-efficacy (which counteracts the burnout), and therapeutic effects of art activities during instruction for teachers (Reese et al., 2018; Eva, 2022). However, given the paucity of research, more studies are needed to further explore the impact of integrating art into the instruction on teachers' well-being, retention, and overall professional success.

California TPEs (2018) requirement to ensure that teacher candidates are prepared to incorporate art into their instruction tasks teacher preparation programs with creating a coherent plan of teaching future educators how, when, and why to include art into teaching and learning to become more effective instructors. In this context, a group of special education faculty and credential candidates at California State University, Los Angeles, developed a model for addressing integration of art focus throughout the credential coursework for education specialists in mild to moderate support needs (MMSN) specialization. The project was sponsored by the small grant by the College of Education. The model was piloted in select courses, and teacher candidates got to practice incorporating art activities into their collaborative instruction during early fieldwork in spring 2022. The following sections showcase the proposed model of art integration into credential coursework and teacher candidates' experiences in incorporating performing arts into their instruction during early fieldwork.

Integration of Art-Related Content
Into Education Specialist Credential Program

Having examined the courses within the MMSN program, the faculty developed an instructional sequence for teaching and providing education specialist credential candidates with opportunities to incorporate visual and performing arts into their instruction while delivering content to diverse learners in self-contained or inclusive, co-taught classrooms. Figure 1 illustrates the sequence of credential coursework along with a sequence of art instruction content mapped onto it, as it gets introduced, practiced and evaluated throughout the program from entry level courses to final fieldwork.

Existing course content and assignments were carefully examined, as we considered which art-focused activities could complement each course and enhance candidates' understanding and practice of effective instruction for students with disabilities. We made sure that during each semester the candidates had multiple opportunities across the courses that they are taking to engage in learning about the impact of art on their students and in planning and field-testing of art activities. Thinking about across-semester sequence of courses, we ensured that multiple art forms (i.e., visual arts, performing arts) and genres (e.g., puppetry, pantomime) were featured within the program. We built in opportunities for guided reflection on benefits of art activities for K-12 grade youth and for candidates themselves at several points of the program. Additionally, we made sure to gradually increase the challenge in the activities.

Figure 1
Incorporating Arts into MMSN Program: California State University, Los Angeles

In the *first semester* of the program, during the introductory course that requires 45 hours of field observations, the candidates are asked to observe an art lesson and to reflect on how their focus teachers and students engaged in art activities and what the perceived benefits and challenges are. During the same semester, in a course that focuses on language, cognition, and literacy development in students with disabilities, while the candidates learn about supporting students with minimal verbal skills, they examine and take part in pantomime activities that they could incorporate into their teaching to support their students. During the same semester, in a course that focuses on English and Language Arts instruction, the candidates learn about the benefits readers' theater approach to develop fluency in students who struggle with fluent reading (Young et al., 2019), and participate in rhythmic exercises designed to assist learners who struggle with decoding (Cancer et al., 2021), prosody, and comprehension (Bolden & Beach, 2021).

In the *second semester* of the program, the candidates learn about behavior art therapy in the behavior support course. They also practice using technology and art for support and development of students' communication skills in a course that focuses on assistive and augmentative technology. Early fieldwork course comes as a first-year's culminating experience where the candidates put to practice what they learned. During the course, the candidates are paired up into dyads for the purposes of co-teaching. They co-plan and co-deliver thematic instruction in the context of inclusive co-taught classrooms. During the course, the candidates collaborative design and integrate art activities into their instruction. They are also asked to reflect on their first-hand experiences in building in and implementing art activities.

Third semester in the program features advanced courses that focus on in-struction and support of students with disabilities in content area courses and development and delivery of intensive interventions. In two courses focused on content area instruction, including math, science, and social studies, the candidates develop and present STEAM activities that they collaboratively develop as a part of their coursework. In the course that focuses on advanced literacy interventions, the candidates learn about disability-specific art activities (e.g., music, comic strips, skits) that research has shown to be effective in bolstering students' reading and literacy skills (e.g., prosody, comprehension, inference).

The credential program culminates in *fourth semester* during which the can-didates complete their final directed teaching. During this semester, the candidates co-teach with their master teachers and/or with their general education colleagues. They are expected to choose a couple different art forms and activities, to justify their choice, and to co-plan and incorporate art activities that would benefit their students. The candidates are also asked to reflect on the process and results of integrating art activities for students and for themselves and their co-teaching partners. Throughout the program, the candidates are introduced to various online resources that can help them incorporate art into their instruction. They are also

encouraged to compile their own collection of helpful instructional sites. Figure 2 presents some of the resources that are available to teachers.

Candidates' Collaborative Experiences in Incorporating Arts into Instruction

In this section we provide an example of incorporation of an art activity that was co-planned and co-taught by a group of student co-teachers in spring 2022. The instruction occurred on zoom due to the COVID pandemic. The candidates co-taught in inclusive e-classrooms. Their students came from most vulnerable backgrounds and were referred to the online program by their teachers for remediation of literacy skills. Many students had disabilities. Figure 3 presents an excerpt from a lesson plan developed by the candidates. The student teachers in this group co-developed and co-taught a 13-lesson first grade unit that focused on Good Citizenship. The candidates chose to use puppets for as their art medium. They created puppets out of the brown paper lunch bags and guided their students in creating their own puppets that were used throughout the semester.

In the focus lesson, the class focused on what it means to be a good friend. Instructional sequence followed the "I do- we do-you do" steps. In the "I do" or "Let's Learn About It" part of the lesson, the co-teachers presented their class with a short skit with puppets illustrating the focus concept. Next, in the "we do" or

Figure 2
Resources for Incorporation of Arts into Coursework amd Curriculum

Website	Brief Description of Content
https://www.metmuseum.org/learn/educators/lesson-plans	The Metropolitan Museum of Art offers art-infused lesson plans for educators
https://nmaahc.si.edu/learn/educators/resources	Chicago Institute of Art offers a variety of resources for educators including lesson plans, thematic curricula (e.g., art+ science), and resource packets
https://www.getty.edu/education/teachers/classroom_resources/	The J. Paul Getty Museum offers curricula (e.g., formal analysis in art, poetry and art), lessons and activities
https://www.lacma.org/education/teachers?tab=classroom-resources#classroom-resources	Los Angeles County Museum of Art offers in-person and virtual professional development programs and a wide variety of classroom resources
https://www.laphil.com/learn/learning-resources/resources-for-teachers	Los Angeles Philharmonic offers teacher resources and digital tours
https://www.metopera.org/discover/education/educator-guides-archive/	Metropolitan Opera's Educator Guides offer an interdisciplinary introduction to opera materials along with classroom activities. All guides are available in English and Spanish
https://tealarts.lacoe.edu/	Los Angeles County Office of Education offers no-cost professional development in arts integration throughout the K-6 curriculum.

"Let's Talk About It" part, students and teachers went over the skit, discussed the characters, their actions, choices. Children were asked to act out some of the characters' lines. In the "you do" or "Let's practice" part of the lesson, children were divided into small groups guided by individual teachers and worked on acting out different scenarios that focused on being a good friend. They were encouraged to use focus vocabulary and to reflect on what they are learning. The lesson culminated in a writing activity in which students shared what they learned about being a good friend.

Showcasing teachers' work would not be complete without their voices. In the following reflection, one of the student teachers Skylynn, who is also a co-author on this paper, shares her experiences:

> Before incorporating puppets, our students struggled to engage on Zoom. Many would wander off, lay down, or sit muted until our time with them was over. I suggested to my team that we use puppets to teach them lessons on being a good citizen. We gave these puppets names and a personality, and they continued to be used for other lessons. Our team prepared skits on being a good friend and a leader. During our skits, we would pause and ask questions such as, "What do you think Chase should do?... Is she making a mistake or a good decision?... Why? What would you do?" This was the first time we saw our students excited to participate and learn. In the end, we realized that involving puppets sparked communication, engagement, and created a fun and comfortable environment that allowed students to express their ideas, thoughts, and opinions.

Figure 3
Lesson Plan Sample

| 11:25- 11:55

Lesson Objectives

Students will:
-discuss a skit dealing with friendship and being a friend
-present a picture of themselves with a friend and write about it.

-explain why being a friend is important.

-respond to four scenarios on *Let's Practice* activity and respond to how they would approach someone to be a good friend. | **Concept Development (Lesson)**
1) Review prior knowledge on why we should be friends. For example, "are friends someone that we can count on?"

2) Let's Learn About it: What it is to be a friend,
Skit: Puppet characters will be used to demonstrate what it is to be a friend through a creative and interactive storyline.

3) <u>Let's Talk About it:</u> review the main idea, ask questions, receive answers, etc.

3) <u>Let's Practice:</u>
-All teachers will partake and explain how maintaining a good friendship is important by discussing 4 different scenarios. **Scenario 1** will include a friend who is sad and alone because no one will play with her, until a friend calls her over and invites her to play. **Scenario 2** will involve a situation where a student is getting bullied until a friend step in to defend them. **Scenario 3** will have a student who is crying and a friend who notices that her friend is in need of support and so she goes over and gives her a hug. She later finds out that her friend is sad because her dog is lost. **Scenario 4** includes two friends who enjoy playing and spending time together. Upon this realization the two friends recognize their bond is special and decide to become best friends forever. *Students act out scenarios taking turns*

4) Word Wall: All students and teachers will add to the word wall based on the puppet skit.
-encourage
-strength
-share
-friendship
-support

EXIT TICKET
Students write a paragraph expanding the prompts below:
"I can be a friend by...."
"A friend is someone who…" | **One Teach, One Assist**

and

Team teaching | Antonio will teach the first part of the lesson (1-3).

Carlos/
Skylynn/
Antonio: To focus on each student/
their needs, we will each discuss as a group the importance of being a good friend. |

Skylynn's experiences confirm the research findings presented earlier. Incorporating arts into instruction resulted in creating a safe, engaging and motivating environment. Reflecting on the effect of co-developing and co-teaching art activities, Skylynn noted that the use of puppets increased teacher-to-student(s), teacher-to-teacher, and student-to-student interaction with all participants engaged in conversations. She also shared that puppetry led to very positive collaboration experiences during which the teachers felt comfortable and excited about their ideas and a chance to be creative while co-constructing entertaining but meaningful content for students.

Conclusion:
Significance to the Field of Teacher Education

Incorporation of art into teaching and learning carries particular significance to the field of teacher education as it promotes creative ways of teaching the most vulnerable populations of students. The 2018 California Program Standards and Teaching Performance Expectations for Education Specialist Credentials require that teachers are prepared to incorporate art activities into their content instruction. Such requirement opens the doors for the re-humanizing of teaching and learning through art. Given that during the past few decades art programs experienced major cuts in PK-12 curricula (Shaw, 2020), the call for bringing art back into instruction leaves teacher preparation programs with the task of developing new generation of teachers who will be well-prepared to bring arts back into the classrooms. Given the documented positive and promising effects of incorporating arts into instruction for diverse students and their teachers, the focus on building in arts into content instruction may be a part of the puzzle for solving the crisis in teaching diverse youth and preventing teacher burnout.

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The UC/CSU California Collaborative for Neurodiversity and Learning

Teaching About Dyslexia Through Use of Online Learning Modules

**By Anna V. Osipova, Sue Sears, Vanessa A. Goodwin,
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Introduction

The topic of working with diverse students with dyslexia has long been connected to the issues of bias and fairness, prejudice and objectivity. Recent research

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(Washington & Lee-James, 2020) stresses the intersection of cultural, racial, and linguistic diversity, socio-economic status, biased untimely assessment, and inadequate teacher pedagogy as a major source of reading difficulties. The work of the UC/CSU Collaborative for Neurodiversity and Learning presented below spotlights the e-learning series of modules developed to provide teacher education programs with evidence-based content and activities for effective literacy instruction of culturally, ethnically, and linguistically diverse PK-12 learners with dyslexia. We see this work as a part of the process of re-humanizing education.

Organizations worldwide such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the National Center on Improving Literacy have proposed literacy as a fundamental human right and have identified dyslexia as a social justice issue (National Center on Improving Literacy, 2021; Schelbe et al., 2021). Research underscores evidence that dyslexia is often underdiagnosed in specific populations, including racially and ethnically diverse students (Schelbe et al., 2021) and children living in poverty (Peterson & Pennington, 2015). Additionally, studies point to the disproportionate number of incarcerated persons with dyslexia (Cassidy et al., 2021). Co-occurring with these issues is the stigma associated with both the label of dyslexia and related challenges and characteristics (Alexander-Passe, 2015), with stereotypes persisting that students with learning and attention issues are "lazy" or "incapable of learning" or are "working the system" (Horowitz et al., 2017).

Furthermore, despite the Individual with Disabilities Education Act's (2004) charge to provide all students with a free and appropriate public education (FAPE), research indicates that achievement gaps between students with dyslexia and those without persist (Ferrer et al., 2015). Advocacy groups such as Decoding Dyslexia have argued that this gap is, in part, because students with dyslexia are not receiving effective, evidence-based instruction (International Dyslexia Association, 2002). Recent legislation, including the California Dyslexia Guidelines, has emerged to address these ongoing concerns. A key aim of the modules developed by the Collaborative is to provide tools for teacher educators and teacher preparation programs to better prepare educators to improve literacy outcomes for diverse students with dyslexia so that they can have the opportunity to thrive and reach their potential and to ensure that teachers are, thus, meeting their professional goals and the vision of IDEA.

Content of the Modules

The current compilation developed by the Collaborative consists of the following six modules: *Introduction to Dyslexia*, *Reading and the Brain, Screening and Assessment of Students With Dyslexia, Language and Dyslexia, Early Markers of Dyslexia in Diverse Multilingual Learners,* and *Effective Reading Instruction.* Additionally, we offer the audience a variety of resources, including a list of children's books focused on Dyslexia and issues of Social Justice. Below we present the most salient points from each module.

Introduction to Dyslexia Module

The first module in the series introduces the topic of dyslexia. It highlights the dynamic and heterogeneous nature of the construct and the research that focuses on it. It presents dyslexia as a developmental, across life-span disability existing on a continuum, with characteristics ranging from mild to severe, and distinguishes it from the more general term "reading disability" (Snowling et al., 2020). The module considers dyslexia to be neurobiological in origin, primarily impacting students' ability to recognize words accurately and automatically, read fluently, and spell. Difficulties and differences in phonological processing are seen as one of the potential origins of basic reading challenges, while other dyslexia roots, including processing speed are considered. The module suggests that dyslexia is not the result of a single cause, nor manifested by a single student profile (Fletcher et al., 2019) and it aligns with research that suggests challenges with basic reading skills lead to subsequent reading comprehension difficulties. The module presents the existing definition of the International Dyslexia Association (IDA) (2002) and posits that future directions for a more comprehensive definition of dyslexia include the following considerations: (a) eliminate "exclusionary statements" which disproportionately exclude students of color (Washington & Lee-James, 2020); (b) acknowledge the importance of high-quality, core reading instruction for all students; (c) recognize the multifaceted causes and heterogeneous manifestations of dyslexia and their implications for instruction and intervention.

Dyslexia and the Brain: Under-the-Hood of Reading Module

The reading brain module opens with a discussion of neurodiversity, how dyslexia contributes to neurodiversity, and the role of neurodiversity in informing, improving, and re-humanizing education. Genes, environment, and the effect of environment on genes are discussed in the context of heritability of dyslexia (Erbeli et al., 2021). The brain is constantly changing and individually variable. The module discusses the differences in the brains of individuals with and without dyslexia as one example of this variability, and the dyslexic brain's response to intervention as one example of its changeability (Wolf, 2007).

The module offers neurological evidence that our brains have not evolved to read and that reading brains are "built" through neuronal recycling induced by reading instruction (Dehaene, 2009). The complexity of building a reading brain, which involves careful coordination across multiple disparate brain areas, highlights the difficulty of learning to read and the many ways in which reading development can go awry. It also shows that learning to read is a social and affective process. Indeed, in the brain, cognition and emotion are entwined. Thus, better learning and reading results when students are emotionally engaged through developmentally, culturally, and linguistically appropriate instructions that capitalizes on the assets that all youth possess (Gotlieb et al., 2022).

When we teach in these ways, for example by collaboratively building knowledge, drawing on students' prior experiences, and connecting cultural ways of knowing and sources of pride to reading, we can create more effective, equitable, and evidence-aligned reading instruction.

Screening and Assessment for Students with Dyslexia Module

The module is designed to help participants become familiar with assessment practices for students with or at-risk for dyslexia. It addresses the benefits and limitations of common screening tools and provides an overview to inform intervention and target instruction within a Multi-Tiered System of Support (MTSS) Framework. The module opens with a discussion of assessment purposes, including screening, diagnostics, progress monitoring, and determination of eligibility for support services. The purposes are examined through the definition of dyslexia by the International Dyslexia Association (2002). The module discusses universal screening for students at risk for dyslexia, underscoring the importance of early screening at entry into Transitional Kindergarten or Kindergarten as a preventative measure (Catts & Hogan, 2020). The module reviews key areas of literacy assessed in screeners and illustrates how the outcome data might be used. Examples of screeners are provided and module participants are referred to GAAB Lab of the Harvard Graduate School of Education as a resource for their own practice (https://www.gaablab.com/screening-for-reading-impairments). The module identifies limitations of universal screening to be lack of exposure to reading and reading instruction, student's primary language other than the language of the assessment, and instrument reliability, validity and sensitivity.

The module discusses in detail assessment for eligibility and planning and design of support services, such as interventions at MTSS level Tier 2. It presents the use of Informal Reading Inventories to identify areas for intervention and approximate a student's reading level (Watson, 2020). The module illustrates how assessment is used to monitor progress and make adjustments to intervention programming. It goes on to discuss how assessment data are used for Tier 3 supports, including eligibility for services such as a 504 Plan or IEP. An important aspect of assessment for eligibility is collecting and weighing non-assessment data in addition to formal, standardized test outcomes when making high-stakes educational decisions.

The module concludes with the focus on working with the families of the children in teachers' classes as partners, advocates, and with special attention to historically marginalized groups. It discusses the unique and important work of advocacy groups in challenging systems that have maintained injustice and provides insight to the lived experience of families as they navigate the sometimes-convoluted road to accessing services for their child.

Language and Dyslexia Module

The *Language and Dyslexia Module* addresses numerous challenges that pre-service and experienced teachers alike encounter when they strive to meet academic pre-literacy and oral language communication needs of diverse school-age (TK-12) students (Gonzalez et al., 2021). The module reviews the mechanisms of language development and acquisition and examines complex language-based processes in learning disorders such as dyslexia. One of the central foci of the module is the role of phonological processing in reading. Additionally, the module offers its participants ways to become familiar with clinical markers of language-learning difficulties in diverse school-age populations as related to developmental language disorders (DLD) and dyslexia. Given the multi-layered nature of these conditions, the module examines effective and efficient ways for teachers to collaborate with other educational practitioners such as speech-language pathologists, school psychologists, and resource specialists.

Unlike monolingual populations, dual language learners (DLLs) represent a heterogeneous population due to the range of individual variability in both receptive and expressive experience and exposure in two languages. The misidentification of DLLs as related to determining appropriate eligibility for general and/or special educational services is a matter of equity and social justice. The overriding cause of misidentification is the lack of both appropriate information and diagnostic materials for DLLs and qualified and informed educational practitioners to conduct valid bilingual assessments (Gonzalez, 2015).

The growing demand for K-12 dual language programs, which must, by law, include students with disabilities highlights the need to ensure a high-quality teaching force is prepared to provide appropriate language instruction along with command of the diagnostic evaluative process for DLLs with potential language and reading challenges (Potapova & Pruitt-Lord, 2020). In this module, case studies highlight DLLs with and without language learning difficulties to illustrate early signs for at-risk behaviors specific to dyslexia. Lessons and case studies focus on the importance of learning how to use valid and reliable informal and formal diagnostic tools. Module participants are reminded of the importance of parent and teacher interviews to better understand DLLs' current and past language development and use. The module provides guided support for the participants to explore the use of language for assessment purposes by eliciting and analyzing language samples within a multilingual context. The influence of DLLs' language transfer produces errors that are frequently mistaken as language-learning difficulties in bilingual populations. The module examines typical patterns of bilingual language development and teaches participants to identify atypical patterns that point to language-based learning difficulties such as DLD and dyslexia.

Early Markers of Dyslexia and Early Intervention Module

The module discusses language, pre-literacy and beginning literacy learning profiles of young culturally and linguistically diverse (CLD) students at risk for dyslexia. The aim of this module is enhance its participants' awareness of early markers of dyslexia and to focus on early intervention approaches that strengthen young students' language and literacy skills. The module examines the issue of early markers of dyslexia and at-risk for dyslexia manifestations through the social justice lens, as it emphasizes not only multiple risk but also resilience factors (Catts & Petscher, 2022). Understanding and knowledge of the multifactorial risk and resilience model can help teachers disrupt the cycle of academic and socio-emotional failure that haunts underserved and educationally marginalized populations of CLD students.

The module debunks several early childhood myths about dyslexia, equipping its participants with the updated research findings. It points out that dyslexia risk factors are no longer limited to heredity, phonological deficits and naming speed, but are rather viewed as a complex and compound system of risk factors, such as language development difficulties, attention difficulties, visual processing deficits, trauma and stress (Catts & Petscher, 2022). Further, the module cautions against gender prevalence of dyslexia beliefs, with research pointing out that the numbers of boys labeled as dyslexic are much higher in school referrals than in research diagnostics, revealing identification bias in schools (Shaywitz & Shaywitz, 2020). The module also dismisses the myth that dyslexia can only be recognized in students with developed literacy skills. It presents updated research that recognizes significant differences in language skills, pre-literacy, and early literacy skills to 2-2.5 years of age for students with and at-risk for dyslexia. These marked differences can be observed in children's less accurate receptive and expressive phonology, smaller and slower developing vocabulary, and shorter, more simplistic syntactic structures (Caglar-Ryeng et al., 2019; Snowling & Melby-Lervåg, 2016).

Following the risk-resilience model, the module focuses on resilience factors that teachers can foster. It discusses effective evidence-based balanced culturally responsive literacy instruction that centers on diverse children's linguistic capital, development of growth mindset and coping strategies, task-focused behavior, and home-school collaboration. It provides examples of rigorous early childhood integrated intervention approaches in all language domains (i.e., phonology, morphology, syntax, semantics, and pragmatics) that can be implemented in preschool-TK and home settings in children's home language and in English. The module showcases activities bolstering students' phonological skills, including within-the-word unit (i.e., phoneme, morpheme, syllable) manipulation, while emphasizing the need to combine those with instruction and exercises in letter-sound identification, concepts of print, reading comprehension, and vocabulary in the context of promoting young children's linguistic growth.

Effective Reading Instruction Module

The Effective Reading Instruction module is designed to provide teacher candidates and new teachers with evidence-based strategies and tools for teaching students at risk for and with dyslexia. The module focuses on the following foundational reading skills: concepts of print, phonemic awareness, phonics and word recognition, and fluency. These skills are recognized as critical building blocks for reading development and as necessary for successful reading instruction and intervention (Castles et al., 2018; National Reading Panel, 2000). At the same time research distinguishes these skills as often most challenging for dyslexic students learning to read (Snowling, 2020). Content is structured around Multi-Tiered System of Support (MTSS) allowing for differentiation of instruction based on student needs.

Lessons within the module contain a rich variety of videos illustrating instructional strategies for each skill area. Case studies of struggling diverse readers are presented to showcase students' funds of knowledge, background information, assets, and their literacy profile, supporting module participants as they construct a strategy or intervention. Each skill area features three lessons that follow the same pattern: (a) presentation of key concepts; (b) discussion of Tier 1, 2, and 3 instruction and interventions; (c) practice in design and implementation of a Tier 2 or 3 instructional sequence. The Instructional Strategies Module is aligned with social justice frameworks affirming that all individuals have a right to equal access to texts and printed information, regardless of their diversity status. They also affirm neurodiversity and recognize the assets and positive contributions of individuals who learn differently (Schelbe et al., 2021).

One possible way to re-humanize learners and educators and to promote diversity, equity, and inclusion is to infuse social justice books into the elementary curricula and classrooms and to engage students in rich conversations about the issues discussed. To this end, in Figure 1 we include a sample of book titles for teachers working with diverse students and students with dyslexia in their classrooms. The full list of titles appears in the module.

The books included on the list have the potential to help kids feel like they are not alone. Several of the books provide opportunities for students to see how a character learns to read. For example, in *Thank You, Mr. Falker*, a young girl, Trisha, is frustrated because she cannot read, but with the support of a caring teacher, she learns to read. The list also includes books, such as *Finding My Superpower: A book for Dyslexic Thinkers*, which move away from a deficit perspective to portray dyslexic thinkers in a more positive way. Books such as this one send the message that while people with dyslexia experience the world differently, all people have the potential to achieve great things.

Conclusion and Future Directions

The UC/CSU Collaborative on Neurodiversity and Learning views the collection of modules presented here as a living document and a tool that is responsive to the needs of diverse learners, their families, teachers, and teacher preparation programs. With this in mind, we plan to continue developing the content and adding new modules with the foci that reflect the newest research and practice findings and align with the social justice framework that re-humanizes learners and educators.

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Figure 1

Books With Dyslexia and Social Justice Focus

Book's Focus	Book's Title and Author	A Brief Description
Dyslexia	Polacco, P. (1998). *Thank You, Mr. Falker*. Philomel.	This book is about the real-life of a dyslexic girl and the teacher who would not let her fail.
	Moore-Mallinos, J. (2007). *It's Called Dyslexia*. B.E.S. Publishing.	The child in this story knows the alphabet, but she sometimes has trouble putting all the letters together to read words.
	Betancourt, J. (1995). *My Name is ~~Brain~~ Brian*. Scholastic.	A book about a boy who struggles to hide his dyslexia from his friends.
	Presridge, S. (2021). *Finding My Superpower: A Book for Dyslexic Thinkers*. Sarah Prestidge.	Dyslexic thinkers see the world differently. Rather than teach them to see the world as it is, what if we inspire them to be who they were born to be... world changers.
	Rooke, M. (2017). *Dyslexia Is My Superpower (Most of the Time)*. Jessica Kingsley Publishers.	The author interviewed 100 children (age 8-18) from more than 7 different countries. In these interviews, children explain how they feel about being dyslexic.
Social Justice	Singh, R. (2020). *111 Trees: How One Village Celebrated the Birth of Every Girl*. CitizenKid.	In this book, a man is determined to live in a place where girls are valued as much as boys. To celebrate the birth of every girl, the villagers plant 111 trees.
	Hoffman, M. (1991). *Amazing Grace*. Dial Books for Young Readers.	One day, Grace's teacher asks who would like to play the lead role in *Peter Pan*. Grace eagerly rises her hand, but the students in class say she can't because she's not a boy and because she's Black.
	Brandt, L. (2014). *Maddi's Fridge*. Flashlight Press.	Best friends Sofia and Maddi live in the same neighborhood but while Sofia's fridge at home is full of nutritious food, the fridge at Maddi's house is empty.
	Kaba, M. (2019). *Missing Daddy*. Haymarket Books.	A little girl who misses her father because he's away in prison shares how his absence affects different parts of her life.
	Reynolds, P.H. (2019). *Say Something*. Orchard Books.	A book about using your voice and making a difference.

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A Classroom United Will Never Be Defeated

A Letter to the Next Cohort of Teacher Candidates

By Mary Candace Raygoza, Joseph Cerezo, Jenny Chua, Bryn Dexheimer, Brooke Duncan, Joseph Granata, Dax Harris, Celine Herrera, Luke Martinelli, Aaron McCray-Goldsmith, Mary Mraovich, Jacinto Obregon, Joey Shin, Samuel Torres, & Andrew Yoshida

Abstract

Through this collaborative paper, a teacher education professor and recent teacher credential graduates together assert that *rehumanization of the educator* must

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center the voices of teacher candidates. For the final project of a Teaching for Social Justice credential class in Spring 2022, teacher candidates co-wrote a letter and created an accompanying digital art piece called A Classroom United Will Never Be Defeated. The purpose of this paper is not only to offer an example of a culminating, collaborative philosophy of teaching assignment grounded in humanizing, justice-driven teacher education praxis but to broadly explore how teacher education curriculum can position teacher candidates as emerging justice leaders.

Introduction

Through this collaboratively written paper, we—a teacher education professor and recent teacher credential graduates—together assert that *rehumanization of the educator* must center the voices of teacher candidates. If we are to make systemic change to value and professionalize teaching, especially in schools alongside marginalized youth, we must look to those choosing to go into the profession during the moments and movements of our time and uplift their/our visions of rehumanizing education through anti-racist and anti-bias practices and what solidarity, collective care, and "becoming" (Freire, 1970) humanizing teachers means to them/us.

For the final project of our Teaching for Social Justice secondary teacher credential class in Spring 2022 at Saint Mary's College of California in the San Francisco Bay Area, the professor engaged the Single Subject teacher candidate cohort in an assignment called A Classroom United Will Never Be Defeated, for which teacher candidates co-constructed a letter to the next cohort of teacher candidates (literally the next cohort at our university and generally speaking for those going into teaching) and co-created an accompanying digital art piece. The purpose of this paper is not only to offer an example of a culminating, collaborative philosophy of teaching assignment grounded in humanizing, justice-driven teacher education praxis but to broadly explore how teacher education curriculum can more deeply position teacher candidates as emerging educational justice leaders who have wisdom to share with the next cohort, the next generation of teacher candidates.

[Dr. Mary Candace Raygoza] Context on Coming to Be a Classroom United

"How about we say, 'a classroom united'?" teacher candidate Joe Cerezo suggested to the class.

It was Fall 2021 and in my graduate teacher credential course, Humanizing Education Methods, I had charged students with proposing an alternative to the term "classroom management"—something that would be aligned with the perspective that students' bodies should not be "managed," something that would emphasize what we together explored—how to foster beloved classroom community by co-creating community commitments, uplifting students' cultures and intersecting

identities, engaging trauma-informed and healing-centered pedagogies and restorative practices, and more *curriculums of care* (Shalaby, 2020).

When Joe made the suggestion, "a classroom united," thinking of the popular protest chant, I asked, "As in, a classroom united will never be defeated?" This exchange will be a moment I forever member as a teacher educator. Joe and I went to the same Title I middle school together just as the punitive, top down No Child Left Behind policy was underway; and over 20 years later we reunited in life (myself as a teacher education professor and himself changing careers into teaching) to co-create a Classroom United, alongside the rest of the Single Subject cohort at Saint Mary's College of California—an inspiring, justice-driven, deeply committed and caring collective of future secondary teachers who undoubtedly will change the world.

A Classroom United stuck with the cohort the rest of the school year. Not only in the sense of envisioning a classroom united with their future students, but for our classroom, too. Asserting that we are a classroom united is asserting our humanity as educators in a time when justice-driven educators are under attack. We assert: Together, we will never be defeated. Together, we will care for and educate children and honor their humanity. Together, we will engage in joy practices and collective care. Together, we will dream new worlds of justice and liberation with one another and our students.

For the final project of our Teaching for Social Justice class the next semester in Spring 2022, instead of having students individually complete a social justice teaching statement and digital art piece as I had in the past, I invited the cohort to together consider the following questions, drawing on texts we read throughout the program as well as their own experiences:

> What are your reflections, your advice for those embarking on a teacher credential program amidst the moments and movements in which we live?
>
> What does teaching for social justice embody entering the profession *right now*?
>
> What do you *urgently* need to say to "the next cohort of teacher candidates"?

The cohort collectively crafted a letter. They worked together in a google doc. After identifying themes and breaking into groups to identify texts to draw on and draft the different sections, I asked them to rotate around providing feedback on the other sections. They had constructive feedback for improvement, but I do not know if I have ever seen a Google Doc filled with so many comments of affirmation, appreciation, and solidarity. That's who they are: A classroom united.

[Teacher Candidates] To the Next Cohort of Teacher Candidates

Ground Yourself in Purpose

Look forward to being on the ground, in the classroom, and in the weeds of our educational system. You're joining the teaching profession at a time where

urban schools are a "social battleground" (Rethinking Schools, 2019)—chronically underfunded, undervalued, attacked politically, and increasingly privatized. While you will read and experience stark criticisms of our educational system in your coursework and fieldwork, you will also be connected to a community of caring and thoughtful educators who are here for the same reasons you are. Remembering what brought you here is more than a cheesy exercise, it is what will bring you into a community of resistance.

You're being asked to be part of a larger team in a student's life. For a few hours a day, your end of the deal is to help students be knowledgeable, literate, and aware of the agency they have to take charge of their lives. Teaching for social justice asks us to not only be a part of students' classroom experience—it requires understanding, valuing, and being an active part of the community your students live in (Sleeter, 2014).

This year you will learn some hard lessons about what you need as a teacher to survive and thrive, what your school site's strengths and needs are, and what your students will need to grow into productive adults. Especially when teaching feels thankless, we've been reminded that we have the privilege every day to invite students to model something about the world, dive deep into a topic they care about, or solve a real-world problem. Effective teaching requires resiliency, experimenting, high expectations, and a deep care for your students and their identities (Nieto, 2003). Hold fast to your purpose and enthusiasm, and look for those reminders of your role and impact in students' lives.

This year will have its moments of joy, prep periods where you're scrambling, and sometimes challenges that seem insurmountable. Your ideas on teaching and learning will be challenged and likely change. These hard days and this hard year will transform your ideas, as well as your hope and aspirations for yourself, your students, and the community you build together (Duncan-Andrade, 2009). Remember what inspired you to take on this career of being a transformative educator, and take note of how your "why," your purpose transforms.

Learn from Students and the Community

It is essential for you to learn from your students and the community. Your students all have different stories and life experiences that they come to school with, and it's important to recognize that so you know how to support them. According to Tara Yosso's cultural wealth model, the value of implementing the six forms of cultural capital will aid your interactions with students (Yosso, 2005). For instance, honoring students' *familial capital* enables students to draw connections between their cultures and communities and what they are learning in your class. Therefore, learning about your students' community is a great place to start because it will give you a snapshot of the students you're caring for. We challenge you to explore and participate in the community in order to get a better understanding of your

students' various backgrounds. Integrate frequent check-ins with your students, using various strategies for them to express themselves. Think about using a daily starter to begin your classes, by creating prompts that allow you to further develop your understanding of your students. Consider having lunch or even participating in extracurricular activities that students are doing outside of class, as another method of cultivating relationships. Students will feel more comfortable getting to know you and appreciate your support.

It is critical to involve families/caregivers into your classroom. "Family engagement is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development" (García & Kleifgen, 2010, p. 99). Even something as small as a phone call or email home about something positive your student did can go miles in developing relationships with your students. If your classroom does not feel like a safe place for students to share their experiences and stories with each other, then they will remain closed off and unmotivated to learn. Also, by involving your students' families, you can allow collaborations to help problem solve in ways that better benefit the student, as well as allow their families into your classroom, both metaphorically and literally. Furthermore, family conferences should not be negative but instead support students to share how they are growing. "Conferences are all about setting a course for the next few months, not merely a reflection of yesterday. Prior to conferences, teachers need to reflect on areas they want students to grow in and how the family can help them get there. Even more critical is allowing family members to express their visions for their child. By hearing their hopes for the upcoming months, a more productive plan can be made to realize both visions" (Hiller, 2013).

By learning about your students, you can also integrate their community and interests into your content that you teach. By doing this, you help to further engage your students in content they will be interested in, as well as allow your students to *see themselves* in the curriculum. You can also make your classroom feel safer and more welcoming if students are able to share their own experiences, stories, and interests, which helps build classroom community.

Humanize Classroom Community

Teaching 35+ students per class period is a challenging task, especially when they have different academic strengths and realities outside the classroom (Burant et. al., 2019). You must first get to know your students and show them you care about their education and their lives, as your students may not want to learn from someone they do not see authentic care from. By doing this, you will begin to humanize yourself, and your students will not just see you as an authoritative figure in the room. When we first entered our classrooms at the beginning of the school

year, many of us were excited to start coming up with lessons and teach the subject that has meant the most to us over the years—from physical education and science to math and the humanities. However, we quickly learned from our students that in order to teach, we must show that we care about the humanity of everyone in the room. Ice breaker activities, such as starting every class period with a fun attendance question, puts emotion and warmth to our presence and allows our students to get to know us. Recognize that some of your students may have had negative relationships with the school or teachers in the past. You will learn to know these students quickly because they will test your patience and teaching stamina, but it is up to you to hold your own, interrogate your identities and have humility, and try to warmly dismantle their walls. When you have high expectations across the board for all of your students, you become a warm demander—an educator who focuses on building strong relationships with your students and then draws upon that trust to hold them to high standards of deep engagement within the course content (Hammond, 2014). Teach to your students' strengths and utilize collaboration to truly emphasize that you are not just a classroom; you are a classroom community.

Humanizing yourself allows your students to see who you are; you are not just their teacher who they could care less about, you are someone who has gone through happy or tough experiences, someone who shares similar (or different) hobbies and passions, someone who can help them. Ultimately humanizing yourself shows the students you are someone who they can look up to and trust. This connection will make you not be solely an authority figure in the room, but will show you care about the students. This care will then create a positive learning community and help with creating a positive class environment (Shalaby, 2020).

Be Self-Compassionate in Your Process of "Becoming"

Freire (1970) defines "becoming" as the continuous, life-long process of learning throughout your life- becoming more and more of a humanizing educator over time. Teaching is profoundly challenging. Seasoned teachers can make teaching look smooth and straightforward, like they have it all figured out, but most likely they worked extremely hard on their praxis over time and they still are. Remember that not everything has to be perfect. You may not have the perfect lesson or the perfect response, but you will always be you in the classroom. Being self-compassionate means being patient with yourself before, during, and after class.

As an educator, you will need to have an open mind. You will need to be flexible and adapt to your students' needs. Teaching constantly involves re-routing; it is a part of the beauty of the craft. You will make mistakes. That is okay. We are human. Believe it or not, students do not normally hear other teachers apologize for their mistakes. Humanizing yourself by owning up to your mistakes greatly improves the trust and rapport with your students.

On a similar note, it is perfectly okay to say "I don't know." This is especially

true when you experience "days after." You will come to learn that "days after" are the days after a traumatic event for the community that affects the classroom (Dunn, 2021). In whatever form your "days after" appear, it will be hard to know just what to do, but what you can always do is be present for your students, be ready to hold space for where your students are at (Dunn, 2021).

As a new teacher coming into the classroom, you have to be able to read your students and know their individual needs. You will be told over and over that you are unable to change the pacing plan. However, you will need to resist this to meet the needs of all your students. We as educators are the ones that make the connections with our students, not the state. While we are learning that we are educators for a reason, we have to be able to adapt. We have to help our students connect what is going on in their community and in the world to our own classes.

Center Your Individual and Collective Wellbeing

Some say teaching is an art; others may argue that it is a science. In either case, an elaborate balancing act is at the center. Teachers juggle student, parent, and community needs in addition to their own. When you first start student teaching, you may be tempted to go above and beyond, being the first to arrive at school and the last to leave before you get to your own credential classes. It is a rewarding career, one that demands much from us. However, we must not forget ourselves- the person we need to value, care for, and prioritize.

It is easy to think caring for oneself is selfish, but in reality, it is a necessary step towards self-preservation (Pitts, 2020). Consider the questions: "How can we prioritize preserving ourselves so that we can keep going? How can we honor our physical and mental health alongside that of our students? How can we insert **joy** into our teaching and into our own lives? How can we add time for ourselves and the pieces of our lives—be it health, food, dance, hiking, therapy, yoga or sleep—to our lists of the things we "must" do?" (Pitts, 2020). Teaching is an act of selfless-ness and as noble as that may be, we must prepare ourselves with a supporting community and strategies that help us not lose ourselves.

One of the three techniques highlighted in "How to take care of others without burning out" is self-compassion (Seppala, 2017). In the same way that you have shown compassion for those around you, it is important to show compassion for yourself. When under difficult circumstances, rather than jumping to a judgment, consider how you might speak to a friend or a peer in the same situation. Would you say the same things? It is easy to be critical in a field like ours, where students and teachers are constantly being evaluated against a given rubric, where progress is so highly valued.

Another technique is social connection (Seppal, 2017). More often than not, it is easy to think that you are the only one in a given situation. While circumstances may vary from person to person, chances are that someone has gone through what

you are struggling with right now. There are aspects of student teaching that will put you between a rock and a hard place. After students, families, and colleagues pull you every which way, you may want to turn to your friends and family who are not in education to be an ear or sounding board. However, there are some things that are unique to teaching that only other teachers may be able to relate to. Fortunately, our program at Saint Mary's College of California has a built-in support system, including your cooperating teacher, college supervisor, program advisor, professors, and perhaps most importantly, your cohort who you will engage in critical inquiry groups with (Picower, 2016). Being able to connect with others who share the same passion for education and enthusiasm for your subject area is invaluable, and those connections are here at your fingertips.

It is also important to try and make relationships with office staff, custodians, counselors—the whole team of adults on campus. The more allies you have, the more tips you can receive, and strong relationships foster a more positive work wellbeing.

Caring for yourself and one another can improve your relationships with students. Students can often see right through you, and it is hard to give them an excuse as to why you have not taken the time to exhibit self-care and moments of pause. If for no other reason, exercise self-care to model it for students.

Finally, Know That <u>You Belong Here</u>—The Teaching Profession Needs You

The one thing we can all be sure of is there will be times when things are going to get challenging and you start to second guess why you are here in the first place. Maybe the first lesson you teach goes wrong, maybe the students you are teaching do not seem engaged and don't pay attention. Maybe the workload is just too immense and you feel so overwhelmed it feels like it is going to crush you. No matter when you might feel it, the second guessing and the feelings of not belonging are real, but temporary. These feelings go away and the best lesson you can take from all of it is: yes, I do belong. I am meant to be here and to teach. As fast as the second guessing comes, so too will the realization that you do in fact belong. In *The New Teacher: Finding purpose, balance, and hope during your first years in the classroom,* Bill Bigelow writes, "Perhaps the best we can do is to ensure that early in our teaching lives we create mechanisms of self-reflection that allow us to grow and allow us to continually rethink our curricula and classroom approaches." Know that your feelings are valid, they are real and they matter. In the end, though, always remember that you do in fact belong. The work that you do is vital and the teaching profession needs you. You are right where you should be.

Do not lose hope. You are not alone, and you will not become a social justice educator alone (Navarro, 2018). Never forget that you are making a difference in the lives of your students and in your community, connected in this universe to so many other teachers who are too. Even if your students may not directly tell you, they will always remember how, in your classroom, you *loved them into being*

(see: Mr. Fred Rogers' 1997 Lifetime Achievement Award speech on who has "loved you into being"). On the days that you forget to remind yourself that you are a great teacher, your co-workers and fellow cohort members will be there with open arms, cheering you on and reminding you that you are indeed, a great teacher. To teach for social justice is important, now more than ever. The community that you will build in and out of your classroom will be the greatest asset in combating a system that perpetuates inequitable practices (Yosso, 2005). There is nothing stronger than uniting together (Martinez et al., 2016). Your liberation will always be deeply rooted to the liberation of others (hooks, 2000). Your authenticity, your humanity, and most of all, your love for your students will all contribute to the strongest force in the universe: a classroom united. A classroom united will never be defeated.

> *It is our duty to fight for our freedom.*
> *It is our duty to win.*
> *We must love each other and support each other.*
> *We have nothing to lose but our chains.*
>
> —*Assata Shakur*

Sincerely,
Joseph Cerezo, Jenny Chua, Bryn Dexheimer, Brooke Duncan, Joseph Granata,
Dax Harris, Celine Herrera, Luke Martinelli, Aaron McCray-Goldsmith,
Mary Mraovich, Jacinto Obregon, Joey Shin, Samuel Torres, & Andrew Yoshida

Conclusion

Through sharing the praxis of our letter and art, we offer an example of a collaborative philosophy of teaching declaration *and* an invitation to those who come after us, grounded in humanizing, justice-driven principles. We ask our readers to further consider how teacher education curriculum can more deeply position teacher candidates as emerging educational justice leaders who have wisdom to share with the next generation of teacher candidates. As we continue in the struggle to fight for systemic change to value our critical profession, the voices of teacher candidates who are choosing to embark on this work, must be included because they/we are the future.

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Appendix A:
A Classroom United Will Never Be Defeated – Digital Art

See next page.

A Classroom United Will Never Be Defeated!

Joseph Cerezo, Jenny Chua, Bryn Dexheimer, Brooke Duncan, Joseph Granata, Dax Harris, Celine Herrera, Luke Martinelli, Aaron McCray-Goldsmith, Mary Mraovich, Jacinto Obregon, Joey Shin, Samuel Torres, and Andrew Yoshida, with Dr. Mary Candace Raygoza
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High Engagement Strategies to Promote Prosocial Behavior and Reduce Exclusionary and Reactive Discipline

By Lucia Smith-Menzies, Holly Menzies, & Ya-Chih Chang

Introduction

In the United States, the education system is over-reliant on punitive and reactive discipline to manage student behavior (Rydell & Henricsson, 2004). This is despite overwhelming evidence of the deleterious consequences to students and teachers alike. Students experience increased school dropout, lack of engagement, reduced academic achievement, and even negative distal outcomes such as the increased risk of incarceration (Gewertz, 2018; Heitzeg, 2009). Additionally, students of color are disproportionately subjected to harsh and exclusionary discipline. On the other hand, teachers experience burnout, low self-efficacy and are more likely to leave the profession (Oakes et al., 2020).

There is an awareness that creating a warm classroom environment and in-

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creasing engagement are foundational for managing student behavior. However, teachers may not have specific strategies at their disposal to facilitate these aims. This paper discusses three powerful strategies, behavior-specific praise, opportunities to respond, and instructional choice, which can be used to reduce reliance on reactive discipline and abandon actions such as reprimands, cost-response systems, and exclusionary punishment such as timeout. We review the harmful effects of punitive discipline, briefly describe the three strategies, and detail the benefits of using positive strategies to promote students' prosocial behavior.

Harmful Effects of School Discipline

Exclusionary discipline practice is a childhood inequality. Not only does it limit children's learning and social opportunities, it does not address the underlying functions of challenging behaviors or provide a plan for changing these behaviors (O'Grady & Ostrosky, 2021). These practices also have negative short-term and long-term impact on child outcomes, including poor social emotional development, lower academic achievement, and increased likelihood of future suspension and expulsion (Palmer, 2020; Raffaele-Mendez, 2003; Zulauf-McCurdy & Zinsser, 2021). Moreover, Zinsser et al. (2022) reported that exclusionary disciplinary practices were negatively associated with teachers' emotional health and well-being more than any other child-level factors.

Despite extensive research showing that punishment-based discipline in school is unproductive and perpetuates negative student outcomes, teachers and schools still rely on punitive and reactive practices (Rydell & Henricsson, 2004). Data from the U.S. Department of Education's Office for Civil Rights (2017-2018) reports over a million students in the United States are excluded from school through suspension, and 19 states still allow corporal punishment. Students who are punished are placed at risk for a wide range of problems that reverberate throughout their lives. The inequitable application of school discipline policies targets students who are already at risk for poor outcomes, with national data reflecting serious racial, socioeconomic, and disability disparities. Furthermore, there are steep state and nation-wide social and economic costs that come from excluding students from school. According to school discipline data, the cost of students dropping out of school due to suspension exceeded $30 billion nationally. In California, reducing the suspension rate by even 50% would save over $3 billion (Losen et al., 2015).

In the 2017-2018 school year, approximately 2.5 million K-12 students in the United States were excluded from school, and they were disproportionately Black and Hispanic students and students with disabilities. Black students are especially vulnerable to more frequent and harsher discipline than White students for the same offenses (Pesta, 2018). Exclusion starts at the beginning of many students' academic experience, with over 2,000 preschoolers suspended in 2017-2018. In the same year, Black students served under the Individuals with Disabilities Education Act

(IDEA) represented 2.3% of total student enrollment, yet 8.8% of these students received out-of-school suspensions, 8.4% were referred to law enforcement, and 9.1% of students were arrested. Data shows that over a million students are given office discipline referrals in one year (PBISApps, 2022).

Systemic problems are evident in practices for managing student behavior. One consequential example is the stark connection between zero-tolerance approaches to school discipline, other harsh discipline policies, and the school-to-prison pipeline. Students who are suspended are more likely to come in contact with the criminal justice system, placing them at risk for future incarceration. The academic year 2017-2018 saw a 12% increase in referrals to law enforcement and a 5% increase in school-related arrests.

Academic progress is also impacted by behavior management. National concerns about student performance in reading could be, in part, addressed through the loss of instructional time due to exclusionary discipline practices. Attendance Works (2014) found that a fourth grader who missed three days of school in the month before taking the National Assessment of Educational Progress scored a full grade level lower in reading. In California, it is estimated that students lost 783,690 days of instruction time from both in-school and out-of-school suspensions in 2016-17 (Losen & Martin, 2018). Students of color with disabilities lose a disproportionate amount of this instructional time.

The use of punishment for minor misbehavior has also been shown to be detrimental and counter-productive for correcting future behavior. One study found that minor infractions predicted more serious behavior infractions (Amemiya et al., 2019). After receiving punishment for minor misbehavior, students' behavior was likely to escalate, and the probability of a student engaging in deviant behavior increased by 64%. Amemiya et al. (2019) ascribed this escalation to the psychological reactance theory, a phenomenon where people feel hostility, anger, or aggression when their freedom to behave as they desire is threatened. This unpleasant motivational arousal or state can result in people attempting to reestablish their freedom, sometimes by engaging in the restricted behavior. Amemiya et al. (2019) theorized that students who receive minor infractions feel they have received unjust punishment, which elicits subsequent defiant behavior.

Not only are punishment-based discipline practices legally and ethically problematic, but research and practice also demonstrate they do not work. The negative outcomes of punishment are described extensively in the literature and include low academic achievement, social disruption, learned helplessness, and increased aggression, in addition to the long-term implications such as increased school dropout, increased contact with the criminal justice system, and decreased wages (Lane et al., 2021). The continued high rate of exclusionary discipline and reliance on punitive and reactive practices suggests administrators and educators have not completely disentangled themselves from the long history of American society's impulse to punish and its corresponding punitive model of school discipline. This

not only has immediate repercussions for student achievement and school and classroom climate, but it perpetuates larger systems of inequity and exclusion.

Strategies to Support Positive Behavior: Behavior Specific Praise, Opportunities to Respond, nstructional Choice

Through the use of preventative strategies, teachers facilitate engaging classroom environments and avoid reactive interactions that disrupt instruction. Behavior specific praise, increasing opportunities to respond, and instructional choice are appropriate for all learners and grade-levels, with evidence that when implemented as designed, they are highly effective in minimizing behavior problems and increasing academic achievement. Teachers can implement these classwide and individually to support students, including students with disabilities as they have been tested in a range of instructional settings (see systematic reviews by Common et al., 2020, Ennis et al., 2020, & Royer et al., 2017).

Praise is a powerful tool that teachers can use to increase students' social and academic performance. It can be classified as either general praise or behavior specific praise. General praise typically involves brief statements and is nonspecific, such as "Good job!" This type of praise can be reinforcing for some students, but it does not communicate why the student is being acknowledged. In contrast, behavior specific praise (BSP) is the act of giving specific and immediate feedback in response to student behavior, such as "Maria, I see you are concentrating hard on your math problems!" (Ennis et al., 2018). BSP signals to students what they are doing correctly and increases the likelihood they will repeat the positive behaviors in the future. Teachers can maximize its effectiveness by giving behavior specific praise as soon as they see the desired behavior. Furthermore, the praise should be delivered frequently, with eye contact and enthusiasm, to communicate sincerity (Marchant & Anderson, 2012). BSP is an easy way to ensure the recommended 4:1 frequency of positive feedback to negative or corrective feedback (Myers et al., 2011).

Opportunities to Respond (OTR) is an instructional strategy that invites or solicits student responses (Haydon et al., 2012). Similar to BSP, OTR has also been shown to decrease disruptive behaviors and increase on-task behavior and academic engagement. Students' responses can take various forms, including verbal (e.g., chorale responding), gestural (e.g., thumbs up or down), or physical (e.g., using props or writing a response). For example, a teacher may present an OTR during a marine animal lesson by having the student select a marine animal picture and stick it on the board from an array of different types (e.g., desert, forest, grassland) of animals. Ideally, teachers present students with various and multiple OTR during a lesson at a brisk pace to keep students engaged. However, it should not be too rapid that students are not provided enough time to process or participate. OTR can be embedded in large or small group lessons across the day to promote

student engagement. Its effectiveness has been documented in general and special education settings (Haydon & Hunter, 2011; Sutherland & Wehby, 2001).

Instructional Choice is a strategy that provides students with opportunities to independently select a provided option from two or more possibilities (Lane et al., 2018). It is an antecedent-based strategy emphasizing the environment, meaning changes are made to instructional conditions. This strategy promotes decision-making and other self-determined behaviors in students. Two types of choice-making are easy to incorporate in lesson planning: across activity choices and (2) within activity choices (Jolivette et al., 2002). Instructional choice has been shown to increase student engagement and decrease disruption (e.g., Dunlap et al., 1995) and is effective for students with disabilities and their typical peers (Royer et al., 2017). Instructional choice is grounded in positive behavior interventions and supports and can easily be implemented to enhance content instruction, decrease problem behaviors, and increase students' academic engagement and work completion.

Benefits of Using BSP, OTR, and Instructional Choice

Strategies such as BSP, OTR, and instructional choice promote high student engagement, which fosters an environment where misbehavior is less likely to occur (Simonsen et al., 2008). As a first line action to promote prosocial behavior, these practices improve teachers' interactions with students and decrease problematic behavior. While this is beneficial for all students, proactive strategies also ameliorate challenges frequently experienced by students with or at-risk for disabilities and students who have experienced trauma. For example, reactive discipline diminishes rapport which is crucial in developing secure and supportive teacher-student relationships (Maldonado-Carreño & Votruba-Drzal, 2011; Sabol & Pianta, 2012). Students who trust their teacher or other school personnel show increased engagement and fewer behavioral challenges. Because BSP, OTR, and instructional choice are student-centered and provide positive attention, consistent use of them facilitates rapport.

Teachers' experiences in the classroom are particularly influenced by student behavior (e.g., Zee & Koomen, 2017). Disruptive student behavior is a source of stress and contributes to teacher burnout. The more stress a teacher confronts in the classroom, the less efficacious they feel about their classroom management abilities (Brouwers & Tomic, 2000; Klassen & Chiu, 2010). An unproductive cycle develops when ineffective strategies are used to address challenging behavior. Their use can negatively affect teachers' sense of self-efficacy in classroom management and ultimately contributes to higher levels of disruptive behavior that produce burnout. Teachers who rely on reactive and punitive classroom management practices risk undermining their sense of self-efficacy and developing a cynical and unfriendly attitude towards students. A teacher's lack of confidence in managing challenging student behavior may produce a negative and callous response towards students and blame students (Brouwers & Tomic, 2000, p. 249).

A comprehensive plan to manage student behavior includes strong classroom organization (including establishing clear routines and procedures), explicit teaching and reinforcement of expectations, and a warm classroom climate. However, it is also necessary to consistently use strategies that foster engagement and provide students with opportunities for positive feedback. BSP, OTR, and instructional choice are simple strategies that achieve these aims.

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Flipping the Script

Integrating Anti-Racist Practices
in the Mentoring of Future Teachers
in Community Colleges

**By Yvonne Tran, Yvonne Ribas,
Suzanne Edwards-Action, Ruth Ellis, & Nicole Reynolds**

Introduction

The Community Partnerships for Teacher Pipeline (CPTP) is an initiative to build a community-based teacher pipeline that strengthens the teaching profession by increasing the number of teachers of color, funded by the federal Supporting Effective Educators Development (SEED) grant. The project is a partnership among Rio Hondo College, El Camino College, Cerritos College, and the Center for Collaborative Education (CCE) to serve 300 community college students in the Los Angeles area who are exploring teaching as a career path. There is a particular focus on recruiting and retaining equity-seeking teachers of color in the critical shortage areas of special education, early childhood education, and STEM education to serve in their community schools.

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CPTP utilizes an Enhanced Advisory Mentoring (EAM) for Equity Model emphasizes equity and social justice while providing students with multi-layered mentorship (mentor teacher, success coach, and Teacher Mentoring Network), comprehensive enhanced advising, career development activities, and stipends. Community college students, of all majors, engage with EAM to explore teaching in all levels, from early childhood to community college level, inclusive of all subjects. The EAM for Equity and Retention model elevates students' and teacher mentors' experiences by creating a welcoming and inclusive culture of educators dedicated to mentoring the next generation of teachers.

The purpose of this study is to demonstrate how CPTP's equity-centered, Grow-Your-Own (GYO) teacher pipeline recognizes and elevates the Community Cultural Wealth of students and mentors of Color through nine concrete equity practices. It will also outline how CPTP leverages an asset based, Enhanced Advisory Mentoring (EAM) model that provides an inclusive experience of kinship and belonging for students of Color exploring teaching. It leaves room for both practitioners and researchers to integrate anti-racism and anti-bias systems into their local context.

Literature

The development of Critical Consciousness and integration of Community Cultural Wealth Lens into teacher education work is of paramount importance (Gay & Kirkland, 2003; Yosso, 2005). Increasing the number of Teachers of Color who teach in the communities they come from presents a counternarrative to a teaching profession that is still predominantly white. In the field of educator preparation, "Grow Your Own" (GYO) programs are gaining traction as a promising strategy to diversify the teacher pipeline. GYOs recruit and retain Teachers of Color from nontraditional and undervalued pools and put them on pathways to become teachers in their community (Gist, et al., 2019). While promising in theory, homegrown teacher education programs have not been widespread enough, tend to have fluctuating financial support, and often do not explicitly address racial inequalities at the systemic level (Kohli, 2016). Thus, examining a community-based, GYO pipeline that centers equity, challenges dominant systems, and is sustainable can prompt education leaders to humanize the teacher preparation experience for future Teachers of Color.

The CCTE community of teacher educators can be benefit by investigating the lens through which they each view their own programs, acknowledging systems and root causes for disparities, and implementing a cycle of reflection and revision (see Table 1).

Equity Tenets in CPTP that Ground Anti-Racism in Systems

The CCE team utilizes the following nine equity tenets as the foundation of the CPTP GYO Program (also referenced in Figure 1):

> **Acknowledgement of systems and root causes**: Organizational partnerships are in alignment and understand themselves as being agents of change and transformation.

Table 1

	Traditional Mentoring Models	*Enhanced Advisory Mentoring Models*
Relationship	One to one, small group and/or large group connection and engagement	One to one connection and multi-tiered system of engagement
Content	Typically prescribed content to address student work within a program	Personalized and targeted to specific student needs
Access to Resources	Varied access to outside resources	Access to wrap-around program resources: Teacher Mentor, Success Coach, Community College resources, and Teacher Mentoring Network
Time	Finite amount of time with mentor	Ongoing long-term relationships through frequent and as needed contact
Objectives	Usually focused on an end goal, i.e.: entry to college, teaching credential, etc.	Provides inspiration and exploration for potential career in teaching

Figure 1

Together they learn and grow, but do not spend time on convincing each other that systems of oppression exist and are acting as negative social determinants against empowered outcomes.

Critical Consciousness Development: Project participants are offered opportunities to understand how systemic barriers have impacted their lives and the lives of others in their communities. Deep personal and organizational learning, growth, and change for people in leadership and program implementation staff is often necessary.

Community Cultural Wealth: An array of knowledge, skills, strengths and experiences are learned and shared by people of color and marginalized groups. The values and behaviors that are nurtured through culture work together to create a way of knowing and being. Yosso (2005) identified six forms of cultural wealth (aspirational, navigational, social, linguistic, familial and resistant capital) possessed and earned by socially marginalized groups, and countered the lens of cultural deficit.

Collective Ownership Model for Teacher Preparation: In a collective ownership model, partner organizations such as school districts, community colleges, universities, education nonprofits, and community organizations work collaboratively to build, with intention, solid, well-defined, equity-centered local pipelines for teacher workforce development.

Asset-Based Frame: An approach that focuses on strengths. It views diversity in thought, culture, and traits as positive assets. Teachers, students, and team members are valued for what they bring to the education context rather than being characterized by what they may needto work on or lack. In contrast with the more common deficit-based style of engagement which highlights students', mentor teachers', team members' inadequacies, this approach seeks to unlock students' staff and team members' potential by focusing on their talents

Rewording for Empowerment: Often integrated into organizational practices are the use of terms that "normalize" the lives of BIPOC and other minoritized folx as being anchored in deficit traits; as well as the thoughtless incorporation of historically racialized terms. Counter narratives and conscious wording selection are of great importance; naming systems as being in need rather than the people

Incorporating voices that are chronically unheard/unacknowledged: Nothing about us, without us, is for us. "Included within project designs, processes, and programming are: Listening sessions, surveys, collective ownership, choices and options, voice and ownership, advisory council, leadership development and opportunities, and inclusive decision-making models

Data from program participants and partners informs program revision and improvement: Dominant culture research spaces typically prioritize quantitative data and deficit-minded models. Equity centered organizations work from an asset-based frame and overlap quantitative and qualitative data, empowering inclusive naming of categories and analyzing different data points than "traditional" academic metrics. Equity centered organizations don't jump to conclusions about the story the quantitative data is telling. This allows for analysis with a critical eye

that considers complexities of race and ethnicity, prioritizes student and educator voices in the data and the learning from their voices and experiences. Often academic data does a disservice by being inaccessible to the research subjects and their communities. The processes of equity centered models allow for the data to be digestible and useable by the subjects and communities themselves

Cycle of Reflection on and revision of program design and implementation: Design models that incorporate cycles of observation, feedback, and revision as part of the design process are embedded from the start. (Not understood as "failure.") Collaboration and collective ownership are an important part of all process designing.

These tenets are easily observable and understood in our practice of Enhanced Advisory Mentoring (EAM) for Equity model (As seen in Figure 2). EAM for Equity and Retention is a dynamic multi-tiered system of engagement for building a community-based teacher pipeline that strengthens the teaching profession by increasing the number of Teachers of Color. We will share specific structures and processes that are embedded in the model and exemplify a more humanistic and community-focused exploration opportunity for future teachers.
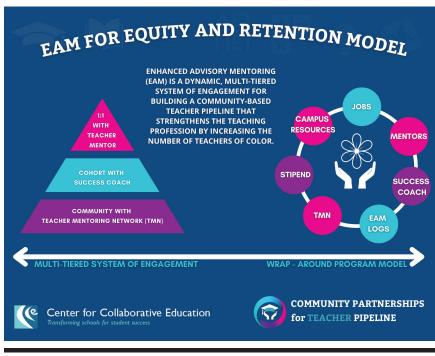
Figure 2

Case Study

Equity Tenets Within
the Enhanced Advisory Mentoring (EAM)
for Equity Model

Example 1:
One on One Relationship with Teacher Mentor

In the first layer of EAM for Equity and Retention, community college students interested in exploring teaching are matched with current, PK-16 mentor teachers in the local community. There is an acknowledgment that there are myriad historic and current reasons connected to systemic bias and racial barriers that attribute to why the number of Teachers of Color is significantly lower than white teachers, so everything we mention here is connected to systems rather than the students being in need. Mentor teachers do not evaluate, but instead, inspire and encourage students to explore the teaching profession. It is a path some had never considered due to negative personal experiences in academic settings and/or feeling excluded from education. Mentor teachers are matched with no more than two students and can participate as their mentor over several semesters, thus facilitating deeper, long-term professional relationship development. EAM for Equity and Retention prioritizes the incorporation of wellness and addressing specific interests, needs, and questions of the students, both professional and personal, which provides a more holistic view of the future teacher as more than just a practitioner. In addition, both the mentor and student receive stipends each semester of participation in EAM, therefore elevating and valuing the work they both are doing as teacher mentor and as a potential future teacher.

Tenets highlighted in this process include Community Cultural Wealth, Asset-Based Frame, Rewording for Empowerment.

Example 2:
Cohort Level Relationship with Success Coach

The second layer of EAM for Equity and Retention is the peer to peer guidance and coaching provided by the Success Coach assigned to each cohort of 100 community college students. The Success Coach is typically a student of Color who has gone through the community college system themselves and successfully transferred to a credential-granting program. With experience and training on accessing campus and community resources, the Success Coaches share their experiences with students and help to facilitate the 1:1 relationship the CPTP students have with their mentor teacher. Utilizing a high-touch approach, Success Coaches routinely use EAM Logs that students submit as a way to proactively monitor student progress and, as needed, to follow-up with students. Success Coaches also work with the administrative team at the community college(s) to improve programming

structures, increase advocacy, and center student experiences (e.g., social media marketing) based on direct student/mentor feedback.

Tenets highlighted in this process include Data from program participants and partners informs program revision and improvement, Cycle of Reflection on and revision of program design and implementation, Incorporating voices that are chronically unheard/unacknowledged

Example 3:
Community Level Relationship with Teacher Mentoring Network

The third layer of EAM for Equity and Retention involves a space that nurtures and celebrates the culture of mentoring and fosters collaborations across individuals and organizations within the community that have a stake in increasing the number of teachers of Color.

The Teacher Mentoring Network (TMN) encourages, amplifies, celebrates, and empowers students of Color as they consider the intersectionality involved in being a teacher as a person of Color. Primarily through workshops, guest speakers, and activities that highlight equity, special education, early childhood, and STEM, participants are offered opportunities to develop their critical consciousness as well as explore and connect different topics in education.

The work of TMN also involves engaging community stakeholders such as nonprofits, ECE sites, PK-12 districts, and universities in the work of removing institutional barriers for CPTP students to become teachers. Through an advisory council and collaborations built with local university teacher education programs, CPTP is influencing education departments to reconsider outdated admissions/transfer policies often containing practices that serve as barriers by uplifting the asset-based experiences of CPTP students. Local school districts are also seeing the value of CPTP students as potential long-term employees (as a paraprofessional now and full-time teacher in the future) if they are engaged early on in their teaching exploration. Having an inclusive community that welcomes these (CPTP) students into teaching creates a sense of belonging not only within the individuals, but also within the education sector itself. The community ownership and empowerment of this EAM model is the key piece fore retention of Teachers of Color and in the sustainability of a teacher pipeline that is of the people, by the people, and for the people.

Tenets highlighted in this process include Acknowledgement of systems and root causes, Critical Consciousness Development, Collective Ownership Model for Teacher Preparation.

Conclusion

Utilizing an equity framework to implement mentorship of future teachers at the community college has potential to transform the current practices of teacher education. Through the demonstration of the equity tenets in the EAM for Equity

and Retention model, we hope that (CCTE) teacher educators walk away with a better understanding of how to humanize teacher preparation for students of Color in their local context for the benefit of the teaching profession.

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Tired, Tapped Out Teachers

Rehumanizing Education
Through Educator Support and Self-Care

By Carrie R. Giboney Wall

Introduction

The collective trauma and loss of the COVID-19 global health crises pushed children (and the educators who serve them) to the breaking point. Opportunity gaps that already existed within the United States only widened and children who struggled the most under normal circumstances found it even more difficult to learn and thrive (Garcia & Weiss, 2020). The swift shift to distance learning exacerbated the digital divide and students in schools serving majority black and brown students or located in lower-income zip codes experienced greater unfinished learning (Curriculum Associates, 2021). Teachers struggled too. They grappled with new technologies, unfamiliar modes of instruction, increased work demands, limited resources, test-based accountability pressure, and student mental health issues, igniting an unprecedented level of professional strain (Steiner & Woo, 2021).

Combined with personal stressors such as health concerns, social isolation, work-life imbalance, financial stress, and pervasive uncertainty (MacIntyre et al., 2020) as well as the collective trauma of the pandemic, national racial injustice, and political polarization (Garcia & Mirra, 2020), teachers simply have nothing left to

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give. As a result, a January 2022 nationwide survey of 3,621 National Education Association (NEA) members found that 90 percent of teachers felt burned out and 55 percent planned to leave teaching earlier than expected (GBAO, 2022).

Although the impact of trauma on students' well-being has been acknowledged at the local and state levels, teachers' trauma and mental health has received less attention (Garcia & Mirra, 2020). The "cost of caring" (Figley, 1995) and heavy toll on teachers serving vulnerable populations is high, resulting in deep physical, emotional, and cognitive exhaustion or secondary traumatic stress (STS). Additionally, because educators' effectiveness in supporting students is often dependent on their ability to process their own emotions (Garcia & Mirra, 2020), the paucity of support for teachers' humanity and wellbeing can negatively impact their ability to serve students and can lead to high teacher turnover, hardship in retaining experienced educators, and difficulty recruiting new ones.

Three research questions framed this research:

(a) How has teaching and supporting students impacted teachers' well-being?

(b) What self-care strategies have educators implemented?

(c) What humanizing practices does the focal school implement to support teachers' wellbeing?

It is hoped that research findings garnered from this study will reveal the challenges facing educators serving trauma-impacted children as well as identify self-care strategies and school supports that recognize the humanity of teachers and strengthen educator resilience.

Literature Review

Unlike burnout which is rooted in difficult job conditions and chronic workload exhaustion, STS is rooted in "social-emotional relationships with students" (Ziaian-Ghafari & Bergthe, 2019, p. 32). Because teachers are frontline workers, they bond with students and often emotionally absorb and over-identify with student suffering (Figley, 1995), making them particularly vulnerable to "trauma transfer" in which they manifest the same symptoms as their trauma-impacted students (Lawson et al., 2019). Several studies found that roughly 75 percent of educators experience some form of STS (Borntrager et al., 2012; Caringi et al., 2015; Koenig et al., 2017).

Physically, teachers experiencing STS can feel constantly "on guard" (Lawson et al., 2019, p. 428) resulting in sleeplessness, exhaustion, and stagnation. They can also experience physical ailments such as headaches, stomachaches, and back pain (Fowler, 2015) as well as diminished self-care. Cognitively, they can have difficulty focusing, concentrating, decision-making, and planning (Fowler, 2015). They can struggle to block painful thoughts (Lawson et al., 2019) and have a diminished capacity for creativity (Fowler, 2015).

Emotionally, victims of STS can become impatient, easily frustrated, over-whelmed, and even numb. Some feel depressed, fearful, powerless (Ewing, 2021), hopeless, cynical, or ambivalent towards activities they once enjoyed (Lawson et al., 2019). Socially, some can withdraw from others, neglect relationships, and set poor interpersonal boundaries; while others can become hyperaroused or hypervigilant (Essary, et al., 2020) resulting in irritability, aggression, anger, impulsive actions, or self-destructive behavior (Hertel & Johnson, 2020). These manifestations of STS are often exacerbated in teachers who are predisposed to being empathetic helpers, have unresolved personal trauma triggered by student trauma, and neglect self-care (Figley, 1995).

Research Methodology

The focal school is a Southern California Title 1 elementary school in which approximately 68% of the students are considered economically-challenged and many are trauma-impacted. Questionnaire and interview data focusing on the impact of supporting trauma-impacted students on teachers, self-care strategies educators used, and humanizing ways the focal school supported them were collected from 14 educators in fall 2020 during the COVID-19 pandemic. Five of these participants agreed to a follow-up interview in spring 2022. Table 1 provides information on the participants.

In order to distill, organize, and make meaning of the transcribed interview and questionnaire data, content analysis was used in which the data were sorted within Google sheets by each of the three research questions and by participant. Codes used to sort and synthesize the data were tested against the data and then

Table 1
Participant Information

Participant	Gender	Position	Ethnicity
Nina	female	Teacher on Special Assignment	white
Helen	female	K/1st grade teacher	white
Genny	female	office assistant	Latinx
Carol	female	TK/K teacher	white
Kaitlyn	female	2nd/3rd grade teacher	white
Maude	female	paraprofessional	white
Wanda	female	1st grade teacher	white
Maria	female	community liaison	Latinx
Bruce	male	5th grade teacher	white
Eric	male	4th grade teacher	white
Gabby	female	social worker	Latinx
Ashley	female	counselor	white
Jane	female	special education teacher	white
Jose	male	paraprofessional	Latinx

dropped, refined, or retained. During this process of "identifying, coding, and categorizing the primary patterns in the data" (Patton, 1990, p. 381) through content analysis, themes emerged within each inquiry area.

Findings

The findings of this study are organized by four dimensions of teacher well-being: physical, emotional, social, and cognitive. Each section provides educator descriptions of the impact of supporting trauma-impacted students on their well-being, self-care strategies, and humanizing practices the focal school implemented to support them within that domain.

Physical Impact, Self-care Strategies, and School Support

The pandemic took a toll on educators' physical health. Participants reported having back problems, eye strain, migraines, neck tension, physical fatigue, and weight gain. Many experienced insomnia from worrying about their students' welfare. Although they knew that regular exercise, good nutrition, and adequate sleep are foundational to good health, participants often found the practices difficult to employ. However, some strategies were helpful to participants such as setting alarms to prompt them to move, walking their dogs, prioritizing sleep, and selecting

Carrie R. Giboney Wall displays her poster at the CCTE Fall 2022 Conference.

exercise practices they enjoyed. The focal school sponsored a friendly competition in which interested people earned points for their team by logging their exercise and healthy habits. The camaraderie and friendly competition incentivized participants to engage in better physical self-care.

Emotional Impact, Self-care Strategies, and School Support

Although trauma-impacted students can quickly become dysregulated, such behaviors worsened during the pandemic, taxing already-depleted educators. Participants shared that they "had to be on all the time" and could "never rest." Others constantly second-guessed themselves, wondering if they caused student misbehavior and struggling not to carry student burdens home with them. The teachers were emotionally bankrupt and became keenly aware of their need to define emotional boundaries between work and home in order to survive. One teacher incorporated self-talk to "exhale the heaviness" and not get "sucked in" to students' hardships. The focal school's counselors created "Wellness Wednesdays" in which they emailed teachers self-care tips and checked in on teachers individually.

Social Impact, Self-care Strategies, and School Support

During the pandemic, social distancing mandates limited human interaction, thereby minimizing opportunities to problem solve and grow in social competency. As a result, participants reported that students' social maturity was underdeveloped and parents were more demanding and ill-mannered. Even when schools re-opened, participants reported that fellow teachers were more likely to remain in their rooms, making community-building more difficult.

Some participants engaged in self-care through solitude and disengagement, while others refueled through relationships and community. Introverts stayed home to recharge in the evenings and found restoration through quiet hobbies like painting, reading, sudoku, gardening, cooking, knitting, or puzzling. Extroverts enjoyed spending time with family, talking or zooming with friends, enjoying a "Girls' Night Out" (virtually or in-person), being part of a dinner club, going to the theater, or having fun with colleagues off-campus.

Several participants found grade-level group texts helpful in not only discussing work-related matters, but also in reducing professional isolation, increasing camaraderie, and strengthening resilience. The focal school united the faculty with online staff socials and in-person appreciation days to build collegiality among faculty and staff.

Cognitive Impact, Self-care Strategies, and School Support

Although teaching has always been cognitively demanding, its intensity reached new levels during the pandemic. Although learning new technologies and online

pedagogies was difficult, participants' greater cognitive challenges were how to make up for unfinished learning given the widening range of student abilities and students' need for SEL. School-level demands such as incorporating new curricula, administering "endless" assessments, and attending "countless" meetings added to their cognitive load.

Overall, participants' cognitive burden was extraordinarily heavy and they struggled with knowing how to navigate day-to-day complexities. Internal self-care strategies involved cognitive restructuring by blocking things that were "out of their control" from their minds, while intentionally savoring pleasurable moments like putting on lotion or driving in solitude as a means of self-care. External cognitive self-care strategies centered on reading, attending workshops, and talking with others about how to best care for students and themselves.

Participants referred to three strands of ongoing professional learning offered by the focal school that were particularly helpful as they sought to support students: (1) growth mindset that focuses on student progress, not proficiency, (2) trauma-informed practices that enable students to feel safe, build caring relationships, and regulate emotions while learning, and (3) social-emotional learning that was strengthened by infusing "The 7 Habits of Happy Kids" (Covey, 2008) across curriculum, classroom management, and school-wide systems. Additionally, school counselors provided teachers SEL lesson plans that they could implement each week with students that included a story, an activity, and discussion questions.

Implications

The present study serves as a wakeup call to the heavy physical, emotional, and cognitive burden teachers are bearing and to the urgent need to rehumanize education through teacher mental health support. Teaching is an emotional expensive endeavor and teachers cannot make deposits into the lives of students without first investing in themselves. Though the worst of the pandemic may be over, the work of educators is only intensifying as they seek to address unfinished learning, reactivate student engagement, build social competency, and promote recovery.

One implication of this study is the need for school-wide professional learning and skill building in humanizing strategies for teaching and supporting trauma-impacted students. These data reveal the importance of shared understandings, unified implementation, and compassionate action incorporating trauma-informed practices taken by educators and support staff within a learning community.

A second implication of this study is the need to expand trauma-informed practices not only to students, but also to the educators who teach and support them. Because "every educator who interacts with and tries to help traumatized young people is vulnerable" to STS (Lawson et al., 2019), collective, structural, and institutionalized support for educators is an essential step in rehumanizing education. Moreover, teachers themselves should seek to hold in tension the call to care for

students with the responsibility to care for oneself. By finding a salubrious balance, educators can maintain physical health, emotional stability, relational harmony, and mental wellbeing while also effectively teaching and compassionately supporting their students in just and humane ways.

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From the Lens of (In)Visibility

A Photovoice Inquiry into How Community Colleges Can Advance Filipino/a/x American Student Resilience

By Rangel Velez Zarate

Abstract

The dearth of research on Filipino/a/x American (FilAm) community college students perpetuates the narrative that they are regarded as "invisible," receiving limited academic and social support. The outbreak of the COVID-19 pandemic and the subsequent violence and discrimination against Asian Americans and Pacific Islanders (AAPI) has exacerbated the already distressing academic and racialized experiences of FilAm students. In this qualitative study, ten FilAm students who attended a community college in the Western United States participated in an online photovoice project which visualized their personal reflections and specific academic needs through digital photos and written narratives. Findings from this study indicated that there were hidden factors besides a racialized campus climate which notably affected their community college experiences.

Introduction

Bonus and Maramba (2013) assert that Asian American and Pacific Islander (AAPI) students experience many life challenges that are often unrecognized or

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become silenced to educational research. From narratives of racial stereotypes/ discrimination, violence and struggles with finding a sense of belonging, this community is an under-researched and under-represented minority (Hernandez, 2016), especially from a community college student's perspective. In particular, the issues of Filipino American community college students "have been hidden by their racialization as Asian Americans" (Buenavista, 2010 p. 116). Ocampo (2016) illustrates that Filipino racial identity for college students is fluid because it is determined by their social and institutional context. Buenavista et al. (2009) claim that Filipino Americans occupy liminal, or in-between, status because while their experiences in college resemble those of underrepresented racial minorities, as AAPI, they are stereotyped as universally successful "model minority" students and therefore do not need targeted outreach and retention services (p. 228).

Buenavista (2010) further urges that the racialization of Filipinos in the United States as "model minorities" are harmful to themselves and to other Asian American populations who experience limited academic and social support from educational practitioners. These pervasive experiences render the Filipino identity invisible (Nadal, 2021). Additionally, the "invisibility of Filipino Americans in the educational curriculum influences how these students construct knowledge" (Andresen, 2013, p. 70).

The outbreak of the COVID-19 pandemic in the United States led to stigmatization, violence, and discrimination against the AAPI community (Wu et al., 2021) which has only contributed to this macrotraumatic phenomenon. The coronavirus panic is exacerbating people's existing prejudices and the proliferation of ongoing discrimination of all racial, ethnic, and marginalized groups is representative of a more insidious form of societal sickness (Litam, 2020 p. 151). Tumale (2016) asserts that the educational trajectories of Filipino American community college students are adversely affected by racial ideologies perpetuated at the interpersonal level and the racialization of education affects identity development "in terms of identity dissonance, community cultural wealth, and deficit frameworks" (p. 67). Institutions must provide supportive work and education environments for Filipino Americans as it also benefits and contributes to inclusiveness and diversity for colleges and universities as a whole (Maramba & Nadal, 2013, p. 305).

Problem Statement

There are few studies that illustrate the systems of institutional and mental health support for Asian American and Pacific Islanders (AAPI) communities in a COVID-era. Additionally, there is a dearth of research on the impact the pandemic has on FilAm Community College students' academic performance and emotional well-being.

Purpose of the Study

The purpose of this study was to examine three critical areas related to FilAm Community College students: (a) Identity formation through narratives and (counter) narratives; (b) Trauma and resilience and; (c) Sense of belonging inside and outside of academia. This study looked at FilAm college student identity as multifaceted and intersectional and how resilience from trauma in a COVID-era affects their sense of self and internal validation.

Additionally, this study focused on community college students in the culturally-diverse state of California. It sets the stage for community college institutions to consider what cultural, academic or mental health resources are provided for AAPI students. The study urges educators to examine their biases in their current practices and prompts a re-examination of the extent to which community colleges work to represent and affirm the experiences of underrepresented Students of Color to promote equity. The introduction created the space to study how narratives of FilAm community college students shifted and intersected with other identities because of the impact of the COVID-19 pandemic and how trauma affected their resilience and sense of belonging in academic and social spaces.

Because FilAm community college students have been historically left out of educational research, it is critical that education practitioners consider the unique cultural and institutional factors that affect their capacity to achieve academic success and validating experiences in community college. This study was critical in gaining a better understanding of the impact of educational support systems and had on academic success to no longer view FilAms as liminal students or invisible from educational research. The empirical results of the study can reveal important information about the educational trajectories of FilAm community college students in the Inland Empire and the intersections of their racial identity and ways educational institutions can work to support their educational and professional needs.

Theoretical Framework

Education scholars developed Critical Race Theory (CRT) as a theoretical framework that interrogates the ways in which White Supremacy shapes the experiences of people of color (Ladson-Billings, 2021). Further, it challenges the dominant discourse on race and racism in education by examining how educational theory, policy, and practice have been used to subordinate certain racial and ethnic groups (Solórzano, 1998). Education scholars have relied on the CRT tradition of counterstory to contextualize the educational experiences of underrepresented Asian Americans (Buenavista et al., 2009).

This study investigated the ways FilAm community college students remain resilient despite individual experiences with racial trauma. In response to the institutional dynamics of racism in education, Solórzano (1998) proposed five tenets of Critical Race Theory which include: (a) the centrality and intersectionality of race

and racism, (b) the existence and need to challenge dominant ideology, (c) the role of social justice in using such a framework, (d) the necessity and validity of using the experiential knowledge of people of color, and (e) the utility of interdisciplinary perspectives to holistically understand the experiences of students of color within historical and contemporary contexts.

These five tenets advocate that, "the historical and contemporary experiences of students of color must be examined within a context of educational policies and practices that perpetuate racial marginalization within education" (Buenavista, 2010, p.115). The intention of CRT is that it "challenges the dominant discourse on race and racism as they relate to education by examining how educational theory, policy, and practice are used to subordinate certain racial and ethnic groups" (Solórzano, 1998, p. 122).

Buenavista (2010) further posits that using a CRT is critical in understanding and centralizing the voices of Filipino students in educational research as it moves away from the Model Minority Myth into discourse surrounding family dynamics, culturally-affirming educational experiences and the sociohistorical context of Filipino students. Additionally, Asian American Critical Race Theory (AsianCrit) centers the racialized experiences of Asian Americans over the course of U.S. history and their intersections with immigration and citizenship (Chang, 1993; Museus & Iftikar, 2014).

Research Questions

This study focused on the racialization of Filipino American community college students and their relationship with trauma, resilience and healing. This study seeks to address two overarching research questions:

1. How have Filipino/a/x American (FilAm) community college students in the Inland Empire been impacted by the COVID-19 pandemic?

2. What systems of support can community colleges create to help Filipino American community college students during a COVID-era?

Research Design

Participatory Action Research (PAR) is a type of critical research which centralizes the political empowerment of people through their involvement in the design and implementation of a research project with the intention of understanding the subtle and overt manifestations of oppression to ignite collective action (Merriam, 2009, p. 36). The research for this study was conducted using a Photovoice qualitative research method. Photovoice is a PAR method which visually documents intangible concepts by means of photography and is accompanied by a narrative, caption or story to give more meaning to the photographs to be put in an exhibition to invite policymakers and decision makers to view the photos and narratives in an effort to work for some sort of social change. This method would be particularly

significant for decision-makers to listen to the stories and voices of marginalized people (Latz, 2017). PAR is inherently critical, political and is social change/justice oriented. It creates a space to bring marginalized voices to the center of qualitative research by means of including participants as co-researchers.

Photovoice works in concert with the Critical Race Theory (CRT) tenant of creating counterstories to elevate minority voices, experiences and realities in challenging traditional narratives of minoritized populations. Photovoice has three anticipated outcomes: (a) action and advocacy to affect policy change (b) increased understandings of community needs and assets; and (c) individual empowerment (Latz, 2017, p. 43) Because policymakers are often excluded from the experiences and circumstances in which the policy was created (Latz, 2017) photovoice works to bridge this gap as it "interrogates a citizen approach to documentary photography, the production of knowledge, and social action" (Latz, 2017, p. 66).

Research Setting

Because there is a dearth of research on FilAm community college students in the Inland Empire (often referred to by locals as the I.E.), the research for this project was conducted at a community college in the Inland Empire located in Southern California, USA. The proposed research setting was selected for three critical reasons: (1) The geographic location (2) enrollment size of AAPI students (3) The need for more AAPI representation at this primarily Hispanic-Serving Institution (HSI). The project took place in the summer of 2022.

Research Sample

The purpose of this study is to examine three critical areas related to FilAm Community College students: (a) Identity formation through narratives and (counter) narratives (b) trauma and resilience and (c) Sense of belonging inside and outside of academia. This study looked at FilAm college student identity as multifaceted and intersectional and how resilience from traumatic experiences affects their sense of self and internal validation. This study focused on the racialization of FilAm community college students and their relationship with trauma, resilience and healing in the Inland Empire.

Purposive or *Purposeful* sampling is a criterion-based selection sampling strategy in which the researcher creates a list of attributes and criteria essential to the study which reflects the purpose of the study and guides the identification of information-rich cases (Merriam, 2009, p.77-8). The inclusionary criteria for this study was be a purposive sample of 15 first or second-generation self-identifying FilAm community college students who attended the site of the study, College Z. Prospective participants were recruited through responses to a mass email distributed to the campus by College Z's Office of Student Life. Interested prospective participants who fit the inclusionary criteria for this study (FilAm community college students) were invited to participate.

Findings

The purpose of this study was to examine FilAm community college student responses to racialized trauma and what systems of institutional support were needed to be implemented at their community college campus to validate their identities and affirm their experiences in a COVID-era. Initial findings from this photovoice study can be found under each research question below:
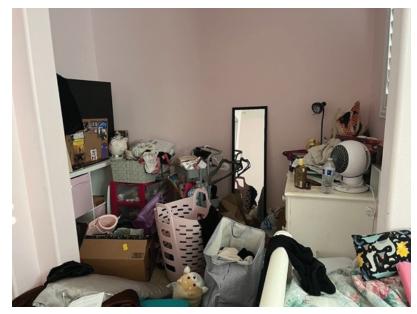

Figure 1 - "Study Corner"
*How have FilAm community college students
been impacted by the COVID-19 pandemic?*

Figure 1-"Study Corner" was a photovoice submission by a FilAm community college student participant reflecting on how the corner of their bedroom, a shared space with two sisters, should have served as their study area but the clutter from the three siblings who have grown too much to be able to fit together neatly prevented a functional study space. Additionally, they mentioned that their mother, who grew up poor in the Philippines developed a tendency to hold onto every piece of useless clutter and thus took over alternative spaces in the house. The student also reflected on how the corner was a parallel into the emotional chaos that came with online school but has come to represent how much they have grown into their own person; taking up more space than their family could accommodate.

This finding aligned with Buenavista's (2010) claim that using a CRT approach is critical in understanding and centralizing the voices of FilAm students in educational research as it moves away from the Model Minority Myth into discourse

surrounding family dynamics. The student described the cluttered and confined space as parallel to the "emotional chaos" of online school, pessimistically expressing that the living situation with their siblings and mother was indicative their exhaustion. This experience contrasts the stereotype that AAPI universal success is without struggle. In fact, this finding illustrated the social realities which FilAms must constantly go through phases of negotiating their academic lives and familial relationships, consistent with Ocampo's (2016) illustration that FilAm racial identity for college students is fluid because it is determined by their social and institutional context.
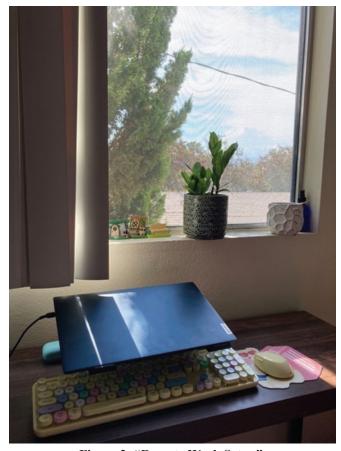

Figure 2- "Remote Work Setup"
*What systems of support can community colleges create
to help FilAm community college students during a COVID-era?*

Figure 2- "Remote Work Setup" was a photovoice submission by a self-identifying first-generation FilAm community college student participant who reflected

on how the COVID-19 pandemic led to completely online courses and upended their life plans, specifically a trade school career out of pressure from their parents. The student expressed that their parents were unable to guide their children in navigating the unfamiliar territory of the American college system. Even though the student was reluctant to attend college, they enjoyed registering for a graphic design AA which has helped them discover a new motivation to continue their education in their adulthood. They detailed their experience in balancing their feelings of finding new educational passions despite being wholly independent deciphering financial aid, Canvas, Zoom and community college as a whole.

This finding was consistent with Solórzano's (1998) fifth tenet of CRT of the utility of interdisciplinary perspectives to holistically understand the experiences of Students of Color within historical and contemporary contexts. Additionally, the emergent themes of "systems of support" and "family dynamics" from the coding phase aligned with the student narrative from this photovoice submission.

Within the context of the COVID-19 pandemic, it was evident that being FilAm within this time and space impacted the student's motivation in regards to with their career prospects in community college but also their independence in navigating community college as a whole; with an evident lack of support from the institution in offering financial literacy or Canvas training and parents who due to cultural differences, were unable and unequipped to guide or support them in their community college transition. The cultural differences from their parents when it came to navigating community college in America also aligned with the significant racial and social disparities that exist within this community (Museus et al., 2021).

Most surprising from these findings were that even if the photovoice prompts focused on the community college campus and a racialized campus climate, the participants chose to discuss their lived experiences at home as they relate to the family dynamic of living at home and taking online courses at home. Nevertheless, this finding situates itself to the CRT tradition of *counterstory*, to contextualize the educational experiences of underrepresented AAPI (Buenavista et al., 2009). The strong cultural connections to family in this project are indicative of the FilAm student's motivation to succeed in community college despite the struggles that came with a global pandemic.

Recommendations

This study focused on the specific narratives and needs of FilAm community college students in a COVID-era. In the triangulation phase of the study, the participants emphasized the need for cultural acknowledgment of FilAm students as well as sustainable systems of support and resources for AAPI.

Recommendation 1: Cultural Acknowledgement

The participants mentioned that they want the community college to continue to honor the presence of a multicultural student body to benefit everyone. This

could look like a community day, a social club or some kind of resources centered on the first-generation AAPI college experience or even acknowledging Filipino American Heritage/History Month through a cultural event celebrating and appreciating FilAm culture.

Recommendation 2: Resources for AAPI

Others mentioned that the best way to make FilAm students feel welcome, accepted, supported and helped starts with making an effort to create a comfortable space. They believe that the college can work to develop a physical center for AAPI individuals to connect with and network as well as find support with classmates, faculty and staff. In addition, the students also voiced their ideas about the importance of the college hiring faculty and counselors who are FilAm in order to build trust and understanding amongst the campus community.

Conclusion

This study is important to the field of educational research for several reasons. It has implications for transfer for FilAm community college students, as some may transfer to institutions who may have a cultural deficit of the systems of support this community needs. The narratives from the photovoice serve as a form of counternarrative/counterstory about FilAm community college students' experiences, disrupting racial stereotypes of FilAm community college students and offers an empowering visual story of their lived experiences during the COVID-19 pandemic in an effort to promote positive social change in this community.

Lastly, this change, be it invested institutional commitment to pay attention to the stories of minoritized communities is the social responsibility of stakeholders including their future employers, members of the K-12 system and higher education and other under-researched racial minorities who may not receive academic, social or mental health support. Despite narratives of racial stereotypes of FilAm students, this study revealed the hidden truths of their lives in this time and space through their visual counterstories.

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Additional Research Presentations from the CCTE Fall 2022 Conference

Consurrent Research Presentations:

"Rehumanizing Learning in Teacher Education Through Anti-Racist, Decolonial Ethnic Studies Pedagogies." **Miguel Zavala** (California State University, Los Angeles) & **Marisol Ruiz** (California State Polytechnic University, Humboldt).

"Whose Experiences Are Worth Humanizing?: Anti-Racist Pedagogies, Ethnic Studies, and Teacher Educators of Color." **Edward Curammeng** (California State University, Dominguez Hills).

"Complex Funds of Knowledge: Integrating ALL Types of Students' Knowledge and Skills into Classroom Learning." **Heather C. Macias** (California State University, Long Beach).

"Humanizing Teacher Preparation Through a Self-Care and Wellness Framework: Addressing Burnout, Compassion Fatigue, and Secondary Traumatic Stress." **Sara Werner Juarez** (California State Polytechnic University, Pomona) & **Alicia Becton** (California State University, Fresno).

"The Role of California Community College Teacher Preparation Programs in Preparing Anti-Racist Teachers in Humanizing Ways." **Lea Martinez** (Rio Hondo College), **Megan Kaplinsky** (Long Beach City College), **Leticia Rojas** (Pasadena City College), & **Steve Bautista** (Santa Ana College).

"Critical Conversations: Preparing Transformative Educators." **Rosemary Wrenn** (Cuesta College & California Polytechnic State University, San Luis Obispo).

"Colleges of Education as Hubs for Leadership and Innovation: Humanizing Teacher Education." **Reyes Quezada** & **Sobeida Velasquez** (University of San Diego) & **Paul Rogers** (University of California, Santa Barbara).

"Using Mastery Learning Within a Teacher Preparation Course: A Qualitative Study of Assessment and Instructional Schemas." **Luciano Cid** & **Ruby Lin** (Biola University).

"Re-Humanizing Educator Preparation through Accreditation." **Debbie Meadows** (California State University, Bakersfield), **Juliet Wahleithner** (California State University, Fresno), **Brad Damon** (University of Massachusetts Global), **Sylvia Read** (Association for Advancing Quality in Educator Preparation), & **Heather Horsley** (California State University, Fresno).

"Abolitionist STEM+CS Teachers in STEM/Computing Education." **Jane Kim** & **Imelda Nava** (University of California, Los Angeles).

"PK3 ECE Specialist Credential: Next Steps." **Mary Vixie Sandy** (Commission on Teacher Credentialing). **Sarah Neville-Morgan**, **Stephen Propheter**, & **Alana Pinsler** (California Department of Education), **Deborah Stipek** (Stanford University), & **Kate Browne** & **Renee Marshall** (California Community College Teacher Preparation Programs).

"Beyond Words: Promoting Action in Anti-Bias Education in Policy, Practice and Preparation Through a Statewide Interagency Alliance." **Audri Sandoval Gomez**, **Meghan Cosier**, & **Donald Cardinal** (Chapman University), **Marquita Grenot-Scheyer** (California State University, Long Beach), & **Linda Blanton** (CEEDAR).

"Critical Reflection Through Identity Narratives to Promote Culturally Responsive and Humanizing Practices." **Bre Evans-Santiago** (California State University, Bakersfield) & **Noelle Won** (California State University, Stanislaus).

"'To Teach Students Like Me': Bilingual Authorization Candidates, Motivations, and California's Bilingual Education Renaissance." **Adam Sawyer** (California State University, Bakersfield).

"Towards a Critical Positive Teacher Education." **Andre ChenFeng** (Claremont Graduate University).

"Bring 'Em Out, Bring 'Em Out: Black Male Teachers Stuck in Glass Classrooms. **Christopher J. Cormier** (Loyola Marymount University).

"Centering Critical Race Theory Within Social Studies Education." **Oscar Navarro** (California State University, Long Beach) & **Brian Woodward** (University of California, Los Angeles).

"'Coming Home to Become Teachers': A Case Study of Rural Teacher Residents Lived Experiences." **Heather Horsley** & **Christina Macias** (California State University, Fresno) & **Brooke Berrios** (Fresno County Superintendent of Schools).

Research Roundtable Presentations:

"Having the Courage to Advocate for Equity." **Lisa Sullivan** (University of California, Davis).

"T* is for Thriving: Celebrating and Affirming Trans* and Gender Creative Lives and Learning in Schools." **Kia Darling-Hammond** (Wise Chipmunk LLC), **Bre Evans-Santiago** (California State University, Bakersfield), & **Sharoon Negrete Gonzalez** (Research for Action).

"Anti-Racist and Anti-Biased Practices: An Examination of the Work of the CSU Center to Close the Opportunity Gap." **Cara Richards-Tutor** & **Caroline Lopez Perry** (California State University, Long Beach), **Antoinette Linton** & **Fernando Rodriguez-Valls** (California State University, Fullerton), **Lorri Capizzi** & **Brent Duckor** (San Jose State University), & **Alejandro Gonzales Ojeda** (San Diego State University).

"Using a Disability Studies Lens to Examine Special Education Teacher Candidates Perspectives on Students with Autism." **Maya Evashkovsky** (University of California, Los Angeles).

"Program Transformation for Dual Candidates: Humanizing the Co-Teaching Process." **Amber Bechard** & **Shana Matamala** (University of La Verne).

"(Re)Humanizing Dual Language Education: Theorizing Multilingual Teacher Education Accounting for Students' Language Practices and Investments." **Sharon Merritt** (Fresno Pacific University), **Eduardo Muñoz-Muñoz** (San Jose State University), **Elsie Solis Chang** (Point Loma Nazarene University), **Nirmla Flores** (San Diego State University), **Reyna Garcia-Ramos** (Pepperdine University), & **Adam Sawyer** (California State University, Bakersfield).

"Mentor Teacher Professional Learning Days—a Key Component to Establishing a Teacher Residency Program at CSUCI." **Kara Naidoo**, **Kathryn Howard**, & **Talya Drescher** (California State University, Channel Islands).

"Preparing Teachers to Meet the Needs of English Learners with Disabilities: Responding to New Teacher Preparation Expectations." **Kai Greene** & **Susan Porter** (California State University, Dominguez Hills).

"Community of Practice, Community of Support: Teacher Preparation Using a Professional Development Model for Creating Community. **AmyK Conley** (California State Polytechnic University, Humboldt).

"Playing the Long Game: Future Teachers' Clubs and Diversifying the Teacher Corps. **Pia Wong** & **Karina Figueroa-Ramirez** (California State University, Sacramento).

"Teacher Educator Collectives: Taking Up Collectivity, Accountability, and Professional Connectedness to Enact Anti-Racist and Anti-Bias Practices Across Contexts." **Sara Sterner** (California State Polytechnic University, Humboldt), **Megan Van Deventer** (Weber State University), & **Laura Lemanski** (University of Minnesota).

"Universal Preschool Expansion: What Should Teacher Preparation Programs Do About It?" **Cathy Yun** & **Hanna Melnick** (Learning Policy Institute).

Virtual Roundtable Session Presentation:

"Promoting Self-Determination for Racially and Ethnically Marginalized Students with Disabilities in Culturally Responsive and Sustaining Ways." **Mayumi Hagiwara** (San Francisco State University).

Poster Session Presentations:

"Controversial Socioscientific Issues in Mixed Reality: Learning to Teach in a Divided Nation." **Jamie Gravell** (California State University, Stanislaus), **Rebecca Cooper Geller** (University of Georgia) &; **Amy Richardson** & **Stacy Ann Strang** (Southern Methodist University).

"Black Female Educator Retention: Exploring Conditions Needed to Thrive." **Carol Battle** (High Tech High Graduate School of Education).

"Building Support and Community for In-Service Teachers Through a Justice-Centered, Culturally Responsive Teaching Fellowship." **Mariana Carlon** (Santa Maria Bonita Unified School District), **Maria Parker** (San Luis Coastal Unified School District), **Jesse Sanford** (Guadalupe Union School District), & **Julee Bauer**, **Tina Cheuk**, **Jessica Jensen**, & **Briana Ronan** (California Polytechnic State University, San Luis Obispo).

"Creating a Mind Shift: Teacher Educators Embracing Structured Literacy." **Amber Bechard** & **Marga Madhuri** (University of La Verne).

"Teachers' Bullying Definition and Anti-bullying Strategies Used for Students with Disabilities in Inclusive Classrooms." **Jenny Chiappe** (California State University, Dominguez Hills) & **James Koontz** (Los Angeles Unified School District).

"Preparing Teachers to be Global Citizens: Travel Courses as Part of a Robust Teacher Education Program." **Meghan Cosier**, **Amy Ardell**, **Talia Florio**, **Amanda Dodson**, **Kimberly Cameron**, & **Britney McPherson** (Chapman University), & **Carla Tanas** (American Community Schools Athens).

"Starting With Schools: Exploring School-Based Trauma and Its Effects in Black Elementary Youth." **Addison Duane** (University of California, Berkeley).

"Integrating a Whole Child Approach Within a Teacher Residency Program." **Troya Ellis** & **Katrina Rice** (Alder Graduate School of Education).

"Augmentative and Alternative Communication Inclusionary Practices: Inter-Disciplinary Collaborations in Alignment with New California Teacher Performance Expectations." **Kai Greene** (California State University, Dominguez Hills).

"Designated Instructional Support Services (DIS) 'Achieving Our Greatest Potential' Policy, Procedures, and Support." **Ebony Hailey** (National University).

"Language Development Through Science." **Bobbi Hansen** & **Viviana Alexandrowicz** (University of San Diego).

"The Comfort of Home: Families' Experiences of Virtual IEP Meetings During School Closures." **Ilene Ivins** & **Allegra Johnson** (Alder Graduate School of Education).

"Critical Realignment of the 'Normal School': Meeting the Changing Landscape of Teacher Education." **Libbi Miller**, **Heather Ballenger**, **Sara Sterner**, & **James Woglon** (California State Polytechnic University, Humboldt).

"Preservice Teachers' Perceptions of Math and Literacy Pedagogy." **Carolyn Mitten** (Westmont College).

"Challenging College English and Math Remediation Rates Through Dual Enrollment for All High School Students." **Stephanie Morgado** (University of California, Davis).

"A Poststructural Analysis of the Teacher Performance Expectations (TPEs): Deconstructing Language Conceptions to Rehumanize Teaching and Learning." **Eduardo Muñoz-Muñoz** (San Jose State University).

"Connections Between Mathematics Identity and Teacher Identity: Pre-Service Teachers' Accounts of Meaningful Lived Experiences in Learning and Teaching Mathematics." **Socorro Orozco** & **Anay Ramirez** (California State University, Los Angeles).

"Understanding How Pre-Service Teachers Learn Project-Based Learning for Social Justice." **Jaime Park**, **Jane Kim**, & **Imelda Nava** (University of California, Los Angeles).

"What We Know, Where We Are Headed, And How We Plan To Get There: A Review of the Literature to Inform Research and Practice." **Diana Porras**, **Cara Richards-Tutor**, **Hiromi Masunaga**, & **Jolan Smith** (California State University, Long Beach).

"Are Schools Open? An Analysis of Preservice Teachers' Clinical Reflections During the Reopening of Schools During the COVID-10 Pandemic." **Reyna Garcia Ramos**, **Jennaca Cotton**. & **Ricardo Vigil** (Pepperdine University).

"False Premises and Promises: TPA's Shackles on Teacher Education in California." **Marisol Ruiz** (California State Polytechnic University, Humboldt) & **Kelly Vaughn** (Notre Dame de Namur University).

"To Belong & Be Heard: Male Educators of Color Navigating TK-12 School Settings." **Michael Suarez**, **Rajeev Virmani**, & **Damien Mason** (Sonoma State University).

"Equipping Teachers to Talk to Children About (Multi)racial Identity Through Picture Books." **Kevin Wong** (Pepperdine University).

"Incorporating Culturally Sustaining and Active Learning Experiences in Teacher Preparation." **Rosemary Wrenn** (Cuesta College & California Polytechnic State University, San Luis Obispo).

"STEM Teacher-Leaders: Building Professional Community While ReHumanizing Classrooms." **Sarah Ives**, **Jenna Porter**, & **Pia Wong** (California State University, Sacramento).

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on the California Council
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For information about 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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