Research and Practice Concurrent and Poster Sessions

at the the Spring 2016 Conference of the California Council on Teacher Education

Concurrent Research and Practice Presentations

Thursday, March 31, 4:30 to 5:45 p.m.
One-Hour Presentations Presentations in Five Locations, with Question & Answer Time

Session 1 –   Ballroom

"Sharing the Responsibility: Teacher Preparation for Working with Twice Exceptional Students"
Amber Bechard & **Cynthia Geary** (University of Redlands)

Description: There is an increasing population of students who are being defined as Twice Exceptional (2e). These students exhibit intellectual or creative giftedness in one or more areas with concurrent learning challenges. Teachers are rarely prepared for the unique complexities of these students. Using qualitative study and survey results, this session will emphasize the need for explicit shared teacher preparation across general and special education programs in order to best serve the 2e population.

Session 2 –   Sainte Claire Room

"Public Speaking Anxiety as a Developmental Disability: Using Multimedia-Avatar Approaches from Visual Reality (VR) as a Treatment Approach"
Kathryn J. Biacindo (California State University, Fresno)

Description: Both ESL and dominant-lanaguage learners in today's classrooms experience public speaking anxiety (PSA). PSA, a social anxiety disorder, is a form of developmental disability which is detrimental to academic learning and performance, even moreso for the ESL population. The potential of new multimedia-avatar approaches of virtual reality (VR) for treating PSA disability, including the Proteus effect, and an algorithm for designing effective treatment in the classroom, will be demonstrated.

Session 3 –   Santa Vesta Room

"Teacher Preparation for Inclusive Schools: A Blended General & Special Education Certification Program"
Nat Hansuvadha & **Shireen Pavri** (California State University, Long Beach)

Description: When preparing teacher candidates to meet the needs of students with and without disabilities, general and special education faculty have traditionally worked in silos reinforcing the tracking in K-12 schools. This session describes how multi-disciplinary faculty at one university collaborated with school district partners to design the Urban Dual Credential Program, which prepares dually certified educators to teach all learners in an inclusive, co-taught, Multi-tiered System of Support (MTSS) model.

Session 4 –   Saratoga Room

"How Beliefs about Disability and Race Inform Retention: Case Studies of Urban Special Education Teachers"
Saili Kulkarni (California State University, Dominguez Hills)

Description: This session will describe the beliefs of five special education teachers and their retention decisions in a large urban school district in California using a qualitative case study methodology. Participants each wrote six bi-weekly journal prompts and participated in three in-depth interviews which suggested that family obligations and cost of living were the strongest rationales for leaving the district. This coupled with implications for the shifting culture of teaching will be discussed.

Session 5 –   Santa Cruz Room

"Family Quality of Life: Parent Experiences of Team Sport Participation for Their Child with a Disability"
Teresa Hess (Concordia University, Irvine)

Description: This research studied experiences of team sport participation for elementary age children with disabilities and how this impacted the quality of life for the child and the family. Various facets of participation in team sport were studied for how those experiences contributed to the quality of life for each family member. Parent interviews and observations of team practices and games provided the data studied for their impacts on the family.

Friday, April 1, 1:45 to 3:00 p.m.
One-Hour Presentations Presentations in Four Locations, with Question & Answer Time

Session 6 –   Ballroom

"21st Century Learning through Video Coaching and Supervision of Education Specialist Candidates"
Joanne Van Boxtel (California State Polkytechnic University, Pomona)

Description: Video coaching/supervision is gaining traction and popularity in the field of Teacher Education and is becoming an emerging best practice for pre-service, novice, and veteran teachers. The presenter will share experiences from transforming the clinical practice experience of Education Specialist candidates through the use of digital technologies and a collaborative, video coaching platform called Edthena. Preliminary data will be presented along with steps followed to strategically scale video coaching/supervision into the Clinical Practice experience.

Session 7 –   Santa Vesta Room

"Universal Design for Learning in Post-Secondary Education: 10 Ways to Improve Educational Reach!"
Kimberly Coy (California State University, Fresno)

Description: Teachers are charged to teach to *all* students. Students with disabilities, students without disabilities, students who have one language, students who have a home language and a different school language, students who are food challenged, students who love math. University professors and instructors teach *all* of these pre-service teachers. By designing university pre-service courses infused with Universal Design for Learning principles, guidelines, and checkpoints, professors and instructors create model-learning environments. This session will present ten (plus) specific strategies for infusing UDL within post-secondary courses at the university level.

Session 8 –   Saratoga Room

"Preparing Teachers to Co-Teach: What We Know and Where Do We Go from Here?"
Andrea Golloher & **Lisa Simpson** (San Jose State University)

Description: First, recent research on teacher preparation will be reviewed. The authors propose a model of intern teacher preparation that will support the development of the skills, knowledge, and teaching ability necessary to engage in successful collaboration with their general education counterparts. Feedback on this model will be sought by attendees. Future avenues for research will be discussed.

Session 9 –   Santa Cruz Room

"Smart Pens: Assistive, But Not Intuitive, Technology"
Ben Seipel & **Tal Slemrod** (California State University, Chico)

Description: Assistive technology (AT) is important for supporting exceptional students in the classroom. Success, however, is dependent on teachers and students being able to access and engage in the curriculum with AT. This session will provide attendees with hands-on experience with SmartPens (a form of AT). The session will also present original research regarding credential candidate use of SmartPens in credetial courses and student teaching placements.

Concurrent Research and Practice Poster Sessions

Friday, April 1, 5:45 to 7:45 p.m. - Ballroom
Poster Presentations Plus Complimentary Wine & Cheese

Poster 1 – "Learning from Practice: The Role of Mathematics Methods Instruction"
Chelsea Ahn & **Michelle Zaragoza** (University of California, Irvine)

Description: We report on a longitudinal study that followed two groups of pre-service elementary teachers into the first two years of professional service. Through surveys administered at the end of each year of teaching, the study examined how two different versions of a mathematics methods course shaped ways they thought about their practices and the extent to which they focused on their students. School climate and perceived support were also examined.

Poster 2 - "Cultivating a Culture of Collaboration: Preparing Culturally Responsive Teachers to Teach Learners with Diverse Learning Needs in General Education Classrooms"
Josephine Arce, **Eric Claravall**, **Ellen Cook**, **Susan Courey**, **Nancy Robinson**, & **Telmo Vasquez** (San Francisco State University)

Description: Teacher Education faculty at San Francisco State University are collaborating under the umbrella of the CEEDAR Project calling for an integration of general education and special education teacher preparation courses. Our aim is to embed Culturally Responsive Pedagogy as lens to discuss, analyze, and evaluate how this foundation guides preservice teacher candidates to develop competence in providing equity to all students, including students with learning challenges and bilingual learners who may have special needs.

Poster 3 - "Mediating Mutual Accountability and Learning: A Design-Based Case Study of Cogenerative Dialogues among Teachers and Students"
John Beltramo (University of Southern California)

Description: Over the course of a semester, students and teachers at two urban high schools engaged in weekly afterschool meetings—cogenerative dialogues—to discuss ideas for improving classroom learning opportunities. This research juxtaposes the spirit of mutual accountability that seemed to develop between teachers and students within these spaces with instances of constrained learning and adversarial relationships that arose from the system of high-stakes accountability adopted by the two schools.

Poster 4 - "Instructing Students with Disabilities in Inclusive Secondary Settings: Resources for General Education Teachers"
Dominique Biello & **Sara Werner Juarez** (California State University, Fresno)

Description: The purpose of this poster session is to share a website created for general educators who work with students with high-incidence disabilities in inclusive secondary settings. Website resources include general education teachers' responsibilities under the law, instructional strategies, and multi-tiered systems of support. Attendees will be shown background research via a poster, have the opportunity to view and interact with the website, discuss results of the project, and provide feedback about the website.

Poster 5 - "Working with Universal Design for Learning to Create a 'Common Sense' Approach for Educators to Reach All Students"
Monica Boomgard & **Beth Lasky** (California State University, Northridge)

Description: Inclusive practices pose a challenging task for teachers. This session is designed to provide teacher educators and classroom teachers (special education and general education teachers) with a framework to integrate evidence-based strategies with principals of Universal Design for Learning to create effective instruction for all students. Research suggests that teachers who understand learning and instruction create a learning environment in PK12 classrooms that promotes inclusive practices, which translates into a learning community where students are willing to take risks in the classroom. The goal is to promote a common language to create rich learning environments that address "the learning landscape of the future" (Rose & Mayer, 2010).

Poster 6 - "Professional Development of K-8 Teacher Graduates from a 5-Year Program"
Jerry Brunetti & **Susan Marston**(Saint Mary's College of California)

Description: This poster session reports preliminary findings of a large mixed-methods study of teachers who graduated from a 5-year program. Based on data from surveys (N=70) and interviews (N=53), the large study examines teacher development over a ten-year period (2004-2014), using Day et al's (2007) phases of teacher development. The present research showcases the stories of three teachers in their initial phase (0-3 years) of teaching, grappling with and overcoming challenges new teachers face.

Poster 7 - "Reciprocal Teaching and Reading Comprehension: An Intervention for Secondary Struggling Readers with Disabilities"
Nicole Correa & **Peter Alter** (Saint Mary's College of California)

Description: Seventy percent of students at the secondary level struggle with reading comprehension (Biancarosa & Snow, 2006). By incorporating Reciprocal Teaching (RT), students in a self-contained special day class of 9-12 graders worked collaboratively through discussion using four comprehension-fostering questions to improve reading comprehension skills. The impact of the intervention was measured through an ABAB reversal design. Comparisons of results were compelling particularly for explicit question response accuracy and improvement in perceived confidence in reading ability.

Poster 8 - "Identifying, Assessing, and Remediating Students with Dyslexia in California Public Schools"
Kathy Futterman (California State University, East Bay)

Description: This poster session will clearly define the issues of identifying, assessing, and remediating students with dyslexia in California public schools both from a special education perspective and via RtI/MTSS models. This session will address the newly passed legislation for students with dyslexia in California, AB 1369, and its implications for teacher training. There will be an emphasis on including comprehensive coursework, readings, and practicums in credentialing programs aligned with CTC Standards and the newly revised TPEs.

Poster 9 - "Social Skills of Students with Moderate to Severe Disabilities"
Carissa Hernandez & **Saili Kulkarni** (California State University, Dominguez Hills)

Description: This session will discuss the social skills of middle school students with moderate to severe disabilities and the impact that Community Based Instruction can have on those social skills. It is the hope of the researcher that social skills can positively impact the quality and quantity of social skills among these students. The researcher has interviewed para-educators and a special education teacher who currently implement Community Based Instruction at their school site in their class of eight students with various disabilities including cerebral palsy and Autism.

Poster 10 - "Shared Dreams or Shattered Dreams: Microaggressions Experienced by Special Education Teachers"
Teresa Hess (Concordia University Irvine) & **Cheri Whitehead** (Santa Ana Unified School District)

Description: Shorr (2006) and Hargreaves (2009) noted special education teachers are at risk for being marginalized because of a history that denies students with disabilities an equitable education. Special education teachers face challenges in the workplace that impact them personally and professionally and can causing depression, fatigue, and attrition (Emery & Vandenberg, 2010; Burke, 2016). This study listens to voices of those teaching in the field to understand what is needed in their teacher preparation programs.

Poster 11 - "A Review of the Diversity of Participants in the Research Used to Establish Evidence Based Practices for Learners with Autism Spectrum Disorders"
Talya Kemper (California State University, Chico)

Description: Evidence-based practices in autism are based on a body of evidence that appears to include few participants from diverse backgrounds. This session will discuss racial homogeneity in studies used by a leading organization to determine EBPs in autism. Results from the investigation will be shared along with considerations for practitioners.

Poster 12 - "Instruction in Transition Classrooms"
Rachel Knoepfle (University of the Pacific)

Description: This poster session will cover my dissertation research on the area of transition programs, specifically those classrooms and services for students between the ages of 18 and 22 who have intellectual disabilities. There are no state standards or guidelines available for this age group, and there is little information on these classrooms. The proposed study will use phenomenological methods to understand the experiences of transitions teachers, particularly with regards to developing instruction.

Poster 13 - "STE(A)M: Still Under-Represented and Left Behind"
Wanda Kurtcu & **Yvonne White** (California State University, East Bay)

Description: The purpose of this poster is to bridge the needs of children with upper-limb differences and the development of a robust, project-based learning STE(A)M curriculum to engage under-represented minority/marginalized (URM/M) students. Students from minority/low income communities are more likely to be involved in STE(A)M careers if there is a clear benefit to their communities.

Poster 14 - "What's Missing? Understanding Best Practices When Teaching Students with Disabilities"
Carolyn Lindstrom (Brandman University)

Description: A study of Title 1 schools in Southern California was conducted to determine if best practices in instruction and/ or inclusion contributed to schools exiting Program Improvement. The results indicated something different—not all teachers, nor principals, were aware of the best practices nor how to implement them when instructing students with disabilities. This session will highlight the best practices and explain what actions need to be taken so teachers can teach all students effectively.

Poster 15 - "Promising Practices to Enhanced Learning through Art Education"
Maureen Lorimer (California Lutheran University)

Description: To ensure that every teacher is well equipped with a comprehensive repertoire of instructional strategies yielding meaningful and beneficial learning experiences, particularly for students with special learning needs, uncovering explicit models that effectively demonstrate the intersection between arts education and teacher education is warranted. As such, this presentation drawns from a content analysis of literature to identify six promising practices that effectively prepare candidates to reach and teach a diverse learning population through art.

Poster 16 - "Preparing Teachers to Support 21st Century College and Career Readiness and Success for All Students in California"
Kris Nicholls (California Association for Bilingual Education)

Description: With the increasing number of dual immersion programs in California preparing students for 21st century success, teacher education programs are again offering teachers the opportunity to secure their Bilingual Authorization. Come learn about the key elements of a successful dual immersion program and the importance of highly qualified biliterate/ bicultural teachers.

Poster 17 - "Influences of Co-Teaching in Student Teaching on Pre-Service Teachers' Teacher Efficacy"
Robin K. Perry (University of the Pacific & Fresno Pacific University)

Description: This study utilized multiple statistical analysis to examine the relationship between elements of the co-teaching model of student teaching and teacher efficacy outcomes for student teachers. A statistically significant relationship between teacher efficacy and the co-teaching model of student teaching, after controlling for gender and credential program, was found. The discussion of the findings provides specific areas for consideration in implementation of the co-teaching model of student teaching within university-based teacher education programs.

Poster 18 - "The Perpetual Diversity and Inequality Crisis in K-2, Teacher Education, and Higher Education"
Marisol Ruiz (Humboldt State University), **Margarita Berta-Avila** (California State University, Sacramento), **Juan Flores** (California State University, Stanislaus), **Dale Allender** (California State University, Sacramento), & **Laurie Hansen** (University of California, Irvine)

Description: This panel will engage in critical dialogue on studies showing that a diverse student body and teacher education faculty can engage in front-line struggles to increase the student success for people of color. Universities should be at the forefront researching a paradigm shift where students of color are succeeding at high rates. We ask: what is preventing this research to move foreword and new paradigms to be put in place?

Poster 19 - "Disability as a Human Right: A Social Justice Approach to Awareness and Education and Practice at a Small University"
Juliet A. Schiller & **Peggy Koshland-Crane** (Notre Dame de Namur University)

Description: Disability rights are grounded in the human rights movement. The Universal Declaration of Human Rights and the Convention on the Rights of People with Disabilities affirm the right of persons with disabilities to an inclusive education system. This lively and creative poster session will provide education focused on disability rights and demonstrate a social justice approach to teacher education that is embedded in the international framework of human rights.

Poster 20 - "Including Arts at the Core in Special Education Classrooms"
Lyn Scott (Humboldt State University)

Description: This study considers the impact of the arts on the academic success and social development of middle school students placed in special education classrooms. The North Coast Arts Integration Project provides professional development in arts integration for middle school teachers employed by two school districts located in an ethnically and geographically diverse coastal and mountainous region of California. Teachers interviewed provided data on their students' engagement in school, study habits, and academic success in English language arts

Poster 21 - "Preparing All Teacher Candidates to Teach All Students: Examining a Current Practice of a Successful Dual Program"
Jacquelyn Urbani & **Rosemarie Michaels** (Dominican University of California)

Description: Our four-semester dual program offers candidates the option to prepare for an Education Specialist credential simultaneously with either a Multiple or Single Subject credential. The program follows a multidisciplinary model that emphasizes collaboration between special education and general educators. The goals of this presentation are to describe the nature of this program and engage colleagues in a discussion about conceptualizing best practice for preparing teachers to teach all students.

Poster 22 - "Common Core Expertise for Special Education Teachers: What Do Special Education Administrators Think
Is Important?"
Joanne Van Boxtel (California State Polytechnic University, Pomona)

Description: Survey results from a sample of California Special Education Administrators regarding perspectives about Common Core and special education teachers will be shared. Current professional development needs of in-service teachers and desired Common Core skills for pre-servcie and in-servcie teachers related to instruction and IEP develoment will be reviewed. Implications for teacher preparation will be explored.

Poster 23 - "Preparing Secondary General Education Teachers to Implement Universal Design for Learning:
The Effectiveness of an On-Line Module"
Sara Werner Juarez & **William Garnett** (California State University, Fresno)

Description: The purpose of this presentation is to share preliminary results of a study measuring pre-service general education teachers' knowledge and application of UDL after completing a free, online IRIS Module in either flipped instructional or independent learning conditions. Resources used in the study will be shared, including the IRIS-UDL module, in-class application activities, and assessments. We will also provide recommendations on how teacher educators can effectively incorporate instruction about UDL in their coursework.

Poster 24 - "What All Teachers Need to Know! Powerful Advice from Young Latino Men Who Navigated High School with an IEP"
Cheri Whitehead (Santa Ana Unified School District)

Description: There are few studies dedicated to student voice and even fewer facilitate a way for young men or women of color to share their ideas, opinions, or experiences. Six young Latino men with mild to moderate disabilities shared what teachers need to know to make school truly helpful and meaningful. Their stories provide educators and those who provide teacher education information about what contributes to positive and negative experiences in a students' academic career.

Poster 25: "Teacher Education Using Content Acquisition Podcast Development"
Heather Taylor Wizikowski (California State Polytechnic University, Pomona)

Description: This poster session will explore Content Acquisition Podcasts (CAPs) and their implications for teacher education. CAPs are easily created, sustainable, short, multimedia-based instructional vignettes that package and deliver critical instruction on a specific topic to adult learners (Driver, Pullen, Kennedy, Williams, & Ely, 2014). CAPs are meant to go beyond the idea of an audio podcast to reflect a combination of validated design principles as well as evidence-based instructional strategies.

Poster 26: "Semester Conversioln and Revisioning an Education Specialist Program for Rigor, Relevance, and Excellence"
Joanne Van Boxtel & **Heather Taylor Wizikowski** (California State Polytechnic University, Pomona)

Description: This poster session will explore the revisioning of a special education credentialing program within a public, Hispanic-serving institution as part of a continuing semester conversion task. With semester conversion planned for Fall, 2018, the presenters saw this as an ideal opportunity to redevelop the credentialing program based on current literature and current and possible future state standards and requirements for future special education teacher preparation.

Poster 27: "Materials Available from IRIS"
Deb Smith, **Sue Robb**, & **Taryn Vanderpyl** (IRIS, Claremont Graduate University)

Description: Come learn about the many free, online resources the IRIS Center has to offer. IRIS creates Web-based materials for use by college faculty who teach preservice school personnel or for use in professional development.