CALIFORNIA COUNCIL ON
TEACHER EDUCATION
Improving education at every level

The Future of Teacher Education

The Fall 2020 Conference
of the California Council on Teacher Education
(CCTE)

A Virtual Conference - October 22-24
Including associated meetings October 9 to November 13

In association with
Association of California Community College Teacher Education Programs (ACCCTEP)
Association of Independent California Colleges and Universities-Education (AICCU-ED)
California Alliance for Inclusive Schooling (CAIS)
California Association for Bilingual Teacher Education (CABTE)
California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)
California Association of School-University Partnerships (CASUP)
Center for Reaching and Teaching the Whole Child (CRTWC)

With 2020-2021 Annual Sponsorships of CCTE from
Attallah College of Educational Studies at Chapman University
Charter College of Education at California State University Los Angeles
Graduate College of Education at San Francisco State University

And Fall 2020 Conference Sponsorships from
Thompson Policy Institute at Chapman University
GoReact
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Program for the Fall 2020 CCTE Virtual Conference

**Featuring 8 Main Conference Sessions,
Many Additional Meetings of Associated Organizations & SIGs,
and Research Presentations and Other Information
on CCTE YouTube Channel and CCTE GoReact Platform**

CCTE YouTube Channel:

Prior to and during the CCTE Fall 2020 Conference you are encouraged to visit the CCTE YouTube Channel where you will find introductory information about CCTE and postings from CCTE associated organizations, CCTE sponsors, and exhibitors. Also follow CCTE on:

Twitter - @CalCouncil   **Facebook**   **Instagram**
#CCTEVirtual20   https://www.facebook.com/JoinCCTE   @CalCouncilTeacherEducation

Friday, October 9:

10:00 a.m. to 11:30 a.m. & 1:00 p.m. to 2:30 p.m. - Meeting of the **Board of Directors of the California Council on Teacher Education**. (For Board members only).

Wednesday, October 14:

2:00 p.m. to 3:30 p.m. - Meeting of the **CCTE Teacher Induction SIG**.
 No registration required. See *CCTE Fall Conference Links* for access to this meeting.
 Discussion at the Teacher Induction SIG meeting will focus on support for PS-VTW and EO candidates with examples of program modifications from multiple programs. Intent is to share with other induction leaders and teacher preparation faculty to bridge the preparation experience during COVID-19 instructional years.

Thursday, October 15:

1:00 p.m. to 3:00 p.m. - Panel Presentation by **CCTE Equity and Social Justice SIG**.
 No registration required. See *CCTE Fall Conference Links* for access to this meeting.
 The panel on "The Future of Equity and Social Justice in Teacher Education" will include a welcome by **Reyna Garcia Ramos** (Pepperdine University), presentations by panelists **James Fabionar** (University of San Diego), **Cathery Yeh** (Chapman University), and **Miguel Zavala** (California State University, Los Angeles), and breakout sessions, with **Ivannia Soto** (Whittier College) as moderator and closing remarks by **Fred Uy** (California State University).

Friday, October 16:

2:00 p.m. to 3:30 p.m. - Workshop on "Online Observation for Performance Assessment: How Video Observation Can Improve Student Outcomes from Methods Courses to Student Teaching Observation." Conducted by **Sam Farley** (GoReact).
 No registration required. See *CCTE Fall Conference Links* for access to this meeting.

Saturday, October 17:

9:00 a.m. to 10:30 a.m. - Meeting of the **CCTE Technology and Teacher Education SIG**.
 No registration required. See *CCTE Fall Conference Links* for access to this meeting.

Monday, October 19:

8:00 a.m. to 8:30 a.m. - Meeting of the **California Association for Bilingual Teacher Education** (CABTE) Board. (For Board members only).

8:30 a.m. to 10:00 a.m. - Meeting of the **California Association for Bilingual Teacher Education** (CABTE) Membership.
 No registration required. See *CCTE Fall Conference Links* for access to this meeting.
 Activities will include introduction of CABTE Board members, discussion of elements of CABTE's focus on Advocacy, Strategy, Scholarship, and Organization, and recognition of some of CABTE's past leaders with special honors for their leadership service.

11:00 a.m. to Noon - Meeting of the **CCTE Graduate Student Caucus**.
 No registration required. See *CCTE Fall Conference Links* for access to this meeting
 All students are encouraged to participate and share about their studies and interest in teacher education.   .

1:00 p.m. to 2:00 p.m. - **Newcomers Meeting and Orientation**.
 No registration required. See *CCTE Fall Conference Links* for access to this meeting.
 Open to all Fall Conference participants who are attending for the first time or whose involvement with CCTE is recent. Will serve as an introduction to CCTE and the Fall Conference.

2:30 p.m. to 4:00 p.m. - Meeting of the membership of the **CCTE Equity and Social Justice SIG**.
No registration required. See *CCTE Fall Conference Links* for access to this meeting.
Equity and Social Justice SIG activities for the year will include collection of resources on combatting inequalities during these heightened times of our nation's pandemics of racial injustice, school inequities, and Covid-19.

Tuesday, October 20:

8:00 a.m. to 8:30 a.m. - Meeting of the **Association of Independent California Colleges and Universities-Education** (AICCU-ED) Board. (For Board members only).

8:30 a.m. to 10:00 a.m. - Meeting of the **Association of Independent California Colleges and Universities-Education** (AICCU-ED) Membership.
No registration required. See *CCTE Fall Conference Links* for access to this meeting.
The AICCU-ED membership meeting will feature interesting and timely information and a panel discussion.

10:30 a.m. to Noon - Meeting of the **CCTE Undergraduate Teacher Preparation SIG**.
No registration required. See *CCTE Fall Conference Links* for access to this meeting.
The Undergraduate Teacher Preparation SIG discusses teacher education issues unique to undergraduate programs. Please join us to examine those issues and build community.

2:00 p.m. to 3:30 p.m. - Meeting of the **CCTE Lives of Teachers SIG**.
No registration required. See *CCTE Fall Conference Links* for access to this meeting.
Shari Tarver Behring, Dean of the Michael D. Eisner College of Education at California State University, Northridge, will lead a presentation and discussion on self-care for ourselves and those we serve in our K-12 communities, especially as we face these challenging times of COVID-19 and anti-Black racism.

4:00 p.m. to 5:30 p.m. - Meeting of the **California Association of School-University Partnerships** (CASUP).
No registration required. See *CCTE Fall Conference Links* for access to this meeting.
A Conversation with CASUP: Who Are We - What We Do - Where We're Headed. Join Us!

Wednesday, October 21:

9:00 a.m. to 3:00 p.m. - Meeting of the **California University Field Coordinators Forum.**
No registration required. See *CCTE Fall Conference Links* for access to this meeting.
The California University Field Coordinators Forum will share resources and compare program policies, review CTC requirements in conjunction with a staff representative from CTC, and work together to improve our credential students' outcomes.

4:30 p.m. to 6:00 p.m. - Meeting of **California Alliance for Inclusive Schooling.**
The Alliance is co-sponsored by CCTE, CEEDAR, and the Thompson Policy Institute on Disability.
No registration required. See *CCTE Fall Conference Links* for access to this meeting.
The California Alliance for Inclusive Schooling meeting will focus on current CAIS initiatives including dialogue centering around the effects of COVID-19 on teacher preparation in California.

Thursday, October 22:

8:00 a.m. to 9:30 a.m. - Meeting of the **California Association of Professors of Special Education/ Teacher Education Division** (CAPSE/TED) Membership.
No registration required. See *CCTE Fall Conference Links* for access to this meeting.
The California Association of Professors of Special Education/Teacher Education Division meeting will welcome the new California Department of Education Special Education Director **Heather Calomese** and will feature a panel discussion with representation from school district general and special education teachers discussing special education service delivery, compliance, and family support. Commission on Teacher Credentialing staff will also attend to share information on the new Education Specialist CalTPA as well as information related to the Education Specialists Programs.

10:00 to 11:30 a.m. - First CCTE Fall Conference Session: 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**
Paid registration required. Use registration form or on-line registration link for Fall 2020 Conference.

Noon to 1:00 p.m. - Meeting of **CCTE Special Education SIG**.
No registration required. See *CCTE Fall Conference Links* for access to this meeting.
The meeting will feature a California CEEDAR Presentation for General and Special Education Educator Preparation Programs on the work of the CEEDAR Center California State Leadership Team and teacher preparation faculties towards increasing the collaboration among General and Special Education teachers, administrators, service providers, teacher preparation and community members to support the education of all students and youth with disabilities. The panel will be moderated by **Paul Sindelar** (University of Florida) with panelists **Jody Moody** (Loyola Marymount University), **Anne Spillane** (Brandman University), **Rebekka Jez** (University of San Diego), and **Chuck Flores** (California State University, Los Angeles). All general and special education teacher preparation faculty and staff are invited to the SIG.

1:00 p.m. to 2:15 p.m. - Second CCTE Fall Conference Session: **Opening Session**
Paid registration required. Use registration form or on-line registration link for Fall 2020 Conference.

Introductions & Organizational Updates:
Chaired by CCTE President **Eric Engdahl** (California State University, East Bay) with introductions of ACCCTEP President **Janis Perry** (Santiago Canyon College), AICCU-ED President **Anita Flemington** (University of La Verne), CAIS Co-Chairs **Donald Cardinal** (Chapman University) & **Marquita Grenot-Scheyer** (California State University), CABTE President **Sharon Merritt** (Fresno Pacific University), CAPSE President **Vicki Graf** (Loyola Marymount University), CASUP President **Elizabeth Brown** (California Lutheran University), and CRTWC Director **Nancy Lourié Markowitz**.

Recognition of **Sponsorships** of CCTE

Conference Orientation by Fall Conference Co-Chairs: **Eric Engdahl** (California State University, East Bay) & **Vicki Graf** (Loyola Marymount University)

Keynote Address: **Linda Darling-Hammond** (CEO, Learning Policy Institute & President, California State Board of Education). "The Future of Teacher Education."

Linda Darling-Hammond is the Charles E. Ducommun Professor of Education Emeritus at the Graduate School of Education at Stanford University. She is also the President and CEO of the Learning Policy Institute. She is the author or editor of more than 25 books and author of more than 500 articles on education policy and practice. Her work focuses on school restructuring, teacher education, and educational equity. Born in Cleveland, Ohio, Darling-Hammond received her B.A. magna cum laude at Yale University in 1973 and an Ed.D. with highest distinction in urban education at Temple University in 1978. She began her career as a public school teacher in Pennsylvania, from 1973 to 1974. In 1985, after completing her doctorate, she accepted a position at the RAND Corporation where she became a Senior Social

Scientist and Director of the RAND Education and Human Resources Program. From 1989 to 1998, Darling-Hammond was a professor of education at Teachers College, Columbia University, and then in 1998 she moved to Stanford University to serve as the Charles E. Ducommun Professor of Education. In 2015 Darling-Hammond launched the Learning Policy Institute, a research and policy think tank, with headquarters in Palo Alto, California. In 2019 California Governor Gavin Newsom appointed Darling-Hammond as president of the California State Board of Education. She has served as president of the American Educational Research Association, as a member of the National Board for Professional Teaching Standards, and on the boards of directors of the Spencer Foundation, the Carnegie Foundation for the Advancement of Teaching, and the Alliance for Excellent Education. Her previous involvement with CCTE has included serving as a delegate from Stanford University for several years, being a keynote speaker at several CCTE conferences, and receiving the CCTE Crystal Apple Award for outstanding contributions to teacher education in California.

2:30 p.m. to 3:45 p.m. - Third CCTE Fall Conference Session: **Conversation on the Future of Teacher Education**
Paid registration required. Use registration form or on-line registration link for Fall 2020 Conference.
Conversation between **Tine Sloan** (University of California, Santa Barbara
& Chair, Commission on Teacher Credentialing)
and **Linda Darling-Hammond** (CEO, Learning Policy Institute & President, California State Board of Education).
Presentation of the CCTE Distinguished Teacher Education Award to **Teri Clark** (Commission on Teacher Credentialing).

4:14 p.m. to 5:45 p.m. - Meeting of the **Association of California Community College Teacher Education Programs** (ACCCTEP).
No registration required. See *CCTE Fall Conference Links* for access to this meeting.
This meeting will include an overview of the ACCCTEP organization and a facilitated discussion of current and future issues pertinent to the role of community colleges in teacher education, such as the Transfer Model Curriculum (TMC) for elementary teacher education, lower-division preparation and support of future teachers, and intersegmental collaboration. All are welcome!

Friday, October 23:

9:00 a.m. to 10:30 a.m. – Fourth CCTE Fall Conference Session:
Friday Keynote Session
Paid registration required. Use registration form or on-line registration link for Fall 2020 Conference.

Featuring **Fred Korthagen** (Professor Emeritus of Education, University of Utrecht)
"Changing the Pedagogy of Teacher Education: Promoting Multi-Level Learning in Teachers"
Introduction by **Carrie Birmingham** (Pepperdine University)

Fred A. J. Korthagen is a professor emeritus of education at Utrecht University, the Netherlands. His academic fields are the professional development of teachers and teacher educators, the pedagogy of teacher education, and coaching. He is the author of numerous articles and books on these topics in Dutch and English, translated into seven additional languages. He has received awards for his publications from the American Educational Research Association (AERA), the Association of Teacher Educators (ATE), and the International Study Association on Teachers and Teaching (ISATT). In 2015, he became Fellow of AERA, as an acknowledgment for the quality of his research and its impact on practice. For more information, see www.korthagen.nl/en. Korthagen's keynote address is entitled "Changing the Pedagogy of

Teacher Education: Promoting Multi-Level Learning in Teachers." He will point out that the professional development of teachers has traditionally been viewed as a process of conscious, rational learning. In reality, however, professional change is a complex process involving unconscious and non-rational factors at various levels within the person. Based on extensive research, he will present an integrative framework for describing the sources of professional actions and learning. This framework supports an effective pedagogy of teacher education and leads to practical guidelines for promoting teachers' professional development.

11:00 a.m. to Noon - Fifth CCTE Fall Conference Session: **First Policy Session**
    Paid registration required. Use registration form or on-line registration link for Fall 2020 Conference.

    Moderated by CCTE Policy Committee Co-Chairs:
        Cindy Grutzik (San Francisco State University)
        Nicol Howard (University of Redlands)
        Pia Wong (California State University, Sacramento)
    Featuring staff from the **Commission on Teacher Credentialing**

1:00 p.m. to 2:30 p.m. - Sixth CCTE Fall Conference Session: **Second Policy Session**
    Paid registration required. Use registration form or on-line registration link for Fall 2020 Conference.

    Moderated by CCTE Policy Committee Co-Chairs:
        Cindy Grutzik (San Francisco State University)
        Nicol Howard (University of Redlands)
        Pia Wong (California State University, Sacramento)
    Discussing Work of the **CCTE Policy Committee**
        and Plans for the **CCTE 2021 SPAN Conference.**

3:00 p.m. to 4:30 p.m. - Seventh CCTE Fall Conference Session: **Friday Afternoon Summary Session.**
    Paid registration required. Use registration form or on-line registration link for Fall 2020 Conference.

    A panel on "Teacher Education Looks Ahead: The Future of Teacher Education from a California
        Perspective." Moderated by **Virginia Kennedy** (California State University, Northridge).
    Panelists:
    Eric Engdahl (California State University, East Bay & CCTE President).
    Anita Flemington (University of La Verne & AICCU-ED President).
    Vicki Graf (Loyola Marymount University & CAPSE/TED President).
    Sharon Merritt (Fresno Pacific University & CABTE President).
    Janis Perry (Santiago Canyon College & ACCCTEP President).
    Kip Tellez (University of California, Santa Cruz).

Saturday, October 24:

10:00 a.m. to 11:30 a.m. - Eighth CCTE Fall Conference Session:
    CAPSE/TED-Sponsored Conference Capstone Session on the Future of Teacher Education
    for Education Specialist and General Education Programs.
    Paid registration required. Use registration form or on-line registration link for Fall 2020 Conference.

    Moderated by **Vicki Graf** (Loyola Marymount University & CAPSE/TED President)
        & **Virginia Kennedy** (California State University, Northridge & CCTE Past President).
    Overview of new Educational Specialist Standards and Expectations for Program Improvement
        by **William Hatrick** (Commission on Teacher Credentialing Consultant).
    "What Have We Learned About Effective Programs of Dual Certification." Presentation by **Marleen Pugach**
        (Professor Emerita, University of Wisconsin, Milwaukee).
    "What Works and What Are Challenges in Program Design for Educational Specialist and General Education
        Programs." Involving small group discussions for all participants.

Monday, October 26:

10:00 a.m. to 11:30 a.m. - Meeting of the **CCTE Arts in Teacher Education SIG**.
   No registration required. See *CCTE Fall Conference Links* for access to this meeting.
   The Arts and Teacher Education SIG agenda will include updates regarding the VAPA benchmarks, TADA, and other important arts-based topics.

Tuesday, October 27:

10:00 a.m. to 11:30 a.m. - Meeting of the **Center for Reaching and Teaching the Whole Child (CRTWC)**.
   No registration required. See *CCTE Fall Conference Links* for access to this meeting.
   "Exploring the 'C' in the Social, Emotional, and Cultural (SEC) Anchor Competencies Framework."
   Description: Please join the Center for Reaching & Teaching the Whole Child (CRTWC) for an online interactive session on the Social, Emotional, and Cultural (SEC) Anchor Competencies Framework. This session will focus on unpacking what CRTWC means by "cultural," exploring how the SEC Anchor Competencies Framework supports anti-racism.

Friday, November 13:

2:00 p.m. to 4:30 p.m. - Statewide Meeting of **Deans of Education**.
   No registration required. Link will be provided to deans, associate deans, and directors.

CCTE Fall 2020 Conference Research Presentations

The research presentations accepted by the CCTE Research Committee for the Fall 2020 Virtual Conference have been posted as videos to a CCTE GoReact platform where they can be accessed by all Conference registrants prior to and during the Conference. Following the Conference the research videos will be moved to the CCTE YouTube channel for wider viewing and will remain there for ongoing access. Information on both the GoReact platform and the CCTE YouTube channel appear in the *CCTE Fall Conference Links.* Research presenters will also be invited to prepare written reports which will be published later this fall in a *CCTE Fall 2020 Research Monograph* which will be emailed in PDF format to all CCTE delegates and members.

See the accompanying information sheet for information about access to and operation of the CCTE GoReact platform.

Following are the research titles, presenters, and brief descriptions of the videos posted to the CCTE GoReact platform:

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"CSU Special Education Reading Methods Courses: What We Teach and How We Teach It."
How Alpert (University of California, Los Angeles & California State University, Los Angeles)
 & **Anna Osipova** (California State University, Los Angeles).
Description: CSU's issuance of 1500 special education credentials annually uniquely empower it to affect teacher preparedness and, therefore, student outcomes. Initial findings from a study examining CSU reading courses for special education credential candidates are presented. Connections of examined courses to research, policy, and theory are explored.

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

"Together We Thrive: A Practice Session Addressing the Social-Emotional Development of K-12 Educators."
Wendy Baron (California SEL Communities of Practice & CDE SEL Taskforce),
 Margaret Golden (Millennial Forum) & **Leslie Young** (Chapman University).
Description: Research consistently indicates that increasing educators' well-being and social and emotional competence positively impacts students' social-emotional development and academic achievement. In this presentation, participants will learn (1) what impactful practices drawn from social-emotional learning competencies foster well-being and resilience in K-12 educators, and (2) how these practices can be integrated into the current implementation of teacher education.

"Voices From the Inside: Incarcerated Juveniles' Artistic Representations of the Postsecondary Academic Experience."
Gregory Barraza (Santa Ana College & Chapman University).
Description: This study looked at how arts-based research provided unique representations on the academic experience of long-term incarcerated juveniles. It explored the impact of a pilot postsecondary program designed as an intervention from the "school to prison pipeline" and a projection to the "corrections to college" pipeline.

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

"Teaching VL: Student-Centered VLEs, or else Here-Comes-Siri."
Kathryn J. Biacindo (California State University, Fresno) & **Patricia A. Brock** (Pace University).
Description: The intent of this presentation is to expose the audience to what will work and does not work in a well-designed virtual environment, based on virtual presence, virtual immediacy, and virtual immersion. If teacher education programs do not prepare new teachers to harness the value and effectiveness of technology for future "classrooms" based on VLE needs by building virtual student-centered collaborative communities, current educators will become an anachronism for the virtual learning environment. It will be "Goodbye, Teacher, Hello, Siri."

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

"Educator Preparation Policies During COVID-19: A National Review of the Impact on Diversifying the Education Workforce, Improving Teacher Effectiveness, and Building Stakeholder Trust for P-12 Education."
Emily Bogus & **Verna Lowe** (Western Governors University).
Description: As a national university, we track COVID-19 educator regulatory exceptions across all states. This presentation will reveal trends impacting the P-12 widening achievement gap and maintaining a prepared diverse workforce, and discuss challenges in licensure and clinical experience policies, to support and inform California EPPs.

"New Teacher Perspectives on Good Teaching."
Jessica Cruz (California State University, Los Angeles & University of California, Los Angeles)
    & **Andrea Zetlin** (California State University, Los Angeles).
Description: The intent of this study is to inquire about new teachers' perspectives regarding good teaching, how they are supported towards achieving their goals, and how their sense of self-efficacy impacts their projections and thoughts about remaining as special education teachers for years to come.

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

"Considering the Role of the CalTPA in Fostering Conversations about Anti-Racism and the Future of Teacher Education."
Lara Ervin-Kassab (San Jose State University),
    Karen Escalante (California State University, San Bernardino), & **Daniel Soodjinda** (California State University, Stanislaus).
Description: This presentation explores how the CalTPA provides opportunities for teacher education program faculty to engage in conversations about anti-racist teaching practice. The work in progress is a document analysis of the instrument, connecting the ideas within it to academic literature. Initial findings and questions for dialogue will be shared.

"Working Together: Beginning Special Education Teachers Describing Their Working Relationship With Instructional Assistants."

Maya Evashkovsky (University of California, Los Angeles & California State University, Los Angeles) & **Anna Osipova** (California State University, Los Angeles).

Description: The presentation addresses a critical factor within the complex problem of attrition of beginning special education teachers: their working relationship with instructional assistants. We present current literature and introduce our study that explores tensions between these professionals. Strategies to prepare teachers for their leadership roles in the classroom are discussed.

"Collaborative Prismatic Inquiry: Examining the Initial Impacts of Education During a Pandemic."

Marni E. Fisher (Saddleback College), **Kimiya Sohrab Maghzi** (University of Redlands), **Meredith A. Dorner** (Irvine Valley College), **Leslie C. Whitaker** (Capistrano Unified School District), **James St. Amant** (Apple Valley Unified School District), **Susan M. Gapinski** (Fullerton School District), **Sarah R. Gapinski** (California State University, Fullerton)

Description: The COVID-19 pandemic created a catastrophic shift in education Spring 2020. In this collaborative prismatic inquiry study, a group of educators, college professors, administrators, parents, and students came together to tell their stories through collaborative prismatic inquiry. The main objectives were to document this historical event from multiple perspectives and to determine if there were problems or successes that crossed all educational levels. Findings focused on students, communication, standards and curriculum, access, balance, the roles of women, foresight and preparation of leaders, community and teams, and exhaustion and social emotional needs.

"Mindfulness and Education in a Pandemic World."

Marni E. Fisher (Saddleback College), **Kimiya S. Magzhi** (University of Redlands), **Meredith A. Dorner** (Irvine Valley College).

Description: Mindfulness provides a strong foundation for the education of students through providing optimal conditions for learning and teaching. In the strange world of education during the coronavirus pandemic in 2020, it is beneficial to focus on creating a moment of peace through practicing and collecting resources for mindfulness practices. Key elements of the practice require starting with the beginner's mind, letting pre-conceptions and distractions go, and focusing on the moment. For this practice piece, the focus would be on four forms of implementation: mindful breathing, mindful eating, mindful listening, and zentangles before offering additional resources for educators and students.

"Environmental Justice in Teacher Preparation: Notes From a Social Studies Methods Course."

Amy Frame (Loyola Marymount University; Teachers College of San Joaquin; Ten Strands).

Description: California's PK-12 students are expected to become environmentally literate, civically engaged, and able to take informed action on environmental justice and climate change issues. Hear how a methods course supported teacher candidates in developing distance-learning friendly place-based inquiries about community assets and challenges using free mapping and database tools.

"The Other Pandemic: Engaging Black Families During COVID-19."

Kirk Kirkwood (Southern California Regional Director, CalStateTEACH) & **David Sandles** (California State University, Bakersfield)

Description: This project identifies and examines the challenges K-12 schools experience in effectively engaging Black families during the global pandemic, COVID-19. Centering the voices of Black parents/guardians, this study articulates the historical divide between Black families and schools, and it provides recommendations for improving Black family-school relations during COVID-19.

"Critical Teacher Autoethnography: Stories of Hope and Possibility."

Eduardo Lopez (University of California, Los Angeles).

Description: Candidates in the UCLA Teacher Education program complete a Critical Teacher Autoethnography (CTA) in the 2nd year of the program. The CTA is a research and writing approach that uses reflective self-observation to examine teaching, learning, and schooling carried out by teachers with the intent of challenging school inequality.

"UC/CSU Collaborative for Neurodiversity and Learning: Three Practice Models of Implementation."
Anna Osipova (California State University, Los Angeles), **Sue Sears** (California State University, Northridge), **Laura Rhinehart** (University of California, Los Angeles), **Kai Greene** (California State University, Dominguez Hills), & **Renee Ziolkowska** (California State University, Northridge).
Description: The UC/CSU Collaborative on Neurodiversity and Learning showcases three models of incorporating the latest reading methods and literacy pedagogies, focusing on diverse learners struggling to read, into existing teacher education programs. Suggestions for ongoing professional development for K-12 teachers and systemic support of teachers and their diverse students are discussed.

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

"Portrayals of Black Men and Boys in Media: Narratives Intended to Inhibit Positive Societal Contributions."
Gregory Richardson (California State University, San Bernardino).
Description: There is overwhelming evidence that the media discredits, discounts, and devalues a vast majority of positive African American male contributions. Projected negative images portray demeaning messages. This report uncovers derogatory content and provides strategies for educators to reduce and rectify inaccuracies.

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

"Bridging Anti-Racism Pedagogy Across Teacher Pre-Service and In-Service Programs:
The Importance of Collaborative Solutions to Deepen Teacher Practice in Situ.
Allison Smith (National University) & **Melissa Meetze-Hall** (Riverside & San Bernardino County
    Offices of Education)
Description: This presentation focuses on the experience of pre-service teacher preparation programs and in-service induction programs and the connection between anti-racism pedagogy, practice, and new teacher development in situ. We will share collaborative solutions currently in place, ways to deepen understanding and use of anti-racist pedagogy, and next steps in research.

"Got Resiliency? ELLs' Perspectives in Online Learning Amidst Systemic Racism."
Kimmie Tang (California Lutheran University) & **Nirmla Flores** (University of Redlands).
Description: English Language Learners not only encounter different forms of racism within the educational system, but also face significant challenges in navigating and adapting to online learning due to language barriers, lack of technology access, and inequitable distribution of resources. Results, implications, and strategies to support/build resiliency will be discussed.

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

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

"Rethinking Teacher Preparation: Exploring a New Perspective!"
Kevin Zak (Northland College, Ashland, Wisconsin). **Susan A. Masterson** (Director, Assessment-Based
    Licensure for Educators, EducatorsAbroad), & **Craig Kissock** (Director, EducatorsAbroad).
Description: Engage in a conversation exploring the creation of a candidate-directed, standards-based pathway for earning a license to teach. As traditional and assessment-only models are compared, critical elements for inclusion of an alternative approach will be generated.