



REHUMANIZING EDUCATION
THROUGH
ANTI-RACIST AND ANTI-BIAS PRACTICES

ReHumanizing Education Through Anti-Racist and Anti-Bias Practices

Research Sessions at the Fall 2022 Conference of the California Council on Teacher Education

First Set of Concurrent Presentations

Thursday, Oct 20, 4:15 to 5:15 p.m.

(10 presentations, 2 each in five different meeting rooms, with 20 minutes per presentation followed by questions and answers)

Concurrent Session 1

Point Loma II

“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).

Description: 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.

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

Description: This qualitative study examined the experiences of teacher educators of Color in a teacher education program actualizing anti-racist commitments through Ethnic Studies. Findings reveal how programs can center justice while ensuring the humanity of teacher educators of Color is not a casualty in the messy work of transforming teacher education.

Concurrent Session 2

Del Mar Room

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

Description: This session emulates a lesson used in a secondary preservice teacher literacy course. The session’s purpose is to provide insight into how teachers can use the “funds of knowledge” (FoK) of historically marginalized students, families, and communities to dispel stigmas surrounding said students as lacking cultural capital.

“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).

Description: The purpose of this presentation is to share a self-care and wellness framework for faculty to embed across coursework and clinical practice, supporting preservice teachers (PSTs) through a preventative approach to burnout, compassion fatigue, and STS. Race-related stress will also be discussed, with strategies to support for PSTs of color.

Concurrent Session 3

Coronado Room

“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).

Description: This presentation showcases three different elements of practice existing in California Community College teacher preparation programs that aim to humanize BIPOC and prepare equity-centered teachers. The elements include decentering whiteness in curriculum, integrating ethnic studies in teacher preparation, and emphasizing the role of mentorship in future teacher support.

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

Description: 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 disrupts traditions of color-evasive behaviors and communication, exploring opportunities to provide future (and current) teachers tools to address critical issues head on.

Concurrent Session 4

La Jolla Room

“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).

Description: Schools of Education and Deans play unique roles in leading change within complex ecosystems. Themes and promising practices of National interviews of 21 SOE Deans throughout Covid 19 emerged. Decisions were made through a rehumanizing perspective to support educator preparation programs, including well-being, diversity, equity and inclusion, and decision making.

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

Description: Using mastery instead of grading on a scale can transform the way teacher candidates experience learning. This qualitative study allowed for such an experience, resulting in profound implications within the students’ grading and learning schemas. Pedagogical recommendations and the effects of such changes upon diverse groups will be discussed.

Concurrent Session 5

Bay Room

“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).

Description: Representatives from three California Association for Advancing Quality in Educator Preparation (AAQEP) institutions will share how AAQEP’s accreditation framework impacted their efforts to engage with local communities and diverse populations as they worked towards program improvement. Together, their experiences will highlight how AAQEP accreditation policies support an equity focus.

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

Description: We will explore how STEM+CS teachers with marginalized identities address discrimination and biases in STEM and computing spaces. The four teachers, 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.

Second Set of Concurrent Presentations

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

(10 presentations, 2 each in five different meeting rooms, with 20 minutes per presentation followed by questions and answers)

Concurrent Session 6

Point Loma II

“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).

Description: Join leaders from the California Commission on Teacher Credentialing, California Department of Education, Stanford University and California Community College Teacher Preparation Programs in a discussion on the PK3 Early Childhood Education Specialist Credential, including early successes and challenges. Panelists will suggest tangible, actionable steps to help move forward collectively across education systems.

“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).

Description: This session focuses on building capacity for educator preparation programs to become better equipped to develop educators who are aware and possess the skills and attitudes necessary to include all in equitable schooling. An expert panel will respond to prompts that investigate perspectives of disability justice in anti-bias teaching frameworks.

Concurrent Session 7

Del Mar Room

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

Description: Participants will explore the use of identity narratives for developing critical consciousness. We will 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).

Description: Emerging from the darkness of the Proposition 227 era, a Bilingual Education Renaissance is underway in California. Through analysis of surveys and autobiographical writing from bilingual authorization candidates in Central California, this study explores the motivations of those rising to meet the new-found demand for bilingual educators in the state.

Concurrent Session 8

Coronado Room

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

Description: This interactive workshop builds preliminary concepts of equity 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.

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

Description: “Positive” education integrates academics and empathy training. Positive psychology seldom discusses race. This article advocates for Critical Positive Teacher Education to (1) promote race-conscious research in positive education and (2) to examine teacher retention and recruiting from a racial justice viewpoint; with a recommendation towards healing-centered teacher education programs.

Concurrent Session 9

La Jolla Room

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

Description: Black male teachers are often regulated non academic roles making them hypervisible in what I call *glass classrooms*. This presentation will share results of several studies I have conducted surrounding Black male special education teachers and how we can ensure that we “bring ‘em out” of the shadows of our schools.

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

Description: The session highlights the utility of Critical Race Theory counternarratives within high school and teacher education classrooms. The unit was designed to uncover the histories, experiences, and narratives of Black and Latinx students and then later taught to preservice teachers to illustrate the nexus between CRT and social studies education.

Concurrent Session 10

Bay Room

“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).

Description: The Community Partnerships for Teacher Pipeline works with community colleges to increase the number of teachers of Color by providing multi-tiered mentorship opportunities for students to explore teaching. By integrating nine equity tenets in the design and implementation of EAM for Equity model, teacher preparation can become a humanizing space.

“‘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).

Description: This presentation examines the lived experiences of teacher residents in a Rural Teacher Residency Program focused on healing centered practices. How 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 Session

Friday, October 21, 1:30 to 2:45 p.m.

(5 roundtables in five different rooms, three sets of presenters at each roundtable; Each set of presenters has 15 minutes, following by questions & discussion)

Roundtable One

Point Loma II

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

Description: We asked our candidates to describe their experiences being advocates for equity. Some expressed finding the courage to speak up or take action to challenge inequities they observed. Others, for a variety of reasons, felt uncomfortable or reluctant. We invite participants to consider ways to prepare teachers 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).

Description: Join us to learn about the T* is for Thriving project, which gathered stories from and curated K-12 lessons for providing affirming, celebratory, and responsive learning experiences to Trans* and Gender Creative community members.

“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).

Description: The purpose of this session is to describe the collective work of the CSU Center to Close the Opportunity Gap (CCOG). In this session we will describe the work of the four CSU campuses participating in interdisciplinary anti-racist, anti-biased work to close the opportunity gaps in the state.

Roundtable Two

Point Loma I

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

Description: Results from a qualitative study that interprets teacher candidates’ perceptions and motivation towards working with students with ASD. While there is a consensus on the need to discuss social justice in TEPs, we highlight the added value of examining candidates’ beliefs on disabilities and add suggestions on anti-ableist teaching.

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

Description: In this session we present content on dyslexia through a series of on-line learning modules. The modules, aligned with the California Dyslexia Guidelines, represent the collective work of UC and CSU researchers and teacher educators, and are designed to be used in general and special education teacher preparation programs.

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

Description: This project focuses on innovative practices from one graduate level teacher education college that 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.

Roundtable Three

Point Loma III

“(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), **Nirma Flores** (San Diego State University), **Reyna Garcia-Ramos** (Pepperdine University), & **Adam Sawyer** (California State University, Bakersfield).

Description: Leaders of CABTE will consider several issues related to Palmer and Martinez’s (2013) call to consider bilingual language practices and various 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.

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

Description: Three professional learning days 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).

Description: California voters overwhelmingly passed Proposition 58, *California Non-English Languages Allowed in Public Education Act*, calling for an increase in the number of bi-lingual and language programs. Within these programs are students with special educational needs. This program will share how a university teacher preparation program addressed new TPEs for ELs.

Roundtable Four

Coronado Room

“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).

Description: This empirical, qualitative case study explored secondary math and science teachers’ formative feedback (FF) dialogues with students individually, in small groups, and as a whole class. Analysis of classroom videos, transcripts, and artifacts found teachers and students engaged in better differentiated and more equitable FF conversations with shared Progress Guides.

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

Description: 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). TEAS aims to connect future educators to current practitioners to better meet the needs of PK-12 students.

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

Description: In this QuantCrit feminist study, statistical 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. Decades of testing and profits with little to no progress for students in intersecting marginalized groups will be discussed.

Roundtable Five

La Jolla Room

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

Description: How effective are Future Teacher Clubs to attract BIPOC high school students to careers in education? This presentation will highlight results from a study of current and future educators involved with Future Teacher Clubs in 6 local high schools and 2 community colleges.

“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).

Description: Our Teacher Educator collective shares how we capitalize on collectivity, build accountability, and enact social justice commitments through our work together. 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).

Description: California is expanding universal preschool (UPK), with all 4-year-olds eligible for transitional kindergarten by 2025-26. Making preschool universal will require expanding the early learning workforce. In this session, participants will identify the role teacher preparation programs can play in preparing early educators and the state supports needed for their success.

Virtual Roundtable Session

Friday, October 21, 1:30 to 2:45 p.m.

(1 roundtable session available to virtual attendees via Zoom)

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

Description: The intent of this presentation is to analyze the relationship between the types of support provided by district support providers and new special education teachers’ perceived support in their workload manageability by Credential Program Route and Credential Type during their first years of teaching as newly certified special education teachers.

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

Description: This presentation will offer practical instructional strategies for school professionals (e.g., special education educator, general education educator, transition specialists) to promote self-determination for transition-aged students with intellectual and developmental disabilities from racially and ethnically marginalized backgrounds, including culturally and linguistically diverse backgrounds.

Poster Session

Friday, October 21, 6:00 to 7:30 p.m.

Point Loma II & III Rooms

36 poster presentations in one combined room, with complimentary wine, cheese, and crackers

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).

Description: Discussions of current socioscientific issues are vital for youth to practice civic skills upon which democracy depends. Still, teachers are reticent to broach politically contentious issues with their students. We share how preservice teachers can develop the skills necessary to lead such controversial issues discussions in a mixed reality simulation.

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

Description: This poster session highlights findings from a qualitative phenomenological study on Black female educator retention and what this group of educators attribute to their professional longevity in K-12 education. Findings highlight implications for policy and practice in K-12 schools, districts, higher education and teacher preparation.

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).

Description: This presentation examines a Culturally Responsive Teaching Fellowship for in-service teachers, co-designed by K-12 teachers and university-based teacher educators. The fellowship draws on culturally relevant/sustaining pedagogies, anti-racist/anti-bias work, and abolitionist teaching. We share outcomes 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).

Description: Literacy faculty share their transformational process from training in an Orton-Gillingham structured literacy approach to creating a program to train teachers. Faculty then transformed literacy methods courses to emphasize dyslexia and the science of reading to position new teachers grounded in the ability to support all learners for reading success.

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

Description: 34% of American high school seniors rank Below Basic in reading, disproportionately students of color or from low-income homes. Structured literacy addresses students with dyslexia, beginning readers, and English Language Learners. In this study, six of 13 university reading instructors ignored structured literacy, perpetuating teachers unprepared to assist vulnerable 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).

Description: This explanatory sequential mixed methods study examined general education teachers and their anti-bullying strategies based on disability category, bullying type, and completeness of bullying definition. 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.

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).

Description: 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 Latinx candidates experience stress, overwhelmedness, powerlessness, and self-doubt. Participants viewed the TPA as performative, and questioned TPP validity due to contradictions from negative TPA feedback.

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).

Description: This session seeks to disseminate the results of a mixed-methods study involving survey and focus group data. Data derive from individuals who initiated but failed to complete, applications across three teaching credential programs (e.g., elementary, secondary, and special education). Preliminary findings and implications for professional practice will be discussed.

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).

Description: 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. Dornier** (Irvine Valley College), **Holly Pearson** (Framingham State University), & **Joe A. Petty** (Loyola Marymount University).

Description: Examining experiences of five professors with equity work across departments and colleges, this collaborative prismatic inquiry study documented dialogue and narratives. Personal commitments to equity layered four areas: continual learning and reflection, implementation of equitable practices, involvement in college equity work, and community involvement tied to equity.

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

Description: The purpose of this presentation is to share how preservice special education teachers become aware of the disproportionality of English Learners in special education and how this impacts their instructional and pedagogical development.

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

Description: Today's classrooms represent diversity in culture and language which students with complex communication needs (CCN) who often require access to augmentative and alternative communication (AAC) systems. This presentation shares how universities and school districts can collaborate to address the new teacher preparation expectations for users of AAC.

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

Description: Designated Instructional Support Services (DIS) are unique services and supports provided by licensed or credentialed individuals in the public K-12 educational system. The related services are provided to students with Individual Education Plans (IEP) as mandated by law under Individual with Disabilities Education Act but not limited to students with IEPs.

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

Description: "Language Development Through Science" will highlight significance of the research project for both teacher educators and educators in K-12 settings by addressing 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).

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

Description: This narrative study shares the nuanced stories of parents who supported their students with disabilities from their homes from Spring 2020 through the present with a focus on the IEP meetings that occurred in a virtual format.

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

Description: The 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. The presentation will discuss the tools used to create and design equity-centered anti-bias/anti-racist trainings, share methods for collecting informative data, and detail what the team learned through the processes.

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

Description: This project focuses on one teacher education program transforming their assessment practices to incorporate self-assessments as pathways for re-humanizing and empowering the learner. The objective is sharing lessons learned in utilizing self-assessments in teacher education and modeling how candidates can use the same strategies when working in TK-12th grade settings.

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

Description: 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. Our vision of the polytechnic teacher centers around four commitments in teacher education: Reflective, Relational, Reconstructive, and Research-oriented.

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

Description: This poster session will share the results of a qualitative research study comparing preservice teachers' perceptions of teaching methods in mathematics and literacy.

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

Description: This quantitative case study examines a diverse public high school's implementation of a college dual enrollment model for all students to reduce college remediation rates, impact students' college-going identity to ultimately widen the four-year college access pipeline for underrepresented student groups (ethnic/racial, socioeconomic, first generation, or English language learners).

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).

Description: 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). 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).

Description: This presentation explores preservice teachers' autobiographical reflections in a mathematics methods class to map the construction of their math identities in relation to their teacher identities. Through text analysis methodology, the data was coded to highlight salient experiences and the mechanisms that allowed for these to take place.

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).

Description: Art integration into teaching is a way to re-humanize learning and teaching through engaging, motivating, and culturally responsive instruction to diverse learners with and without disabilities. The presentation showcases how teacher preparation programs can support education specialist candidates in incorporating arts into within-and-cross-disciplinary collaborative teaching in inclusive settings.

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).

Description: 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).

Description: 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).

Description: Through this collaboratively designed presentation, a professor and teacher credential graduates together assert that rehumanization of the educator must center the voices of teacher candidates. Within a Teaching for Social Justice credential class, students co-constructed a letter and accompanying digital art piece called A Classroom United Will Never Be Defeated. (This presentation will be available only through viewing 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).

Description: This presentation examines public gatherings held by Male Educators of Color (MEC). MEC sustained dialogue amongst undergraduate students, preservice teachers, practicing teachers, administrators, and university faculty. MEC meetings allowed participants to belong and be heard in a setting that recognized accomplishments alongside shared concerns and cultivated a supportive community.

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).

Description: Three simple but powerful strategies—behavior specific praise, opportunities to respond, and choice—can reduce reliance on reactive and exclusionary discipline such as reprimands, cost-response systems, and time-out. We review the harmful effects of punitive discipline and detail the benefits of using positive strategies to promote students' prosocial behavior.

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

Description: The trauma of the pandemic pushed students and teachers to the breaking point. This study analyzing interview data examined how teaching during the pandemic impacted teachers' well-being, self-care strategies educators employed, and school practices that supported teachers. Implications for addressing the humanity of teachers so they can persevere are discussed.

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

Description: The following poster examines the potential of Multiracial children's books to facilitate critical conversations about (Multi) racial identity between students and teachers. Using a critical content analysis, this study identifies different types of Multiracial books that teachers may use for classroom discussion. Implications for teacher education are posed and discussed.

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

Description: Based on the scholarship of Germán and Paris & Alim, this poster provides context, framework, and explicit examples of weaving culturally sustaining practices (CSP) and activities throughout and across the curriculum in teacher preparation. Incorporating these practices can better prepare candidates to become anti-bias, anti-racist educators.

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).

Description: This digital photovoice project worked to bring visibility and agency to Filipino/a/x students at a rural community college in the Western United States. By photographing their lived experiences paired with written narratives, these students voiced their community's needs and reflected on their experiences as minoritized students on campus.

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

Description: This presentation describes components for effective professional learning among secondary STEM master teachers. The university professors, in collaboration with teachers, co-created a pedagogical framework. In this presentation we share ways this collaborative program was effective for professors' and teachers' growth by building community and providing opportunities for research and reflection.