

Research and Practice Sessions

at the Spring 2017 Conference of the California Council on Teacher Education

Concurrent Research Roundtables Metropolitan Terrace Room

Session One

Friday, March 31, 12:30 p.m. to 1:40 p.m.

Three Roundtables (20 minutes per presentation plus discussion)

Roundtable 1 –

“Co-Creating a STEM Rubric Tool: A University and School District Partnership Impacting Pre-Service Teacher Preparation.”

Megan Sulsberger & Corin Slown (California State University, Monterey Bay) & Jennifer Gebbie-Raanan (Monterey Peninsula Unified School District)

Description: This session will showcase California State University Monterey Bay and Monterey Peninsula Unified School District's efforts to prepare the next generation of STEM educators. A co-created STEM rubric and observation protocol will be highlighted as coaching tools for effectively preparing pre-service teachers for the instructional demands of NGSS and CCSS-M. The usefulness of establishing university and school district partnerships to meet pre-service teacher preparation aims will also be discussed.

“STEM Lab School: A Promising Innovation in Teacher Education.”

Christine Ong (National Center for Research on Evaluation, Standards, and Student Testing, UCLA), Laura Avendano, Xionara Benetiz, & Kamal Hamden (California STEM Institute for Innovation and Improvement [CSI³]), California State University, Dominguez Hills), & James Borden (Los Angeles Unified School District).

Description: This roundtable explores the innovative STEM-focused Lab School led by the California STEM Institute for Innovation and Improvement (CSI³) at California State University, Dominguez Hills. Lab School plays a crucial role in CSI³ teacher preparation programs. The roundtable will explore key Lab School components and recent evaluation findings. Our aim is to spark discussion regarding approaches to introduce preservice teachers to high quality practices while supporting their mentors' continued professional growth.

Roundtable 2 —

“Santa Clara County Teacher Workforce Study.”

Ramona Warren & Kip Tellez (University of California, Santa Cruz).

Description: Our study explores the reasons why Santa Clara County teachers leave their classroom positions. By surveying and interviewing assistant superintendents/directors of human resources, we sought their perspective on strategies that might retain teachers the districts value. Using a descriptive research approach, and utilizing both a quantitative and qualitative survey, we found that, among other findings, salary had an effect only on teacher retention in “standard” credential areas.

“California Teacher Shortages: Understanding Trends in the California Teacher Workforce and Promising Solutions for Mitigating Shortages.”

Desiree Carver-Thomas (Learning Policy Institute).

Description: This session offers current data on teacher workforce trends in California to inform policy solutions to ongoing shortages. The session's objectives are to: (1) share the most recent data on teacher supply and demand in California, highlighting variation across subject areas and student populations; (2) investigate factors driving the teacher shortage; and (3) examine promising policy solutions that address those factors.

Roundtable 3—

“Five Reflective Questions for Considering Technology in the 2016 California Teacher Performance Expectations (TPEs).”

Lara E. Kassab (San Jose State University).

Description: The 2016 California Teacher Preparation Standards (TPEs) contain a significant technology presence. Five overarching questions for addressing the technology demands of the TPEs will be presented. The questions are grounded in

the technological pedagogical content knowledge (TPACK) framework for considering teacher knowledge and practice when integrating technology into classrooms (Mishra & Koehler, 2005). A brief introduction to the TPACK framework will be presented along with descriptions and resources for considering each of the questions.

“Preparing Teachers For All Students: Tier 1 Framework Development and Use.”
David A. Whitenack & Andrea N. Golloher (San Jose State University).

Description: We will share ongoing practices within the multiple subject credential program (MSCP) at San Jose State University (SJSU) to prepare teacher candidates to meet the learning needs of all students, particularly English learners and students with special learning needs. We will explain the development of a Tier 1 framework and the evolving process of its implementation in the MSCP at SJSU.

Session Two

Friday, March 31, 1:40 p.m. to 2:50 p.m.
Three Roundtables (20 minutes per presentation plus discussion)

Roundtable 4—

“Fieldwork Experiences to Support Co-teaching: A Survey of California Teacher Preparation Programs”
Andrea Golloher & Lisa Simpson (San Jose State University).

Description: In this presentation, we will share the results of a recent survey of the fieldwork requirements in California teacher preparation programs, with an emphasis on the way in which these programs include experiences so that candidates (both in general education and special education) are prepared for inclusive education and and co-teaching. We will discuss the importance of designing fieldwork experiences that include opportunities for teacher candidates to understand their roles in establishing and maintaining inclusive classrooms.

“Co-teaching and Communities of Practice: What Are the Benefits Mentor Teachers Derive from Alternative Models of Professional Development.”
Steven Drouin (California State University, Stanislaus) & Lara Kassab (San Jose State University).

Description: The new CCTC in-service minimum professional development hours are forcing districts to rethink where and how professional development takes place. Through the Trio Grant project dozens of inservice teachers have received an alternative form of professional development by means of co-teaching/collaborating with a student teacher. The purpose of this presentation is to share cooperating teachers’ perceptions of the relative effectiveness of co-teaching as a form of professional development.

Roundtable 5—

“Preparing Teacher Candidates to be Critically Conscious, Culturally Responsive, and Linguistically Empathic.”
Nirmla Flores (University of Redlands) & Andrew Gitlin (University of Georgia).

Description: Our world is changing such that the flows of immigration in the United States are creating ever-increasing diverse populations. While this diversity is often viewed as a problem to be solved, we regard diversity, and particularly student diversity, as a new possibility and benefit to be embraced. To realize this benefit, we articulate three major strands that are part of [re]visioning teacher education: developing critical consciousness, utilizing a culturally responsive curriculum, and experiencing linguistic empathy.

“How to Mend the Gap between Policy and Practice for the Purpose of Preparing Teachers and Improving Student Writing Outcomes .”
David Rago (National University).

Description: The most recent national writing assessment results reveal a gap between policy and the implementation of policy recommendations. This session will begin with an examination of the most recent student writing assessment results published in 2011, by the U.S. Department of Education. This examination will happen in the light of the recommendations included in the reports published by the National Commission on Writing. A case is made for integrating writing methods courses into university teacher preparation programs.

Concurrent Research and Practice Poster Session

Friday, March 31, 12:30 p.m. to 3:00 p.m. - Quorum Room

Poster 1 - "General Education Teachers' Attitudes toward Students with Autism."

Kathleen Bailey (San Jose State University).

Description: General education teachers are teaching increasing numbers of children with Autism Spectrum Disorder (ASD) in inclusive classes. How teachers feel about including students with ASD is important because teachers' attitudes can affect student success. The purpose of this study was to examine how the factors of experience, knowledge, training, and support influence the attitudes of general education teachers who are educating students with ASD in local school districts.

Poster 2 - "Novice to Expert: Mentoring to Build Great Teachers."

Karen Escalante (California State University, San Marcos), Ashley Selva Rodriguez (CalStateTEACH), & Jennifer Edic Bryant (The Transformational Educator).

Description: Knowing the lasting impact teachers have on students' academic achievements, it remains paramount to provide high-quality mentoring to beginning teachers. This poster session will address research-based strategies for finding and training mentors to enable organizations to successfully meet policy standards and transform novice teachers to experts.

Poster 3 - "Paraprofessional Views on Training to Meet Job Requirements Under IDEA 2004."

Laurie Fiatal & Lisa Simpson (San Jose State University).

Description: Paraprofessionals play an increasingly important role in educating students who receive special education services. However, a lack of time and funding may prevent paraprofessionals to be trained to meet their job duties before entering the classroom, and many school districts depend on classroom teachers to train paraprofessionals. This study researched how paraprofessionals self report being trained to meet their job responsibilities and what additional training paraprofessionals feel they need in order to be successful.

Poster 4 - "Cognitive and Non-Cognitive Benefits of Arts Education."

Amanda Hernandez (Claremont Graduate University).

Description: This literature review synthesizes the research advocating cognitive and non-cognitive benefits of arts education. Despite divergence within the field, arts educators agree that the arts help students learn. Arts education programs are not consistently funded, leaving many students who may benefit from the arts lacking a critical component of their development. Consequently, there is a socioeconomic-based arts gap. A proposed solution to close the gap is including arts training in teacher education programs.

Poster 5 - "Mentoring as Educational Leadership Policy: A Deweyan Perspective."

C. Gregg Jorgensen (National University).

Description: This session will focus on the consistent emphasis, as evidenced in scholar interview dialogues, on the value of Dewey's reflective thinking theory and how developing a theoretical synergy between students, teachers, communities, and educational leaders can develop positive mentoring actions through interdisciplinary educational processes and the analytical thought processes of our students as future citizens.

Poster 6 - "A Look at Grit: Teachers who Teach Students with Severe Disabilities."

Donna Baker Martin (Fresno Pacific University).

Description: With the ongoing teacher shortage especially in Special Education, it is important to look at teacher retention. This poster session outlines the results of a mixed methods study conducted in five central California countries focusing on teachers who teach students with severe disabilities. Based on the Grit construct (Duckworth et al, 2007), the purpose was to explore and describe the impact of Grit on teacher retention, Guess what? These teachers love their jobs!

Poster 7 - "Using Blended Teaching to Teach Blended Learning."

Kristen Shand (California State University, Fullerton) & Susan Glassett-Farrelly (Humboldt State University).

Description: In this presentation we describe the design and delivery of a blended social studies teaching methods course for pre-service teachers. The goal of the course was to provide future secondary teachers a blended learning experience and to encourage them to explore how they would best support students in a blended environment. In focus groups at the completion

of the course, students were asked to reflect on their experience in a blended course, and identify the aspects they found most supportive.

Poster 8 - "Intersegmental Collaboration: The Coalition of the Willing."

Helene Mandell & Michele McConnell (University of San Diego) & Sharon Russell (CalStateTEACH).

Description: Lead by the California Council on Teacher Education, teacher educators from UCs, CSUs, and private institutions came together to respond to the new provision in the Standards requiring that programs provide ten hours of preparation for district-employed supervisors working with interns and student teachers. A web-based platform will deliver the modules and provide a portable certificate of completion. The modules will include: adult learning, cognitive coaching, inclusion, content-specific pedagogy, assessment and standards, and professional expectations.

Posters 9-11 - "Celebrating Cesar Chavez."

A collection of posters by teacher education students at California State University, Sacramento.

Maggie Beddow, Faculty Sponsor.

Sara Fornalski, Zara Heffner, & Adriana Oseguera, Multiple Subject Credential Candidates.

Description: Three posters created by teacher education students to recognize Cesar Chavez Day.