

# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 29, Number 4, Winter Issue, December 2018

Laurie Hansen (California State University, Fullerton), Editor

Published for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

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## CCTE Board Meeting at Fall 2018 Conference



Members of the CCTE Board of Directors during meeting the day prior to the Fall 2018 Conference.

—All photos in this issue by Nirmla Flores.



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## “Change Is in the Air”

### A Message from CCTE President Virginia Kennedy

Change was certainly in the air at the Fall 2018 Conference of the California Council on Teacher Education (CCTE), which featured the theme of “Changemaking and Teacher Education.” Many pre-conference activities kicked off the wide scope of this theme. CCTE’s Board of Directors’ quarterly meeting was held on Wednesday, as was the Statewide Meeting of Education Deans, attended by over 60 Deans, and the California State University Field Coordinators Forum.

Our associated organizations, CABTE (California Association of Bilingual Teacher Education), CAPSE/TED (California Association of Professors of Special Education/Teacher Education Division of the Council for Exceptional Children) and ICCUCET (Independent California College and University Council on the Education of Teachers, which has just voted to change its name to Association of Independent California Colleges and Universities, Ed) held individual meetings first and then a combined meeting on Thursday morning.

Also on that morning, several graduate students participated in the Graduate Student Caucus, which provided the opportunity for a lively discussion of their graduate research in conversation with the conference keynote speakers. The Newcomers meeting welcomed first-time attendees and recent new attendees, who learned about CCTE and the conference offerings from an illuminating power-point presentation produced by CCTE’s Membership Committee.

The conference opening keynote speaker was Ross Hall, Director of Ashoka Educational Strategy and a member of Ashoka’s Global Leadership Team, who inspired us with his focus on fostering the agency of young people and supporting them to become changemakers, all based on principles of empathy and working as a community. He described many examples of projects that have benefited students’ local communities, often with their teachers and schools as change

leaders. Following this address, Paul Rogers from George Mason University spoke about Changemaker schools and universities and how they are influencing educator preparation. As a wonderful example, a high school student from the San Diego area shared with us her project that provided supplies to small communities in Africa. Paul along with Reyes Quezada of the University of San Diego served as co-chairs of the Fall Conference, coordinating the work of the planning committee for the event.

Our Friday keynote speaker, Dr. Lynn Gangone, President and CEO of the American Association of Colleges for Teacher Education (AACTE), spoke from a national perspective about the changing landscape of educator preparation. Dr. Gangone detailed many current, creative actions to strengthen the voice of educator preparation, from new partnerships with community colleges, national initiatives to tell the story of educator preparation, efforts supporting future teacher educators, and initiatives providing resources for political advocacy.

The first Policy Session, led by CCTE’s Policy Committee, featured legislative updates and a brainstorming about future policy and advocacy directions CCTE will explore with the new governor and new state superintendent. The second Policy Session was the Commission on Teacher Credentialing’s always vital presentation and discussion with CCTE members of issues and information regarding educator preparation in California.

Research and Practice concurrent, roundtable, and poster presentations on both Thursday and Friday highlighted thought-provoking and innovative research and programs that attendees could choose to learn about. You will be able to read about many of these presentations in this and forthcoming issues of *CCNews*.



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## “Change Is in the Air” CCTE President’s Message (Continued from Previous Page)

The CCTE SIGs (Special Interest Groups) held meetings on Thursday and Friday, covering a wide range of member-generated interests and issues.

At Friday’s award luncheon, Susan Westbrook, current Co-Chair of the Membership Committee, long-time Co-Chair of the Policy Committee, and contributor to CCTE in so many ways over the last two decades was honored with CCTE’s Distinguished Teacher Educator Award.

Saturday morning’s program offered two exciting opportunities for implementation and action. In the “Changemaking Partnerships and Implementing Changemaking in Teacher Education” session, faculty from the University of San Diego and a K-12 school administrator led a workshop on planning and implementing changemaking in K-12 schools and teacher education programs. Excellent ideas were shared for getting started by aligning the changemaking perspective with teacher preparation standards in our coursework and field experiences.

Also on Saturday morning a session entitled “Creating the California Clinical Practice Fellows Program” was a planning meeting for those interested in developing and implementing the California Clinical Practice Fellows Program, following a national model initiated by the Association of Teacher Educators and the National Association of Professional

Development Schools. Attendees learned about plans for the first California Clinical Practice Fellows symposium, which will be attached to the CCTE Fall 2019 Conference, and how clinical practice pairs from K-12 and higher education will be able to apply and participate in the program (see further details in the article about these plans in this newsletter).

An additional event held during the Fall Conference was the organizational meeting of the California Alliance for Inclusive Schooling (CAIS) on Thursday evening, led by Don Cardinal and Marquita Grenot-Scheyer. The purpose of this alliance was discussed and initial groupings were formed to focus on realities and visions for policy, preparation, and practice as they relate to inclusive schooling in California (for further details see article about CAIS in this newsletter).

Congratulations and gratitude to the conference co-chairs and planning committee, CCTE’s Board of Directors and membership, and all who presented, attended, and in other ways contributed their efforts to the Fall Conference.

—Virginia Kennedy, President  
California Council on Teacher Education  
(California State University, Northridge)  
virginiakennedy@calcouncil.com

### Message from the Editor

As winter approaches, I am pleased to tell you about the three articles in this issue of *CCNews*.

In the first piece, Cynthia Geary (California State Polytechnic University, Pomona) describes how teacher education programs prepare candidates to work with twice exceptional students.

The second article by Veronica Grosse and Michael Campbell’s (University of San Diego) titled “Curriculum Motivation: A Look at Ethnicity, Private University and Community College Curriculum Differences, and Students’ Perceptions of Their Goals” is based on their presentation at the CCTE Fall 2018 Conference.

In the third article, Kimiya Sohrab Maghzi (University of Redlands) and Marni Fisher (Saddleback College) share the results of their study of Iranian-American mothers with children with disabilities, also presented at the Fall Conference.

Looking forward, the Communications Committee is exploring ways to highlight each of the articles through CCTE’s social media outlets such as FaceBook and Twitter.

—Laurie Hansen  
Editor of *CCNews*  
& Co-Chair of CCTE Communications Committee  
California State University, Fullerton

### CCNews Call for Articles and News

The goal of *CCNews* continues to be to create a forum for CCTE members to share information and celebrate our successes. We encourage all SIG chairs and concurrent session, roundtable, and poster session presenters at CCTE semi-annual conferences to write about their sessions and presentations for the newsletter. Just e-mail your submissions as an attachment to the editor: lahansen@fullerton.edu

The deadline for materials for the Spring 2019 issue is February 15. Please email submissions to me at the address below.

We look forward to reports from CCTE officers and committees, from the associated organizations and SIGs, as updates on upcoming CCTE events and activities, plus brief articles on new programs, research, and other events in the California teacher education community.

—Laurie Hansen  
Editor of *CCNews*  
lahansen@fullerton.edu

## From the Desk of the CCTE Executive Secretary

With the 2018-2019 California Council on Teacher Education (CCTE) membership year well underway, please enjoy the following information about our ongoing CCTE activities.

### Another Good Membership Year

CCTE experienced a strong membership year in 2017-2018 year and we are well on our way to similar success in 2018-2019. Last year 70 colleges and universities and other educational institutions and agencies joined as institutional members and we have already received renewals for 2018-2019 from 65 of them, with the others expected to renew soon. If your institution is one of those yet to renew, we encourage you to do so quickly to assure that no members or institutional delegates miss any of the membership benefits.

It should also be noted that in the process of submitting CCTE institutional memberships there are options for institutions to join three associated organizations—the California Association of Bilingual Teacher Education (CABTE), the California Association of Professors of Special Education (CAPSE), and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET)—as well as the new CCTE Intersegmental Collaboration. All institutions are encouraged to join and support these associated organizations and activities.

### Annual Sponsorship Program

In addition to institutional memberships, CCTE invites colleges, universities, and other organizations to sign on as annual sponsors of CCTE, with four levels of sponsorship available. To date in this 2018-2019 year we welcome California State University Long Beach, California State University Los Angeles, Chapman University, and the University of Redlands as annual sponsors and we hope other teacher education institutions in California will also offer this special support to CCTE. These sponsorships help assure that CCTE can maintain all of our activities on behalf of the teacher education community. Please contact me for additional information on becoming a CCTE sponsor.

### CCTE Conferences

The CCTE Fall 2018 Conference in San Diego in October enjoyed the largest registration and attendance in CCTE history and the “Changemaker” theme featured keynote addresses by Ross Hall and Lynn Gangone plus panel discussions, research presentations and posters, and a Saturday workshop, all focused on guiding teacher educators, teacher candidates, and inservice teachers to be changemakers.

The Spring 2019 CCTE Conference will be our third annual SPAN (Spring Policy Action Network) Conference in Sacramento, with a focus on establishing CCTE as the policy voice of teacher education in California through a program that features state officials, visits to legislative offices, and

other policy discussions, along with meetings of associated organizations, SIGs, and research roundtables and posters.

Planning is also underway for the CCTE Fall 2019 Conference in San Diego around the theme “Social and Emotional Learning and Culturally Responsive Teaching.” Previews of these upcoming conferences can be found in this newsletter, along with a retrospective from the Fall 2018 Conference.

### CCTE New Faculty Program and Graduate Student Support Program

Both the CCTE New Faculty Support Program and Graduate Student Support Program are again available to interested participants during 2018-2019. The New Faculty Support Program is open to any teacher education faculty member in their first five years of service at any of our CCTE member institutions. The benefits of the program include discounted CCTE membership and conference registration as well as mentorship from an experienced CCTE leader. At this time we have five participants in this program.

The Graduate Student Support Program is open to graduate students at any CCTE member institution. The program’s benefits include discounted CCTE membership and conference registration, an opportunity to submit a proposal for one of our conference programs, mentorship from a CCTE leader, and participation in the CCTE Graduate Student Caucus. While we had 14 students registered for and attending the Fall 2018 Conference, none have joined the Graduate Student Support Program for this year as yet.

Additional information on both programs appears in this issue of the newsletter.

### CCTE Publications

All CCTE members and institutional delegates receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as each issue is published. The Winter, Spring, Summer and Fall 2018 issues of *Teacher Education Quarterly*, edited by Mary Christianakis, have been published and distributed. *Issues in Teacher Education* has appeared this year in Spring, a special guest-edited Summer issue, and the Fall issue was distributed in October as the first issue under new journal editor Terri Patchen.

And be sure to watch for future quarterly issues of *CCNews*, each of which is e-mailed to all CCTE delegates, members, and friends. If you have activities or items of interest or short articles related to teacher education, please submit them to *CCNews* editor Laurie Hansen for consideration.

—Alan H. Jones  
CCTE Executive Secretary  
e-mail alan.jones@ccte.org  
Telephone 415-666-3012

# Updates from the Commission on Teacher Credentialing

## Summary of the New Preliminary Education Specialist Credentials

### I. Enhanced preparation for Multiple and Single Subject General Education Teachers

The Commission began the work of transforming general education teacher preparation in the Fall of 2014 and adopted general education program standards in December 2015 and general education Teaching Performance Expectations (TPEs) in June 2016. The impetus for this work were the calls for action by the Educator Excellence Taskforce, the Teacher Preparation Advisory Panel, and the Statewide Task Force on Special Education. All general education teacher preparation programs began full implementation of the revised standards that include enhanced preparation to teach a diverse range of students in the fall of 2017.

Throughout the general education standards and TPEs, reference is made to “all students,” defined as “...students attending public schools who may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia... .” There is now a greater emphasis on a candidate’s ability to work effectively with students with disabilities in the general education classroom, implementing approaches such as Universal Design principles, Multi-Tiered Systems of Support, and co-teaching. Specifically, the TPEs have an increased focus on the use of technology for diverse learners, providing supportive learning environments for students with disabilities who may also be English Learners, monitoring student progress towards meeting IEP and other goals, adapting subject matter curriculum and resources, and establishing and maintaining inclusive learning environments. For a full analysis of the universal TPEs, please refer to Appendix F of Agenda Item 1H from the December 2017 Commission Meeting.

### II. Comparing the current Education Specialist credentials to the new credentials

In 2018, the Commission approved a new Education Specialist credential structure reducing the number of preliminary credentials from seven to five. TPEs for each of the five preliminary Education Specialist credential areas (Mild to Moderate Support Needs, Extensive Support Needs, Deaf and Hard of Hearing, Visual Impairments and Early Childhood Special Education) have also been adopted. The new Education Specialist program standards focus on what programs must offer to candidates including clearly defined expectations for clinical practice, while the TPEs define the knowledge and skills each candidate must have prior to recommendation for the preliminary teaching credential. Candidates in Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) programs will also need to show mastery of the universal TPEs, currently used in the

Multiple and Single Subject credential programs. A Power-Point presentation was shared at the August 2018 Commission meeting and provides more information on the newly adopted standards and TPEs.

Currently, a Mild/Moderate Disabilities (MMD) or Moderate/Severe Disabilities (MSD) candidate’s preparation program leads to authorization for the teacher to work with students with IEPs in specified disability categories across a variety of educational settings. With the determination that Education Specialist credentials should focus more on a student’s individual needs, the new standards and TPEs place additional emphasis on language development, communication, and behavior, and the additional knowledge to support students with other disabilities (see table below). The Commission is collaborating with the California Department of Education on a clear definition for Extensive Support Needs, and examples of when students may require their teacher to have the ESN credential. More on this topic will be presented to the Commission at a future meeting.

<i>Current</i>	<i>New</i>	<i>Federal Disability Categories</i>	<i>Current</i>	<i>New</i>
<i>MMD</i>	<i>MMSN</i>		<i>MSD</i>	<i>ESN</i>
X	X	Autism (Autism)	X	X
		Deafblind (DB)	X	X
X	X	Emotional Disturbance (ED)	X	X
X	X	Intellectual Disability (ID)	X	X
	X	Multiple Disabilities (MD)	X	X
X	X	Other Health Impairment (OHI)		X
	X	Orthopedic Impairment (OI)		X
X	X	Specific Learning Disability (SLD)		X
	X	Traumatic Brain Injury (TBI)		X

Neither of these two new Education Specialist Teaching Credentials are authorized to teach students with the following Federal Disability Categories: Visual Impairments (VI), Deaf and Hard of Hearing (DHH), and Speech or Language Impairments (SLI)

### Part III. Added Authorizations for Special Education

Currently, there are nine added authorizations for Special Education: Adapted Physical Education, Autism Spectrum Disorders, Deafblind, Early Childhood Special Educa-

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## Updates from the Commission on Teacher Credentialing (continued from previous page)

tion, Emotional Disturbance, Orthopedic Impairment, Other Health Impairment, Resource Specialist, and Traumatic Brain Injury. These programs are each a subset of the full preliminary teacher preparation programs, and are designed to allow teachers to earn an additional authorization in a specialty area not covered in the authorization of their existing credential. While no changes have been proposed to the added authorization standards, it is expected that with the new Early Childhood Special Education (ECSE) credential authorizing service from Birth–Kindergarten (pending regulatory approval), and the inclusion of Orthopedic Impairment, that changes will be needed to the 4 existing ECSE added authorization standards. The plan is to bring these minor modifications to the Commission at a future meeting.

Current Education Specialists will maintain their existing credentials and the accompanying authorization(s). There will be an option for existing Education Specialist credential holders to expand the authorization of their credential to be equivalent to the new credentials. This option would require the development of an added authorization or bridge to be brought forward at a future Commission meeting.

For preliminary program questions related to the new Education Specialist credentials, please email:

SpecialEducation@ctc.ca.gov

### California Center on Teaching Careers Convenes State’s Only Virtual Job Fair for Educators

The California Center on Teaching Careers (the Center)—led by Donna Glassman-Sommer of the Tulare County Office of Education (Tulare COE)—convened an online fall Virtual Job Fair to connect aspiring teachers with education agencies. The four-day job fair, held November 27-30, was just one of several online job fairs that will continue to be held in 2019 for teaching positions in the current and upcoming school years. As the state’s only virtual job fair for educators, the Center’s fall fair linked potential teachers from the Golden State and elsewhere in the country with job opportunities from California hiring agencies and districts.

The November Virtual Job Fair marks another step by the Center to elevate the teaching profession by attracting, placing and retaining more teachers across California to curb the effects of the statewide teacher shortage. With three-quarters of all California school districts reporting difficulties in recruiting teachers, the innovative approach of the Virtual Job Fair is critical to keep up with changing methods of recruitment. It eliminates geographic barriers by allowing candidates to explore teaching options in their community and elsewhere across California from the convenience of a smartphone, laptop or computer. And, it enables hiring education agencies to connect directly with candidates, conduct

online job interviews and provide personalized credentialing guidance.

In partnership with Los Angeles, Riverside, San Diego, Shasta, Sonoma, and Ventura County Offices of Education, among others, the Center’s Virtual Job Fair linked teaching candidates with California hiring managers scouting new talent. Utilizing an online platform similar to a video game interface, 100 districts, counties and universities (CSUs, UCs and private schools) were able to chat, discuss and share their jobs and programs with potential candidates. During the four-day event, future educators, current teachers looking for their next professional growth opportunity and career changers explored their unique path in the profession.

Do you want to be a part of the Center’s work to attract new and existing talent to impact teaching and learning into California’s 21st century classrooms? Sign your LEA up today for the next Virtual Job Fair! Contact Marvin Lopez at [marvinl@tcoe.org](mailto:marvinl@tcoe.org) to learn more about the process and how you can create your “virtual booth” to recruit teaching candidates from California and states across the country.

Tulare County Office of Education’s spring regional event will be held Feb. 6-7, 2019. Stay tuned for additional spring 2019 Virtual Job Fair announcements by following the Center on Twitter, Facebook and YouTube. If you have questions about the Center’s work, please reach out to Donna Glassman-Sommer at:

[donnags@tcoe.org](mailto:donnags@tcoe.org) or visit [californiateach.org](http://californiateach.org).

*Take the next step in your teaching journey. Join the Center in upcoming 2019 virtual job fairs!*

### CCTE Membership Benefits

Primary benefits of membership in CCTE are receipt of all issues of both CCTE-sponsored journals in PDF format via email, receipt of quarterly issues of *CCNews* via email, the right to vote in all CCTE elections and at policy sessions at CCTE conferences, and the opportunity to join and participate on CCTE committees of your interest. Both institutional delegates and individual members receive these benefits. For additional information about membership, consult the CCTE website at [www.ccte.org](http://www.ccte.org) or contact CCTE Executive Secretary Alan Jones at [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

# Association of Teacher Educators Update

By **Michael Cosenza**  
*CCTE Vice President for ATE*  
 California Lutheran University

As your California Council on Teacher Education (CCTE) Vice President for ATE, I am delighted to provide you with this update of our work as the California state affiliate of the Association of Teacher Educators (ATE). As I previously reported in August, an ad hoc committee has been meeting which consists of members of CCCTE, ATE, the National Association of Professional Development Schools (NAPDS) and the Southern California Professional Development School Consortium (SCPDS). This group has joined forces in developing plans to bring the ATE Clinical Practice Fellows program to California, potentially as a yearly event during the CCCTE Fall Conference.

The work of this committee resulted in the creation of a two-hour workshop which was held on Saturday, October 20, 2018, during the recent Fall 2018 CCCTE Conference at the Kona Kai Resort in San Diego. This workshop drew 28 participants who learned about the concept of the Clinical Practice Fellows program and its format and benefits. Dr. Nancy Dana from the University of Florida joined the workshop virtually via ZOOM. Dr. Dana was one of the primary developers of the program for ATE. She shared the history of the Clinical Practice Fellows program and described the symposia that have been held at the ATE annual conferences during the past few years. Drs. Robin Johnson and Kimberly Reinhardt from Texas A&M University in Corpus Christi also joined via ZOOM and shared their experiences as participants in the ATE Clinical Practice Fellows Symposia. Their virtual presentation focused on what they learned, the actions they were able to take, and changes they were able to implement in their programs because of their participation as Clinical Fellows.

As these presenters described, the Clinical Practice Fellows Symposium serves as a forum for professional educators from both universities and P-12 schools to collaborate to creatively think about what it means to provide high quality clinical experience in teacher education programs. This includes some emphasis on the importance of the relationship between P-12 schools and universities and the joint responsibility they have for the preparation of new teachers. The university and P-12 partners come to the symposium with an issue of practice that they are exploring for discussion, advice, and the sharing of best practices.

During our workshop on October 20, Dr. Cynthia Coler and I facilitated a few activities and led some discussions that would typically be part of a full-day Clinical Fellows symposium. The intent of the short workshop was to give the participants an idea of the format of a full-day event and the potential the symposium has for rich discussions and professional development about teacher education. It was apparent



*At Fall 2018 Conference opening session CCCTE President Virginia Kennedy introduces Michael Cosenza to present preview of Saturday Clinical Fellows plans.*

that this workshop sparked interest among our membership because several attendees signed up on the spot to participate in a full-day Clinical Practice Fellows program in October 2019. Early in 2019 we will circulate formal announcements of the October 2019 program and a registration form so that other interested folks can sign up.

Several CCCTE members have also agreed to join me in planning for next year's symposium and many will be traveling to the ATE annual conference in Atlanta, Georgia, to observe the national Clinical Practice Fellows Symposium which will be held on Sunday, February 17, 2019. As an affiliate of the ATE, I truly encourage all CCCTE members to attend the national ATE conference which will be held February 16-20, 2019. More information can be found at:

<https://ATE1.org/2019-ATE-ANNUAL-MEETING>

Please let me know if you will be attending the ATE meeting and/or the national Clinical Fellows Symposium so that we can coordinate with our California colleagues while we are there.

If you have any questions about ATE or the committee working on the Clinical Practice Fellows project for California, please feel free to contact me at:

[mcosenza@callutheran.edu](mailto:mcosenza@callutheran.edu)



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## Preview of CCTE Spring 2019 Conference “SPAN: Spring Policy Action Network”

By **Cynthia Grutzik, Nicol Howard, & Pia Wong**  
*Co-Chairs of the CCTE Policy Committee  
& 2019 Spring Policy Action Network Conference*

The third annual CCTE Spring Policy Action Network (SPAN) Conference will take place March 21st and 22nd at The Citizen Hotel. If you were one of the 150 people attending SPAN 2018, you experienced the positive energy and productive interactions that characterize CCTE’s Spring Policy Action Network. We anticipate the same energy in 2019 as we continue to engage with policy experts, researchers, and agency allies.

The SPAN goals were set by the CCTE Board of Directors long before any conference planning started: position CCTE as the key teacher education resource for California, build relationships and expand our policy network, develop our capacity for advocacy, and affirm CCTE’s expert influence at the state level. SPAN continues to work as planned, and we are excited to invite wider participation in the 2019 SPAN conference as we collectively address the above goals.

The March 21-22 two-day SPAN Conference in 2019 will again be held at The Citizen Hotel. The anticipated highlights are as follows.

Thursday, March 21:

- ◆ Meet and Greet Breakfast with SIG Meetings.
- ◆ Setting the new policy agenda: guest speakers will highlight changes in the teacher education policy agenda based on the November 2018 elections and other legislative activity. SPAN participants will use this information in preparation for the afternoon sessions (legislative office visits, policy analysis/policy response work).
- ◆ Keynote address during the luncheon.
- ◆ Legislative Visits: Participants will have a choice to join a team to visit legislative offices during a scheduled appointment, with planned talking points and materials to leave behind; or
- ◆ Policy Analysis/Policy Response Session with guest facilitator, focusing specifically on ways that CCTE can inform the teacher education policy agenda.
- ◆ Debrief Meetings.
- ◆ Reception at The Citizen Hotel, for the networking that we value as CCTE members.

Friday, March 22:

- ◆ President’s Networking Breakfast.
- ◆ CTC Concurrent Sessions, aimed at engaging all of us in important policy work;
- ◆ Associated group meetings: CABTE, CAPSE, & AICCU, Ed;
- ◆ Research, Practice, and Policy Roundtables and Poster Sessions featuring teacher education scholarship;
- ◆ SPAN Wrap-up, including announcement of newly elected CCTE Board members at 3:00 pm.

If you are planning to be part of a legislative visit team or simply want more information about current policy issues, our next CCTE Policy Committee meeting (by zoom) will be Monday, January 14th at 1:00 p.m. Please confirm your interest in Policy Committee membership here:

<http://bit.ly/CCTEpolicy2018>

We are also planning to host a Pre-Conference Webinar in early March. Please feel free to watch the 2018 webinar recording at <https://www.youtube.com/watch?v=7lhUieqKeQ>

As a two-day meeting, with all meals and the reception included in the registration fees, SPAN 2019 will once again be a policy-focused and interactive experience.

For questions or comments, please contact the SPAN Co-Chairs:

Cynthia Grutzik (San Francisco State University,  
[cgrutzik@sfsu.edu](mailto:cgrutzik@sfsu.edu))

Nicol R. Howard (University of Redlands)  
[nicol\\_howard@redlands.edu](mailto:nicol_howard@redlands.edu)

Pia Wong (California State University, Sacramento)  
[wongp@csus.edu](mailto:wongp@csus.edu)

The tentative program for the Conference appears on the next page of this newsletter.

Registration is now open for the CCTE 2019 SPAN Conference. Mail in the registration form that also follows in this newsletter with a check or use it combined with the on-line form on the CCTE website, [www.ccte.org](http://www.ccte.org) (see the conferences page), if you wish to pay by credit card.

Also following in this newsletter is the Call for Proposals for research roundtables and poster presentations at the Spring 2019 SPAN Conference. The proposal deadline is January 8, 2019.

## Tentative Spring 2019 CCTE SPAN Conference Program

### *Wednesday, March 20:*

10:00 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators' Forum.

10:00 a.m. to 1:00 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.

1:00 p.m. to 4 p.m. - Policy Summit on Disability, with heavy hors d'oeuvres and desserts,

sponsored by the Thompson Policy Institute on Disability and Autism, Chapman University.

(there is no charge for the Summit; anyone registering for the CCTE Spring 2019 SPAN Conference is urged to attend).

### *Thursday, March 21:*

9:00 a.m. to 10:00 a.m. - Meet and Greet Continental Breakfast.

9:00 a.m. to 10:00 a.m. - Roundtable Meetings of CCTE Special Interest Groups during the Meet and Greet Time.

10:00 a.m. to Noon - Setting the Policy Agenda:

Guest speakers will highlight changes in the teacher education policy agenda based on the November 2018 elections and other legislative activity. SPAN participants will use this information in preparation for the afternoon sessions.

Noon to 1:00 p.m. - Luncheon with Keynote Address.

1:00 p.m. to 1:15 p.m. - Break.

1:15 p.m. to 1:30 p.m. - Afternoon Policy Activity Options:

(All Conference participants will have indicated their preferred option upon registration).

1:30 p.m. to 4:00 p.m. - Option One: Legislative Office Visits at the Capitol:

Visiting teams led by trained facilitators; Scheduled visits with members and staff of Assembly & Senate Education Committees; Visiting teams will vary in size and consist of participants from different regions.

1:30 p.m. to 4:00 p.m. - Option 2: Policy Analysis/Policy Response Session:

With a guest facilitator this will focus specifically on ways that CCTE can inform the new teacher education policy agenda.

2:00 p.m. to 4:00 p.m. - Option 3: Statewide Education Deans' Meeting at Capital:

Organized by government relations staff from the three segments; Presentations by legislators; Identification and discussion of policy priorities.

4:00 to 4:15 p.m. - Break.

4:15 p.m. to 5:30 p.m. - Debrief Meeting:

Debriefing of afternoon activities with insights from policy consultant; Identifying next steps.

5:30 p.m. to 7:00 p.m. - Sponsored Reception.

7:00 p.m. - Dinner on Your Own.

### *Friday, March 22:*

8:00 a.m. to 9:00 a.m. - President's Networking Breakfast, with policy guests.

9:00 a.m. to 10:15 a.m. - CTC policy workshop on important and relevant aspects of accreditation.

9:00 a.m. to 10:15 a.m. - CTC leadership workshop for deans and directors.

10:15 a.m. to 10:30 a.m. - Break.

10:30 a.m. to Noon - Associated Organization Meetings:

California Association for Bilingual Teacher Education (CABTE).

California Association of Professors of Special Education (CAPSE).

Association of Independent California Colleges and Universities, Ed (AICCU, Ed).

Noon to 12:30 p.m. - Buffet Lunch.

Deadline for Voting in CCTE Annual Election.

12:30 p.m. to 3:00 p.m. - California Teacher Education Research Sessions:

Research Roundtables (Probably two sessions, three presentations each).

Research and Practice Poster Session.

3:00 p.m. to 3:30 p.m. - President's Conference Wrap-Up:

Announcement of New CCTE Board Members.

Preview of Fall 2019 CCTE Conference in San Diego.

Closing comments.

3:30 p.m. - Conference Adjourns.

## California Council on Teacher Education Spring 2019 SPAN Conference Registration

Please use this form to register for the CCTE Spring 2019 SPAN Conference and return by mail with payment by check; if you wish to pay by credit card, use the on-line form in the "Conferences" page of the CCTE website ([www.ccte.org](http://www.ccte.org)) to make payment and then email this completed form to [alan.jones@ccte.org](mailto:alan.jones@ccte.org). Thank you.

Name \_\_\_\_\_

Preferred Mailing Address \_\_\_\_\_

\_\_\_\_\_  
(include ZIP code)

Telephone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

Institutional Affiliation \_\_\_\_\_

Registration Category: Each Category Includes Conference Registration and Meals (check the appropriate category):

- Basic Pre-Registration - \$295 (will be \$320 on site)
- Special for Retired Educators - \$150 (will be \$175 on site)
- Special for P-12 Educators - \$150 (will be \$175 on site)
- Special for Students - \$50 (will be \$75 on site)
- Special for 4 or more registrants from the same institution - \$275 each (submit a form for each with combined payment)

California State University Field Coordinators Forum Meeting and Refreshments (Wednesday)

- Special Fee for Those Attending - \$50

Policy Summit on Disability (Wednesday)

- Please check box if you plan to attend (no additional fee beyond CCTE Spring registration above)

Total from above (please enclose check for this amount payable to California Council on Teacher Education): \$ \_\_\_\_\_

Special Interest Groups: You are urged to attend a SIG of your choosing (check the one you may attend):

- |  |  |
|--|--|
| <input type="checkbox"/> Arts in Education                         | <input type="checkbox"/> Equity and Social Justice                   |
| <input type="checkbox"/> Credential Program Coordinators/Directors | <input type="checkbox"/> Inclusive Education                         |
| <input type="checkbox"/> Lives of Teachers                         | <input type="checkbox"/> Pedagogies for College and Career Readiness |
| <input type="checkbox"/> Special Education                         | <input type="checkbox"/> Technology and Teacher Education            |
| <input type="checkbox"/> Teacher Induction                         | <input type="checkbox"/> Undergraduate Teacher Preparation           |

Indicate your option for Thursday afternoon policy activities:

- Scheduled visits to legislative offices in the Capitol.
- Policy analysis session at The Citizen Hotel.
- Statewide meeting of education deans (for deans & directors).

Conference pre-registration deadline is February 15, 2019. Please mail completed form with check payable to "California Council on Teacher Education" to:

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

For on-line registration and payment via credit card, use form on the "Conferences" page of the CCTE website: [www.ccte.org](http://www.ccte.org) and after submitting on-line payment please email this completed form to [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

After February 15 registrations will be accepted at the on-site rate up to and at the Conference.

For hotel guest rooms within the CCTE block, call the The Citizen Hotel at 916-492-4460 and indicate that you are attending the CCTE Spring 2019 Conference. Rooms must be reserved by February 19 to receive the Conference rate.

## Call for Proposals for CCTE Spring 2019 SPAN Conference

The California Council on Teacher Education (CCTE) invites submission of research, practice, and policy proposals for the CCTE Spring 2019 SPAN Conference. The purpose of the SPAN Conference is to position CCTE as a key teacher education resource poised to impact research, practice, and policy for quality teaching. While priority will be given to proposals that focus on California teacher education with the goal of informing legislators, policymakers, and teacher educators about current best practices, research, and policies in teacher education, any proposals that deal with any aspect of teacher education will be welcomed and considered. Proposals are sought for research roundtables and the poster session, and accepted proposals will be assigned to whichever the CCTE Research Committee feels is most appropriate (taking into account when possible the preference expressed in the proposal). The Spring 2019 CCTE Conference schedule includes time for these sessions on Friday afternoon, March 22.

### How to Submit Proposals

Proposals must be submitted as Word doc attachments (New Times Roman, 12 pt. font) via email, and include:

- ◆ File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research, practice, or policy analysis, and the preferred session format (roundtable or poster). Cover sheet may be accessed with the following link: [https://docs.google.com/forms/d/e/1FAIpQLSeDaVsmTsfOmTT-22knMY5YzRkpkhfflQR33p5\\_s2rIEyrCg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeDaVsmTsfOmTT-22knMY5YzRkpkhfflQR33p5_s2rIEyrCg/viewform)
- ◆ File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.
- ◆ Please format the submission email title with the type of proposal and the title of your submission.  
(Example: Practice: The Art of Skillful Collaboration).

Proposals should be e-mailed to Cynthia Geary, Chair of the CCTE Research and Practice Committee, at:

[ckgeary@cpp.edu](mailto:ckgeary@cpp.edu)

### Deadlines

Deadline for proposals for the Spring 2019 Conference is January 8, 2019.

### Content of the Proposal

- ◆ A brief overview of the study/project/program session including purpose/objectives;
- ◆ Indication of significance to the field of teacher education;
- ◆ For research proposals, describe theoretical framework, methodology, and overview of results;
- ◆ For practice proposals, describe the key elements of practice, with conclusions and/or point of view.
- ◆ For policy analysis proposals, describe relevant literature, strategy for analyzing, developing, or evaluating policy and conclusion.

### Criteria for Selection

The extent to which the proposal:

- ◆ Focuses on policy and practice in California teacher education, with potential to inform legislators, staffers, and other policymakers;
- ◆ If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- ◆ If a practice proposal, how well conceived and described is the practice?
- ◆ If a policy analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
- ◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

### Scheduling

Persons submitting proposals must register for and attend the Spring 2019 Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for bringing whatever audio-visual equipment they may need.

### Miscellaneous

Following the Conference, presenters are invited to submit a written commentary on their presentation for consideration for publication in *CCNews*, the CCTE quarterly newsletter. Accepted presenters are also urged to bring to the SPAN Conference copies of a one-page summary that can be shared with legislators, staffers, and other policymakers to use in their work, including the title of the presentation, the name(s) and institution(s) of the presenter(s), a research abstract, and contact information to facilitate any follow-up,

## Scenes from the CCTE Fall 2018 Conference

The California Council on Teacher Education Fall 2018 Conference was held October 18-20 at the Kona Kai Resort in San Diego around the theme “Changemaking and Teacher Education.” Ross Hall, founder of The Global Change Leaders and director of changemaking strategy at Ashoka University, was the Thursday keynote speaker who addressed “Teacher Educators and the Development of Learning Ecosystems: Empowering Teachers to Empower Everyone.” Lynn Gangone, President and CEO of the American Association of Colleges for Teacher Education, was the Friday keynote speaker focusing on “Leadership and Changemaking in AACTE.”

Reyes Quezada of the University of San Diego and Paul Rogers of George Mason University served as co-chairs of the Conference and coordinated the work of the Conference planning committee. The Conference included meetings of the California Association for Bilingual Teacher Education, the California Association of Professors of Special Education, and the Independent California Colleges and Universities Council on the Education of Teachers (which has since voted to change its name to Association of Independent California Colleges and Universities, Ed. There were also meetings of the ten CCTE Special Interest Groups, two policy sessions, and concurrent, roundtable, and poster research and practice sessions.

Two new organizations also met for the first time at the CCTE Fall 2018 Conference—the California Alliance for Inclusive Schooling and the planning group for the California Clinical Fellows Program, both described elsewhere in this issue of *CCNews*.



*Fall 2018 Conference Co-Chair Reyes Quezada with Conference Keynote Lynn Gangone (center) and CCTE President Virginia Kennedy (right).*



*Fall 2018 Conference Co-Chair Reyes Quezada (left) moderates panelists Ross Hall (Conference Keynote), Paul Rogers (Conference Co-Chair), and Lynn Gangone (Conference Keynote) (center left to right) during “Conversation with Keynote Speakers” session.*



*Keynote Ross Hall*

# Sponsors and Exhibitors at CCTE Fall 2018 Conference

## Annual Sponsors of CCTE, 2018-2019

College of Education, California State University, Long Beach  
 Charter College of Education, California State University, Los Angeles  
 Attallah College of Educational Studies, Chapman University  
 School of Education, University of Redlands

## CCTE Fall 2018 Conference Sponsor

Thompson Policy Institute for Disability and Autism, Attallah College of Educational Studies, Chapman University

## Exhibitors at CCTE Fall 2018 Conference

### Caddo Gap Press: Progressive Education Publications

Publisher of periodicals and books in teacher education, multicultural education,  
 and the social foundations of education.

Contact Alan H. Jones, Publisher, at [alanhjones@caddogap.com](mailto:alanhjones@caddogap.com) or [www.caddogap.com](http://www.caddogap.com)

### Educational Impact

Are you still searching Google for videos to spice up your classes? Educational Impact is here to help! We have over 500 hours and 5100 clips of classroom video showcasing real teachers in action. It's very easy to implement into your course outline. To see how it works, send us a syllabus and we will align video clips to supplement your course content. The video becomes required viewing like textbooks are required reading.

It's as simple as that!

Contact Bruce Maki, Director, University Partnerships, Educational Impact at [bmaki@educationalimpact.com](mailto:bmaki@educationalimpact.com)

### First Financial Credit Union

Founded 85 years ago by educators for educators, First Financial Credit Union takes tremendous pride in serving the financial needs of the California educational community and has proudly done so since 1933.

Unlike other credit unions, we have a closed field of membership—not open to the general public—which further strengthens our commitment to our members. For more information on how we can help you earn more and save more money with our convenience-based products and services,

please contact San Diego Branch Manager Jaclynn Carey at  
 (800) 537-8491, extension 5211 or [jcarey@ffcu.org](mailto:jcarey@ffcu.org).

### Speakworks

### 240 Tutoring

Helping teachers pass the CSET is our passion at 240 Tutoring. We have comprehensive, online study guides equipped with all the content students need to study and pass their exam. Every CSET study guide comes with a money-back guarantee of passing; if a student scores a 90% on our practice test, but fails their exam they are entitled to two months of their subscription refunded. Each study guide is only \$39.99 per month, and they can cancel anytime. Contact Scott Rozell at [scott.@240tutoring.com](mailto:scott.@240tutoring.com)

# California Alliance for Inclusive Schooling

The California Alliance for Inclusive Schooling is dedicated to the development of inclusive schools for all students. Our mission is to support, unify, and promote efforts to increase inclusive schooling in California. The Alliance focuses on practice in schools, policy for state recommendations, and preparation of school professionals and is comprised of three working groups: Practice, Policy, and Preparation.

The Alliance is an intersegmental group of professionals dedicated to the development of inclusive schools for all students. The steering committee is composed of key representatives of the education segments in California. Its members are:

Don Cardinal, (co-chair), Chapman University, Thompson Policy Institute on Disability

Marquita Grenot-Scheyer (co-chair), The California State University, Office of the Chancellor

Victoria Graf, Loyola Marymount University, California Association of Professors of Special Education Teacher Education (CAPSE)

Barbara Murchison, California Department of Education

Wayne Sailor, The University of Kansas, SWIFT Center

Mary Vixie Sandy, Executive Director California Commission on Teacher Credentialing

Paul Sindelar, The Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center

Kristin Wright, California Department of Education

## California Alliance for Inclusive Schooling Organizational Structure

In addition to the Steering Committee and a core Planning Committee that manages organizational specifics, the California Alliance for Inclusive Schooling has broadened to include many individuals who strive to create equitable schooling that serves All of its students. The graphic below

generally illustrates the developing structure of the Alliance. As should be the case in schools, the Alliance is for All.

### Inaugural Meeting of the Alliance

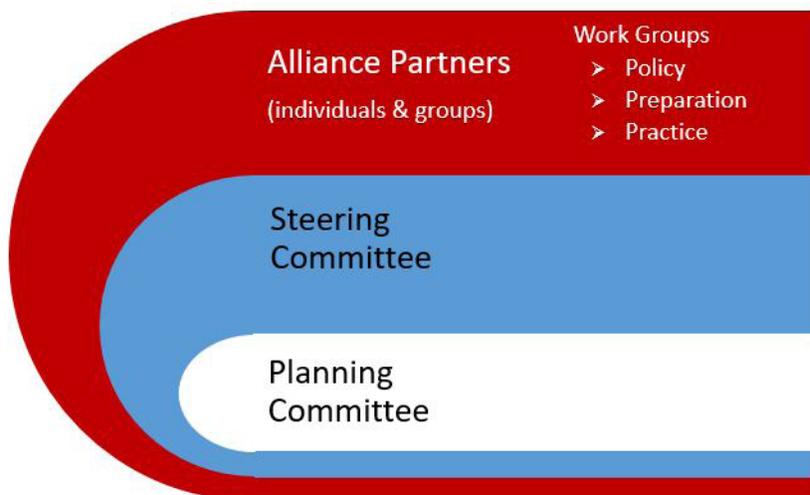
The inaugural meeting of the California Alliance for Inclusive Schooling, which was held during the Fall 2018 California Council on Teacher Education (CCTE) conference, was a huge success! We had over 70 people who attended the meeting. Approximately 25 percent of attendees self-selected into each of the policy and practice working groups and the remaining 50 percent in preparation. The majority of attendees represented about 30 public and private universities, with the remaining group representing state agencies, professional organizations, and parents.

### What's Next?

The working groups, developed at the inaugural meeting of the Alliance, are in the process of developing white papers within the three focus areas of policy, preparation and practice. If you wish to be part of this process, please contact us at [tpi@chapman.edu](mailto:tpi@chapman.edu). As well, the California Alliance for Inclusive Schooling will be co-sponsoring the Policy Summit on Disability, to be held on Wednesday, March 20, 2019 from 1-4 p.m. the day prior to the 2019 CCTE SPAN Conference in Sacramento. Please join us!

The Policy Summit on Disability is co-sponsored by the Thompson Policy Institute on Disability in the Attallah College of Educational Studies at Chapman University. The Policy Summit is open to the public and free to attend. We strongly encourage all those interested in attending and becoming an Alliance Partner to email us at [tpi@chapman.edu](mailto:tpi@chapman.edu)

For more information about the Alliance, please visit [inclusioncalifornia.org](http://inclusioncalifornia.org)



## Susan Westbrook Receives CCTE Distinguished Teacher Educator Award at Fall 2018 Conference

The CCTE Distinguished Teacher Educator Award was presented to Susan Westbrook at the Friday Awards Luncheon at the Fall 2018 Conference. Participating in the award presentation were Mary Soto, chair of the CCTE Awards Committee, CCTE President Virginia Kennedy, CCTE Vice President for AACTE Mona Thompson, CCTE Board of Directors member Deborah Hamm, Maryanne D'Emidio-Caston of Antioch University Santa Barbara, and CCTE Executive Secretary Alan Jones. Susan was unable to attend the Conference in person, but was present to receive the award via a Zoom connection.

Following Mary's introduction of the award, Alan read the following statement from Elaine Johnson, who served as President of CCTE from 1996 to 1998:

We's all heard the adage "if you want something done, give it to a busy person." Sue Westbrook epitomizes this person, very busy, yet always able to accomplish that needed extra job with insight and effectiveness. When I met her in the fall of 1993, she was teaching, raising two kids, volunteering for the AFT and for Guide Dogs for the Blind, and tending to hearth and home. In spite of this schedule, she made time for crucial union-related tasks that moved the organization forward. As a nervous chair of the Spring 1994 CCTE Conference in Berkeley, I asked for a friendly face in the audience, and Sue volunteered to attend, her first step in a long and productive relationship with CCTE.

CCTE has benefited from Sue's long experience with policy development and advocacy, her commitment to thoroughly prepared teachers, and her wide range of organizational work that informs all she does. From a friendly face in the conference audience, a first-time attendee, Sue became one of the engines that powers CCTE and has helped make it a force in the teacher education community. She richly deserves this award. Congratulations, Sue!

Sue has been a regular attendee at CCTE Conferences since that first one in 1994, has served as a delegate to CCTE from the California Federation of Teachers for over 20 years, joined the CCTE Policy Committee and served as a co-chair of that Committee for nearly two decades, prepared reports on the Sacramento legislative scene for *CCNews* and policy sessions at CCTE Conferences, was elected to the CCTE Board of Directors, then elected as CCTE Vice President to ATE, and currently serves as a co-chair of the CCTE Membership Committee. After retiring from K-12 teaching, Sue worked for several years as the credentials analyst at Antioch University Santa Barbara, and she continues to be CCTE's primary liaison with CFT and CTA. And that's just a small sample of her many years of association with CCTE.

Remarks by Virginia, Mona, Maryanne, and Deborah offered tribute to Sue for her service to CCTE.



*Mona Thompson, Mary Soto, Virginia Kennedy, and Alan Jones participate in award presentation to Susan Westbrook.*



*Sue attended the award ceremony via Zoom, speaking to the luncheon audience from a monitor.*



*The awards luncheon was held outdoors, with over 250 Fall Conference attendees present.*

## Preview of CCTE Fall 2019 Conference

### Theme: Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education

By Heidi J. Stevenson

*Chair of CCTE Fall 2019 Conference Planning Committee  
University of the Pacific*

The Aspen Institute's *Pursuing Social and Emotional Development Through a Racial Equity Lens: Call to Action* (2018) states,

In an equitable education system, every student has access to the resources and educational rigor they need at the right moment in their education, irrespective of race, ethnicity, gender, sexual orientation, language, disability, family background, family income, citizenship, or tribal status. Equity is not just about resource allocation, however. While there is a need for additional resources to allow schools serving students of color to provide rich educational experiences, merely ensuring more equitable resource allocation won't ensure that schools are affirming of students' background and cultural and linguistic heritage. (p. 1)

Teaching practices that are responsive to and assist with sustaining cultural and linguistic heritage are essential to creating an environment where ALL students can learn. The effectiveness of these practices is predicated on social emotional learning, and in particular positive relationships between teachers, students, and the learning community. Thus the Aspen Institute (2018) recommends, "Rather than being pursued as two separate bodies of work, the field needs to identify ways in which equity and social, emotional, and academic development can be mutually reinforcing" (p. 1).

The Collaborative for Academic, Social, and Emotional Learning (2018) defines Social Emotional Learning (SEL),

... as the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

A meta-analysis of over 270,000 students (Durlak, et al., 2011) indicates that SEL not only increases prosocial behaviors, improves student attitudes toward school, and reduces depression and stress among students, but also increases academic achievement by an average of 11 percentile points.

Knowing the importance of acknowledging students' social, emotional and academic needs as well as sustaining their cultural and linguistic heritage the state of California has integrated these concepts into the 2016 Teacher Performance Expectations. But how do teacher educators receive the training and support they need to integrate them into their practice?

Zaretta Hammond, Nancy Lourié Markowitz, and Wendy Thowdis will be keynote speakers at the Fall 2019 California Council on Teacher Education (CCTE) conference. The

Conference theme will directly address the nexus of Social Emotional Learning (SEL) and Culturally Responsive and Sustaining Teaching (CRST). At the Conference these keynote speakers along with practitioner panels will provide resources and share insights regarding integrating SEL and CRST into teacher education.

The conference will be complemented by a Fall 2019 special issue of *Teacher Education Quarterly* on SEL and CRST. The content of this special issue is informed by data from a CCTE membership survey conducted by co-guest-editors Heidi Stevenson and Nancy Lourié Markowitz.

The Fall 2019 CCTE Conference will again be held at the Kona Kai Resort in San Diego on October 17-19. In addition to the speakers and panels mentioned above the Conference will also include meetings of associated organizations (Association of Independent California Colleges and Universities, Ed [AICCU, Ed]; California Association of Bilingual Teacher Education [CABTE]; and California Association of Professors of Special Education [CAPSE]), meetings of the CCTE Special Interest Groups, policy sessions, research presentations, roundtables, and posters, a Thursday reception, a Friday awards luncheon, and other related meetings.

Saturday of the Fall 2019 Conference will feature two special workshop sessions, one coordinated by CABTE, and the other the first annual California Clinical Fellows Institute, sponsored jointly by CCTE, the Association of Teacher Educators (ATE), the National Association of Professional Development Schools (NAPDS), and the Southern California Professional Development School Consortium (SCPDS). Additional information on these Saturday workshops will be provided in future issues of *CCNews*.

Please also watch for further updates on plans for the CCTE Fall 2019 Conference. The formal Conference announcement, tentative program, registration form, and call for proposals for research sessions will be emailed to all CCTE delegates, members and friends in June 2019. If you are interested in helping with plans for the Conference please contact Heidi Stevenson at: [hstevenson@pacific.edu](mailto:hstevenson@pacific.edu)

#### References

- Aspen Institute (2018). *Pursuing social and emotional development through a racial equity lens: A call to action*. Retrieved from: [https://assets.aspeninstitute.org/content/uploads/2018/05/Aspen-Institute\\_Framing-Doc\\_Call-to-Action.pdf?\\_ga=2.149242547.424277648.1542382656-1179881390.1537642415](https://assets.aspeninstitute.org/content/uploads/2018/05/Aspen-Institute_Framing-Doc_Call-to-Action.pdf?_ga=2.149242547.424277648.1542382656-1179881390.1537642415)
- California Commission on Teacher Credentialing. (2016). *California teaching performance expectations*. Sacramento, CA.
- Collaborative for Academic, Social, and Emotional Learning (2018) *What is SEL?* Retrieved from: <https://casel.org/what-is-sel/>
- Durlak, J. A.; Weissberg, R. P.; Dymnicki, A. B.; Taylor, R. D.; & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 474-501.



# CCNews

## Newsletter of the California Council on Teacher Education

Volume 29, Number 4, Winter Issue, December 2018, Section 3—CCTE Activities

Laurie Hansen (California State University, Fullerton), Editor

Prepared for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

## CCTE Lives of Teachers SIG

The CCTE “Lives of Teachers” Special Interest Group (SIG) is alive and well! At the Fall 2018 CCTE Conference Lives of Teachers attendees met during the Thursday SIG sessions to network and listen to Timothy Hilton’s outstanding presentation on “Teacher Attrition: Where Are They Going and What Is Sending Them Away?”

Timothy, a Ph.D. candidate at Claremont Graduate University and a Climate and Culture Specialist with the Fresno Unified School District, enumerated the findings of his quantitative study on why teachers leave the profession: (a) general dissatisfaction with administration, (b) overall job-related stress, (c) non-transparency of administration in decision-making, (d) poor hiring/firing decisions by administration, and (e) lack of instructional credibility by administration.

Interestingly, the least significant factors related to teacher attrition resulting from Timothy’s study included: students with low academic skills/poor attendance/poor behavior, administrative failure to maintain compliance, and opportunities for professional development. Timothy stressed that school site characteristics mattered in teacher satisfaction with the profession, but more having to do with administration rather than student or physical site characteristics. A lively discussion among attendees ensued on the implications of the study and what it meant for the effects of leadership on teachers’ work satisfaction.

SIG members have received a survey about future programming. Anyone with an interest in teachers and what constitutes their careers and lives is invited to future SIG meetings at CCTE. CCTE members who are interested in joining the SIG and/or leading a discussion or presentation are invited to contact the SIG co-chairs:

Leslie Young at [leslie.young@cgu.edu](mailto:leslie.young@cgu.edu)  
or Sylvia Kane at [sylvia.kane@vanguard.edu](mailto:sylvia.kane@vanguard.edu)

Special thanks to Nirmla Flores of the University of Redlands for her service as photographer for CCTE and CCNews. All photos in this issue were taken by Nirmla at the Fall 2018 Conference.

## ICCUCET Is Now AICCU, Ed

We have a new name! In an effort to make our mission and affiliation more clear, this fall the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) membership participated in voting for a new name for the organization. We are now AICCU, Ed (Association of Independent California Colleges and Universities, Education), which makes clear our long-standing affiliation with AICCU. Thank you to all who voted!

We are also pleased to welcome Andrew Wall, dean of the School of Education at the University of Redlands, as the new AICCU representative on the California Commission on Teacher Credentialing. If any of you at private/independent institutions have items of interest that you would like to share with the Commission, please contact me and we will coordinate that effort with Andrew.

—Jill Hamilton-Bunch  
President of AICCU, Ed  
Point Loma Nazarene University  
[jhamilto@pointloma.edu](mailto:jhamilto@pointloma.edu)

## Associated Organizations

All California Council on Teacher Education members, delegates, and friends are encouraged to also participate in the several organizations closely associated with CCTE.

Groups which hold meetings at each CCTE Conference include the Association of Independent California Colleges and Universities, Ed (AICCU, Ed) (see above for more information), the California Association for Bilingual Teacher Education (CABTE), the California Association of Professors of Special Education/Teacher Education Division of the Council on Exceptional Children (CAPSE/TED), the California State University Field Coordinators Forum, and the statewide meetings of education deans.

CCTE also serves as the state chapter of two national organizations—the American Association of Colleges for Teacher Education (AACTE) and the Association of Teacher Educators (ATE).

Watch for information on and reports from all of these organizations in future issues of *CCNews*.

# A Brief Report on the Intersegmental Project

## Professional Development for District Employed Supervisors

By **Sharon Russell**  
*CCTE Past President*

### Background

The new California Standards for General Teacher Educator Preparation require ten hours of initial preparation for district employed supervisors (mentors, master teachers, etc.) which are to be provided by approved teacher education preparation programs. In response to this need an intersegmental Coalition of the Willing (COW), initiated with the blessing and support of the Board of Directors of the California Council on Teacher Education, created online professional modules to assist the teacher education preparation community in the development of this capacity. The modules that have been created represent eight of the ten required hours that are portable to other teacher preparation programs. The remaining two hours are to be provided by the specific teacher preparation program with which the district employed supervisor is working.

Generally referred to as the Intersegmental Project because its efforts span the three institutional segments of the California teacher education community—California State University, the University of California, and private/independent colleges and universities—the Project’s work began during the 2017-2018 academic year. Now, in year two, the Project, continues to grow. There are forty-three institutions members of the project, each with a dedicated section of the course and member-chosen co-instructor(s). This new configuration allows each teacher preparation member to monitor participants’ progress and to also invite participants if they so wish. Over 500 individual participants have completed their programs and over 700 others are enrolled now.

By action of the CCTE Board of Directors, the Intersegmental Project operates with a leadership committee selected from the participating institutions. The committee reports regularly to the CCTE Board. Funds for the Project are collected annually in the form of dues from participating institutions, with CCTE member institutions paying \$100 a

<b>Intersegmental Project Membership Composition</b>			
<i>Private/ Independent</i>	<i>LEA-Based TPP</i>	<i>CSU</i>	<i>UC</i>
25	1	14	3

year and non-member institutions paying \$200. New institutional members are welcomed at any time, and there is an entry on the home page of the CCTE website ([www.ccte.org](http://www.ccte.org)) through which newly interested institutions can sign up and pay. Funds for the Project are held by CCTE in an earmarked account.

The Intersegmental Project Task Force will hold two video-conference organizational meetings in December to review progress made, present modifications made during year two, and seek feedback from members. In addition, the task force will be seeking new members to participate in the management of the Project, discussing additional modules to support the roll-out of the new Educational Specialist Preparation Standards, and establishing a Spring on-the-ground meeting.

The meetings will occur on Tuesday December 11 at 10:00 p.m. and Wednesday at 2:00 p.m. The same agenda will be covered at the two meetings. The two dates have been selected to try to meet the needs of all members. The Project will send Zoom invitations to all the co-instructors of the course sections.

Questions and additional agenda items can be sent before the meetings to Sharon Russell at

[sharonrussell@calcouncil.com](mailto:sharonrussell@calcouncil.com).

Additional information on the Project is also available by contacting Sharon, and anyone with questions related to current operations or how to get involved is also invited to e-mail her.

### CCTE Committees

CCTE has the following committees, any or all of which will welcome additional volunteers:

- Awards Committee
- Communications Committee
- Membership Committee
- Policy Committee
- Research Committee

Additional information on the committees appeared in the Fall 2018 issue of *CCNews*.

If you wish to volunteer to serve on any of these committees, please contact CCTE Executive Secretary Alan Jones at [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

## Support CCTE Journals and Research by Serving as a Reviewer



CCTE President Virginia Kennedy (right) introduces our journal editors at the Fall 2018 Conference. Terri Patchen (left) is editor of *Issues in Teacher Education* and Mary Christianakis (center) is editor of *Teacher Education Quarterly*.

An appeal was made to all in attendance at the CCTE Fall 2018 Conference to volunteer as a reviewer for both of the scholarly journals sponsored by the organization, as well as to join the CCTE Research Committee's cadre of reviewers of proposals submitted for the semi-annual conferences.

To review for *Teacher Education Quarterly*, editor Mary Christianakis (Occidental College) invites you to sign up on the journal's website ([www.teqjournal.org](http://www.teqjournal.org)).

Terri Patchen (California State University, Fullerton), editor of *Issues in Teacher Education* offers the following message: "Just in time for the holidays! Give the gift that keeps giving by signing up to review for *Issues in Teacher Education* (ITE). To register, enter this link in your browser: <https://www.itejournal.org/ojs/index.php/ite/user/register>. Include 'keywords' to make sure you get everything on your reviewing wish list this holiday season! ITE thanks you and wishes you all the best in the coming year."

The CCTE scholarly journals cannot function without reviewers who are committed to quality teacher education research and timely in responding to the editors. This is a crucial professional service, and we hope that all CCTE members, delegates, and friends will join in.

In addition, reviewers are needed each summer and winter to evaluate proposals received by the CCTE Research Committee for our Spring and Fall Conference programs. In this case the proposals are only a few pages long, and the review period is specific to the August and January deadlines for submission. To join in this review efforts, please email Cynthia Geary, chair of the Research Committee, at [ckgeary@copp.edu](mailto:ckgeary@copp.edu), to volunteer.

### Upcoming CCTE Conferences

**Spring 2019**

**The Citizen Hotel, Sacramento, March 21-22**

**Theme: "SPAN: Spring Policy Action Network"**

**Fall 2019**

**Kona Kai Resort, San Diego, October 17-19**

**Theme: "Integrating Social Emotional Learning  
and Culturally Responsive and Sustaining Teaching into Teacher Education"**

**Spring 2020**

**The Citizen Hotel, Sacramento, March 19-20**

**Theme: "SPAN: Spring Policy Action Network"**

**Fall 2020**

**Kona Kai Resort, San Diego, October 22-24**

**Theme: To Be Determined**

## **CCTE New Faculty Support Program Available for Interested and Qualified Applicants**

Each academic year the California Council on Teacher Education (CCTE), through its New Faculty Support Program, assists new faculty to become CCTE members, to attend CCTE semi-annual conferences, and to receive mentorship about the teacher education community from experienced members of the CCTE organization.

For purposes of this support program, a new faculty member is defined as a person who is in the first five years of employment as a teacher educator at a CCTE member institution and who has not previously received support from the CCTE New Faculty Support Program. The purpose of the program is for new faculty to become a member and a participant in CCTE during any membership year, which annually run from July 1 through June 30.

Applications and nominations are encouraged from or on behalf of new faculty, and those who are selected for the program will receive the following benefits and will commit to the associated responsibilities:

Participants in this program will receive a CCTE individual membership for the 2018-2019 year at a 50% discount, so that the individual dues are reduced to \$60.

Participants in this program will attend at least one CCTE Conference during the year (either the Fall 2018 Conference in San Diego or the Spring 2019 Conference in Sacramento) and the registration fee will be discounted 50%. Participants will be responsible for all other costs involved in attending the Conference.

Participants will submit a proposal for a research or poster session at the Conference they decide to attend.

Participants will each be linked with CCTE veterans who will meet with and mentor the participants prior to and at the Conference.

To be considered for this program, please use the application/nomination form available on the CCTE website or request a copy from CCTE Executive Secretary Alan H. Jones at [alan.jones@ccte.org](mailto:alan.jones@ccte.org).

While potential participants for 2018-2019 are encouraged to apply as soon as possible, applications will be accepted and considered at any time during the academic year.

### **Five Current Program Participants**

At this time there are five participants accepted for and engaged in the CCTE New Faculty Support Program for this 2018-2019 year:

Ya-Chih Chang (Special Education & Counseling, Charter College of Education, California State University, Los Angeles).

Jemma H. Kim (Special Education, College of Education, California State University, San Bernardino).

Kimiya Sohrab Maghzi (Department of Teaching & Learning, School of Education, University of Redlands).

Carolyn O’Gorman-Fazzolari (School of Education and Extended Learning, California State University, San Marcos).

Christina Restrepo Nazar (Curriculum & Instruction, Charter College of Education, California State University, Los Angeles).

## **CCTE Graduate Student Support Program Welcomes New Applications**

Graduate students at any CCTE member institution interested in the field of teacher education are encouraged to apply for support from the CCTE Graduate Student Program for any academic year.

The CCTE Graduate Student Support Program was established to provide financial assistance to encourage greater involvement of graduate students in CCTE activities. The program operates in the following manner:

1. Each year the opportunity to apply for support from the CCTE Graduate Student Fund is disseminated to all CCTE members and delegates, with the request that such information be shared with graduate students at all institutional member campuses. Applications will be accepted at any time throughout the membership year until all available and appropriate awards have been made.
2. Students seeking support from the CCTE Graduate Student Fund will submit their application to the CCTE Executive Secretary, accompanied by an endorsement from their graduate advisor. In making application the student will commit to attending one of the CCTE semi-annual Conferences during the coming year and submitting a proposal for a research or poster session at that conference.
3. The only limitations on students wishing to make application are that they be doctoral or masters candidates at a CCTE member institution, that they are considering the field of teacher education as a career goal, and that they be endorsed by a faculty advisor on their campus. Students are asked to indicate their graduate field of concentration, the degree they are pursuing, and the expected date when they will complete that degree.
4. Program participants are awarded the following benefits: (a) The applicant will become a CCTE student member for the year, with 50% of the \$60 membership dues waived; and (b) The student registration fee for the Conference the applicant chooses to attend will be reduced 50%. Other expenses related to attending the Conference will remain the responsibility of the student. In years when more students apply than there are funds available for support in the CCTE Graduate Student Fund, priority will be given to doctoral students over masters students, and additional preferences will be based on how close students are to completing their degree program.
5. No more than five students will be awarded support per year from any given institution, again with preferences among applicants based on level of degree sought and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.
6. It is not guaranteed that all of the Conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all participants in the program will still be committed to attend the Conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the Conference poster session, and the Research Committee is asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

Please use the form on the CCTE website to apply for participation in the program, or request the form from CCTE Executive Secretary Alan H. Jones at [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

Students interested in participating in the program during this 2018-2019 membership year are encouraged to apply as soon as possible, although applications will be received and considered at any time during the year.

Although there were 14 students who registered for and attended the CCTE Fall 2018 Conference in San Diego, none have applied as yet for participation in the Graduate Student Support Program for this year. We hope at least some of them will do so, as well as other students who did not attend that Conference but hope to attend future CCTE Conferences.

## CCTE Reader on Social Justice Available for Course and Individual Orders

The California Council on Teacher Education produced a special *CCTE Reader on Social Justice* in conjunction with the Fall 2017 Conference. The volume, which is available in electronic (PDF) format, includes 18 outstanding articles selected from issues of the two CCTE journals—*Teacher Education Quarterly* and *Issues in Teacher Education*—pub-

lished during the period 2004 to 2015. The collection was edited by Juan Flores, CCTE Past President, and Donald Cardinal, CCTE Board Member, in association with Thomas Nelson, editor of *Teacher Education Quarterly* from 1999 to 2010, and Suzanne SooHoo, co-editor of *Issues in Teacher Education* from 2009 to 2015.



### The CCTE Reader on Social Justice

Edited by Juan Flores & Donald Cardinal

With Associated Editors Thomas Nelson & Suzanne SooHoo

Published in 2017 for the California Council on Teacher Education  
by Caddo Gap Press, Alan H. Jones, Publisher

Containing 18 Outstanding Articles  
about Social Justice and Teacher Education

Selected from  
*Teacher Education Quarterly*  
& *Issues in Teacher Education*

From the introduction to the reader by Juan, Don, Tom, and Suzi: “It is our hope that this *CCTE Reader on Social Justice* will give our teacher education faculty an opportunity to invigorate social justice dialogues in our classrooms and offer our credential candidates and graduate students tools and frameworks to move beyond the bystander model and enact and realize the social justice theories, lessons, skills, and goals that must be acquired in our classrooms.”

The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

The *Reader* was officially introduced at the Fall Conference during a special research session which featured the editors and graduate students at the University of the Pacific who used the volume with their class this summer.

A second session featuring another group of graduate students at the University of the Pacific presented their experiences with the *Reader* at the Fall 2018 Conference.

Preview copies of the *Reader* are available to any CCTE members who wish to look it over for possible adoption for use with classes or programs. If you are interested in obtaining a preview copy, please contact Alan Jones at [alan.jones@ccte.org](mailto:alan.jones@ccte.org) with your request.

All CCTE members and delegates were emailed information about the publication and how to order the *CCTE Reader on Social Justice* last summer and information remains posted on the CCTE website at [www.ccte.org](http://www.ccte.org) where there is an on-line order form if you wish to purchase via credit card or a form that can be downloaded and submitted with payment by check.





# CCNews

**Newsletter of the  
California Council on Teacher Education**

**Volume 29, Number 4, Winter Issue, December 2018, Section 4—Articles from the Field**

Laurie Hansen (California State University, Fullerton), Editor

Prepared for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

## **Articles and Reports from CCTE Conference Presentations**

Presenters at concurrent, roundtable, and poster sessions and Special Interest Groups at California Council on Teacher Education semi-annual conferences are invited to submit reports on their research and practice for publication in *CCNews*. The newsletter also welcomes other articles from the California teacher education community

On the following pages:

“The Twice Exceptional Student: Changemaking Teacher Preparation” by Cynthia Geary - see pages 24-28.

“ Curriculum Motivation: A Look at Ethnicity, Private University and Community College Curriculum Differences, and a Students’ Perceptions of Their Goals” by Veronica L. Grosse & D. Michael Campbell - see pages 29-32. (from a poster presentation at the CCTE Fall 2018 Conference)

“Voices from the Periphery: A Phenomenological Study of Iranian-American Mothers Raising Individuals with Dis/abilities” by Kimiya Sohrab Maghzi & Marni E. Fisher - see pages 33-35 (from a roundtable presentation at the CCTE Fall 2018 Conference.

Other reports and articles will appear in future issues of the newsletter.

### **Be Sure to Check the CCTE Website Regularly**

[www.ccte.org](http://www.ccte.org)

The CCTE website offers information and background on all of our activities. All delegates, members, and friends of the organization are encouraged to visit the site regularly.

You will find news, announcements, membership information, previews and retrospectives on our semi-annual conferences, policy updates, and invitations for participation in such programs as the CCTE New Faculty Support Program and the CCTE Graduate Student Support Program.

A continuing feature of the website is a listing of teacher education position openings and special events at our member institutions. The link to this listing is near the top of the right hand column of the home page.

A recent addition to the website is a power point presentation offering an overview of CCTE, initially prepared for and presented at the Newcomers Meeting at the Fall 2018 Conference, and now available to any other interested parties seeking basic information about CCTE. You will find this at the top of the right hand column on the home page. The power point was created by the CCTE Membership Committee.

Be sure to check it all out frequently.

# The Twice Exceptional Student: Changemaking Teacher Preparation

By Cynthia Geary

*California State Polytechnic University, Pomona*

## Overview

Students who are twice exceptional are often overlooked in U.S. public K-12 classrooms, and teacher credentialing course work could be the key to equipping future teachers to identify and instruct this student population. *Twice-exceptional* students are defined as those who “demonstrate the potential for high achievement or creative productivity in one or more domains . . . and who manifest one or more disabilities as defined by federal or state eligibility criteria” (Reis, Baum, & Burke, 2014, p. 222).

Those with high achievement or ability are commonly referred to as “gifted,” a socially constructed label used to describe a heterogeneous group of individuals who display talent in one or more domains (Pfeiffer, 2013). According to Winebrenner (2012), “there are several reasons why gifted students fail to achieve at a level compatible with their potential, many students in this group are now recognized as ‘twice exceptional.’ Their giftedness coexists with a learning challenge of some sort, most commonly a learning difficulty, behavioral problem, attention deficit disorder (with or without hyperactivity), autism, or Asperger’s syndrome” (p. 23). Commonly, the disability masks the giftedness in the student, and results in overlooking the significant strengths that the child possesses (Assouline, Colangelo, & VanTassel-Baska, 2015).

Quantifying the exact number of students who are twice exceptional can be problematic. Assouline et al. attest to the difficulty of estimating the size of this population, “Most recent data from the U.S. Department of Education, National Center for Education Statistics (2013), indicates that 6,419,000 students were served under the Individuals with Disabilities Education Act (IDEA) during the 2010-2011 school year. If one considers that approximately six percent of this population is also academically gifted, that equates to 385,140 twice-exceptional children” (p. 198). Assouline and Whiteman (2011) report that “This number, however, is likely an underestimate because twice-exceptional students who are served through 504 plans (methods for providing accommodations for individuals with disabilities who are not served under IDEA, granted by the Rehabilitation Act, 1973) would not be factored into this total” (p. 198).

Colangelo, Assouline, and Gross (2004) suggest that research on twice-exceptional learners has grown slowly, due to the small number of students who are identified as such. The purpose of the current study was to add to this literature by determining how much time programs in California dedicate to preparing teachers to work with twice-exceptional students.

## Review of Literature

Students who are twice exceptional require attention to both the gifted and disabled aspects of their learning abilities. “Masking” occurs when only one of these attributes (typically the disability) takes center stage and the other attribute is hidden or masked. Twice exceptional students require additional observation to identify their exceptionalities. Due to the dual exceptionalities, such students have unique socio-emotional dispositions. Research shows that an academic plan agreed upon by home and school stakeholders can result in academic success. For these reasons, it is especially important to take a holistic approach to evaluating these students’ abilities.

Winebrenner (2012) suggests that twice exceptional students can display any or all of a wide variety of learning challenges. The learning challenges could include tests of ability where “their scores may show significant discrepancies of 12 points or more between verbal and nonverbal students.” Twice exceptional students may also struggle with the nuances of words that they have read—but not heard spoken or in meaningful content. This prevents twice exceptional students from understanding the “subtleties of language.” Students may exhibit a wide and deep understanding of a high interest topic but read below grade level.

Twice exceptional students may shine in one expressive ability, yet struggle to organize their thoughts, spell correctly and/or write down the concepts in which they are very learned. Students who are twice exceptional may work at a very slow pace and their inability to complete assignments affects their grades. An aspect of giftedness is an increased emotional sensitivity. Twice exceptional students can be sensitive to students’ “ridicule,” become embarrassed and opt out of any potentially academic risks (Winebrenner, 2012). Should any combination of these learning challenges present themselves, the equipped teacher would consider the possibility of twice exceptionality and seek further evaluation of their learning abilities.

Twice exceptional students have unique socio-emotional needs due to their dual abilities. According to Baldwin et al. (2015), twice exceptional learners can have low academic self-concept and “they often see themselves as imposters or as inadequate” (p. 223). Multiple researchers have observed that “twice-exceptional students experience high levels of anxiety, poor self-concept, and anger because of the discrepancies between what they can and cannot do” (Baldwin, 1995; Baum & Owen, 2004; Reis et al., 2014; Schiff, Kaufman, & Kaufman, 1981).

Students may experience confusion due to their advanced abilities in some academic subjects and/or the dif-

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## The Twice Exceptional Student: Changemaking Teacher Preparation (continued from previous page)

faculty of learning disabilities in others. Vespi and Yewchuk (1992) reported that not attending to a task (or rushing to complete the task) also appears to be a way that such students cope with the anticipated frustration of a difficult task. Teachers, parents, students, coaches, and school personnel can support twice exceptional students by providing a safe and nurturing environment where the student has the space to understand themselves and is allowed to make mistakes (Baldwin, 2015).

Baldwin (2015) suggests a list of questions to the student, to best access their socio-emotional needs. Key areas in which to inquire and observe a student that is potentially twice exceptional are triggers that may be antecedents to unproductive learning and behaviors that interfere with learning. Observing the potentially twice exceptional student for “heightened empathy and sensitivity” and/or instances when the student refers to him/herself as “dumb” is important. Additional observation of “uneven development” physically, emotionally, and socially would be informative. Making note of any perfectionist tendencies and/or conversely hiding strengths or disabilities to fit in with peers would contribute to understanding the student.

Finally, noticing when a student “appears anxious or agitated” or becomes so angry that they are unable to participate or follow class rules (Baldwin, 2015, p. 222) would also indicate possible twice exceptionality. The responses to the inquiries and observations can build a construct of the socio-emotional wellbeing or lack thereof of a child. This can provide valuable information that not only informs instruction, but also contributes to the academic plan. The academic plan includes three parts. First, identification of the strengths and weakness of the student. Second, gathering school personnel and family to create a plan to encourage the student in their giftedness and support them in their disability. Third, discussing coping strategies to be implemented by school and family.

### Methodology

The Survey of Teacher Credentialing Programs Twice Exceptional Instructional Time was sent to teacher credentialing programs statewide soliciting input regarding the amount of time and type of preparation teacher candidates receive to work with twice exceptional students. Survey Monkey was used to administer the brief survey. The survey was emailed to one dean, chair, or director representing each of the colleges and universities on the California Commission on Teacher Credentialing website list of California approved teacher training programs. There were 30 public universities and 61 private/independent universities who were invited to participate. The survey was sent out January 12, 2016, with a follow up invitation to those who had not

responded sent January 19, 2016. Of the 91 invitations, seven responded, which is a response rate of 8%.

Educational leaders were asked to answer a three-question survey with the following items:

1. In your teacher preparation program, how much time is spent preparing teachers to work with twice exceptional students?
2. How important is specific teacher preparation for twice exceptional students?
3. What programmatic/government policy has guided your institutional planning of teacher preparation content for twice exceptional populations?

### Overview of Results

The preliminary results from the survey indicate that there is minimal preparation of teacher candidates to work with twice-exceptional students. The data analysis was derived from calculating percentages of like responses within the responders. In response to the first question (In your teacher preparation program, how much time is spent preparing teachers to work with twice exceptional students?) the time reported for teachers to prepare to work with twice-exceptional students was only 0-10% of the instructional time, centralized in three content areas: Introduction to Special Education Course (43%), General Education course (67%), and Content/Subject specific course (67%). Indeed, 11-20% of this content existed in two curriculums: Special Education courses (43%), and Gifted Education courses (14%).

For the second question (How important is specific teacher preparation for twice-exceptional students?) 42.86% responded “reasonably” and “very important” equally. Clearly, there is a disconnect between the importance that administrators place on preparing teacher candidates to work with twice-exceptional students versus time allotted in the content instruction.

For the third question (What programmatic/government policy has guided your institutional planning of teacher preparation content for twice exceptional populations?) three respondents referred to State legislation as a primary driving force, while another cited special education legislation as a guiding force. State and federal regulations drive instructional content allotment.

### Discussion

The results of the survey point to recommendations in course content for teacher preparation programs. First, a col-

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## The Twice Exceptional Student: Changemaking Teacher Preparation

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laborative discussion amongst teacher credentialing administrators regarding the importance of including this important topic in preparation of teachers is recommended.

Second, reporting the instructional time dedicated to the twice-exceptional student experience is recommended as it would motivate other credentialing programs to include an equal amount of time to this student population. However, this study had limitations in the number of respondents and scope of the input across California's teacher preparation programs. Given the fact that previous research has highlighted a general lack of awareness of twice-exceptional students and low estimates of their numbers in schools (Assouline et al., 2015; Assouline & Whiteman (2011); Colangelo, et al., 2004), this could point to a Catch-22 situation where the needs of twice-exceptional students are not a high priority in teacher preparation programs.

### Implications and Recommendations

#### Changes in teacher preparation course content.

Teacher credentialing program curriculum can play a vital role in changing the landscape of identification and instruction for twice-exceptional students. Course content could include the dual identification of giftedness referred to by Baum et al. (2015) as “glimmers of the gift or talent” concurrently with the “[inability] to keep up with course requirements because of their disability.” Reis, Baum, and Burke (2014) state that “successful identification and programming depend on both the depth of educators’ understanding about giftedness and disabilities and their intersection or comorbidity” (p. 218). This is a call to action for teacher credentialing programs to incorporate this valuable instruction into course curriculum, or at a minimum coordinate with education specialists as guest speakers.

With Common Core's directive to meet the instructional needs of all children, preparing teachers to identify and instruct twice-exceptional students is critical. Given the previously cited number of potentially twice-exceptional students, acquiring a pulse of teacher credentialing programs dedicated to twice exceptional instructional time provides a baseline from which to build course content.

According to *A Nation Empowered* (2015), “one issue that may be critical to receiving services for both exceptionalities is the order in which the exceptionalities are identified” (p. 190). An example of this is when a student who has an IEP or 504 Plans may be overlooked for accelerated or talent development programming. Crim, Hawkins, Ruban, and Johnson (2008) examined the IEPs of over one thousand students identified with a specific learning disability (SLD); of these, “112 obtained an ability score of 116 or above but not one received talented and gifted services or a recommen-

ation for participation in accelerated curriculum” (p.190) Shultz (2002), reports that “[t]his suggests that if a student obtains special education services first, there is little to no chance he or she also will be considered for gifted education services. Lack of teacher awareness that students with learning disabilities can participate in accelerative educational opportunities limits twice-exceptional students’ utilization of such services” (p. 190).

Baum and Owen (2004) identified three types of conditions that make it difficult for educators to recognize these special students (as cited in Baldwin, et. al., 2015. P. 218). In the first condition, the disability is recognized but not the strengths. The second condition is the reverse: the giftedness is recognized but not the disabilities. The third condition, neither strengths nor disabilities are recognized. Educators equipped with the tools to identify and instruct students who are twice exceptional in their teacher credentialing programs will find a sense of success and accomplishment that is invigorating for the student, parent and teacher.

**Mindfulness of the unique learning needs of twice exceptional students.** Twice exceptional students benefit from a comprehensive academic plan. One benefit of a strategic plan is the confluence of input of many stakeholders including students, teacher and parent. This plan accounts for the socio-emotional needs of students who have dual exceptionalities. Additionally, the plan targets building upon the strengths and supporting the weaknesses that the child uniquely brings to the classroom.

The plan has the potential to provide insight to teachers across multiple years. Rather than parent and/or child advocating at the onset of each academic year for the accommodations for the students’ giftedness and disability, the plan allows for consistent communication of the unique academic abilities for the student and suggests best instructional strategies for the teacher across many years of instruction. Finally, the plan discusses coping strategies that can be implemented in a united way in the school and home, affording the twice exceptional student consistency and positive reinforcement.

Another approach to identification of twice exceptional students is the *Multiple Perspectives Process Model*. *A Nation Empowered* (2015) discusses Susan Baum and her colleagues’ creation of the *Multiple Perspectives Process Model* (MPPM; Baum et al., 2014), which is a strength-based, talent-focused approach that is advantageous to twice-exceptional student growth in a number of key domains related to social, emotional, and cognitive skills (Baum et al., 2014). The authors indicate that “Educational strategies are tailored to align with twice-exceptional students’ unique profiles

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## The Twice Exceptional Student: Changemaking Teacher Preparation

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of intelligence, cognitive style, and learning preferences” (Baum et al., 2014, p.199).

This *Model* allows educators a window into the strengths and weaknesses of the twice exceptional student and facilitates constructive conversations between students, parents and teachers. The results from the *MPPM* have the potential to provide valuable information to construct a successful and revitalized curriculum for the twice exceptional student. Training teachers to implement the *MPPM* in teacher credentialing courses could significantly increase the identification of students who are twice exceptional. The results of the *MPPM* could also inform instructional strategies unique to each student who is twice exceptional for student success.

Preparing future teachers for working with twice exceptional students involves multiple steps. First, instruct teacher candidates on the definition and characteristics of students who are twice exceptional. Second, provide teacher candidates with methods for identification of a student who is twice exceptional. Third, model how to use the results from the twice exceptionality inventory to inform teaching practices. Fourth, model or bring in a guest speaker to discuss how to form a team of stakeholders to create a comprehensive academic plan that includes addressing the socio-emotional needs of a student with dual exceptionalities, as well as an academic plan that strengthens the giftedness, and supports the disability. Fifth, come to an agreement as to coping strategies for the child that are reinforced in the home and at school.

The evidenced-based strategies listed previously can also contribute to a best practices tool set for teachers to use when building strength-based curriculum for students who are twice exceptional. The combination of the teacher credentialing instruction, the *Multiple Perspectives Process Model* and the best-practices strategy instruction have the potential to change the classroom experience for students who are twice exceptional from frustrating to empowering.

### Limitations

The study had limitations in the number of respondents and scope of the input across California’s teacher preparation programs. With 91 invitations, several reasons are hypothesized as to why there were only seven respondents. One possible reason that few replies were received from administrators could be the lack of teacher preparation instructional time to report dedicated to preparing teacher candidates to work in a meaningful way with twice exceptional students. Another cause of the brevity of respondents could be technological boundaries or the unfamiliarity of sender’s address causing the email to go straight to spam. Additionally, with higher education institutions becoming increasingly cautious

with the internet, the email could have come up against a cyber wall.

### Conclusions

Twice exceptional students have long been categorized in one ability group and teachers now have the opportunity to meet all of their academic needs. This begins with teacher preparation programs including twice exceptional content in to their curriculums. Equipping a new generation of teachers to identify the disability and support the giftedness of twice exceptional students is timely. Research points to several high impact, low intensity strategies.

The teacher preparation curriculum could also include inventories that summarize the contributions of Winebrenner and Baldwin in a succinct and time efficient manner. Giving the entire class the inventory to assess their propensity for being concurrently learning disabled and gifted at the onset of the year—much in the same way that baseline reading and math assessments are given—could be the start to a fruitful academic year for teacher, student and parents.

Regularly conversing with parents about successes at home and generalizing these to the classroom would be a proactive approach bridging home and school, thereby resonating in a deeper way with the student. Additionally, creating projects that highlight the giftedness of the twice exceptional student submitted in the format in which they are strongest (verbal, power point, video, written) would build resiliency and confidence in the twice exceptional student.

There is much to be gained from reaching out to twice exceptional students. Collaborating with educational specialists to support twice exceptional students in their disabilities, while also partnering with resource teachers for gifted students can create a success network for the student where once there was none. This is true changemaking in the classroom!

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## Curriculum Motivation: A Look at Ethnicity, Private University and Community College Curriculum Differences, and Students' Perceptions of Their Goals

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### Introduction

School curriculum is something that affects children from Grades K-12 and shapes their academic outcomes (Tan & Tan, 2016). It is also plays a role in university students shaping their knowledge to their developing careers (Stark & Lattuca, 1997). Curriculum can be directly linked to students' future engagement in the world around them. From this, we can infer that curriculum is immensely important and should be held to a high standard in our school systems and universities.

Motivation is regarded as another important key to understanding student success. In this sense, motivation is defined as a student's ability to start, persist, and show the necessary daily mental effort towards relevant tasks and has been shown to be a key outcome in achievement (Pintrich, 2000). When the curriculum is more student interest-oriented, the student's motivation is much higher, connecting the constructs of intrinsic motivation with a creative curriculum.

Curriculum motivation can be perceived as specific interest in the class a student is taking, and the learning outcome (or motivational) aspect attached to it (Chen, Ennis, Martin & Sun, 2005). The two working terms come together to create a larger motivational terminology. In this, we may examine possible outcomes for the students, future achievements, and predict academic success.

Differences in curriculum between types of college settings also play a role in student outcomes (Davies, 1999). Aside from private universities differing from community colleges in that they are typically costlier, there can also be more resources available. They may also vary in terms of curriculum differences, and even the way the institution's professors perceive the students' capabilities (Schuyler, 1999).

It is also germane for educational curricula to reflect the independent traits and needs of each school and student (Eisner, 1997). Decades of research have told us that Western societies neighborhoods and schools are becoming more culturally and ethnically diverse, and so to should the curriculum and teachers (Ball & Tyson, 2011; Collins, 2012; Epstein, 1988; Miramontes, Nadeau, & Commins, 2013; Richards, Brown, & Forde, 2007). Considering this, diversity in the school setting should be highly valued, and strived for.

For more than 30 years, research has shown that Hispanic/Latino students have higher dropout rates from high schools and general underperformance in the mathematics and science and are more likely to live in poverty (Aronson et al., 1999; Brewster & Bowen, 2004; Brown & Campbell,

2008; Cole & Espinoza, 2008; Fry, 2003). Marrero (2016) suggests some of the things that can be taken into account while examining this is disparity are a lack of culturally competent school faculty and a lack of understanding of cultural differences in schools and parental engagement.

Among the Hispanic/Latino students that even begin in local community colleges, under a quarter of them go on to get their bachelors or even move on to a 4-year degree program (Crisp & Nora, 2009). This leaves the private school setting for the typical Hispanic/Latino student in a much less culturally competent environment. There are also many barriers perceived by Hispanic/Latino students themselves. Findings in one article show that their perceived hurdles include relationships between teachers and administration (or lack thereof), school policies, and even the danger they feel in their own communities (Vega, Moore, & Miranda, 2015).

Along with curriculum motivation, another key finding this study is considering is that Hispanic/Latino students with a high representation of other Hispanic/Latino faculty and student members hold a higher rate of succeeding (Hagedorn, Chi, Cepeda, & McLain, 2006). Further, a culturally competent curriculum may be beneficial to motivation in minority students (Pacquiao, 2007).

The authors of this article were curious to see if cultural competence was present in both a small, private, expensive, college lacking diversity, and a large, inexpensive, diverse community college. Curriculum and motivation play into this idea fully, as if one is being culturally represented in their school community, both the curriculum and resources will be tailored to more student's needs. The central tenet of this research is based on the literature linking student success outcomes to ethnic representation in the classroom (Crisp & Nora, 2009; Hagedorn, Chi, Cepeda, & McLain, 2006; Kurlaender, 2006), from a curriculum motivation lens (Ball & Tyson, 2011; Collins, 2012; Cetin-Dindar, 2015; Eisner, 1997; Evans & Boucher, 2015; Pintrich, 2000, Spada, 1987).

From this, our question follows: Is there a difference in curriculum motivation for Hispanic/Latino students as compared to White students, at a private university verses a two-year college setting?

There are three working hypotheses. The first is that students at the University of San Diego will have a higher level of curriculum motivation than students in San Diego Mesa College. The second hypothesis is that White students at the University of San Diego will have a higher level of curriculum motivation than White students at San Diego Mesa College. The third is that Hispanic/Latino students at San Diego Mesa College will have a higher level of curriculum motivation than Hispanic/Latino students at the University of San Diego.

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## **Curriculum Motivation: A Look at Ethnicity, Private University and Community College Curriculum Differences, and Students' Perceptions of Their Goals (continued from previous page)**

### **Methodology**

#### ***Data Sources and Analysis***

The sample consisted of 263 students. Participants were randomly sampled from the University of San Diego (a small, private university) and San Diego Mesa College (a large, diverse community college). One hundred and fifty-five were students at University of San Diego and 108 were students from San Diego Mesa College. From all participants from both schools, 48.67% were White, 19.77% were Hispanic/Latino, and 31.56% were "other," that is, a different race or biracial.

The participants responded to an 18-item survey, which was administered by the researcher in the students' classes. The participants were informed they were to relate the survey to all the classes they have taken at their college. The questionnaire first asked demographic questions. The survey then followed with 18 statements. They were to answer (circle) how much they agreed or disagreed with the statements from the 1 to 5 on a Likert (1932) scale (1 being strongly disagree, 2 being disagree, 3 being neutral, 4 being agree, 5 being strongly agree).

The first nine statements pertained to the curriculum at the student's specific college in all classes. These nine questions summed up what is shown to be an ideal curriculum that will work best for all students, and how the student felt it worked for them (such as choice in academic settings, justice in the classroom, creative aspects of learning, among others). The last 9 questions were about how motivated they felt based off of their curriculum (such as extrinsic and intrinsic motivational factors, subject mastery, goals for their future, and more).

The participant's individual scores on the first nine questions were averaged. Then, the total of all participants' ratings of the nine curriculum questions were averaged. The same process was then repeated for the final nine questions on the questionnaire. After data collection, all participants' answers per category of the final nine questions were averaged to get the numbers. Both averages work together to gain an accurate perception of curriculum motivation, school-by-school and ethnicity-by-ethnicity. (The students who were not Hispanic/Latino or White and participated in this study were still included in the results. They were only considered for the first graph and hypothesis, looking at the total curriculum motivation of all students by school, to get the most accurate results.)

### **Results**

#### ***Curriculum Motivation in Total Students, Private University vs. Community College***

There was statistical significance in the results between USD and Mesa, although opposite of what the hypothesis predicted. Mesa students had a statistically significantly higher curriculum motivation as a whole compared to USD. This suggests that, as stated above, San Diego Mesa College students have an overall higher curriculum motivation.

#### ***Curriculum Motivation in White Students, Private University vs. Community College***

There was no main effect in the results of curriculum motivation in Caucasian students between the two schools. This suggests that Caucasian students from both San Diego Mesa College and University of San Diego have relatively high curriculum motivational scores.

#### ***Curriculum Motivation in Latino Students, Private University vs. Community College***

There was a significant main effect in the results of curriculum motivation in Hispanic/Latino students between the schools. USD Hispanic/Latino students had much lower curriculum motivation compared to Hispanic/Latino students at Mesa. This was the largest effect size out of three hypotheses being tested. It is also worth noting that Mesa Hispanic/Latino students in particular had the highest curriculum motivation out of any other ethnic or between school groups being examined.

### **Implications for Teacher Education**

The first finding suggests a lower curriculum motivation than students at Mesa College. This may be attributed to the fact that many students in community college eventually want to transfer to a four-year university (Harrington & Glass, 2002). To do this, they must be highly motivated and get into the college of their choice. This requires a lot of work and diligence. Despite small private institutions having many resources, community college students must be very driven (either with help from the school or not) if they wish to go onto University. Community colleges are also typically more diverse and have more financial aid plans, and of course are more affordable (Gleazer, 1980).

The second finding suggests very little difference of White motivation between USD and Mesa. These results are

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## Curriculum Motivation: A Look at Ethnicity, Private University and Community College Curriculum Differences, and Students' Perceptions of Their Goals (continued from previous page)

interesting, and tend to make sense. The Caucasian population is the majority, and their needs can be seen as being historically accurately represented in majority of institutions.

The third finding was that Hispanic/Latino students at USD had a lower curriculum motivation than those at Mesa, and these outcomes had the most significant difference in all of the three hypothesis's being measured. This finding may provide evidence for the concept that students perform better where they are well represented or understood.

As discussed previously, accurate representation of culture or race can lead to higher curriculum motivation. Mesa, being a college with many Latino students with a strong cultural representation, may have more to offer to their Latino students (Hagedorn, Chi, Cepeda, & McLain, 2006). This curriculum could work more hands on with their communities and with cultural needs of the students being taken into account, which could therefore increase motivation.

Taking into account that western culture is much more individualistic and Latin American culture is much more collectivistic, thus may play a role in succeeding as a group (where you are largely represented in Mesa) versus by yourself (where you are poorly represented at USD) (Triandis, Bontempo, Villareal, Asai, & Lucca, 1988). The most significant finding of the study may have been that Latino students at Mesa did not only have significantly higher curriculum motivation compared to USD Latino students, but significantly higher outcomes than any other race or school group measured.

In conclusion, the findings in this study illuminate the positive power that can be given to underrepresented groups when we provide a positive community of likeminded people to flourish in. The implications of this finding hold unique and important meaning while examining an already rigid school system and trying to account for a more culturally competent future for our students.

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# Voices From the Periphery: A Phenomenological Study of Iranian-American Mothers Raising Individuals With Dis/abilities

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## Introduction

The discussion of dis/ability, immigrant experiences, culture, and education has multiple layers. Iranian-American mothers' voices and experiences as advocates and mentors for their children with dis/abilities can provide insights into the experiences of a highly marginalized group of individuals.

Dis/ability is a form of diversity which is often overlooked (Gordon & Rosenblum, 2001). This study examines the difficulties and barriers mothers faced when seeking services and supports for their child with dis/abilities. Although the voices of Iranian-American mothers' have been largely overlooked and marginalized (Maghzi, 2017), consideration of these voices can provide schools and service providers with a greater understanding and knowledge of their experiences as advocate and mentors of their children and contribute to changemaking not only in the classroom but also in teacher education programs.

There is a need for better understanding of cultural nuances in dealing with multicultural populations when working with children with dis/abilities (Albrecht, Devlieger, & Van Hove, 2008; Asher, 2007). This insight can contribute to the hopeful promise of equitable educational opportunities for Iranian-American individuals with dis/abilities and other minority individuals with dis/abilities.

Teachers and students have the capacity to become agents of change (Fullan, 1993; Kirtman, 2002). If we want to create this change we must embody it at the level of teacher education. This embodiment requires a paradigm shift in teacher education programs. Similar to Nieto's (2004, 2010) discussion of the importance of representing culturally and linguistically diverse students in children's literature, a multicultural curriculum that values all students and their voices, especially the voices of their first advocates and trainers, mothers, is crucial. The empowerment of linguistically diverse students' needs to begin with the inclusion of minority women's voices.

## Theoretical Framework

This study was approached from the perspective of dis/ability studies, DisCrit, and a culturally responsive approach. A dis/ability studies framework helped the researchers critically regard mothers' hybrid cultural identities that influenced their understanding of their child and the construction of dis/ability (Ferguson & Ferguson, 1995). This dis/ability

studies framework affected how the researcher interpreted mother's language of normalcy when discussing their child and his or her dis/ability.

DisCrit, which layers Dis/ability Studies with Critical Race Theory, attempts to disrupt hegemonic patterns that ignore "the voices of traditionally marginalized groups" (Annamma, Conner, & Ferri, 2016, p. 21), while "considering multidimensional identities and diversity" (Maghzi, 2017, p. 39). This perspective helped the researchers "problematize the ways that the binaries between normal/abnormal and abled/disabled play out in a range of contexts" (Annamma, Connor, & Ferri, 2016, p. 17).

In addition, DisCrit helped value the voices of these mothers that have been traditionally left out of the dominant narrative of dis/ability who have experienced marginalization via their experiences raising their children with dis/abilities and (Annamma et al., 2016). DisCrit "seeks to disrupt the tradition of ignoring the voices of traditionally marginalized groups and instead privileges insider voices" (Annamma et al., 2016, p. 21). Thus, DisCrit facilitated the researcher's understanding of mothers' evolving perspective of their child and his or her dis/ability through a multi-dimensional lens which considered "multiple variables such as language, culture, religion" (Annamma et al., 2016, p. 205).

A culturally responsive approach to research provided a framework for conducting research in which knowledge is co-created as a result of the relationship between the participant and the researcher (Berryman, SooHoo, & Nevin, 2013). Culturally responsive research serves as an "alternative, naturalistic paradigm from which to achieve socially responsible research outcomes" (Berryman et al., 2013, p. 2). The researcher-participant relationship is highly dependent upon a reciprocal relationship building process, because "reciprocity, dialogue, and relationship building are the core of co-creation" (Berryman et al., 2013, p. 7). This relationship building, sharing of knowledge, and insight do not happen quickly; instead, they become possible through a long-term commitment (Smith, 2012).

## Methodology

Hermeneutic phenomenological studies investigate the lived experience through narratives, storytelling, and open-ended interviews (Heidegger, 2002). This study utilized Seidman's (2013) three step interview process, which consisted of a trio of comprehensive interviews that addressed the phenomenon within the framework of the interviewee's life experiences (Marshall & Rossman, 2006; Rossman & Rallis, 2003). Twenty-one interviews were conducted with seven Ira-

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nian-American mothers. The analysis included horizontalization to treat all the data with equal weight and lay out all the data for investigation (Merriam, 2009; Moustakas, 1994).

Data were organized and clustered into common themes and units of meaning (Moustakas, 1994). NVivo, a qualitative data analysis tool, helped organize and analyze data as well as discover trends, emerging themes, and patterns in the voices of these Iranian-American mothers raising children with dis/abilities. NVivo also facilitated the coding of phrases (Merriam, 2009), and hierarchical coding (Rubin & Rubin, 2012).

Coding consisted of noting, labeling, sorting, and allocating the findings into appropriate fields by “classifying” them (Seidman, 2013, p. 127). The researchers concluded the analysis by reflecting upon the voices of Iranian-American mothers, their understanding of dis/ability, and their experiences mentoring and advocating for their children in schools (Miller & Salkind, 2002).

### Overview of Results

The effects of the hegemony of normalcy (Goodley, 2011; Linton, 1998) were evident in both Iranian and American cultural assumptions about dis/ability. In order to make meaning of their children’s lives and their dis/abilities, Iranian-American mothers pushed against the dominant, normative assumptions of dis/ability and told their stories to create change.

The hybrid Iranian-American identity of mothers in this study resulted from the joining together of two cultures through which these mothers learned to navigate and deal with both the benefits and challenges of mothering individuals with dis/abilities. Four layered cultural influences emerged: (a) the negatives associated with Iranian culture, (b) the negatives associated with American culture, (c) the positives associated with American culture, and (d) the cultural elements—neither positive nor negative—inherent to Iranian culture. There were also the phenomena of the blended Iranian-American culture.

Immigration, mothering, faith/spirituality, and dis/ability all emerged at the intersection of Iranian and American culture. At the center of this intersection of the hybrid Iranian-American identity, these mothers experienced double blame, because of the combined Iranian culture, which blames parents directly for having a child with a dis/ability, and American culture, which blames both the individuals with dis/abilities and their parents indirectly.

### Implications for Teacher Education

The implications of this research study lie within its

potential to amplify the voices and experiences of immigrant Iranian-American mothers raising children with dis/abilities, who have been marginalized and overlooked (Lloyd, 2001). The exploration of the voices recorded in this research study can be used “as a form of academic activism to explicitly ‘talk back’ to master narratives” (Annamma et al., 2016, p. 22) regarding dis/ability.

Moreover, a child’s success in school is highly dependent upon the valorization of parents’ voices (Maghzi, 2017), especially mothers’, because they tend to be the primary caretakers for individuals with dis/abilities. Thus, this research study not only benefits mothers by creating a space for the sharing of their stories, but it also benefits their children. Their insights into their children with dis/abilities can improve the work of teachers in schools, and teacher education programs can build upon this body of knowledge to become agents of change collaborating with students and families that are of culturally and linguistically diverse backgrounds.

### Conclusion

There is a clear need to cross discussions of dis/ability with multicultural and diverse perspectives. The additional layer of looking at how the immigration experience and the dual identity of mothers raising children with dis/abilities awakens awareness of how the immigration or refugee experience colors the mother’s perspective while also highlighting how the original country and culture intermeshes with American culture to inform understandings of dis/ability. At the same time, the sharing of these mothers’ voices aid in empowering them. Developing an understanding of this diverse perspective can improve teachers, teaching, and teacher education while also empowering marginalized student populations.

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