



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

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Terrelle Sales (Pepperdine University), Editor

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Special Issue of CCNews Previewing the Research Presentations Scheduled for the CCTE Fall 2021 Conference

This special issue of *CCNews*, the newsletter of the California Council on Teacher Education (CCTE), is being published as a vehicle for alerting the CCTE membership as well as the broader California teacher education community to the wide range of research presentations that will be part of the program of the CCTE Fall 2021 Conference that will be held October 21-23 at the Kona Kai Resort in San Diego. On the following pages you will find brief abstracts of the concurrent presentations, roundtable presentations, and poster presentations that have been selected by the CCTE Research Committee to be part of the Conference. We hope that this preview will pique your interest in attending the Conference and seeking out the specific presentations that speak to your interests.

The Conference offers two registration options, either on-site attendance in San Diego, or virtual attendance involving live-streaming of the main Conference sessions. A registration form is included on the last page of this newsletter. Please note that the research sessions described here are part of the on-site Conference, but will not be available for virtual attendees. However, brief videos of all of the research presentations will be available prior to and during the Conference on the CCTE GoReact platform, and those videos will be moved to the CCTE YouTube channel following the Conference. In addition, the research presenters will also be invited to contribute articles about their research which will be published in a *CCTE Fall 2021 Research Monograph* later this fall.

You are encouraged to read the preview abstracts in this special issue, view the videos, attend the Conference and the research presentations of your choice, and read the *Monograph* later this year.

One of the long-term goals of CCTE is to foster and support research about teacher education, to share that research as part of our semi-annual conference programs, and to publish and distribute such research in our newsletters, monographs, and scholarly journals. This special newsletter issue is part of that ongoing effort.



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A Message from CCNews Editor Terrelle Sales

As a middle school math teacher, nothing grew my pedagogy, practice, and performance more than engaging in rich multi-cultural student-centered research. Knowing that I could immediately put into practice theories, frameworks, and instructional designs aimed at culturally sustainable services and practices for students of color reinvigorated my love, not only for teaching, but also for my students as human beings.

The power of rich research dedicated to anti-racism and to the validation of other ways of knowing, teaching, assessing, and reflecting is what will continue to push the field of education and the discipline of teaching towards fulfilling its promise of equity, diversity, and inclusion. It is my eager expectation and hope that CCNews will always serve to curate a uniquely diverse database for practitioners

to engage in applicable and culturally sustainable research practices that help to (re)ignite the same passion that captured my heart so many years ago.

Our intention is to develop and display diverse research that critically engages with anti-racist pedagogical practices and policies that benefit and challenge both educators and students alike towards greater acts of service.

This special edition of *CCNews* paves the avenue for such collective journeys to commence. By providing our readership and attendees at the upcoming CCTE Fall 2021 Conference with a sneak peak into the research presentations, roundtable discussions, and poster presentations that will occur on October 21-23, we hope to highlight how research is shaping our collective approach to meeting the needs of our diverse learners.

Three Types of Research Presentations

The CCTE Fall 2021 Conference program includes three types of research presentations, all selected by the CCTE Research Committee from among proposals submitted by CCTE members, delegates, and friends:

Five Sets of Concurrent Presentations on Thursday, October 21 from 4:15 p.m. to 5:45 p.m.
With two presentations scheduled in each of the five rooms.

Five Roundtable Presentations on Friday, October 22 from 1:30 p.m. to 2:45 p.m.
With three presentations scheduled as part of each roundtable.

Poster Session on Friday, October 22 from 6:00 p.m. to 7:30 p.m.
Featuring 24 poster presentations, plus wine and cheese.

On the following pages you will find abstracts of each of the concurrent, roundtable, and poster presentations. Videos of each of the presentations will also be posted to the CCTE GoReact platform for viewing prior to the Conference, and those videos will be moved to the CCTE YouTube channel following the Conference.

Concurrent Sessions - Thursday, October 21, 4:15 to 5:45 p.m.

Concurrent Session 1 - 2 Presentations

“Cultivating Equitable and Sustaining Systems for Women Faculty of Color in Teacher Education.” **Betina Hsieh & Huong Tran Nguyen** (California State University, Long Beach).

This presentation draws from a framework of coalitional resistance and the experiences of two critical Asian American teacher educators across multiple teacher education spaces to reflect on the various racialized and gendered (micro)aggressions we’ve endured and navigated as teacher candidates, teacher educators and leaders in teacher education. Recommendations are offered for how more structural solutions can support the success of Women Teacher Educators of Colors in the face of repeated racial and gendered (micro)aggressions, which by extension can offer support for diverse teacher candidates and K-12 students.

“Advancing Racially-Just Practices: A Tool for Reflection and Transforming of Educator Preparation Programs.” **Mimi Miller** (California State University, Chico) & **Bre Evans-Santiago** (California State University, Bakersfield).

Teacher preparation programs across the California State University system are engaged in self-reflection and transformation to ensure that teacher candidates who are BIPOC thrive within their programs. At the core of this work are five Key Transformation Elements: building university and school district partnerships, identifying prioritized skills for educators, designing practice-based teacher preparation, providing formative feedback during clinical practice, and using data for continuous improvement. Presenters share a rubric that guides the efforts of campus and district personnel as they use these Key Transformation Elements to collaboratively develop, scale and sustain equity-driven preparation pathways.

Concurrent Session 2 - 2 Presentations

“Mentor Development and Partnerships for Equity.” **Imelda Nava, Tonikiaa Orange, & Jaleel Howard** (University of California, Los Angeles).

Enacting or engaging in thinking about equity is complex and multilayered within diverse educational roles. Specifically, the issue of equity is rarely explored by mentors and pre-service teachers. In general, mentor teachers have not had structured experiences related to self-reflection on personal biases and positionality. This presents tension within some of the partnerships, a mismatch regarding a viable zone of proximal development, ZPD, between equity focused pedagogical approaches. We strive to bridge visions of equity between the mentor and pre-service teachers. We create a third space where theory and practice come alive presenting fruitful opportunities to enactment equity actions.

“A Multidimensional Partnership to Develop an Expanded Learning, Rural Teacher Pipeline.” **Heather Horsley & Christina Macias** (California State University, Fresno) & **Brooke Berrios & Hank Gutierrez** (Fresno County Superintendent of Education).

Numerous initiatives exist to address educational justice issues from teacher quality to teacher recruitment/retention to educator diversity. This presentation provides a case example of how one CSU educator preparation program (CSU-EPP) is working to transform the local teacher pipeline and redesign its Multiple Subject Credential Program by engaging in a web of holistic partnerships at the nexus of economic and human capital development within the Central Valley of California. How this CSU-EPP engaged with an Expanded Learning program to develop a Rural Teacher Residency Partnership is described. Initial impacts of the implementation of these practices are also explored.

Concurrent Session 3 - 2 Presentations

“Using Just, Equitable, and Inclusive Educational Practices to Assess Candidate Learning in a Science Methods Course.” **Antoinette Linton & Gavin Tierney** (California State University, Fullerton).

A recently funded intramural grant provided an opportunity to assess how effective Just, Equitable, and Inclusive Education (JEIE) practices were when integrated into a science methods course. By using a digital badging process, science candidates created a matrix representing major themes in the course with nodes representing elements of the themes. Data indicate that JEIE principles occurred in two (2) of the seven (7) themes, with one disjointed JEIE node “floating” within the matrix. It is recommended that JEIE be integrated through the learning experiences of the course reinforced by repeated use in the context of science teaching and learning.

“Prioritizing Middle School Education: New Actions in Teacher Education.” **Ben Seipel** (California State University, Chico) & **Erika Daniels, Rong-Ji Chen, & Moses Ochanji** (California State University, San Marcos).

Unlike 43 other states, California does not offer a specialized credential for teaching middle school. This does not mean that stakeholders across the state do not value middle grades education, and attention to this topic has waxed and waned over time. We conducted a survey to investigate the current status of middle level education in California and found that the majority did not take specialized middle level courses. They did understand young adolescents’ developmental needs and considered the current attention paid to the middle grades inadequate. The findings have implications for new actions in middle level education and credentialing policy.

Concurrent Session 4 - 2 Presentations

“A Collaborative Effort to Improve Literacy Foundational Skills in Teacher Preparation in the California State University.” **Tanya Flushman** (California State University Center for the Advancement of Reading and Writing), & **How Alpert** (UC/CSU Collaborative for Neurodiversity and Learning), & **Sue Sears & Renee Ziolkowski** (California State University, Northridge).

This presentation shares the work of a collaborative effort between two California institutions of higher education: a literacy center and a collaborative for neurodiverse learning. Our product was an elaboration of the Foundational Skills subsection of California’s Literacy Teaching Performance Expectations for multiple subject and special education teacher candidates. In addition to the policy analysis, much can be learned from the collaborative effort between our two groups. Through an examination of our process, we can provide valuable lessons for others, so we will share a reflective analysis of our efforts as we jointly created the elaborated TPE document.

“The UC/CSU California Collaborative for Neurodiversity and Learning: The Intersectionality of Literacy and Equity.” **Sue Sears & Renee Ziolkowski** (California State University, Northridge), **Anna Osipova** (California State University, Los Angeles), **Kai Greene & Susan Porter** (California State University, Dominguez Hills), & **How Alpert** (University of California, Los Angeles).

This session reports on a collaborative effort among University of California (UC) and California State University (CSU) researchers and teacher educators to support the literacy development of diverse students with a wide range of learning needs, including those with dyslexia. Presenters will share course and professional development materials, which reflect the latest research in reading instruction, include culturally sustaining pedagogies and support the literacy learning of students with dyslexia. Representing multiple fields of study and educational institutions, the aim of this collaborative work is to inform the teaching of reading, ultimately improving the reading outcomes of California’s diverse student population.

Concurrent Session 5- 2 Presentations

“Learning and Adaptation During the COVID-19 Pandemic: Colleges of Education as Hubs for Leadership/Innovation.”

Reyes Quezada, Sobeida Velasquez, & Kelly León (University of San Diego) & **Paul Rogers** (University of California, Santa Barbara).

Schools of Education (SOEs) play a unique role in leading change within complex ecosystems of education and local communities they serve. Deans from SOEs also provide leadership within the context of critical relationships across a range of stakeholders. National interviews of 21 SOE deans (public/private, large/small, urban/rural) conducted during COVID-19 are presented. Preliminary qualitative analysis includes these themes: *Challenges* - encountered; *Supporting Others* - motives, actions, and resources; *Dis-tricuted Leadership* - capacity development; *Diversity, Equity and Inclusion* - focusing on anti-racism; and *Promising Practices* - in decision-making, and well-being. All are discussed. We sought to understand the challenges facing SOEs by surfacing inspiring and potentially scalable practices from deans of SOEs.

Anti-Racism, Inclusivity, and Asset-Based Perspectives as Foundational for Transforming Core Pedagogical Practices.” **Adam Devitt & Shannon Panfilio-Padden** (California State University, Stanislaus).

This session will explore important viewpoints of anti-racism, inclusivity, and asset-based perspectives that are current topics within educational research. While these significant topics deserve consideration & exploration, placing action behind incorporation of these topics into current pedagogical practice can be difficult for educators. During this session, participants will deconstruct current pedagogical practices using diffractive pedagogy techniques which help to use a critical lens to discover pathways for anti-racism, inclusivity, and asset-based implementation. Participants will reconstruct these pedagogical practices into an actionable process by creating a “vision board” to move ideas forward into their professional work.

Roundtable Presentations Friday, October 22, 1:30 to 2:45 p.m.

Roundtable Session 1 - 3 Presentations

“Bringing Culturally Responsive Practices into View Across the Preservice→Practicum→Inservice Continuum” **Betina Hsieh & Nina Wooldridge** (California State University, Long Beach).

Implementing culturally responsive, culturally affirming, and culturally sustaining pedagogies in teacher preparation programs and in K-12 classrooms remains challenging despite evidence supporting the efficacy and importance of culturally responsive practices in promoting more racially and socially just teachers. In this session, two women of color teacher educators, draw from our practices in teacher education that spans the preservice to in-service continuum to offer key elements of practice and resources to promote and sustain Culturally Responsive Practices in professional learning contexts for teacher candidates, student teachers and classroom teachers.

“Supporting Culturally Responsive Teaching Through Mindfulness Practices.” **Janeen Goree** (Fresno Pacific University) & **Nancy Akhavan** (California State University, Fresno).

More recent research has connected mindfulness practices to the alleviation of the feelings of stress by teaching educators to be present and in the moment with their students. This study examined the impact of mindfulness interventions to foster cultural responsiveness, academic optimism, and mindfulness in teachers. Educational professionals participated in a mindfulness intervention. The quantitative analysis suggests statistically significant impacts were made in academic optimism. The qualitative data suggested that the mindfulness intervention had a positive impact on teacher wellbeing and environment which further suggests that even brief interventions can have a measurable impact on teacher academic optimism and mindfulness.

“Through Shining Eyes: New Knowledge for a Pedagogy of Reflexive Coaching.” **Carrie Birmingham, Somer Levine, & Terrelle Sales** (Pepperdine University), **Deborah Hamm** (California State University, Long Beach), **Lisa Keith, Claudia Norris, Michelle Pengilly, & Jan Zoller** (Fresno Pacific University), & **Frederick Peinado Nelson** (California State University, Fresno).

In spring 2020, twenty teacher educators participated in a three-day online workshop about core reflection coaching, an approach to working with student teachers, led by Dr. Fred Korthagen, professor emeritus of Utrecht University. This roundtable session, presented by a subset of workshop participants, introduces core reflection coaching, situates it in a theoretical framework of positive psychology, and provides personal narratives of how core reflection has impacted our work.

Roundtable Session 2 - 3 Presentations

“Sharing a Legacy of Courage and Activism with a New Generation of Teachers to Champion Access and Equity for California’s English Learners.” **Lyn Scott** (California State University, East Bay) & **Elsie Solis-Chang** (Point Loma Nazarene University).

Preparing teacher candidates to effectively teach English learners (ELs) requires that teacher educators, cooperating teachers, and teacher candidates understand that educational language policy and schooling are deeply intertwined with social, economic, cultural, and political battles in the U.S. Educators with an understanding of pivotal moments in the education of ELs—and the work of key individuals who lived these struggles—have valuable tools to prepare their students for success. Utilizing these experiences and perspectives provides the context for understanding current conditions—from reckoning with our history of racism and linguicism—to confronting inequities in distance learning during the Covid-19 pandemic.

“Latinx Families Navigating Special Education and the Role of Cultural Brokers.” **Kathleen Mortier & Edith Arias** (San Francisco State University).

Students with extensive support needs from culturally and linguistically diverse (CLD) backgrounds face systemic barriers that result in poor family-school partnerships, with inequities in placement and student outcomes as a consequence. The white Eurocentric design of family-school partnerships places CLD families in a position of assimilation and disadvantage. This presentation will address the barriers experienced by families of Latinx students in California and how cultural brokering has emerged as a successful strategy. A Latinx cultural broker will share her story, cultural brokering will be defined, and the results of a small qualitative research study with cultural brokers will be presented.

“Re-Imagining Teachers’ Expectations Through Borderland Pedagogy.” **Leticia Rojas** (Pasadena City College) & **Daniel Liou** (Arizona State University).

This presentation shares findings from a paper that explores the ways that a Queer Chicana’s multiple identities inform her efforts to challenge colonial models of schooling and redefine traditional narratives of teacher expectations. Utilizing a self-narrativization research design and building off of the theory of transformative expectations (Liou & Rojas, 2016), the authors explore various dimensions of educational expectations and the role of borderland pedagogy in social justice education, offering concrete examples and implications for an equity-centered classroom.

Roundtable Session 3 - 3 Presentations

“Teacher Education Supervisor Priorities and Concerns: What Data Tell Us About Ongoing Professional Learning Needs Related to Social Justice and Equity Practices.” **Lisa Sullivan & Rebecca Ambrose** (University of California, Davis), **Evelyn Young** (University of California, Irvine), **Jane Kim** (University of California, Los Angeles), & **Johnnie Wilson** (University of California, Santa Cruz).

Data from supervisors regarding priorities in their practice, and their satisfaction in their own abilities to support candidates shows a desire for ongoing professional learning related to anti-racist and equity focused teaching. Feedback from two professional learning gatherings suggests that providing time and space for supervisors to gather collegially and discuss their practice is valuable. Three supervisors will share their perspectives on professional learning related to anti-racism, social justice and equity. Our findings suggest the need for a shift in policies and practices in order to create ongoing professional learning spaces for supervisors focused on anti-racism, equity and social justice.

“Environmental Justice in Teacher Preparation: A Multidisciplinary Approach to Place-Based Learning.” **Amy Frame** (Loyola Marymount University).

California’s legacy of environmental racism impacts our students’ communities, identities, and access to the physical and mental health benefits of connectedness with nature. Our Blueprint for Environmental Literacy states that students must become environmentally literate and able to take informed action on issues in their own schools, neighborhoods, and beyond. Our teacher preparation programs should introduce reasoning about human-nature systems interactions across subject areas. Hear how secondary social studies and English language arts methods courses supported candidates in developing community-based inquiries which align with state frameworks, standards, the Environmental Principles and Concepts, and the State Seal of Civic Engagement criteria.

“Advancing Equity and Social Justice: The Case for an Ecological Approach.” **Pia Wong, Susan Baker, & Deidre Sessoms** (California State University, Sacramento).

We problematize the notion of teacher preparation program coherence, and offer instead the framework of robust teacher education ecologies. Using specific examples from our program, we posit that striving for healthy teacher education ecologies allows us to advance equity and social justice in ways that recognize inter-connections and mutual benefits across segments and contexts. Thinking about our work as unfolding in an ecology (rather than the more linear notion of coherence), promotes flexibility, multiple perspectives, and interdependence while still maintaining a strong focus on equity and social justice as the ultimate aim.

Roundtable Session 4 - 3 Presentations

“Creating Meaningful Fieldwork Experiences for Teacher Candidates: Lessons Learned from the Pandemic” **Shana Matamala, Nancy Walker, & Joy Springer** (University of La Verne).

The purpose of this presentation is to describe the process the teacher education faculty underwent to develop alternative fieldwork opportunities in response to the pandemic by identifying critical components of our in-person clinical experience. Intersectionality (Annamma & Winn, 2019) came to the forefront as we discussed our traditional experience, both in placements and activities. This lens provided opportunities to engage and support candidates in critical thinking about intersectionality and education. Students and supervisors identified the reflective conversations that happened after viewing videos as powerful. Our experiences in the last year demonstrated that fieldwork objectives can be met in non-traditional ways.

“The Pedagogy of Jesus: The Intersection of Spirituality, Faith, and Identity Formation for Black Students.” **Terrelle Sales** (Pepperdine University).

The pedagogy of Jesus serves as a liberatory pedagogy that illuminates the emancipatory power of love exhibited and exemplified in the life, pedagogy, and praxis of Jesus. This session seeks to take participants on an intellectual and spiritual journey that identifies the intersectionality of culture, identity development, spirituality, faith and ethnicity as essential to the intellectual, academic, and spiritual development of Black students who have traditionally been overlooked, oppressed and marginalized. Jesus’ pedagogy is positioned as a truly holistic alternative praxis that adequately engages and encompasses all aspects of Black students, including their spirituality and faith.

“Providing Opportunities for Practicing ‘Do No Harm’ in Preservice Education: Rehearsing Collaboration Between Parents, Teachers, and Interpreters to Benefit Students with Challenges in a Bilingual Education Program.” **Talya Drescher & Danna Lomax** (California State University, Channel Islands).

Preservice teachers must prepare to work with linguistically diverse families whose children are enrolled in dual-language programs. To address this need for safe and constructive practice, a mixed-reality scenario was created and implemented to provide guided practice for preservice teachers for effective collaboration with language interpreters while holding challenging conversations with families. The ultimate objective of the exercise is to support diverse learners enrolled in dual language programs through effective collaboration that bridge the gap between school and home using effective cross-linguistic practices.

Roundtable Session 5 - 3 Presentations

“Incorporating Literacy TPEs and Dyslexia Content Within and Across Credential Pathways: Early Childhood Special Education and Mild to Moderate Support Needs.” **Anna Osipova & Ya-Chih Chang** (California State University, Los Angeles) & **How Alpert** (UC/CSU California Collaborative for Neurodiversity and Learning).

The presentation showcases collaborative efforts of two Cal State LA special education credential programs to incorporate literacy TPEs and dyslexia-related content into the coursework within and across credential pathways: Mild to Moderate Support Needs and Early Childhood Special Education. While serving the *UC/CSU California Collaborative for Neurodiversity and Learning*, the program faculty developed a comprehensive progression of courses aiming to thoroughly prepare future special education teachers to meet literacy development needs of the PK-12 diverse learners with disabilities and at-risk for literacy-related difficulties. An overview of shared and program-specific coursework, instructional scope, and sequence of PK-12 literacy-focused instruction are provided.

“Growing Your Own: Special Education Teacher Agency in a Residency Model.” **Ilene Ivins & Troya Ellis** (Alder Graduate School of Education) & **Courteny Gumora** (California State University, East Bay).

Special education teachers trained in a residency program spend a year in fieldwork under the supervision of a mentor teacher. In this learning year, residents observe and even sometimes engage in the on-the-ground struggles of advocating for inclusion on behalf of students with disabilities. What are the challenges and opportunities when training special educators in this model? This qualitative, phenomenological research study examines how special education teacher agency was manifest alumni of a residency program. Findings point to increased opportunities to train prospective special educators in agentive practices—collaboration, partnering, and leadership skills—that support the inclusion of students with disabilities.

“Aligning High Leverage Practices (HLPs) and the California TPEs for Clinical Practice: Presentation of a Matrix and Website for Education Specialist Program Redesign.” **Anne Spillane** (University of Massachusetts Global) & **Virginia Kennedy** (California State University, Northridge).

As research in effective teacher preparation expands, programs must be responsive to, and leaders of, new ideas and priorities. California’s standards require teacher education programs to build credential candidates’ competencies in inclusive practices and effective instruction of students with disabilities. High Leverage Practices (HLP) (McLeskey et al., 2017) are ideally suited to meet these requirements. A sub-group of the CEEDAR State Leadership Team (SLT) in California developed and will present a matrix aligning the CA TPEs and HLPs with high-quality resources, plus an observation form designed as a tool for Educator Preparation Programs to use as they redesign their programs.

Poster Session - Friday, October 22, 6:00 to 7:30 p.m. - 26 Posters

Poster 1 - "Hope for the Future: An Exploratory Study on Latinx Community College Students Aspiring to Become K-12 Teachers." **Steve Bautista** (Santa Ana College).

This doctoral dissertation research was completed at California State University, Fullerton, and is the recipient of the California Council on Teacher Education Outstanding Dissertation Award to be presented at the Friday Awards Luncheon at the CCTE Fall 2021 Conference. The author will discuss data collection, findings, and recommendations that speak to issues of diversity in the California teacher force.

Poster 2 - "Using Integrated STEM as a Context for to Teach Mathematics and Expand Prospective Teachers' Dispositions." **Babette Benken & Cathrine Maiorca** (California State University, Long Beach).

It is important to study how teachers implement integrated STEM activities in elementary school, as students need opportunities to engage in authentic hands-on STEM activities. Students' interest in STEM disciplines has been shown to decrease in upper elementary grades. We share an integrated STEM module that we implement in an elementary mathematics methods course with description of effectiveness, as well as how we modified it during the pandemic. Following the STEM module prospective teachers express greater enjoyment toward teaching lessons that include multiple STEM disciplines and expanded confidence in their ability to both teach integrated STEM and create integrated lessons.

Poster 3 - "Partnerships Building Commitments in Equity and Social Justice Through the Nine Essentials." **Cynthia Coler & Elizabeth Brown** (California Lutheran University) & **Jan Zoller** (Fresno Pacific University).

This poster provides information on the "Nine Essentials" to establish, support, and grow partnerships between schools and universities to strengthen teacher education programs, address issues, and promote learning for all students and educational partners. Essential One addresses "A Professional Development School as a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners." Partnerships are based on the needs and goals each partner creates and needs, and no two are alike.

Poster 4 - "Mentoring Special Education Clear Credential Candidates: Impact on Perceived Workload Manageability." **Jessica Cruz** (California State University, Los Angeles).

New special education teachers' perceived support of the mentorship they receive is crucial in understanding how efficacious they feel as educators of students with disabilities and managing their workloads overall. Yet, new special education teachers frequently cite their workloads as unmanageable and their perceptions of the support they received impact their likelihood of remaining as teachers long-term. The study analyzed the impact of the Credential Program Route (CPR) and Credential Type (CT) on new teachers' perception of their workload manageability. Results found that Alternative Route teacher candidates who held Moderate to Severe (M/S) CTs held higher perceived workload manageability.

Poster 5 - "Mindfulness and Intrusive Advising in Higher Education." **Lizbeth Viridiana Marquez** (California State University, Fresno) & **Janeen Goree** (Fresno Pacific University).

This study examined the impact of intrusive counseling on student success. The participants were community college freshmen who underwent interventions aimed to improve the college experience for students and a comparison group who did not undergo the intervention. Participants who received the interventions were observed and given a survey that measured their level of satisfaction with college life. The comparison group was only given the survey. Findings showed students who received the intervention were more likely to approach counselors with questions, had a higher level of satisfaction with the first weeks of college, and counselors connected with students through mindfulness practices.

Poster 6 - "The Intersection of Dual Language Learners and Special Education: A Culturally and Linguistically Inclusionary Approach to Success." **Kai Greene & Kate Esposito** (California State University, Dominguez Hills).

The need to revise a bilingual authorization program led to a new special education course offering: "Teaching Dual-language Learners in Inclusive Settings" at California State University, Dominguez Hills. Conducted in Spanish, this course provides an opportunity for pre-service teachers to learn comprehensive instructional practices for educating school-age students with existing or suspected special educational needs. Signature assignments include parent interviews, language sample analysis, and a review of the evaluative process of emergent bilinguals' language skills. Of significance, participants in this class gain skills in the ability to discuss clinical markers that differentiate typical from atypical dual language acquisition and development.

Poster 7 - "How Can We Enact What We Believe? Creating Inclusive Spaces in Teacher Education." **David Huerta** (University of La Verne) & **Betina Hsieh** (California State University, Long Beach).

Educational research demonstrates the benefits of having diverse teachers in classrooms for students of all backgrounds; yet efforts to diversify the profession continue to yield only slight gains. Evidence of diverse teacher candidates (particularly those of Color, those with disabilities, and their intersection) experiencing a range of barriers and exclusionary practices in teacher education programs (TEPs) may account in part for this slow growth. To support diverse teacher candidates, the authors share practices of deep relationship building, commitments to equity, personal experiences in K-12 and TEP settings, and reflections on their shifting positionalities that have enacted inclusive spaces.

Poster 8 - Action Research: A Tool for Novice and Veteran Teachers Committed to Equitable and Justice-Oriented Classrooms." **Sarah Ives, Jenna Porter, & Pia Wong** (California State University, Sacramento).

Action research can be a powerful tool for professional learning and growth among teachers at any stage of their career. In this session, we present how we used action research within a Master program for first year teachers and within a sustained 5-year professional learning program for veteran teachers. We address the question: how can new and veteran teachers engage in teaching and learning processes that foster equity, disrupt systemic inequality, and deepen learning? We conclude action research helps teachers name and surface their own theories of teaching and learning, and can have a positive impact on student learning.

Poster 9 - "Stressing Out: Teacher Candidates' Financial Worries While Being a Student Teacher." **Jarod Kawasaki** (California State University, Dominguez Hills).

Student teaching is equivalent to a year-long unpaid internship where teacher candidates manage their living expenses on strict budget. This causes additional stress to teacher candidates as they navigate the rigors of learning to become a teacher and their financial realities. In this study, teachers reported struggles with housing and food insecurity, stress about student loans, and unexpected expenses during their student teaching year. Teacher preparation programs must find ways to educate their teacher candidates about the campus resources available through the university (e.g., basic needs coordinators, food banks, financial counseling) and provide mental health support during student teaching.

Poster 10 - "Building Equity Through Positivity and Mindfulness in a Traumatized World." **Kimiya Sohrab Maghzi** (University of Redlands), **Marni E. Fisher** (Saddleback College), & **Meredith Dorner** (Irvine Valley College).

A part of establishing equity is recognizing the uniqueness of cultural ways of knowing. Furthermore, mindfulness practices, when integrated into education, can support improved acceptance, communication, and positive relationships. The integration of positivity and mindfulness practices within an equity framework suggest that the integration of both can improve educational experiences on all levels. Recognizing the importance of equity and positionality, positivity shifts habitual thought patterns while mindfulness offers the development of a beginner's mind and openness, empathy, acceptance, focus, awareness, and presence. The integration of mindfulness provides a strong foundation by promoting optimal conditions for learning and teaching.

Poster 11 - "Perspectives on Teaching and Learning: Universal Design." **Kimiya Sohrab Maghzi** (University of Redlands), **Marni E. Fisher** (Saddleback College), **Meredith Dorner** (Irvine Valley College), **Mina Chun** (Governors State University), **Jessica Puryear** (University of Lynchburg), & **James St. Amant** (Bend La-Pine School District).

This prismatic inquiry study examined three types of experiences with learning about Universal Design. Each experience was considered in terms of effort, discovery, frustration, and learning levels. There were clear connections between productive struggle and authentic effort with overall learning, with one-to-one connection with large jumps in mastery, and a definite deficit where low effort resulted in low levels of learning. While curriculum is important, the integration of authentic application, one-to-one time, productive struggle, and active learning add weight to producing high learning outcomes and knowledge retention. Combining these elements results in reduced frustration. Conversely, even when there is solid curriculum, if all elements are missing, the knowledge retention and mastery are equally likely to be missing.

Poster 13 - "CSU Center to Close the Opportunity Gap Survey: COVID-19 Challenges and Pressing Needs Facing Teachers." **Corinne Martinez, Diana Porres, & Analía Cabral** (California State University, Long Beach).

On March 19, 2020, Gov. Newsom issued a statewide stay-at-home order in response to the rapid spread of the Coronavirus. Over the next year, administrators and policymakers struggled to support students and educators facing unprecedented physical, technological, and emotional challenges. In response, the CCOG launched a survey to uncover California teachers' experiences and urgent needs. The results revealed educators' calls to be included in decisions shaping school policies and practices. There was wide agreement to support the social and emotional well-being of students. Also, there was strong agreement for educational equity through professional development in culturally responsive and sustaining pedagogy.

Poster 13 - "AAQEP's Model of Quality Assurance: Can Accreditation Standards and Processes Support Diversity, Inclusion, and Equity in Educator Preparation and in the P12 Education System?" **Linda McKee** (Association for Advancing Quality in Educator Preparation).

Common tensions in national accreditation have centered on diversity, equity, and inclusion. As AAQEP staff review the association's principles and core values, learn how AAQEP's standards and processes help to address and resolve these tensions in educator preparation and impact on the P-12 education system.

Poster 14 - "Continuing to Improve: Engaging in Improvement Science Towards Equity in Teacher Education." **Libbi Miller, James Woglom, Heather Ballinger, & Sarah Green** (Humboldt State University).

Our team of teacher educators at a Humboldt State University has used Improvement Science to identify and address systemic inequities in our application and admissions processes after finding that teacher candidates of color had disproportionately lower application, admission, and enrollment rates than white teacher candidates into our post-baccalaureate teacher education programs. We uncovered a number of potential roadblocks to equitable admission and worked to increase the number of candidates of color applying and enrolling in our post-baccalaureate credential programs. Through Plan-Do-Study-Act Cycles, our Improvement Team has engaged in restructuring program elements.

Poster 15 - "Bridging Critical Thinking to Computational Thinking Through Equity Focused CT-STEM-PBL" **Imelda Nava, Jaime Park, & Jane Kim** (University of California, Los Angeles).

We document the implementation of CT-STEM-PBL (Computational Thinking -STEM-Project Based learning) within an urban teacher residency program. The process of critical thinking and analysis of the complexity of data, evidence, content, and contextualized understandings can be facilitated through computational thinking (CT). CT be a mechanism for critical thinking for the public good, for empowerment. Pre-service teachers connected CT to their professional reflections and pedagogical practice. While a few pre-service teachers initially struggled with CT concepts, they connected the CT practices to data integration, collection, analysis and visualizations. Data proved a useful bridge to CT in secondary math and science spaces.

Poster 16 - "Students as Protagonists: Transformative Literacy in Teacher Education." **Carolyn O'Gorman-Fazzolari** (Florida International University).

The power of words cannot be underestimated. Students, teacher candidates and in-service teachers have found authorship to be the missing element in their intrigue for authentic and transformative teaching and learning. The authentic nature of authorship elevates the human experience and the significance of each person's story. The transformative nature of project-based learning is participatory in that students become protagonists and active agents, not passive receptacles. Literacy projects such as Students as Protagonists: Transformative Literacy in Teacher Education address the unique and collective goals of liberating ourselves from the binds of manufactured literature and the sameness of pre-packaged libraries.

Poster 17 - "'To Help Students Like Me': Bilingual Teaching Candidates, Motivations, and California's Bilingual Education Renaissance." **Adam Sawyer** (California State University, Bakersfield).

Emerging from the darkness of the Proposition 227 era, a Bilingual Education Renaissance is underway in California as new programs proliferate at a faster clip than the state produces certified bilingual teachers. While the stated goals of public policy are based upon bilingualism as a resource for academic success and global competitiveness, less known is what motivates educators aspiring to serve these new programs. Through analysis of surveys and autobiographical writing collected from Latinx bilingual authorization candidates in Central California, we explore the motivations of these budding bilingual educators and compare and contrast these motivations to those of state policy.

Poster 18 - "Imagining the Future of Literacy Instruction in Teacher Preparation." **AmyK Conley** (Humboldt State University).

Critics argue there is a disconnect between research, what is taught in teacher preparation, and K-12 classroom practice (Feiman-Nemser & Buchman, 1985), so this mixed-methods study collected ideas from all three about literacy coursework in teacher preparation programs. An online survey asked the 233 respondents to rank the importance of concepts from the literacy Teacher Performance Expectations (TPEs) and consider time allotment in literacy courses. Themes from the open-ended survey questions were member-checked and elaborated on during the video-conferenced focus groups. Participants expressed that teacher preparation programs should place more emphasis on foundational literacy, writing instruction, and culturally sustaining pedagogy.

Poster 19 - "From Over-Under-Regulation (OUR) to a New Educator Preparation Framework." **Alexander Sidorkin** (California State University, Sacramento),

Influenced the accountability reform, teacher preparation has been both over-regulated (with basic skills, content knowledge, and pedagogical performance tests), and under-regulated (with proliferation of non-university-based programs). The reforms are now winding down. Teacher preparation needs to develop a new framework focused on both rigorous preparation and diversifying the profession. Among the features of the new framework, I suggest abandoning basic skills testing, expanding the ways of demonstrating subject knowledge, giving culture competency advantage in admissions, greatly reducing bureaucratic burden on applicants, replacing EdTPA with less expensive and more authentic assessments, using peer review as the main accreditation mechanism.

Poster 20 - "Recruiting and Supporting Latinx Teacher Candidates." **Pat Stall, Kimberly Knowles-Ynez, & David Espinoza** (California State University, San Marcos).

Poster 21 - "Why Is This So Difficult? A Descriptive Study of Two Cohorts of Youth Transitioning Back to Community from Juvenile Justice Detention." **Catherine Galaviz-Sturm** (University of California, Los Angeles).

Adjudicated youth encounter various obstacles during reentry. Reentry is when an incarcerated person has been released back into the community. For youth, this typically includes a return to school, employment, or both. Research has shown that youth who are eligible for special education services have a two to three times greater risk of being involved in delinquent activities and have higher recidivism rates than those without eligibility. The present study provided an analysis of demographic information and employment/education success outcomes for 75 adjudicated youth. The goal, to understand the needs of this population upon release from juvenile detention facilities.

Poster 22 - "Pathways to Diversify the Educator Workforce." **Adina Sullivan-Marlow & Sheivah Jones** (San Diego County Office of Education).

The development and implementation of a strategic plan to recruit, support, and retain a diverse educator workforce reflective of student backgrounds and demographics requires going beyond what has been done in the past. Though there have been efforts by many organizations over the years to attract more people of color to a teaching career, a significant gap between educator and student demographics remains and impacts students in multiple ways including academic achievement, discipline, graduation rates, and the overall school cultural environment. To address this, we must provide support that goes beyond outreach and financial incentives for potential educators of color.

Poster 23 - "Pandemic Pain, Holistic Help: How One School's Trauma-Informed Approach Provided Support and Expanded Opportunity." **Carrie Wall** (Pepperdine University).

Conducted at a school serving economically-challenged students, this investigation examined the physical, academic, and social-emotional challenges families faced during the pandemic as well as ways in which the focal school took a Trauma-Informed Approach (TIA) to support them. Content analysis revealed difficulties related to accessing learning, developmentally-unfriendly pedagogy, and lack of socialization. Taking a TIA that cultivates relationships, shared agency, structure, self-regulation, and social-emotional learning, the focal school took steps to reduce isolation, cultivate connectedness, and strengthen resilience. Implications for embracing a TIA in order to address unfinished learning, re-activate student engagement, build community, and promote recovery are discussed.

Poster 24 - "Cultivating Critical Pedagogy Through Inquiry, Reflection, and Action." **Rosemary Wrenn** (Cuesta College & California Polytechnic State University, San Luis Obispo).

Current and preservice teachers express a desire to incorporate anti-racist ideals into their curriculum and pedagogy, yet do not feel adequately prepared to do so. The overwhelming majority of teachers in California are white, while the majority of their students are not, making it imperative that teacher preparation programs and faculty development proactively incorporate strategies for building awareness of and tools to mitigate systemic racism throughout curriculum and pedagogical decisions. In this presentation I share practical strategies leaders in teacher preparation and faculty development can use to integrate critical questions, reflection, and action into and throughout their programs.

Tentative Fall 2021 CCTE Conference Program

Wednesday, October 20:

9:00 a.m. to 3:00 p.m. - Meeting of the California University Field Coordinators Forum.

10:00 a.m. to 4:30 p.m. - Meeting of the CCTE Board of Directors.

11:30 a.m. to 5:00 p.m. - Statewide Education Deans Meeting (lunch at 11:30 a.m., meeting at 1:00 p.m.)

5:00 p.m. to 6:30 p.m. - Meeting of the California Alliance for Inclusive Schooling.

The Alliance is co-sponsored by CCTE, CEEDAR, and the Thompson Policy Institute for Disability.

Thursday, October 21:

8:30 a.m. to 10:00 a.m. - Meeting of the California Association for Bilingual Teacher Education (CABTE).

8:30 a.m. to 10:00 a.m. - Meeting of the Association of Independent California Colleges and Universities-Education (AICCU-ED).

8:30 a.m. to 10:00 a.m. - Meeting of the California Association of Professors of Special Education (CAPSE/TED).

10:00 a.m. to 11:30 a.m. - Joint Meeting of AICCU-ED, CABTE, and CAPSE/TED with CTC Staff.

10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus.

11:00 a.m. to 11:30 a.m. - Newcomers Meeting and Orientation.

11:30 a.m. to 12:45 p.m. - Meetings of CCTE Special Interest Groups.

1:00 p.m. to 3:00 p.m. - Opening Session.

Introductions with CCTE President Eric Engdahl (California State University, East Bay) presiding & Conference Orientation.

Thursday Keynote Address by Pedro Noguera (University of Southern California). Followed by Response Panel.

3:15 p.m. to 4:15 p.m. - First Policy Session.

4:15 p.m. to 5:45 p.m. - Workshop on Anti-Racist Teaching Through the Arts, presented by the CCTE Arts SIG.

4:15 p.m. to 5:45 p.m. - Concurrent Research Presentations.

6:00 p.m. to 7:15 p.m. - Joint Presidents' Reception.

7:15 p.m. to 8:00 p.m. - Meeting of AICCU-ED and CABTE to Discuss Bilingual Education Programs at Independent Institutions.

8:00 p.m. to 9:30 p.m. - Fireside Chat Exploring Professional Partnerships and Student Teaching Placements.

Friday, October 22:

7:30 a.m. to 9:00 a.m. - Meeting of the *Teacher Education Quarterly* Editorial Board

7:30 a.m. to 9:00 a.m. - Meeting of the *Issues in Teacher Education* Editorial Board.

7:30 a.m. to 9:00 a.m. - Meeting of the CCTE Professional Development for Mentor Teachers Committee.

9:00 a.m. to 10:30 a.m. - Morning Session.

Friday Keynote Address by Alfredo Artiles (Stanford University). Followed by Response Panel.

10:30 a.m. to Noon - Table Talks.

Noon to 1:15 p.m. - Conference Awards Luncheon.

1:30 p.m. to 2:45 p.m. - Concurrent Research Roundtables.

3:00 p.m. to 4:00 p.m. - Second Policy Session.

4:15 p.m. to 5:45 p.m. - CCTE Special Interest Groups.

6:00 p.m. to 7:30 p.m. - Poster Session.

Saturday, October 23:

9:00 a.m. to Noon. - CABTE and Social Justice SIG Co-Sponsored Conference Capstone Session
on "Intersections of Race and Language in Dual-Language Education."

1:00 p.m. to 2:30 p.m. - Meeting of the Association of California Community College Teacher Education Programs (ACCCTEP).

California Council on Teacher Education Fall 2021 Conference Registration

Please use this form to register for the Fall 2021 CCTE Conference, October 21-23;

Or if you wish to pay by credit card, use the on-line portal on the "Conferences" page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____ (include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Select Either On-Site or Virtual Registration from the Categories Below

On-Site Registration—for persons wishing to attend the Conference at the Kona Kai Resort in San Diego

Check the Appropriate Category:

- Basic Registration - \$395
- Special for P-12 Educators - \$250
- Special for Part-Time Faculty - \$225
- Special for Retired Educators - \$200
- Special for Students - \$100
- Special for 4 or more registrants from the same institution - \$375 each (submit a form for each with combined payment)

Additional Options for On-Site Registrants (if using the "4 or more" option above please indicate number and names for your entries below on an attached sheet):

- California Field Coordinators Forum Meeting (Wednesday) - \$100
- Statewide Education Deans Meeting (Wednesday) - \$150
- Association of Independent California Colleges and Universities-ED Meeting (Thursday) - \$30
- California Association for Bilingual Teacher Education Meeting (Thursday) - \$30
- California Association of Professors of Special Education Meeting (Thursday) - \$30
- Thursday Noon Box Lunch - \$40

Virtual Registration—for persons wishing a link to the virtual live-stream of most Conference sessions

Each Category Includes Access to Live-Streamed Conference Sessions Via a Link and Password

to be Provided to Each Virtual Registrant (check the appropriate category):

- Basic Registration - \$195
- Special for P-12 Educators - \$150
- Special for Part-Time Faculty - \$125
- Special for Retired Educators - \$100
- Special for Students - \$50
- Special for 4 or more registrants from the same institution - \$175 each (submit a form for each with combined payment)

Additional Options for Virtual Registrants (if using the "4 or more" option above please indicate number and names for your entries below on an attached sheet):

- California Field Coordinators Forum Meeting (Wednesday) - \$25
- Statewide Education Deans Meeting (Wednesday) - \$50
- Association of Independent California Colleges and Universities-ED Meeting (Thursday) - \$15
- California Association for Bilingual Teacher Education Meeting (Thursday) - \$15
- California Association of Professors of Special Education Meeting (Thursday) - \$15

Total: Please enter total you are paying from all options above: _____

Please mail completed form with check payable to "California Council on Teacher Education" to:

Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Or for on-line registration and payment via credit card, go to the "Fall 2021 Conference" page of the CCTE website: www.ccte.org

For our records those using the on-site portal are also asked to complete and email this registration form to: alan.jones@ccte.org