



**CALIFORNIA COUNCIL ON
TEACHER EDUCATION**
Improving education at every level

The Ethnic Studies Moment in California Public Education Preparing the Field for Historic Change

**The Fall 2023 Conference
of the California Council on Teacher Education**

Jointly Co-Sponsored by
Association of California Community College Teacher Education Programs (ACCCTEP)
Association of Independent California Colleges and Universities-ED (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 Researchers for Equity in Education (CARE-ED)
California Association of School-University Partnerships (CASUP)
Center for Reaching and Teaching the Whole Child (CRTWC)
Supervisors of Teacher Education Network Team (STENT)

With CCTE Annual Sponsorships by
College of Education, California State University Los Angeles
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California State University Office of Educator & Leadership Programs
Graduate College of Education, San Francisco State University
School of Leadership and Education Sciences, University of San Diego

**To Be Held October 19-21
With Pre-Conference Meetings on October 18
On Site at the Kona Kai Resort in San Diego
and Virtually for Those Who Prefer**

Program for the Fall 2023 CCTE Conference

**Featuring Six Main Conference Sessions,
Many Additional Meetings of Associated Organizations & SIGs,
and Research Presentations both on site
and on the CCTE GoReact Platform and the CCTE YouTube Channel**

Wednesday, October 18:

- 9:00 a.m. to 3:00 p.m. - Meeting of the **California University Field Coordinators Forum.** La Jolla Room
Paid registration required. On-site only.
California University Field Coordinators are invited to participate in a Forum to discuss fieldwork successes, challenges, and updated information. The Forum provides an opportunity for field placement coordinators to network, share best practices, and discuss subject matter requirements that may impact field placements. Other topics will include serving and protecting teacher candidates, connecting and partnering with school districts, and coordinating with the Commission on Teacher Credentialing.
- 10:00 a.m. to 4:30 p.m. - Meeting of the **Board of Directors of the California Council on Teacher Education.** Del Mar Room
For CCTE officers, Board members, editors, committee chairs, & associated organization leaders.
- 11:30 a.m. to 4:30 p.m. - **Statewide Meeting of Education Deans and Directors.** Coronado Room
Paid registration required. On-site and virtual options.
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.
The California Education Deans Meeting is a unique opportunity for the senior education leaders from the CSU, UC, and AICCU campuses to build relationships, explore similar concerns and goals, and develop leadership for cohesive statewide impact. This year, our speaker and facilitator will be Dr. John Rogers, Faculty Director of UCLA's Center X and Director of UCLA's Institute for Democracy, Education, and Access (IDEA). Our topic is "Leading for a Multiracial Democracy and Leading Democratically: A Dialogue on Moving Forward." Dr. Rogers will lead us through focused table talks and breakout rooms, with opportunities to share experiences and insights for leadership in our current contexts. Following the meeting, we will author an Open Letter to share our thinking and action steps around these issues. The deans meeting is sponsored by the School of Leadership and Education Sciences at the University of San Diego.

Thursday, October 19:

- 9:00 a.m. to 10:30 a.m. - **Association of Independent California Colleges and Universities-Education (AICCU-ED).** Coronado Room
Paid registration required. On-site and virtual options.
AICCU-ED will focus its membership meeting on policy, action, and advocacy. Discussion will include ways our association facilitates a collective voice to advocate for independent colleges and universities across California; there will also be time to catch up, chat with each other, and collaborate.
- 9:00 a.m. to 10:30 a.m. - **California Association for Bilingual Teacher Education.** La Jolla Room
Paid registration required. On-site and virtual options.
In our CCTE Fall 2023 Conference session, CABTE will discuss the implementation of the new bilingual authorization standards and analyze collectively opportunities and obstacles. The organization will also share its ongoing exploration of a streamlined organization, its strategic partnerships with organizations in the Emergent Bilingual area, and envision legislative proposals that address bilingual teacher education preparation.
- 9:00 a.m. to 10:30 a.m. - **California Association of Professors of Special Education/ Teacher Education Division (CAPSE/TED).** Point Loma I & II
Paid registration required. On-site and virtual options.
CAPSE/TED welcomes this year's featured speaker, Kristin Wright, who is the Executive Director of Equity, Diversity, Prevention, Early Intervention, and Title 9 at the Sacramento County Office of Education. She also served as California's State Director of Special Education at the California Department of Education (CDE). Wright will focus her presentation on prioritizing intentional and inclusive belonging for all students in community schools. Additionally, William Hatrick, Consultant in Teacher Preparation from the Commission on Teacher Credentialing (CTC), will join us virtually to share CTC updates.
- 10:00 a.m. to 11:00 a.m. - Meeting of the **CCTE Graduate Student Caucus.** Del Mar Room
No registration required. On-site only.
All students are encouraged to participate, share about their studies and interest in teacher education, and learn more about CCTE and the Conference..

10:45 a.m. to Noon. - First CCTE Fall Conference Main 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** **California Association of School University Partnerships** With Staff from the **Commission on Teacher Credentialing**
Paid Fall Conference registration required. On-site and virtual options. Point Loma I & II

11:00 a.m. to 11:30 a.m. - **Newcomers Meeting and Orientation.** Del Mar Room
No registration required. On-site only.
Open to all on-site 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.

11:45 a.m. to 12:15 p.m. - Pick up Box Lunches, for those who ordered them. Point Loma Foyer

11:45 a.m. to 12:45 p.m. - Meeting of **California State University Ed Prep Leaders of Teacher Education Programs.** La Jolla Room
Meeting restricted to Ed Prep leaders at California State University campuses.

Noon to 1:00 p.m. - Meetings of Four CCTE Special Interest Groups.
Arts and Education Bay Room
Lives of Teachers Coronado Room
Special Education Point Loma I & II
Teacher Induction Del Mar Room

1:00 p.m. to 3:00 p.m. - Second CCTE Fall Conference Main Session: **Opening Session** Point Loma I & II
Paid Fall Conference registration required. On-site and virtual options.

Introductions & Organizational Updates:

Chaired by CCTE President **Betina Hsieh** (California State University, Long Beach) with introductions of ACCCTEP President **Steve Bautista** (Santa Ana College), AICCU-ED President **Deb Erickson** (Point Loma Nazarene University), CAIS Co-Chairs **Donald Cardinal** (Chapman University) & **Marquita Grenot-Scheyer** (California State University, Long Beach), CABTE President **Eduardo Munoz-Munoz** (San Jose State University), CAPSE President **Nat Hansuvadha** (California State University, Long Beach), CASUP President **Keith Derrick** (Fillmore High School), CRTWC Director **Nancy Lourié Markowit**, & STENT Team Leader **Lisa Sullivan** (University of California Davis).

Recognition of **Sponsorships** of CCTE.

Conference Orientation by Fall Conference Co-Chairs:

James Fabionar & Reyes Quezada (University of San Diego).

Keynote Address and Reflective Dialogue with **Miguel Zavala** (California State University, Los Angeles).

“The Movements for Ethnic Studies in K-12 California Schools: Tensions, Possibilities, and Lessons for Transforming Teacher Education.”

Miguel Zavala, Ph.D., is former Director of the Urban Learning Program at California State University Los Angeles and current Associate Dean in the College of Ethnic Studies. The son of Mexican immigrant industrial workers, he has dedicated a significant part of his life to education and community organizing.

Followed by reflective dialogue with the audience.



Miguel Zavala

3:15 p.m. to 4:15 p.m. - Third CCTE Fall Conference Main Session: **First Policy Session.** Point Loma I & II
Paid Fall Conference registration required. On-site and virtual options.

An important partner for all educator preparation programs is the **Commission on Teacher Credentialing.** This session will be led by senior CTC leadership and staff, and will be an update on current initiatives as well as an overview of how the CTC works with our institutions to support quality preparation. Make sure that at least one person from your institution is present for this timely and helpful session. Moderated by CCTE Policy Committee Co-Chairs **Cynthia Grutzik** (San Francisco State University), **Nicol Howard** (University of Redlands), and **Pia Wong** (California State University, Sacramento).

4:15 p.m. to 5:15 p.m. - First Set of **Concurrent Research Presentations**

Concurrent Session 1 – Point Loma I & II Room

Cultivating a Reflective Humanizing Drama-Based Ethnic Studies Pedagogy. **Cecilia Valenzuela & Mabelle Reynoso** (University of San Diego), & **Rachel McGrane** (Teacher, San Diego).

Teacher preparation programs can critically engage with comparative ethnic studies by centering a praxis that leverages the deep knowledge derived from artists, playwriting and the arts. This presentation shares how a *humanizing drama-based ethnic studies pedagogy* within a teacher prep program integrates developmental experiences that cultivate reflexive sociopolitical and collective understandings.

Politicizing ELD: A YPAR and Arts-Based (YPARt) Approach. **Zulema Reynoso** (University of San Diego).

An ethnic studies orientation in English Language Development (ELD) settings can encourage humanizing moves to disrupt dominant ideologies that devalue the lived experiences of bi/multilingual Latinx youth. This presentation highlights how centering youth voices through arts-based Youth Participatory Action Research (YPARt) yields critical understandings and political expressions of resistance.

Concurrent Session 2 – Bay Room

Exploring the Alignment of K-12 Ethnic Studies with Implementing Evidence-Based Practices to Address Systemic Trauma in Developing Trauma-Informed Schools. **Alex Lin** (Vanguard University).

The epidemic of students affected by trauma highlights the imperative for a system-wide response. This presentation will inform how the curricular focus of ethnic studies should emphasize promoting awareness of systemic inequities to effectively develop and implement evidence-based practices in supporting trauma-informed schools.

Looking from a Different Angle: Cultivating Ethnic Studies Pedagogy Through the Lens of Transformative Social and Emotional Learning. **Nirmla Griarte Flores** (Cal Poly Pomona).

Ethnic studies continue to show significant strides in producing positive outcomes for PK-12 schools. Despite these positive results, challenges exist for educators to decide what is best for their program. This presentation highlights Transformative Social and Emotional Learning, a viable framework that may potentially cultivate ethnic studies pedagogy in classrooms.

Concurrent Session 3 – La Jolla Room

Realities and Tensions of Field Supervision for Ethnic Studies Student Teaching Placements. **Darlene Lee, Julieta Rico, & Keara Williams** (UCLA).

Field supervision plays an important role in supporting ethnic studies student teachers to navigate competing perspectives and demands while making concrete decisions about what and how to teach. This session will present a year-long inquiry by three women of color field supervisors and their work with ethnic studies student teachers

Empowering Supervisors: Amplifying Culturally Sustaining Feedback. **Libbi Miller, Heather Ballinger, James Woglom, & Sarah McCue-Green** (Cal Poly Humboldt).

Our team of teacher educators has embarked on an improvement journey to support our University Supervisors in providing high quality Clinical Practice Feedback around Culturally Sustaining Practices. We share our improvement journey, including the adopted methods for assessing our current supervision practice and identifying variability in the effectiveness of the feedback received by candidates.

Concurrent Session 4 – Del Mar Room

The UC/CSU Collaborative for Neurodiversity and Learning and the Need to Integrate Ethnic Studies and Teacher Preparation. **Kai Greene** (CSU Dominguez Hills), **Sue Sears** (CSU Northridge), **Susan Porter** (CSU Dominguez Hills), & **Anna Osipova** (CSU Los Angeles).

While the collaborative is focused on issues such as early identification, screening, assessment, and intervention for students at-risk or who present with dyslexia, of importance is to embrace the guiding principles of ethnic studies and a culturally responsive framework to better serve the diverse needs of all students in California.

Ethnic Studies in the Kindergarten Classroom: Collaborations Between a Chicana Teacher Educator and a Chicana Kindergarten Teacher. **Diane Nevarez** (CSU Stanislaus) & **Ines Mendoza** (Compton Avenue Elementary).

In this practice-based presentation we demonstrate how two Chicana educators drew from their academic preparation in Ethnic Studies (ES), teaching, and teacher education to build bridges between elementary education and teacher education. We highlight possibilities for creating/strengthening collaborative partnerships rooted in ES pedagogies and a deep investment in our communities.

Concurrent Session 5 – Coronado Room

Aligned, Misaligned, Undermined: The Ethnic Studies Model Curriculum and The History- Social Science Framework for California Public Schools. **Brad Fogo** (San Francisco State University).

This presentation explores alignment between the California History-Social Science Framework (2016) and the Ethnic Studies Model Curriculum (2021). It argues that while the two curriculum documents share common commitments to inquiry and inclusive content, the Framework's focus on traditional, chronological history is in crucial ways out of step with and may undermine the development of ethnic studies in the state.

Positioning an Ethnic Studies Framework as the Standard for History/Social Studies Education: A Model for Collaborative Professional Development. **Pia Wong**, **Mimi Coughlin**, & **Eric Claravall** (CSU Sacramento) & **Lisa Stubenrauch** (Natomas Unified School District).

This presentation features a professional development program developed by a district/university partnership focused on cultivating deep teacher leader expertise related to Ethnic Studies Education, K-12. This partnership offers lessons related to partnerships, high quality teacher and administrator professional development, and alliances to support culturally sustaining work in schools.

Concurrent Session 6 – Point Loma III Room

Knowledges for Ethnic Studies Curriculum-Making: Implications for Teacher Education. **Kelly Leon** (University of San Diego).

Framed by a humanizing ethnic studies framework, ethnic studies pedagogies, and a curricular heuristic that centers powerful knowledges from ethnic studies and knowledge from students/communities, this qualitative case study examines the implications related to a group of ethnic studies scholars and educators engaged in curriculum-making around local oral histories.

Educating Teachers in California: What Statewide Completer Surveys Indicate About the State of Preparation. **Susan Kemper Patrick** (Learning Policy Institute).

Using statewide data from the California Commission on Teacher Credentialing, this analysis explores perceptions of teacher preparation completers, cooperating teachers, and employers hiring these new teachers. The presentation describes ratings of preparedness in different domains of practice and how these ratings vary based on the preparation experiences reported by completers.

5:30 p.m. to 6:30 p.m. - Concurrent Panel Discussions and Workshops

Panel Session 1 – Point Loma I & II Room

Findings from a Program of Research on Teacher Education for Inclusion. Joyce Gomez-Najarro (CSU Fullerton), **Marleen C. Pugach** (University of Wisconsin-Milwaukee), & **Linda P. Blanton** (CEEDAR Center, University of Florida).

Presenters will share data from a national program of research on dual certification, including analyses of website discourse, surveys, and interviews. Findings document wide-ranging inconsistency in how candidates are prepared to foster inclusion, especially regarding equity across intersecting social identities, with implications for the importance of elevating inclusion's transformational potential.

Panel Session 2 -Coronado Room

Critical Race Theory in Ethnic Studies: Research and Best Practice Implications. **Jose Lalas** (University of Redlands), **Heidi Strikwerda** (University of Redlands), **Reyes Quezada** (University of San Diego), **James Fabionar** (University of San Diego), **Kimiya Sohrab Maghzi** (University of Redlands), **Mousumi De** (University of Redlands), **Conroy Reynolds** (University of Redlands), & **Marni Fisher** (Saddleback College). Based on research and/or review of research literature on critical race theory (CRT), the panelists will discuss the use of CRT in examining race, racism, and other forms of subordination, prejudice, discrimination, and oppression experienced by African-Americans, Indigenous Native-Americans, Asian-Americans, students with Dis/ability, and LGBTQ students. Various ways on how to survive, thrive, resist, heal, love, and fight for educational justice are shared.

Workshop 1- Point Loma III Room

Community of Practice, Praxis of Community: Insights from the Ethnic Studies Teacher Preparation Cross Campus Consortium ESTEP3C. **Darlene Lee** (UCLA), **Lorena Guillen** (UCLA), **Edward Curammeng** (CSU Dominguez Hills), **Emily Penner** (UC Irvine), **Josephine Pham** (UC Santa Cruz), **Emma Hipolito** (UCLA), **Cindy Mata** (UC Irvine), & **Malika Scott** (CSU Fullerton).

Facilitated by the Ethnic Studies Teacher Preparation Cross Campus Consortium (ESTEP3C), this session will engage participants in an inquiry-based workshop designed to support teacher educators in reflecting on their institutional spaces, imagining possible futures, and acting towards structural, systematic, and pedagogical change necessary for preparing ethnic studies teachers.

Workshop 2 – Bay Room

Interactive Session on Accessing Authentic Student Voice Through Theater, Music, and Art. **Eric Engdahl** (CSU East Bay), **Kara Ireland D'Ambrosio** (San Jose State University), & **Nadja Conway** (Loyola Marymount University).

Presented by the CCTE Arts Education Special Interest Group. Join the ArtsEd SIG for an interactive session on accessing authentic student voice through theater, music, and art. During the session participants will be involved in theater exercises, music exercises, and art exercises that they can adapt for use in their classrooms and which can be adapted for students as well. No experience is needed, just a willingness to join in and discover how the arts encourage students to take ownership and express themselves.

Workshop 3 – Del Mar Room

Culturally Inclusive Teaching: Empowering Educators Through the Ready for Rigor Framework. **Loretta Johnson-Smith** (Mount Saint Mary's University).

The disconnect between student, teacher, and course content has plagued classrooms for years. One way to mend and enhance our schools is by utilizing systems, structures, and practices rooted in culturally responsive pedagogy. In this workshop, we will unpack Zaretta Hammond's Ready for Rigor framework in efforts to build teachers' cultural awareness, strengthen learning partnerships, and establish learning environments suited for a community of learners.

Workshop 4 – La Jolla Room

A Workshop on How Private Colleges Can Respond to the Movement for Anti-Racist Education. **Monica Fitzgerald & Ari Moughamian** (Saint Mary's College of California).

This workshop offers a road map of how to develop undergraduate teacher education pathways that center equity and social justice, weaving anti-racist and critical consciousness throughout the credential coursework, while simultaneously recruiting students with more racial, ethnic, economic and linguistic diversity into teacher education pathways.

- 6:30 p.m. to 7:30 p.m. - **Joint Presidents' Reception.** Point Loma I & II
 Open to all Fall Conference registrants. Cash bar and complimentary hors d'oeuvres.
 Mariachi band from the University of San Diego.
- 7:30 p.m. to 9:30 p.m. - **Meeting of the California Association of School University Partnerships.** Point Loma III
 Open to all Fall Conference registrants.
 Join us as we explore the power of Artificial Intelligence (AI) in education. This session will delve into how AI is revolutionizing teacher lesson planning, offering personalized, dynamic, and efficient approaches to cater to diverse student needs. Discover the innovative ways AI tools are alleviating administrative burdens, streamlining tasks, and fostering an environment where educators can focus more on learning and teaching and less on paperwork.
- 7:30 p.m. to 9:00 p.m. - **Social Event by the CSU CTEPP** Point Loma I & II
 Open to all Fall Conference registrants.
 The Center for Transformational Educator Preparation Programs (CTEPP) is hosting a social event in collaboration with CCTE. CTEPP is committed to building pathways for Black, Indigenous, and Teachers of Color to serve California's diverse student population. We welcome all comers to socialize and talk about ways to advance historically marginalized communities within teacher preparation.

Friday, October 20:

- 7:30 a.m. to 9:00 a.m. - Meeting of the *Teacher Education Quarterly* Editorial Board. Del Mar Room
- 7:30 a.m. to 9:00 a.m. - Meeting of the *Issues in Teacher Education* Editorial Board. Bay Room
- 7:30 a.m. to 9:00 a.m. - Meeting of the CCTE **Professional Development for Mentor Teachers Committee** (PD4MT, formerly the Intersegmental Project). Point Loma III
 No registration required. On-site only.
 Facilitated by committee members and open to both course subscribers and non-subscribers. We will introduce the Course Networking (CN) course "PD4MT23" and focus on gathering input from subscribers about their experiences and needs with the course. There will also be time to share effective implementation practices with one another and ask questions about use of the module.
- 8:30 a.m. - Continental Breakfast for All Conference Registrants. Point Loma I & II
 Breakfast sponsored by the **California Association of School University Partnerships.**
- 9:00 a.m. to 11:45 a.m. – Fourth CCTE Fall Conference Main Session. **Friday Panel Session.** Point Loma I & II
 Paid Fall Conference registration required. On-site and virtual options.
 Interactive panel discussion moderated by **Allyson Tintiangco-Cubales** (San Francisco State University) on "On the Ground: Principled Exemplars of PK-12 Ethnic Studies Implementation." Panelists include representatives from Fresno Unified School District, Jefferson Elementary School District (Daly City), Oakland Unified School District, San Diego Unified School District, and Santa Barbara Unified School District.
 There will be a 15 minute break at 10:30 a.m.
- Noon to 1:15 p.m. - **Conference Luncheon.** Cabo Courtyard
 Open to all paid registrants.
- 1:30 p.m. to 2:45 p.m. - **Concurrent Research Roundtables.**
 Roundtable Session 1 – Point Loma I & II Room
Radical Genealogies: Sustaining a Transformative Ethnic Studies Pedagogy. **Orlando L. Carreon** (Sonoma State University).
 The first part of this study traces three social justice orientations in education to capture their transformative elements. The second part is a qualitative study of three high school teachers deemed effective by young people. The ES practitioner used Xicano/Indigenous epistemologies to develop a more profound political consciousness in students.

From Classroom to Community: Ethnic Studies in Education Practices That Truly Transform Teacher Preparation Programs. **Megan Kaplinsky, Frank Perez, & Candace Dickerson** (Long Beach City College). Looking for successful strategies to establish and sustain a diverse teacher workforce? Learn how one community college bridges the gap between ethnic studies and teacher education while prioritizing collaborations with universities, school districts, and community partners. Faculty will showcase ethnic studies for educators' courses and professional development and classroom practices.

Affinity Vicinity: Building Relationships Among Current, Future, and In-Training Teachers. **Ben Seipel, Nora Aguilar McKay, Claudia Bertolone-Smith, Char Moffit, Karen Schreder, Tal Slemrod, & Erin Whitney** (CSU, Chico).

Affinity groups connect people via a common purpose, ideology, or interest. Current, future, and in-training teachers (n=151) participated in professional development and self-created affinity groups. Results indicate that participants found affinity in a wide range of ways based on their identities. Additionally, affinity groups facilitated belonging, self-awareness, and resilience.

Roundtable Session 2 – Point Loma Room III

How to Effectively Prepare Future Ethnic Studies Teachers: Insights from Current Secondary Ethnic Studies Teachers Across California. **Heather Macias** (CSU Long Beach).

This qualitative study investigated issues and experiences of fifteen Ethnic Studies teachers across California to provide essential insight and perspectives on what kind of preparation preservice teachers need to effectively integrate Ethnic Studies pedagogy into Ethnic Studies content, as well as navigate any public resistance shown toward the courses.

Developing Protocols for Assessing Preparedness to Teach Ethnic Studies in Teacher Preparation Programs. **Terrance Cao & Jennifer Myake-Trapp** (Pepperdine University).

This roundtable discussion explores complexities and challenges in assessing preparedness to teach ethnic studies. Participants will review an assessment protocol for ethnic studies aligned with the California Department of Education's model curriculum and other literature. Afterward, they will develop assessment protocols relevant to their teacher preparation context.

The Struggle for K-12 Ethnic Studies: An Undergraduate Course for Teacher Preparation.

Tricia Gallagher-Geurtsen (UC San Diego). Course syllabus, goals, objectives, guiding questions, texts, and student project artifacts for "The Struggle for K-12 Ethnic Studies." will be shared. The majority of the session is dedicated to student video artifacts including a video letter, "Dear School..." student counternarratives to colonizing school structures and demands for decolonizing ethnic studies.

Roundtable Session 3 – Coronado Room

Ethnic Studies Teacher Candidate Core Competencies: What Should Beginning Ethnic Studies Teachers Understand and Be Able to Know and Do? **Darlene Lee & Eduardo Lopez** (UCLA).

This session will focus on one program's work to explicate the ways that ethnic studies teaching builds on but is distinct from a more general framing of social justice. What are the core pedagogies and knowledge specific to the teaching of ethnic studies in K-12 classrooms?

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San Francisco, CA 94132

Centering Ethnic Studies Ways of Being in Supporting Emerging Ethnic Studies Teachers. **Marcos Pizarro** (San Jose State University) & **Robert Unzueta** (Sacramento City College).

This session presents a framework for training teachers in Transformative Ethnic Studies practice, including: insights from a deep study of the most powerful models for developing Ethnic Studies, on-going conversations with k-12 Ethnic Studies leaders across the state, and the innovative models we have developed for this training.

Using Vignettes and Mixed Reality to Prepare Candidates for Complex Conversations in the Classroom. **Shana Matamala & Michael Vallejo** (University of La Verne).

This session will delve into the creation and implementation of vignettes as a teaching tool preparing candidates to teach ethnic studies by using complex classroom scenarios such as neurodiversity, intersecting identities, and cultural perspectives. The impact on faculty and students will be reviewed along with next steps involving mixed-reality simulations.

Roundtable Session 4 – Ja Jolla Room

Lived Tensions of Institutionalizing K-12 Ethnic Studies: Learning from the Political Dreams and Struggles of Teachers of Color. **Josephine Pham** (UC Santa Cruz).

Presenter will share preliminary findings on the everyday experiences of teachers of Color with historicized Ethnic Studies commitments during this sociopolitical moment, followed by discussion on implications for reimagining K-12 teacher education that are more attuned with the daily livelihood and aspirations of students, teachers, and communities of Color.

An Exploratory Study of Bilingual Teacher Residencies in California. **Magaly Lavadenz & Elvira Arnas** (Center for Equity and English Learners, Loyola Marymount University) & **Jacquelyn Ollison** (California Teacher Residency Laboratory & Californians Dedicated to Education Foundation).

We explore the underexamined area of bilingual teacher residencies (BTR) through phases of the California Commission on Teacher Credentialing's funding from 2018-2023. Findings from program leaders across three BTR partnerships between Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) provide insights about program design, pedagogies and implementation.



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The COE prepares exceptional and caring educators
– counselors, teachers, educational leaders -
committed to inclusivity, student success,
and the value of all individuals in our communities.

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The Future Black Educator (FBE) Network for Recruiting, Retaining, and Supporting Black Teachers. **Jolan M. Smith** (CSU Long Beach).

The Future Black Educator (FBE) Network serves as a model for university-community partnerships to support Black teacher preparation. The FBE network is comprised of three interrelated components: FBE afterschool clubs, preservice teachers, and a Community of Practice (CoP). This session will describe the FBE network, successes, and challenges from implementation.

Roundtable Session 5 – Del Mar Room

Moving Beyond Book Clubs: Addressing Implicit Bias Using an Equity Pause. **Cindy Collado** (CSU Sacramento), **Jacquelyn M. Urbani** (Mills College at Northeastern University), & **Candace Monroe-Speed** (Martinez Junior High School).

To bring equity work around students with disabilities into individual and collaborative action, teacher educator programs can move beyond book clubs by using our tool, an Equity Pause framework, to teach candidates how to intentionally examine various implicit biases and injustices within particular classroom scenarios and advance inclusive education.

“We’re Fighting to Live More Dignified Lives”: *The Advanced Racial Literacy Stances of Ethnic Studies Teachers.* **Arturo Nevarez** (CSU Stanislaus).

This critical ethnographic study explores how racial literacy lives in Ethnic Studies teachers’ pedagogies. Through an analysis of classroom observations, interviews and collected documents the study traces four context-specific pedagogical moves that Chicana/o/x Ethnic Studies teachers utilize to cultivate their students’ racial literacies at the intersections of race, ethnicity, class, and immigration status.

Using Writing to Build Racial Literacy. **Traci Dennis** (CSU Northridge).

We are living in very divisive and turbulent times. No matter who you are, how you identify or where you live in this country, race has played a role in your life. This presentation outlines ways to use writing as a lever to build teacher educators, teacher candidates and students’ racial literacy. The purpose of the workshop is to engage in a sequence of activities that will enable participants to begin to build the knowledge, skills, awareness, and dispositions to talk about race and racism in classrooms and learning spaces. Participants can take these practical strategies directly back to their own classrooms and institutions and immediately implement the strategies with their own students or staff.

Roundtable Session 6 – Bay Room

The Power of Perspective: Project Based Learning and Ethnic Studies. **Meredith A. Dorner** (Irvine Valley College), **Heather Johnston**, **Christine Cho**, & **Ingrid Beaty** (Community Roots Academy), **Marni E. Fisher** (Saddleback College), **Joe A. Petty** (Loyola Marymount University), **Jeremy Cavallaro** (University of La Verne), & **Danelle Tickel** (Community Roots Academy).

This case study explores two teachers’ collaborative strengths within a project-based learning environment, one building connections within the classroom, the other integrating diverse perspectives. This prismatic inquiry study showcases how a holistic approach values each perspective while promoting cultural diversity, fostering access, relevance, and community within and beyond the classroom.

Bridging Open Educational Resources with the Implementation of Ethnic Studies in Schools: New Directions in Chicanx and Latinx Studies. **Mario Alberto Viveros Espinoza-Kulick** (Cuesta College), **Amber Rose Gonzalez** (Fullerton College), **Lucha Aravelo** (Rio Hondo College), & **Eddy Francisco Alvarez, Jr.** (CSU Fullerton).

This session explores the integration of Open Educational Resources (OER) in Chicanx and Latinx Studies. Responding to the scarcity of OER materials in Ethnic Studies, the presenters developed an OER textbook “New Directions in Chicanx and Latinx Studies” and are developing ancillary materials to enhance students’ experiences and instructor adoption.



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Dean Kimberly White-Smith and the School of Leadership and Education Sciences (SOLES) community welcome the California Council on Teacher Education (CCTE) to the beautiful city of San Diego, home to our vibrant school and resident changemakers who are driving meaningful transformation locally and beyond.

SOLES is committed to collaboration, inclusion, equity, and social justice with compassionate service. Our programs, initiatives, and partnerships are inspired by curiosity and driven by our vision to improve the quality of life of diverse individuals, families, and communities.



Equity & Neurodiversity

Creating continuing education programs and certificates for in-service teachers and education professionals at SOLES and providing education for the broader community.



Black InGenius Initiative (BiGI)

Recruiting sixth-grade students, their guardians, and educators to help plan their college and career pathways. Focused on educating *all* students, including those with learning differences.



SOLES & CETYS

Launching a Master's in International Leadership Studies in partnership with CETYS Universidad — a premier private institution in Northwestern Mexico.



SOLES & CETYS



<https://www.sandiego.edu/soles/>

3:00 p.m. to 4:00 p.m. - Fifth CCTE Fall Conference Session: **Second Policy Session** Point Loma I & II
Paid Fall Conference registration required. On-site and virtual options.
This session is designed as a key step in preparing for the SPAN 2024 Conference, CCTE's Spring Policy Action Network, to be held in Sacramento on March 11-12, 2024. The Policy Committee will share updates on issues and legislation affecting educator preparation, and will invite input on talking points for legislative meetings during SPAN. Come make your voice and ideas heard as we build consensus around what matters to us as educator preparation faculty and leaders. Moderated by CCTE Policy Committee Co-Chairs **Cynthia Grutzik** (San Francisco State University), **Nicol Howard** (University of Redlands), and **Pia Wong** (California State University, Sacramento).

4:15 p.m. to 5:30 p.m. - **Special Interest Group Conversation.** Coronado Room
Whole group conversation about the purpose of CCTE Special Interest Groups.

6:30 p.m. to 8:00 p.m. - **Poster Session.** Point Loma I, II & III
Poster presentations selected by the CCTE Research Committee. Plus wine, crackers, and cheese.

Poster 1 – *Part-Time, Partly Supported: Leveraging Adjunct Faculty for Teacher Education.* **Colin McInnis, Jonathan Toccoli, Brittany Auernig-Roan, & Belkis Choiseul Praslin** (University of the Pacific).

Although adjunct faculty represent 50%+ of teacher education faculty and provide meaningful instruction to candidates, they are inconsistently leveraged as departmental resources. This poster presentation aspires to examine existing research and practices regarding professional development with adjuncts and determine methods to leverage adjunct support in diverse and meaningful ways.

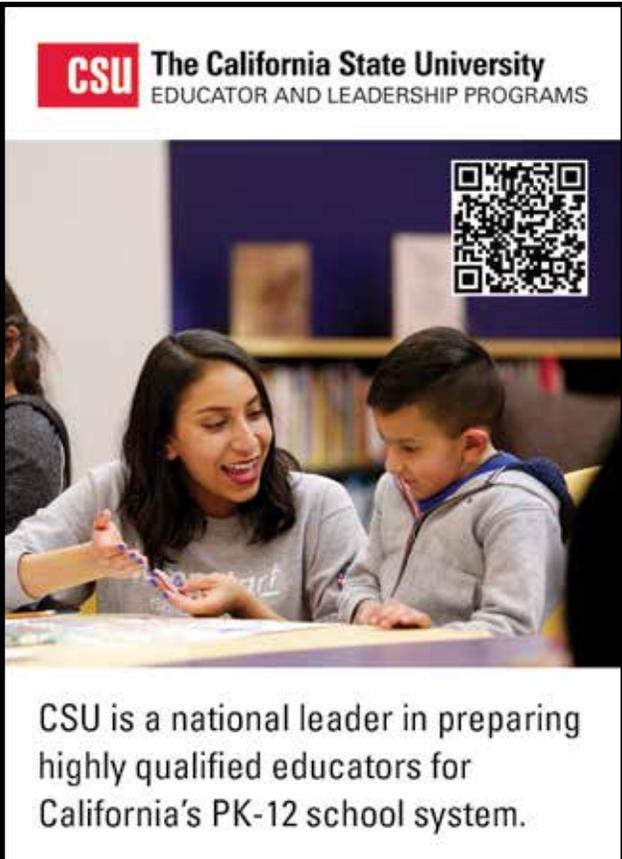
Poster 2 - *Preparing Teachers for the AI Era: A Call for a Policy Framework.* **Sasha Sidorkin** (CSU Sacramento).

The proposal advocates for integrating AI into teacher preparation programs. It calls for faculty training, AI-based assignments, and revised standards focused on critical thinking. The aim is to enhance teaching and learning while promoting educational equity.

Poster 3 - *The Effects of COVID-19 and Civil Unrest on Anti-racism in Education.* **Tamika Lovelace** (San Diego State University) & **Estella Chizhik** (CSU Long Beach).
Amidst global disruptions like COVID-19, extreme politicization, and incidents like George Floyd's murder, this study examined the impact on anti-racism research in education. Analyzing 36 articles from 2019-2022, it found a surge in North American theoretical discussions on anti-racism, notably in teacher education, curriculum decolonization, safe spaces, dialogue facilitation, and administrative support. A small contrast with Lynch's 15-year study. The deaths of George Floyd and Breonna Taylor, along with COVID-19's impact, likely fueled this surge.

Poster 4 - *The Welcoming Value in (Re)constructing Each Other: (Re)documenting a Borderlands Approach to Inclusive Early Childhood Identity Studies.* **Michelle Angela Domingues** (CSU Fresno).

This research makes visible the welcoming value in (co)constructing each other with reuse materials in inclusive identity studies. Anzaldúa's (1987) Borderlands is centered as a metaphor for plural identity(ies). This practice contributes to the scholarship at the intersection of Chicana/o/x studies and infant-toddler and preschool education.



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CSU is a national leader in preparing highly qualified educators for California's PK-12 school system.

Poster 5 - *The Intersection of Cultural and Linguistic Diversity, Disability, and Gifts and Talents. Connecting Research to Practice.* **Megan Abraham** (UCLA).

This poster examines disproportionality in special and gifted education, focusing on culturally and linguistically diverse (CLD) twice-exceptional (2e) students. It underscores the importance of practical experiences and culturally responsive pedagogy in shifting from deficit-oriented beliefs, offering resources for integrating CLD 2e content into teacher education.

Poster 6 – *The Experience of Spanish-Speaking Latina Immigrant Mothers When Participating in the Individualized Education Plan for Their Children With Disabilities.* **Veronica Ferrufino & Reyna Garcia Ramos** (Pepperdine University).

This poster will describe the content of the research, including the theoretical framework, methodology, and overview of the results. In addition to the problem, findings, and recommendations, the poster will include the methodology and relevant findings.

Poster 7 - *Leadership, Professional Learning Communities, and Change: Building a Better Special and General Education Team.* **Paul McDonald** (Paul McDonald Consulting), **Marni E. Fisher** (Saddleback College), **Kimiya Sohrab Maghzi** (University of Redlands), **Mina Chun** (California Lutheran University), **Kelsey Wan** (Community Roots Academy), **Joe A. Petty** (Loyola Marymount University), **Meredith A. Dorner** (Irvine College), **Allison Petersen & Ingrid Beaty** (Community Roots Academy), **Jeremy Cavallaro** (University of La Vene), & **Jasmine Ramirez** (Pepperdine University).

Collaborative prismatic inquiry explores a charter school's transition from external special education services to an inclusive, self-developed program. Inspiring positive change in education, this study promotes inclusivity, collaboration, effective leadership, and continuous improvement. This study provides valuable insights for creating a more inclusive and successful educational environment.

Poster 8 - *HIV-themed Young Adult Literature in the English Language Arts Classroom: Charting the Future.* **Greg Hamilton** (University of Redlands).

Discover the intersection of HIV-themed Young Adult Literature and Ethnic Studies. Explore narratives that not only address HIV/AIDS but also promote diversity and inclusivity in literature. Join us in harnessing the power of these stories to teach ethnic studies and foster empathy. Engage with our poster for enlightening insights.

Poster 9 - *Integrating Equitable Inclusion: Proposing Restorative Practices in the K-8 Educational Setting.* **Marni E. Fisher** (Saddleback College), **Joe A. Petty** (University of San Diego), **Kimiya Sohrab Maghzi** (University of Redlands), **Paul McDonald** (Paul McDonald Consulting), **Kelsey Wan** (Community Roots Academy), **Jeremy Cavallaro** (University of Las Verne), **Ingrid Beaty** (Community Roots Academy), **Meredith A. Dorner** (Irvine Valley College), & **Jasmine Ramirez** (Pepperdine University).

For school discipline, restorative practices positively change classroom management, rule breaking and detention, and the management of bullying. This prismatic inquiry literature study led the education team to integrate restorative practices. Furthermore, the Multiple Tiered Support System (MTSS) was aligned with a universal design reflecting restorative processes and interventions.

Poster 10 - *Uncharted Waters: Building an Ethnic Studies Capacity into a Predominantly White Charter School.* **Joe A. Petty** (Loyola Marymount University), **Marni E. Fisher** (Saddleback College), **Jeremy Cavallaro** (University of La Verne), **Kimiya Sohrab Maghzi** (University of Redlands), **Ingrid Beaty** (Community Roots Academy), **Jasmine Ramirez** (Pepperdine University), **Danelle Tickel**, **Christina Cho**, & **Shanna Del Rosario** (Community Roots Academy), & **Meredith A. Dorner** (Irvine Valley College).

This prismatic study explored how an educational team proposed centering marginalized voices and systemic inequities based on critical race theory, critical feminism, PLCs, and restorative practices. The study uncovers inclusive spaces and exclusionary practices, leading to structural and community changes for a stronger ethnic studies capacity.

Poster 11 - *Forming Collaborative Partnerships to Benefit K-6 Student's Sense of Belonging in Mathematics Classrooms*. **Shannon Panfilio-Padden** (CSU Stanislaus) & **Addy Wissel** (Gonzaga University).

The purpose of our study was to bring pre-service elementary teachers and pre-service school counselors together to form a partnership to develop a lesson plan conducive for cultivation of classroom culture focused on belonging in mathematics classrooms.

Poster 12 - *Revitalizing Online Learning: Teacher's Perceptions on Boosting Online Engagement for K-12 Education*. **Alice Pak** (Pepperdine University).

Exploring the reinvigoration of online learning, this dissertation delves into teachers' perceptions regarding enhancing online engagement in K-12 education. It uncovers strategies, challenges, and insights pivotal for creating interactive and impactful digital classrooms for online students.

Poster 13 - *Teacher Preparation for Career Technical Education*. **Jenna Porter** (CSU Sacramento).

This presentation will describe how our university is preparing Career Technical Education (CTE) teachers through our Career Pathways Certificate program, which is embedded into our single subject credential program. We will also share information about our new CTE credential program that will be offered in 2024.

Poster 14 - *Engaging Sixth-Grade Mandarin Learners and Pepperdine Teacher Candidates in a Mutually Empowering Afterschool Program*. **Kevin M. Wong, Jennifer Miyake Trapp, & Weina Li Chin** (Pepperdine University).

This study examines how an empowering Mandarin oral language and culture program, in partnership with Mandarin-speaking teacher candidates at a university, can support learners taking Mandarin as an elective in a public school in California. Findings are based on weekly program reflections and focus group discussions with educators and sixth-grade students.

Poster 15 - *Choosing to Change Educator Preparation—CTEPP Change Stories*. **Bre Evans Santiago** (CSU Bakersfield), **Kevin Taylor** (Cal Poly San Luis Obispo), **Cassandra Drake** (CSU Stanislaus), **Shannon Panfilio-Padden** (CSU Stanislaus), **Ana York** (CSU Stanislaus), **Fallon Ferris** (Modesto City Schools), **Laurie Hulin** (Modesto City Schools), **David Neumann** (Cal Poly Pomona), **Sara Juarez** (Cal Poly Pomona), **Amy Gimino** (Cal Poly Pomona), **Taylor Quinn** (Cal Poly Pomona), **Libbi Miller** (Cal Poly Humboldt), **James Woglom** (Cal Poly Humboldt), **Heather Ballinger** (Cal Poly Humboldt), & **Sarah McCue-Green** (Cal Poly Humboldt).

The Center for Transformational Educator Preparation Programs (CTEPP) supports CSU educator preparation programs in advancing historically marginalized communities. Anchored in Key Transformation Elements (KTEs), campuses engage in data-driven improvement projects based on improvement science. This presentation shares stories of change by presenting change packages produced from participation in CTEPP.

Poster 16 - *Recruitment and Retention of Urban Teacher Preparation: Supporting Communities of Practice Across Systems*. **Ana Zambrano, Agustin Cervantes, & Socorro Orozco** (CSU Los Angeles).

This presentation focuses on Cal State LA's College of Education Grow Your Own models for teacher recruitment and retention. This effective teacher recruitment and retention models allows for candidates to draw from community cultural wealth to build classroom skills. The models center relationships with community partners in urban settings.

Poster 17 – *Programs and Activities of the Department of Learning and Teaching in the School of Leadership and Education Sciences at the University of San Diego*. **Reka Barton, Rebekka Jez, Amanda Roth, & Bobbi Hansen** (University of San Diego).

Session will share information on residency program with the San Diego Unified School District, early childhood PK-3 credential, BA in professional studies, collaboration with Branch Education, and ACT.

Saturday, October 21:

8:30 a.m. - Continental Breakfast for All Conference Registrants. Point Loma III

9:00 a.m. to 10:30 a.m.. - Sixth CCTE Fall Conference Main Session: Point Loma III

Implementation of Ethnic Studies.

Paid Fall Conference registration required. On-site and virtual options.

Panel presentation by **Michael Dominguez** (Associate Professor, Department of Chicana and Chicano Studies, San Diego State University), **Jose Paolo Magcalas** (Assistant Professor, College of Education, California State University Los Angeles), and **Jesse Mills** (Associate Professor, Department of Ethnic Studies, University of San Diego).

The members of the panel will present and discuss their research and service partnership projects and how they exemplify principles of ethnic studies pedagogy. Following the panel, current ethnic studies teachers and teacher educators will host small group dialogue sessions centered on examples from their learning contexts on how these principles shape the work in their classroom settings.

10:30 a.m. to Noon - **Showcase of Ethnic Studies Pedagogy.** Point Loma III

Paid Fall Conference registration required. On-site only..

Showcase of Ethnic Studies pedagogy in PK-12 and teacher education settings.

Noon - Meeting of the **CCTE New Faculty Support Program** participants. Del Mar Room

No registration required. On-site only.

Open to all participants in the CCTE New Faculty Support Program.

Conversation and lunch.

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CCTE GoReact Platform: A few weeks prior to the CCTE Fall 2023 Conference you are encouraged to visit the CCTE GoReact Platform where you will find introductory videos of all of the research presentation which will take place at the Fall Conference. By viewing the videos you can determine which of the concurrent, panel, workshop, roundtable, and poster presentations you will wish to attend at the Conference. The GoReact Platform also allows you to comment on and interact with presenters.

CCTE YouTube Channel: Prior to, during, and following the CCTE Fall 2023 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. The research presentation videos initially posted to the CCTE GoReact Platform will be moved to the YouTube Channel following the Fall Conference.