



Research Roundtables at Spring Policy Action Network 2024

The Spring 2024 SPAN Conference of the California Council on Teacher Education

March 11, 1:15 to 2:45 p.m.

On Site at The Citizen Hotel, Sacramento

Roundtable 1 - "Practice"

Metropolitan Terrace

"Helping Licensure Candidates Transform from Student to Teacher: Practice to Policy."

Talya Drescher, California State University Channel Islands

Description: In a traditional teacher preparation program, candidates are prepared via academic coursework and clinical experience. The work presented acknowledges the need and provides a method to additionally address candidates' well-being using a transformation framework implemented with special education and dual certification candidates over the course of a one-year licensure program.

"A Willingness to Wonder: Beginning Teacher Learning Through Mistake Making and Vulnerability."

Johnnie Wilson & Sumita Jaggur, University of California Santa Cruz

Description: Beginning teachers set out problems of practice for one another in collegial conversation. In their shared learning, they embrace mistakes, move to deep reflection on topics not often considered in teacher preparation, and allow for themselves a vulnerability that opens up the possibilities for their learning and development.

"Enhancing and Deepening School Partnerships to Support Educator Development Using the AAQEP Standards."

Debbie Meadows, California State University Bakersfield, **Juliet Wahleithner**, California State University Fresno, & **Reyes L. Quezada**, University of San Diego

Description: The alignment between theory and practice is essential for educator training. This presentation highlights how two AAQEP-accredited institutions established a more aligned partnership with P20 education partners. Each institution will share how they leveraged accreditation to initiate the development of a deeper and more collaborative partnership with P20 education partners.

"Improving Teacher Education Through Collaborative Research and Design."

California Teacher Education Research and Improvement Network (CTERIN) with **Elizabeth Van Es & Susan Toma-Berge**, University of California Irvine, **Rebecca Ambrose, Margarita Jimenez-Silva, & Lisa Sullivan**, University of California Davis, **Alison Black**, University of California San Diego, & **Elisa Salasin**, University of California Berkeley.

Description: The University of California system developed a cross-campus research collaborative focused on the

study and improvement of teacher education, the Center for Teacher Education and Improvement Network (CTERIN). In this roundtable session, we will share examples from our collaboration that resulted in structures and processes to engage researchers and teacher educators in collaborative inquiry for local and cross site improvement initiatives. These efforts provide insight into how partnerships of teacher education programs can lead to systemic change in teacher education, as well as highlights opportunities and tensions in sustaining cross program collaboration

Roundtable 2 – “Race/Equity”

Quorum Room

“Transformation or Conventionality? Emerging Findings from Development and Implementation of Black Student Excellence Initiative.”

Diana Porras, Cara Richards-Tutor, & Jolan Smith, California State University Long Beach

Description: This presentation is about an initiative adopted by a large urban California district seeking to transform Black students’ experiences and outcomes. Our study is multi-pronged, examining actions and insights of actors at various levels including district, initiative, and school. Time, funding, measures of success, and leadership emerge among policy recommendations.

“Reducing Bias and Promoting Equity through a Simulated Teaching Environment.”

Rhonda Christensen, University of North Texas & **Stacy Kruse**, SimSchool

Description: Through the National Science Foundation funded “simEquity” project, University of North Texas researchers have found that simSchool AI-driven simulations are effective in identifying and ameliorating biased teaching behaviors in K-12 educators in California and Texas. The framework for observation in the sims, as well as data analyses, will be shared.

“Unfinished Business: Advancing Race-Conscious Teacher Education After the SCOTUS Decision to End Affirmative Action.”

John Pascarella, University of Southern California.

Description: After the recent Supreme Court decision struck down race-conscious college admissions, many teacher educators have questioned how the ruling will implicate all race-conscious equity efforts in educator preparation programs. This policy analysis session will meaningfully address changing sociopolitical conditions and challenges to race-conscious and LGBTQ+ inclusive teacher education practices.

Roundtable 3 – “Multilingual/Equity”

Metropolitan Terrace

“Advancing Accountability in Bilingual Teaching Standards:

A Conscious, Caring, and Critical Analysis of the BTPEs.”

Jordi Solsona-Puig, California State University San Bernardino, **Eduardo Munoz-Munoz**, San Jose State University, & **Fernando/Ferran Rodriguez-Valls**, California State University Fullerton

Description: Three faculty members delve into California’s Bilingual Teaching Standards (BTPE) from an accountability perspective, seeking to engage Teacher Education agents in discussions, sharing insights, and collaboratively developing solutions to enhance BTPE implementation. The goal is to foster a collective understanding these standards, aiming to improving bilingual education in California.

“Integrating Family, School, and Community Engagement in Preservice Teacher Education Through an Equity Partnership.”

Reyes L. Quezada, University of San Diego, **Angela Louque**, California State University San Bernardino, & **Reyna Garcia Ramos**, Pepperdine University

Description: This best practice presentation focuses efforts to seek and provide input on how teacher education can integrate ways to engage preservice teachers with the tools needed to work effectively with culturally and linguistically diverse families. The 7 C’s Framework is presented to increase parent engagement/student success in teacher education coursework.

“Implementing Practices to Support Multilingual Learners’ Success; Preparing All Teachers to Integrate Translanguaging.”

Lyn Scott, California State University East Bay

Description: This research presentation details how teacher educators can support all teachers to implement translanguaging practices in their classrooms, with a particular emphasis on supporting monolingual English teachers. Specific research-based, easy-to-implement strategies used in the Bilingual and Content Area Integrated Preparation Project (BCAIP) will be discussed and demonstrated.

“State Policy & Funding: The Catalyst for Program and Identity Shifts.”

Nancy T. Walker, Amber Bechard, & Marge Madhuri, University of La Verne

Description: This roundtable explores how one educator preparation program embarked on a transformative journey in which California’s adoption of new literacy standards and state funding for EPPs served as a catalyst that contributed to the reconsideration of teacher identity and the shift of one teacher preparation program to science of reading.

“Increasing Teacher Retention of Our Newest Educators Through Humanized Mentoring.”

Karen Escalante, California State University San Bernardino & **Melissa Meetze-Hall**,
University of Redlands

Description: This presentation will highlight critical information about how a sense of belonging within teacher induction is a significant aspect of the teacher retention solution and Pk-12 outcomes. The findings speak to key policy issues in California as we continue to reckon with a teacher shortage.

“Are You Experiencing a Teacher Shortage? Educator Residency to the Rescue.”

Conni Campbell, San Diego County Office of Education & **Tierra Crothers**,
Sacramento County Office of Education

Description: Participants will have a comprehensive understanding of how to initiate and sustain a successful educator preparation program through the residency model as an effective tool for recruitment and retention with the invaluable support provided by the Statewide Residency Technical Assistance Center.

“Teacher Apprenticeships 101: Learning from Other States.”

Hanna Melnick, Senior Policy Advisor, Learning Policy Institute (LPI).

Description: Teacher apprenticeships are a new initiative intended to expand the supply of well-prepared teachers by allowing candidates to earn a salary and on-the-job experience while working toward a teaching license. This session will provide an overview of the current national landscape of federally registered teacher apprenticeships and how apprenticeship might fit into California’s teacher preparation landscape, drawing from new LPI research.