



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

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California Council on Teacher Education

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Special Issue of CCNews Previewing the Research Presentations Scheduled for the CCTE Fall 2022 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 2022 Conference that will be held October 20-22 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, with only a few exceptions, part of the on-site Conference, and thus 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 2022 Research Monograph* which will be emailed in PDF format to all CCTE delegates and members 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.



CCNews

Newsletter of the
California Council on Teacher Education

A Message from CCNews Editor Terrelle Sales

Greetings, California Council on Teacher Education (CCTE) members and delegates. As Editor of *CCNews* it is my continuous desire to create a newsletter that is focused on solving issues of great importance and significance to the Californian educator. I firmly believe that all teachers, whether general education or education specialist, private or public, professor or administrator, are practitioners—and as such it is imperative that we as a collective stay current on best practices within our field through the use of research-based practices that benefit and uplift diverse learning communities.

CCNews remains the perfect place for the California educator to either receive or report innovative instructional practices, curriculum, classroom management techniques, and administrative policies that promote equitable and inclusive learning environments in which all students can thrive. Our collective identity is embedded within the beautifully diverse Californian educational landscape.

Let us utilize our collective expertise and acumen to produce a newsletter that rivals most academic journals. Let

us continue to share with each other the critical pedagogical practices that speak life and hope not only into our profession but also into our students and families as well.

This Special Issue of *CCNews* is related to the Fall 2022 Conference and serves to share brief abstracts of the research presentations that will occur on October 20 and 21 at the Conference, centered around the theme of “ReHumanizing Education Through Anti-Racist and Anti-Bias Practices.” Please take this opportunity to read over this Special Issue to become familiar with the research that will be presented so that you can select the sessions you wish to attend at the Conference. The abstracts that follow are arranged with the concurrent presentations first, followed by the roundtable sessions, and then the poster session.

You will also find the overall tentative program for the Conference and the registration form in case you have not yet registered. I look forward to seeing you in San Diego.

—Terrelle Sales
Editor of *CCNews*
Pepperdine University

Three Types of Research Presentations

The CCTE Fall 2022 Conference program includes three types of research presentations, all selected through peer review by the CCTE Research Committee from among proposals submitted by CCTE members, delegates, and friends:

Ten Sets of Concurrent Presentations on Thursday, October 20,
the first set (sessions 1-5) from 4:15 p.m. to 5:15 p.m.
and the second set (sessions 6-10) from 5:30 p.m. to 6:30 p.m.
With two presentations scheduled in each of the ten sessions.

Five Roundtable Presentations on Friday, October 21 from 1:30 p.m. to 2:45 p.m.
With three presentations scheduled as part of each roundtable.

Poster Session on Friday, October 21 from 6:00 p.m. to 7:30 p.m.
Featuring 36 poster presentations, plus wine and cheese.

A Virtual Roundtable Session on Friday, October 21, from 1:30 p.m. to 2:45 p.m.
With two presentations

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 20, 4:15 to 5:15 p.m. and Thursday, October 20, 5:30 to 6:30 p.m.

Concurrent Session 1 - 2 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).

This presentation invites teacher educators to dialogue on the transformative potential of Ethnic Studies pedagogies in relation to their teacher education praxis. Using *testimonio* as methodology, we reflect upon the redesign of our respective teacher education programs in two CSUs by both elevating courses and integrating Ethnic Studies Pedagogies Certificates. Several lessons have emerged for us in our work to institutionalize anti-racist, decolonial pedagogies at various scales, including the need to differentiate pedagogical processes and preparation with the mastery of content from areas like Ethnic Studies, and the envisioning beyond fields of knowledge (and to imagine a theory of *culturally responsive and re-rooting urban educators* that includes five core pillars: pedagogical knowledge, content knowledge, institutional knowledge, community knowledge, and knowledge of self).

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

This qualitative study examined the experiences of teacher educators of Color in a teacher education program working to actualize anti-racist commitments through Ethnic Studies. The study interrogated how initial shifts using anti-racist pedagogies impacted teacher educators of Color. I found that such moves necessarily shaped candidates’ dispositions toward justice and anti-racism while teacher educators of Color experienced microaggressions and racial battle fatigue stewarding institutional changes. This research offers actionable ways practitioners and teacher educators can center justice while ensuring the humanity of teacher educators of Color is not a casualty in the messy and urgent work of transforming teacher education.

Concurrent Session 2 - 2 Presentations

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

Emulating a lesson used in a preservice teacher (PST) literacy course, this session demonstrates how integrating the “funds of knowledge” (FoK) of historically marginalized students can dispel stigmas surrounding said students/families as lacking cultural capital. Utilizing Mejia’s (2014) and Zippin’s (2009) FoK categories, participants will explore the FoK framework through examples of PSTs’ FoK and then “complex” FoK through a graphic novel; and finally, participants will brainstorm how to integrate FoK into teaching. This session can inform current teachers and show how to introduce PSTs to FoK and adopt an additive perspective on historically marginalized students, families, and communities.

“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).

As a result of stress, burnout, and attrition, California has perpetual teacher shortages. Teachers are also affected by compassion fatigue, secondary traumatic stress (STS), and race-related stress. Presenters will share a self-care and wellness framework to support preservice teachers (PSTs) through a preventative approach. To humanize our field, faculty should provide holistic support across their programs. Presenters will share a semester outline of topics, with activities to be embedded in coursework and clinical practice. These topics include an overview of signs and symptoms, writing SMART goals, and simple strategies for self-care across several domains: Physical, mental/emotional, social, and spiritual/transcendent.

Concurrent Session 3 - 2 Presentations

“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).

This presentation showcases three elements of practice existing in California Community College teacher preparation programs that aim to humanize BIPOC students and prepare equity-centered teachers. First, teacher educators can implement curriculum that decenter whiteness, center BIPOC students’ identities and experiences, and develop anti-racist teaching practices. Second, direct infusion of an Ethnic Studies lens across teacher preparation programs and inclusion of an Ethnic Studies in Education course can boost retention, transfer, success rates and encourage recruitment. Third, early exposure to mentorship benefits BIPOC students by engaging them with important relationships, increasing their likelihood of retention in the pathway and profession.

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

In order to provide all students a humanizing, validating, and inclusive learning space, future educators must be prepared to navigate issues of race and identity. This session addresses the fact that current teachers and future teachers have not had adequate practice engaging in conversations about race or controversial issues—likely due in part to traditions of color-evasive behaviors and communication. In this session I share opportunities to disrupt the notion of the classroom as a neutral place and instead provide our future teachers tools to address critical issues head on.

Concurrent Session 4 - 2 Presentations

“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).

Schools of Education play a unique role in leading change within complex ecosystems of education and local communities they serve. Deans from SOE 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. Qualitative analysis of emerging themes and decisions made through a rehumanizing perspective to support educator preparation programs include well-being, diversity, equity and inclusion, and decision making. We sought to understand the challenges facing SOE’s by surfacing inspiring and potentially scalable practices from deans of SOE’s.

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

Ranking systems of evaluation are ubiquitous in schools around the world. However, such systems often get in the way of creating positive learning experiences. Replacing them with a mastery process in which everyone is expected and supported to achieve excellence may be a way to generate new pedagogical schemas. This qualitative study showed that employing feedback-focused grading does reduce the stress and anxiety of teacher candidates, which, in turn, helps them reflect upon their previously held beliefs about assessment and learning. Pedagogical recommendations and the effects they may have upon diverse groups of students will be discussed.

Concurrent Session 5- 2 Presentations

“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).

Too often, traditional accreditation processes pose barriers to diversity and equity in educator preparation through reliance on compliance-based measures. But accreditation standards have the potential to promote access and support service to underrepresented communities and individuals with attention to how programs address equity and respond to their local context. Results from three case studies exploring the influence of the Association for Advancing Quality in Educator Preparation (AAQEP) accreditation process support a shift in that narrative. AAQEP aspires to promote equity, democratic education, and the preparation of teachers who are diverse and effective advocates for all students and communities.

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

We explored how STEM+CS teachers with marginalized identities addressed discrimination and biases in STEM and computing spaces. Four STEM+CS teachers in urban Title 1 public schools, who had a lived history of STEM barriers, engaged in humanizing and critical pedagogies to create inclusive, healing, critical and transformative STEM learning for their students with marginalized identities. We applied a critical and decolonizing ethnographic methodology in analysis of interviews, observations, and instructional artifacts. The four teachers used counternarratives and integrated sociopolitical or community-centric issues in STEM. Additionally, teachers leveraged data and computational thinking to engage students in critical dialogue, reflection, and action.

Concurrent Session 6- 2 Presentations

“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).

The development of the PK3 Early Childhood Education Specialist Credential is significant in that 11,000+ TK teachers are needed in California by 2025. Leaders from the CA Commission on Teacher Credentialing, CA Department of Education, Stanford University and CA Community College Teacher Preparation Programs share the current status of the PK3 Early Childhood Education Specialist Credential and explore actionable steps in teacher education and preparation that support this significant transition within education and California’s public school system. PK3 Credential: Next Steps focuses on bringing together policy and practice related to the PK3 ECE Specialist Credential.

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

This presentation focuses on how the California Alliance for Inclusive Schooling (CAIS) can move the needle of anti-bias education for all students while assuring that students with disabilities are included in these initiatives to ensure equity for all. Equity, diversity and inclusion must be inclusive of all. CAIS is dedicated to developing and implementing initiatives that will ensure all learners are educated together and equitably. Initiatives will be shared and the presentation will conclude with an expert panel in discussing future actions focused on how all learners can experience an equitable system of education.

Concurrent Session 7- 2 Presentations

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

This session will address how Education Preparation Programs provide opportunities for their faculty to develop critical consciousness as cultural beings in order to shape the learning and practices of the teacher candidates they prepare. During this session, participants will explore the use of identity narratives for developing critical consciousness while acknowledging the power and impact of each person’s individual stories. We will also draw connections to the Learning for Justice Anti-Bias Framework with examples from faculty who completed identity narratives to demonstrate how their reflections informed their work as anti-racist and culturally responsive teacher educators.

“‘To teach students like me’: Bilingual Authorization 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.

Concurrent Session 8 - 2 Presentations

“Heart, Mind, and Collective Action: Building an Equitable Mindset Workshop.” **Marni Fisher** (Saddleback College) & **Kimiya Maghzi** (University of Redlands).

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.

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

A “Positive” approach to education combines academics with training in social and emotional learning skills such as empathy and belonging. Race and ethnicity are rarely addressed in positive psychology research. This conceptual paper argues for a Critical Positive Teacher Education, which aims to (1) advocate for race-conscious research in positive education and (2) employs Critical Race Theory to investigate teacher retention and recruitment challenges through a racial justice lens. This conceptual article contributes to the field by delving into the causes and effects of long-standing educational disparities and promoting a healing-centered approach in teacher education.

Concurrent Session 9- 2 Presentations

“Bring ‘Em Out Bring ‘Em Out: Black Male Teachers Stuck in Glass Classrooms.” **Christopher J. Cormier** (Loyola Marymount University).

Missing from the U.S national dialogue is understanding of the workplace experiences of Black male teachers. They often feel as *hidden figures* in their schools often being regulated to roles such as cultural brokers, disciplinarians, and even coaches, thus making them hypervisible in what I call *glass classrooms*. Their ability to develop pedagogical context is not considered by their fellow teachers. Results of several studies I have conducted surrounding Black male special education teachers and how they can we can ensure that we “bring ‘em out” of the shadows of our schools so that they are seen as a valuable academic.

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

The session will highlight the application of Critical Race Theory counternarratives in two social studies settings: high school and teacher education classrooms. We present a migration history counternarrative unit in a World History high school classroom designed to uncover the histories, experiences, and narratives of Black and Latinx students. The migration unit was later taught in a Social Studies Teaching Methods course for preservice teachers to illustrate the nexus between CRT and social studies. The migration examples revealed how racism, anti-immigrant sentiment, and belonging impact multiple generations of the Black and Latinx community.

Concurrent Session 10- 2 Presentations

“Flipping the Script: Integrating Anti-Racist Practices in the Mentorship of Future Teachers at the Community Colleges.” **Nicole Reynolds, Ruth Ellis, Suzanne Edwards-Acton, Yvonne Ribas, & Yvonne Tran** (Center for Collaborative Education).

The Community Partnerships for Teacher Pipeline (CPTP) works with three CA community colleges to strengthen the teaching profession by increasing the number of teachers of Color. CPTP’s Enhanced Advisory Mentoring (EAM) for Equity is framed on nine equity tenets. Over 300 community college students explore the teaching profession through mentorship, career development activities, and professional networking. CTE educators participating in this session will gain an understanding of how to humanize teacher preparation for students of Color by examining and applying the CPTP equity tenets to their local context, all of which benefit the teaching profession.

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

Educator Preparation Programs have a responsibility to not only help new teachers develop cultural responsiveness but also engage in reflective practice ourselves, informed by the lived experiences of our teacher candidates. Thus, as a program we asked, “How can we use what we learn from the experiences of our rural teacher residents to further strive in providing them with humanizing experiences?” How rural teacher resident data is used to rethink program purposes, professional learning experiences, and clinical experiences is discussed. Outcomes from the first rural residency year are shared.

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

Roundtable Session 1 - 3 Presentations

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

One of our program’s pillars is that our pre-service teachers (PSTs) be advocates for their students in order to address systemic inequities. This work involves a level of courage. Do we adequately prepare teachers to become courageous advocates for equity? We asked our PSTs to share their stories of courage and advocacy. Our candidates’ stories shed light on the conditions that result in PSTs being courageous advocates as well as the reasons they are reluctant or uncomfortable to speak up or act. These stories helped us consider how to prepare our PSTs to be courageous advocates for equity.

“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).

Trans* and gender creative (T*GC) students suffer some of the direst consequences related to academic performance, disproportionate exclusion, violence, mental health, and troubling life outcomes. With our project, we have gathered stories from T*GC community members and curated lessons that K-12 educators can use for providing affirming, celebratory, and responsive learning experiences.

“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).

The purpose of this session is to describe the collective work of the CSU Center to Close the Opportunity Gap (CCOG). The four participating campuses CSULB, CSUF, SDSU, and SJSU will each share current work related to anti-racist, anti-bias practices that impact educator preparation. Together these projects provide an interdisciplinary lens for teacher educators as they work to shape anti-racist, anti-biased teachers to teach in California K-12 schools and close the opportunity gap for our California students.

Roundtable Session 2 - 3 Presentations

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

Discussions on cultural, racial, and linguistic differences are increasingly prevalent in teacher education programs (TEP), yet research found a limited discussion on issues of ableism and disability justice. The presentation discusses the preliminary results of a qualitative exploratory study that uses a disability studies framework to understand special education teacher candidates’ motivation to work with students with ASD. With the continued rise of the Autistic population in schools, the results of this exploratory study can contribute to designing preparation programs rooted in disability justice and disrupting ableism in TEPs.

“The UC/CSU California Collaborative for Neurodiversity and Learning: Incorporating Dyslexia Content Through the Use of On-line Learning Modules.” **Sue Sears** (CSU, Northridge), **Anna Osipova** (CSU, Los Angeles), **Kai Greene** (CSU, Dominguez Hills), **Renee Ziolkowska** (CSU, Northridge), **Vanessa Goodwin** (CSU, Northridge), **Susan Porter** (CSU, Dominguez Hills), & **Bryan Thornton** (CSU, Los Angeles).

Working with diverse students with dyslexia has long been connected to the issues of bias and fairness, prejudice, and objectivity. This presentation addresses re-humanizing culturally, ethnically, and linguistically diverse PK-12 learners with dyslexia through a series of on-line learning modules. Developed collaboratively by a group of UC and CSU researchers and teacher educators, the modules are designed for pre-service teacher candidates. Aligned with the California Dyslexia Guidelines, the modules explore the complexities of defining, assessing, and teaching students with dyslexia within the context of today’s diverse communities, families, and student populations.

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

One graduate level teacher education college transformed their program, with input from district partnerships, into a program preparing candidates for inclusive environments, equipped to meet the needs of a range of learners in a variety of settings. Previously siloed general and special education teacher preparation programs were redesigned with an inclusive lens and a dual credential pathway (general education and special education) was created. In so doing, the goal was to both humanize the future educators to feel prepared and supported to teach in co-teaching classrooms and humanize the TK-12th grade students who will be in the classroom.

Roundtable Session 3 - 3 Presentations

“(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).

In this roundtable, leaders of the California Association for Bilingual Teacher Education (CABTE) consider issues related to Palmer and Martinez’s (2013) call to consider bilingual language practices and student investments in bilingualism and bilingual education and will connect those issues to the new Bilingual Authorization standards and teacher performance expectations being rolled out across the state. They will consider: redefining the English Learner in asset-based terms; the importance of bilingual teacher candidates’ examination of their bilingual stories and ideologies; how transnational communities of bilinguals are invested in dual language education; and building intentional and strategic language practices for multilingual equity.

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

Mentor teachers (MT) who welcome teacher candidates into their classrooms are consistently named the most influential factor in a candidate’s development but many MTs have little to no training as a mentor. To train MTs, we developed and led a series of professional learning days (PLD) for MT. Three PLDs supported mentors in using cognitive coaching to lead debrief and evaluation sessions with candidates. Mentors were introduced to the concept of cognitive coaching, rehearsed in small groups, then participated in mixed-reality simulation to practice and receive feedback on cognitive coaching from peers and facilitators.

“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).

In the United States, California has the largest number of English learners, students with exposure to another language other than English with numbers estimated at over six million (CDE, 2022). This discussion will address how disability and language learning necessitate effective instructional and diagnostic approaches. Of interest is how one university teacher education program made significant adjustments in two special education courses to address new teacher preparation expectations for ELs. New educational specialists can be better prepared to meet the unique learning needs of school-age students who reflect diversity not only in cultural and language but also in ability.

Roundtable Session 4 - 3 Presentations

“Differentiated Formative Feedback for All: Learning from Secondary Math and Science Teachers about Deep Equity During a Pandemic.” **Brent Duckor & Carrie Holmberg** (San Jose State University).

Though differentiating formative feedback (FF) is requisite for more equitable learning opportunities for students, little is known about how teachers plan, enact, and reflect on differentiated FF dialogues with students individually, in small groups, or as a whole class (Duckor & Holmberg, in press). This empirical, qualitative case study explored middle school math and science teachers’ FF dialogues with students. Analysis of classroom videos, transcripts, and field notes revealed how equitable assessment emerges in differentiated FF conversations anchored in Progress Guides. FF exchanges centered on visible boundary objects helped teachers and students plan “next steps” with purpose, shared agency and respect.

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

In order to humanize and connect future educators across programs, a Northern California four-year university created a weekly speaker series of professional development, entitled Teachers, Eduleaders, Advocates, and Scholars (TEAS), in the servingness model of Hispanic Serving Institutions. TEAS aims to connect future educators to current practitioners to better meet the needs of PK-12 students. While TEAS has been successful at connecting educators across programs and humanizing education, an unexpected benefit has been educators that appear more confident in joining the profession. The next year of TEAS is an opportunity to further study these results.

“Critical Race Feminism, QuantCrit, and Advanced Placement Calculus Participation and Performance: The Case of California.” **Yvette Lapayese** (Loyola Marymount University).

While the role of calculus as gatekeeper to STEM post-secondary pathways has prompted research on mathematics achievement gaps by gender and race, these two factors are often viewed in isolation. In this QuantCrit feminist study, descriptive and inferential analyses examined the extent of equitable access and achievement on AP Calculus examinations when considering the intersectionality of student gender and race. Findings revealed stair-step achievement disparities and double jeopardy effects, thus challenging prevailing singular White male achievement hierarchies. Implications of these findings point to decades of testing and profits with little to no progress for students in intersecting marginalized groups.

Roundtable Session 5 - 3 Presentations

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

In this presentation, we will share results from a study of current and future educators involved with Future Teacher Clubs in 6 local high schools and 2 community colleges. We explore the implications of these results, seeking to ascertain the utility of Future Teacher Clubs as a strategy for diversifying the teacher corps. We also consider the notion that establishing and supporting Future Teacher Club creates a community of educators—in our case, a community of BIPOC educators—that is worth investing in for the long term, regardless of immediate or short-term gains or benefits. In this presentation, we will share results from a study of current and future educators involved with Future Teacher Clubs in 6 local high schools and 2 community colleges. We explore the implications of these results, seeking to ascertain the utility of Future Teacher Clubs as a strategy for diversifying the teacher corps. We also consider the notion that establishing and supporting Future Teacher Club creates a community of educators—in our case, a community of BIPOC educators—that is worth investing in for the long term, regardless of immediate or short-term gains or benefits.

“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).

Our Teacher Educator collective shares how we capitalize on collectivity, build accountability, and enact social justice commitments through our work together. As part of a larger study, we identify three critical elements that supported our engagement and practices as teacher educators while collaborating weekly as members of a collective: structured flexibility, generative vulnerability, and purposeful enactment, what we term, action-oriented accountability. We highlight one of the critical elements that supported our enactment of emancipatory pedagogies, while also sustaining us through the process and across contexts.

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

California recently passed a historic state budget with new investments in early childhood education, including the expansion of transitional kindergarten (TK) to all 4-year-olds. This expansion will require an additional 11,900 to 15,600 new lead TK teachers and even more early educators in community-based programs. This session will address the potential impact of these policy changes and discuss the critical role of teacher preparation programs in building a well-qualified early educator workforce. Participants will identify ways teacher preparation programs need to adapt to meet these challenges and resources that the state will need to provide to ensure their success.

Poster Session - Friday, October 21, 6:00 to 7:30 p.m. - 37 Posters

Poster 1 - “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).

Discussions of current events and controversial social and political issues are vital to quality civic education. However, schools across the U.S. have recently experienced heightened stress, incivility, and hate speech (Dunn et al., 2019; Natanson et al., 2020; Rogers et al., 2017), which has consequences for classrooms in which teachers and students attempt to navigate topics that are already inherently controversial. We share an analysis of a mixed reality simulation pedagogy that supports pre and in-service teachers build the skills necessary to lead controversial issues discussions.

Poster 2 - “Black Female Educator Retention: Exploring Conditions Needed To Thrive.” **Carol Battle** (High Tech High Graduate School of Education).

Black female educators make a significant impact on all students though this group of educators leave teaching at higher rates than their counterparts. The purpose of this qualitative phenomenological study was to examine Black female educator longevity in K-12 environments. This study involved a series of in-depth, semi-structured, interviews with seven Black, female veteran educators. Findings indicated longevity is attributed to the importance of community in terms of advocating on behalf of students, relationships with fellow educators and administrators as well as a sense of professional agency and passion for the profession.

Poster 3 - “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).

This session draws on research on critical professional development (PD) for practicing K-12 educators. Traditional approaches to in-service PD tend to focus on skill-based, technical components of teaching while ignoring the dialogical, liberatory aspects of collective learning (Kohli et al., 2015; Dover et al., 2020). We share our efforts to implement a Culturally Responsive Teaching Fellowship for in-service teachers, co-designed by K-12 teachers and university-based teacher educators. The work draws on culturally relevant and sustaining pedagogies, anti-racist and anti-bias work, and abolitionist teaching. We share insights shared from participants and implications for disrupting traditional models of professional development.

Poster 4 - "Creating a Mind Shift: Teacher Educators Embracing Structured Literacy." **Amber Bechard & Marga Madhuri** (University of La Verne).

Nourished by the needs of K-12 partnerships, teacher preparation faculty had critical roles in the creation of a dyslexia teacher training program for in-service teachers. The development of this program positioned faculty to respond to state dyslexia initiatives that included the California Dyslexia Guidelines and changes to teacher preparation requirements. As faculty learned more about dyslexia and structured literacy instruction, they realized the need to embed this kind of teaching into their literacy methods

Poster 5 - "Improving Literacy Outcomes Begins with Teacher Educators." **Suzanna Bortz** (California State University, Fullerton).

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.

Poster 6 - "Teachers' Bullying Definition and Anti-bullying Strategies used for Students with Disabilities in Inclusive Classrooms." **Jenny Chiappe** (California State University, Dominguez Hills) & **James Koontz** (Loa Angeles Unified School District).

This explanatory sequential mixed methods design examined general education teachers' (1) strategy use and disability category, (2a) the relationship between strategy type and bullying type, (2b) completeness of bullying definition as a moderator, and (3) view on social exclusion. One hundred fourteen participants completed the survey and six participants completed interviews. Results found teachers were less likely to use individual level strategies. Completeness of bullying definition moderated the relationship between years of experience and strategy use. Themes include varying reasons for bullying, lack of supports, and social exclusion is easily missed.

Poster 7 - "Lived Experiences of Latinx Teacher Candidates Who Initially Receive a Non-Passing Score on a California Teacher Performance Assessment." **Jaime A. Cinquini** (California State University, Chico).

Through Chicana Feminism, neoliberalism, and critical constructivism, this narrative case study analyzed Latinx educators' counternarratives and the impact of a non-passing CalTPA score. Findings suggest non-passing Latinx candidates experience feelings of stress, overwhelmedness, powerlessness, and self-doubt. This score led participants to view the TPA as performative, and question TPP validity due to contradictions between statements made by faculty in support of their teaching, compared with negative TPA feedback. Relationships Latinx participants had with faculty, and staff of the TPP were directly related to their ability to pass CalTPA. Family relationships encouraged perseverance of Latinx educators after receiving a non-passing CalTPA.

Poster 8 - "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).

Poster 9 - "The Road to Teaching: Barriers to Program Entry." **Heather Dean, Brittany Desnoyer, Shannon Panfilio-Padden, Kimy Liu, & Karen Webster** (California State University, Stanislaus).

The number of qualified, K-12 educators in California has rapidly declined. As a result, increased vacancies in all content areas (e.g., mathematics, science, ELA, social studies) and disciplines (e.g., elementary, secondary, and special education) have emerged. The disproportionate number of White, not Hispanic students (22%) as compared to White, not Hispanic educators (61%) further compounds this issue. Pressure to produce qualified candidates, with particular focus on those deriving from culturally and linguistically diverse backgrounds, rests on localized teacher preparation programs. This mixed methods 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.

Poster 10 - "Starting With Schools: Exploring School-Based Trauma and its Effects in Black Elementary Youth." **Addison Duane** (University of California, Berkeley).

Poster 11 - "Integrating a Whole Child Approach within a Teacher Residency Program." **Troya Ellis & Katrina Rice** (Alder Graduate School of Education).

The concept of "whole child" education focuses on the child, namely, their academic or cognitive ability, in isolation and irrespective of the multiple aspects of their experience and development. At Alder GSE, working towards a whole child approach centers the humanity of the preservice teacher to cultivate whole adults. This session will share proven strategies to train preservice teachers to become whole child educators, and how we can continue to center the humanity of K12 students, preservice teachers, program faculty and staff.

Poster 12 - "Collaborative Prismatic Inquiry: Experiences with Equity Across Five Colleges." **Marni Fisher** (Saddleback College), **Kimiya S. Maghzi** (University of Redlands), **Meredith A. Dorner** (Irvine Valley College), **Holly Pearson** (Framingham State University), & **Joe A. Petty** (Loyola Marymount University).

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 five 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.

Poster 13 - "Proposal Title: Disrupting the Cycle of Disproportionality: What Do Intern Special Education Teachers Know?" **Han Lee** (UCLA & CSU, Los Angeles).

Concerns with disproportionality of English Learner (EL) students in special education persist due to adverse effects, such as inappropriate educational placement, limited access to general education curriculums, and or inadequate supports. This qualitative study examines the intersection of special education practices and EL students' experiences through teachers' perspectives. Results indicate that preservice special education teachers mostly rely on professional experiences to understand disproportionality. However, understanding the origin of how teachers build their knowledge and how they shape their awareness of disproportionality is significant in examining the structure of teacher credential programs and how teachers are prepared for the field. The binds of manufactured literature and the sameness of pre-packaged libraries.

Poster 14 - "Augmentative and Alternative Communication Inclusionary Practices: Inter-disciplinary Collaborations in Alignment with New California Teacher Performance Expectations." **Kai Greene** (CSU Dominguez Hills).

Federal mandates require that teachers embrace inclusionary practices, which involves providing communication access for all students. This poster will discuss an interdisciplinary collaborative project developed between CSU Dominguez Hills, Department of Special Education and Los Angeles Unified School District. University students involved in education preparation programs participate in an introductory training session provided by a speech-language pathologist specialized in Augmentative and Alternative Communication (AAC). In this capacity, pre-service special education students learn about integrative AAC practices for classroom purposes as aligned with the newly approved California Teacher Performance Expectations for students with complex communication needs.

Poster 15 - "Designated Instructional Support Services (DIS) 'Achieving Our Greatest Potential' Policy, Procedures, and Support." **Ebony Hailey** (National University).

These services require a student to be assessed and determined eligible for specific related service needs. Services provided by a district can vary, this can include the following related services Deaf and Hard of Hearing Educational Specialist, Visual Impairment Specialist, Orientation & Mobility, Physical Therapist, Occupational Therapist, Adaptive Physical Education, Orthopedic Impairment Specialist and Speech & Language Pathologist just to list a few specialties related supports. During the pandemic these supports were analyzed and critiqued across the United States in policy, procedure and how support models were being delivered both virtually and/or in-person if provided. In a District in California an in-depth review of these supports was reviewed through collaboration, calibration of supports, revising policy on how supports were delivered, setting goals, building equity and inclusion through compassion in order to achieve their greatest potential through student centered practices.

Poster 16 - "Language Development Through Science." **Bobbi Hansen & Viviana Alexandrowicz** (University of San Diego).

Traditionally, schools have considered science learning and language learning to be very different subjects. However, research suggests that the integration of these seemingly disparate areas is advantageous to both. Language Development through Science will highlight significance of the research project for both teacher educators and educators in K-12 settings by addressing: (1) the development of multilingual students' language skills through equitable and inquiry-driven science instruction in the three dimensions of the Next Generation Science Standards (NGSS), and, (2) enhancing awareness of the *California English Learner Roadmap*, particularly, Element 2-Intellectual Quality of Instruction and Meaningful Access.

Poster 17 - "The Comfort of Home; Families' Experiences of Virtual IEP Meetings During School Closures." **Ilene Ivins & Allegra Johnson** (Alder Graduate School of Education).

Parents of students with disabilities have experienced barriers in collaborating with school staff to support their students; the individualized education plan (IEP) remains an emotionally charged experience for parents and staff alike. During school closures due to Covid-19, IEP meetings transitioned to a virtual, remote format that potentially changed the interpersonal dynamics of IEP meetings. This narrative research study describes the experiences of families during IEP meetings during school closures. By employing a narrative methodology, the study investigates the nuanced stories of parents who supported their students with disabilities from their homes from Spring 2020 through the present. Storytelling is the focus of this study, elucidating gestures and behaviors of the IEP meeting context.

Poster 18 - "Supervising for Equity." **Shaylan Marks, Sarana Roberts, Anaya Lee, & Robin Valente** (California State University, Bakersfield).

In an effort to rehumanize education through anti-racist and anti-bias practices, The Center for Transformational Education Preparation Program (CTEPP) team at California State University, Bakersfield has 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 has identified the clinical practice component to be a high leverage point within teacher education programs to enact change. As such, the team has analyzed current practices, and identified areas of need to create more inclusive and equitable practices in an effort to better support Black candidates.

Poster 19 - "Using Self-Assessment to Re-Humanize the Learner." **Nancy Walker & Shana Matamala** (University of La Verne).

This project/research study focuses on the process of utilizing self-assessment protocols to enable candidates to think critically about their growth, reflection, and empowerment as learners. Self-assessment rubrics, journal reflections, and self-assessment exams empowered both faculty and candidates to critically analyze learning in the classroom. While the project initially began as a reaction to the need for alternative assessments in the aftermath of a pandemic, it has now shifted to a permanent component of the program for both faculty and candidates with the goal of transfer into K-12 classrooms. Both candidates and faculty concur that self-assessment deepens the learning experience while lowering the affective filter.

Poster 20 - "Critical Realignment of the 'Normal School': Meeting the Changing Landscape of Teacher Education." **Libbi Miller, Heather Balinger, Sara Sterner, James Woglam, & Sarah Green** (California Polytechnic State University, Humboldt).

Our team of teacher educators share our process for reconceptualizing and reaffirming our vision of teacher education as the larger university shifts focus to that of becoming a polytechnic institution. We developed a heuristic to help us articulate our vision based on our commitments and contexts and discuss the practical implications that this work has in our coursework and clinical practice. Our vision of the polytechnic teacher centers around four commitments: Reflective, Relational, Reconstructive, and Research-oriented. These commitments are informed by and exist in relationship with broader concepts of positionality, communities of practice, community partners, and polytechnic perspectives. We provide support that goes beyond outreach and financial incentives for potential educators of color.

Poster 21 - "Preservice Teachers' Perceptions of Math and Literacy Pedagogy." **Carolyn Mitten** (Westmont College).

This poster presentation will present the initial findings of a research study on the connections preservice teachers perceive between mathematics and literacy teaching methods. The qualitative case study was conducted with a cohort of preservice teachers at a small liberal arts institution who participated in mathematics and literacy methods courses alongside their student teaching placement. Archived course data and focus group interviews were analyzed using an inductive approach to identify substantial themes in preservice teachers' perceptions on similarities and differences in research-based methods in each field.

Poster 22- “Challenging College English and Math Remediation Rates Through Dual Enrollment for All High School Students.” **Stephanie Morgado** (University of California, Davis).

While access to four-year universities has increased, underrepresented groups- ethnic/racial, socioeconomic, first generation, or English language learners- are still denied equitable access to higher education. The narrowing pipeline may be connected to explicit or implicit college tracks that students may be placed into high school (or earlier). Compounding the challenges, the college remediation system disproportionately affects underrepresented students. This quantitative case study examines a diverse public high school implementing a college dual enrollment model for all to reduce college remediation rates, and impact the college-going culture by increasing students’ college-going identity to ultimately widen the pipeline to four-year institutions.

Poster 23 - “A Poststructural Analysis of the Teacher Performance Expectations (TPEs): Deconstructing Language Conceptions to Rehumanize Teaching and Learning.” **Eduardo Munoz-Munoz** (San Jose State University).

This poster is concerned with an interdisciplinary analysis of the 2016 Teaching Performance Expectations (TPEs) and the language conceptions and constructs contained in them (language varieties, speakers). First, a Discourse Analysis exploration of TPEs over time shows how such language conceptions and lenses have gained prominence over time; then, a Poststructural Policy Analysis (PSA) (Bacchi & Goodwin, 2016) highlights critical issues on its notions of language and the expectations for their implementation. Implications for future revisions and recreations that encompass dynamic/humanizing conceptions of language are discussed.

Poster 24 - “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).

The purpose of this study was to examine preservice teachers’ autobiographical reflections in a mathematics methods class to map the construction of their math identities in relation to their teacher identities. We analyzed a series of writing assignments designed to allow students to reflect on their individual conceptualizations of how they developed their current attitudes towards the learning of mathematics. The findings of this study point towards new connections between our mathematics identities and our teacher identities. These findings elucidate the nuances of building a relationship with mathematics and develop perceptions of our ability to “do” and teach mathematics.

Poster 25 - “Special Education Teacher Training: ReHumanizing Diverse Learners and Educators Through Incorporating Art Into Teaching and Cross-Disciplinary Co-Teaching.” **Anna Osipova & Maya Evashkovsky** (California State University, Los Angeles).

California TPEs (2018) require that teachers are prepared to incorporate art into their instruction. Art integration into instruction re-humanizes learning and teaching through providing diverse learners with and without disabilities with engaging, motivating, and culturally responsive instruction. The presentation showcases how teacher preparation programs can support credential candidates in incorporating visual and performing arts into within- and cross-disciplinary inclusive collaborative teaching. The sequence of credential coursework is presented along with a sequence of art instruction content mapped onto it. Sample lesson plans developed by pre-service candidates, examples of dramatic play, puppetry, music and visual art activities are discussed.

Poster 26 - “Understanding How Pre-Service Teachers Learn Project-Based Learning for Social Justice.” **Jaime Park, Jane Kim, & Imelda Nava** (University of California Los Angeles).

Poster 27 - “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).

Parents are their children’s first and most influential teachers. They hold unique knowledge about their children (Delgado Bernal, 2001; Moll, Amanti, Neff, & Gonzalez, 1992) and are their greatest advocates (Epstein, 2011). Moreover, parent involvement is a mandated part of education laws and policies at the federal, state, and local levels. This poster session explores the engagement of Black parents inside and outside of schools as described in the literature. We invite participants to engage in dialogue with us about Black family involvement, obstacles to engagement, suggested recommendations, and the implications for teacher educators in higher education and K-12.

Poster 28 - "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).

This presentation focuses on a qualitative analysis of reflective journals of 85 preservice teachers during the 2021-2022 academic year in a preservice teacher program. While the 2021-2022 academic year began with much uncertainty as teacher candidates returned to teacher preparation programs across our state for in-person classes after the COVID-19 Safer At-Home measures were lifted, the clinical faculty had many questions about whether they had prepared candidates for what they would face in schools. Although the authors believed that most of the reflections would identify COVID-related challenges, this presentation shares what was top of mind for these candidates during the most challenging academic year for preservice instruction.

Poster 29-"A Classroom United Will Never Be Defeated: A Letter to the Next Cohort of Teacher Candidates." **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** (Saint Mary's College of California)..

Through this collaboratively designed presentation, a professor and recent teacher credential graduates together assert that *rehumanization of the educator* must center the voices of teacher candidates. For the final project of a Teaching for Social Justice credential class, students co-wrote a letter and created an accompanying digital art piece called A Classroom United Will Never Be Defeated. The purpose of this session 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. (This presentation will be available only on the GoReact Platform).

Poster 30 - "False Premises and Promises: TPA's Shackles on Teacher Education in California." **Marisol Ruiz** (Humboldt State University) & **Kelly Vaughn** (Notre Dame de Namur University).

Poster 31 - "To Belong & Be Heard: Male Educators of Color Navigating TK-12 School Settings." **Michael Suarez, Rajeev Virmani, & Damien Mason** (Sonoma State University).

This paper examines public gatherings held by Male Educators of Color (MEC). MEC sustained dialogue amongst undergraduate students, preservice teachers, practicing teachers, administrators, and university faculty. Discussants questioned policies and practices that presented barriers to male educators of color in local school systems and explored ways to navigate those drawbacks. MEC meetings allowed participants to belong and be heard in a setting that recognized accomplishments alongside shared concerns and cultivated a supportive community. We posit that communicative action groups such as MEC provide a 'sacred space' to collaborate, reflect, and deconstruct experiences in TK-12 settings conjointly with teacher preparation programs.

Poster 32 - "High Engagement Strategies to Promote Prosocial Behavior and Reduce Exclusionary and Reactive Discipline." **Lucia Smith-Menzies** (California State University, San Bernardino) & **Holly Menzies & Ya-Chih Chang** (California State University, Los Angeles).

In the United States, the education system is over-reliant on punitive and reactive discipline to manage student behavior. This is despite evidence of the deleterious consequences to students and teachers. Students experience increased dropout, lack of engagement, reduced academic achievement and negative distal outcomes such as a higher risk of incarceration. Teachers experience burnout, lack of efficacy, and are more likely to leave the profession. We review three simple but powerful strategies, behavior specific praise, opportunities to respond, and choice, which can reduce reliance on reactive and exclusionary discipline and help teachers abandon actions such as reprimands, cost-response systems, and time-out.

Poster 33 - "Tired, Tapped Out Teachers: Rehumanizing Education Through Educator Support and Self-Care." **Carrie Wall** (Pepperdine University).

The collective and individual trauma of the pandemic pushed children (and the educators who serve them) to the breaking point. Because educators' effectiveness in supporting students is often dependent on their own mental health, recognizing and supporting teachers' humanity is imperative. By analyzing interview data collected from educators at a Title 1 elementary school, this study examined: (a) how teaching during the pandemic impacted teachers' wellbeing, (b) self-care strategies educators found helpful, and (c) practices employed by the school that bolstered teacher wellbeing. Implications for addressing and supporting the humanity of teachers so that they can resiliently persevere are discussed.

Poster 34 - "Equipping Teachers to Talk to Children About (Multi)racial Identity Through Picture Books." **Kevin Wong** (Pepperdine University).

The Multiracial population is vastly growing in the U.S. with significant growth in the early childhood and school-aged populations. To create safe learning spaces for Multiracial students who often experience 'monoracism' (e.g., bullied for not meeting 'monoracial' norms), this study examines the potential of Multiracial children's books to help teachers facilitate critical conversations about (Multi)racial identity. Specifically, we investigate how Multiracial individuals are represented in 165 picture books and find that only one quarter of books raise awareness about mixed-race issues (e.g., belonging, monoracism, "other"ing). Implications for teacher education with concrete book examples and suggested pre/during/post-reading questions will be discussed.

Poster 35 - "Incorporating Culturally Sustaining and Active Learning Experiences in Teacher Preparation." **Rosemary Wrenn** (Cuesta College & California Polytechnic State University, San Luis Obispo).

Emphasis on content knowledge, high-stakes testing, and performance assessments may obscure opportunities for teacher candidates to engage in active learning experiences throughout their degree and credential experience. To overcome the tradition of Whiteness embedded within the teaching profession, it is imperative for teacher educators to intentionally incorporate culturally sustaining practices (CSP) throughout teacher preparation to better prepare candidates to serve the students of tomorrow. Based on the scholarship of Germán and Paris & Alim this poster provides a context and framework for CSP along with explicit examples of how culturally sustaining practices and activities are woven throughout and across the curriculum.d 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 36 - "From the Lens of (In)Visibility: A Photovoice Inquiry Into How Community Colleges Can Advance Filipino/a/x American Student Resilience in a COVID-Era." **Rangel Velez Zarate** (California State University, San Bernardino).

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 Filipino/a/x American (FilAm) community college students. In this qualitative study, ten FilAm students who attended a rural 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 in the form of counternarratives from this study indicated that there were hidden factors besides a racialized campus climate which notably affected their community college experiences.

Poster 37 - "STEM Teacher-Leaders: Building Professional Community while ReHumanizing Classrooms." **Sarah Ives, Jenna Porter, & Pia Wong** (California State University, Sacramento).

This presentation describes the components needed for effective professional learning among 19 secondary STEM master teachers from three Title 1 districts. We investigated the question: *How does a collaborative partnership between university and high school educators inform and impact their practices to improve and enhance equitable math and science education at the secondary level?* The university professors, in collaboration with teachers, co-created a pedagogical framework. In this presentation we share ways this collaborative program has been effective for both professors' and teachers' growth in teaching by building community and providing opportunities for research and reflection.

Virtual Research Roundtable Session Friday, October 21, 1:30 to 2:45 p.m.

Three presentations, available on the CCTE GoReact Platform
and on Zoom for virtual registrants at the time noted above

“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) Support Needs CTs held higher perceived workload manageability.

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

When student self-determination is promoted in culturally responsive and sustaining ways, they are empowered to act as causal agents to navigate opportunities, experiences, and barriers in their environment. Especially as current social justice movements promote youth activism, there is an extensive possibility to amplify opportunities for racially and ethnically marginalized students with disabilities to build abilities, skills, and attitudes associated with self-determination. To support their growth in self-determination, it is important for future teachers to learn how to design and implement self-determination instruction meaningfully and effectively, leveraging students’ strengths and asset while meeting their needs.

Tentative Program for CCTE Fall 2022 Conference

Wednesday, October 19:

9:00 a.m. to 3:00 p.m. - Meeting of the California University Field Coordinators Forum.	Bay Room
10:00 a.m. to 4:30 p.m. - Meeting of the Board of Directors of the California Council on Teacher Education.	Members Lounge
11:00 a.m. to 5:00 p.m. - Meeting of the California State University Center to Close the Opportunity Gap	Cabo Courtyard
11:30 a.m. to 4:30 p.m. - Statewide Meeting of Education Deans and Directors. Lunch on patio at 11:30 a.m. Meeting from 1:00 p.m. to 4:30 p.m. Hosted bar at 5:00 p.m..	Coronado Room

Thursday, October 20:

8:00 a.m. to 9:00 a.m. - California Association for Bilingual Teacher Education.	Point Loma II
9:00 a.m. to 10:00 a.m. - Association of Independent California Colleges and Universities-Education (AICCU-ED).	Point Loma II
10:00 a.m. to 11:00 a.m. - California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED).	Point Loma II
10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus.	Del Mar Room
11:00 a.m. to Noon - Joint Meeting of the Association of Independent California Colleges and Universities-Education California Association for Bilingual Teacher Education California Association of Professors of Special Education/Teacher Education Division With Staff from the Commission on Teacher Credentialing	Point Loma II
11:00 a.m. to 11:30 a.m. - Newcomers Meeting and Orientation.	Del Mar Room
11:00 a.m. to Noon - Meeting of the Association of California Community College Teacher Education Programs	La Jolla Room
11:45 a.m. to 12:15 p.m. - Pick up Box Lunches, for those who ordered them.	Point Loma Foyer
Noon to 1:00 p.m. - Meetings of First Four CCTE Special Interest Groups. Arts and Education, Lives of Teachers, Special Education, & Teacher Induction	
1:00 p.m. to 3:00 p.m. - Fall Conference Opening Session. Introductions & Organizational Updates: Conference Orientation by Fall Conference Chair Terrelle Sales (Pepperdine University) Keynote Address: Jeff Duncan-Andrade (San Francisco State University). Followed by Response Panel.	Point Loma II
3:15 p.m. to 4:15 p.m. - First Policy Session. Conversation with staff of the Commission on Teacher Credentialing moderated by CCTE Policy Committee	Point Loma II
4:15 p.m. to 5:45 p.m. - Arts Integration as a Humanizing Practice. Workshop by CCTE Arts SIG.	Point Loma III
4:15 p.m. to 5:15 p.m. - First Set of Concurrent Research Presentations. Five Sessions – Point Loma II, Coronado Room, Bay Room, LaJolla Room, Del Mar Room	
5:30 p.m. to 6:30 p.m. - Second Set of Concurrent Research Presentations. Five Sessions – Point Loma II, Coronado Room, Bay Room, LaJolla Room, Del Mar Room	
6:30 p.m. to 7:30 p.m. - Joint Presidents' Reception.	Point Loma I
8:00 p.m. to 9:30 p.m. - Fireside Chat. Professional Partnerships and Student Teaching Placements.	Coronado Room

Friday, October 21:

7:30 a.m. to 9:00 a.m. - Meeting of the <i>Teacher Education Quarterly</i> Editorial Board.	Del Mar Room
7:30 a.m. to 9:00 a.m. - Meeting of the <i>Issues in Teacher Education</i> Editorial Board.	Bay Room
7:30 a.m. to 9:00 a.m. - Information Meeting of the CCTE PD4MT Program.	Point Loma III.
8:30 a.m. - Continental Breakfast for All Conference Registrants.	Point Loma II
9:00 a.m. to 10:30 a.m. – Friday Morning Session. Keynote by Lorena German . Followed by Response Panel.	Point Loma II
10:45 a.m. to 11:45 a.m. - Conversation with AACTE CEO & President Lynn Gangone.	Point Loma II
Noon to 1:15 p.m. - Conference Awards Luncheon.	Cabo Courtyard
1:30 p.m. to 2:45 p.m. - Concurrent Research Roundtables. Five Roundtable Sessions – Point Loma II, Point Loma III, Coronado Room, La Jolla Room, Bay Room	
3:00 p.m. to 4:00 p.m. - Second Policy Session Discussing work of the CCTE Policy Committee and plans for the CCTE 2023 SPAN Conference.	Point Loma II
4:15 p.m. to 5:30 p.m. - Meetings of Four CCTE Special Interest Groups. Credential Program Coordinators, Equity and Social Justice, Technology and Teacher Education, & Undergraduate Teacher Education	Point Loma II & III
6:00 p.m. to 7:30 p.m. - Poster Session.	

Saturday, October 22:

8:30 a.m. - Continental Breakfast for All Conference Registrants	Point Loma III
9:00 a.m. to Noon. - Saturday Conference Session Exploring Ethnic Studies.	Point Loma III
Noon - Meeting of Liberal Studies Program directors/coordinators.	Point Loma III
Noon - Luncheon Meeting of the CCTE New Faculty Support Program Participants.	Del Mar Room

California Council on Teacher Education Fall 2022 Conference Registration

Please use this form to register for the Fall 2022 CCTE Conference, October 20-22;

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) - \$50
- Statewide Education Deans Meeting (Wednesday) - \$75
- 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