



# Spring Policy Action Network 2025

The Spring 2025 SPAN Conference  
of the California Council on Teacher Education

Virtual Via Zoom

## Research Roundtables on March 17

Roundtable Session 1 - 1:15 p.m. - Six Breakout Sessions to Choose From:

“Building a More Diverse Teacher Workforce: The Teacher Preparation Experience.”

**Janelle A. Harmon**, California State University Long Beach.

Teachers of Color (TOCs) make up just 20% of the teacher workforce in the United States, while the proportion of TK-12 Students of Color (SOCs) has steadily grown to over half the nation’s student population. To increase the ethnoracial diversity of the teacher workforce, teacher preparation programs (TPPs) must increase the number of Teacher Candidates of Color (TCOCs) who enroll in and successfully complete their programs by providing humanizing support that reduces the influence of whiteness on their experience throughout the TPP. This study provides an overview of the experiences of teacher candidates enrolled in a TPP.

“Empowering Preservice Multilingual Teachers.”

**Sara Caniglia Schulte & Sudha Krishnan**, San Jose State University.

This research investigates the experiences of preservice multilingual teacher candidates, who were students in K-12 programs and are now enrolled in an education specialist credential program. It examines the challenges they faced during their K-12 education, highlighting strategies and supports that facilitated their success. The study identifies recommendations for improving teacher preparation programs to better support bilingual learners. These findings aim to inform program improvements, empowering future educators to effectively serve diverse student populations and meet the growing demand for bilingual education in K-12 schools.

“Equity in Integrated Teacher Education Pathways.”

**Monica D. Fitzgerald & Jill A. Rathjen**, Saint Mary’s College of California.

At our liberal arts college, we revised the undergraduate major and integrated teacher education pathways to center equity and justice. As part of being a mission-based school that focuses on a humanizing education and concern for social justice, our goal is to develop teachers with cultural humility who see their families and communities as assets. With two separate grants from the CTC, we have created integrated MSTE and SPED pathways through our Justice, Community and Leadership Major and 43 SSTE pathways with majors across the College. We have partnered with five community colleges to create pipelines for BA/credential completion.

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“Building Impactful Special Education Teaching Pathways:  
Collaborative Partnerships Between CSUs and Community Colleges.”

**Nat Hansuvadha & Kristin Stout**, California State University Long Beach.

Clear and seamless pathways from high school to community college and university are important for future teachers to move seamlessly from early learning to classroom teaching. This is especially true when it comes to recruiting and preparing candidates to enter the high-needs area of special education. The result of state-supported grants for the university’s Education Specialist Integrated Teacher Education Program (ITEP) facilitated collaborative efforts that address structural barriers preventing candidates from exploring special education early in their schooling. This collaboration resulted in flexible and impactful pathways that strengthen the field at large and exponentially prepare future special education teachers.

“Supporting Pathways to Reduce Inequities:

The Bay Area K-12 Collaborative Approach to Education and Workforce Alignment.”

**Agustin Cervantes**, Bay Area T-16 Collaborative & Chabot Las Positas Community College District.

The Bay Area K-16 Collaborative is an equity-centered regional initiative aimed at improving postsecondary and workforce participation by streamlining education-to-career pathways. This roundtable will discuss key strategies, including dual enrollment expansion, articulated course pathways, work-based learning, and industry partnerships, to address systemic inequities in education. By aligning with high-demand sectors such as STEM, Healthcare, and Education, the Collaborative fosters upward mobility for students, particularly those from underrepresented backgrounds. The roundtable session will engage on how intersegmental collaboration, employer engagement, and structured transitions between K-12, community colleges, and four-year institutions can enhance student success and workforce readiness for upward mobility.

“AI in Action: Practical Video Coaching Strategies for Teacher Preparation.”

**Allison Smith**, University of Massachusetts Global, **Keith Walters**, California Baptist University, & **Sam Butterfield**, GoReact.

This session explores a research-based coaching protocol that nurtures candidate resiliency during clinical practice. The protocol honors the disappointments and frustrations that emerge when candidate dreams collide with reality. Discover how using powerful AI tools within a proactive coaching film-study format can cultivate candidate agency. A demonstration focused on targeted feedback, collaborative inquiry, streamlined analysis, and data-driven program improvement using GoReact can unleash candidate growth mindset. Participants will leave with tangible tools and techniques to elevate their AI use during their program’s video coaching activities.

Roundtable Session 2 - 2:00 p.m. - Five Breakout Sessions to Choose From:

“Balancing Robust Preparation and Access: Early Childhood Teacher Credential Program Design Choices.”

**Cathy Yun**, Learning Policy Institute.

California’s expansion of universal transitional kindergarten and the new PK-3 ECE Specialist Credential present opportunities to design preparation programs for both rigor and accessibility. This study examines approaches to early childhood teacher credentials through national case studies of preparation programs in Louisiana, Massachusetts, New Jersey, and New York. Using qualitative methods, including interviews and document analysis, findings highlight design choices that strengthen quality and access. Key takeaways include integrating coursework with clinical practice, financial and structural supports for diverse candidates, and scalable pathways for workforce growth. Implications for California’s policy and preparation program development will be discussed.

“Tinkering Toward Heteroglossia: Deconstructing Language Conceptions to Rehumanize Teaching and Learning in California’s Teacher Performance Expectations.”

**Eduardo Muñoz-Muñoz**, San Jose State University.

This paper conducts an interdisciplinary policy analysis of California’s Teaching Performance Expectations (TPEs), examining their language conceptions and coherence. Using a combination of traditional discourse analysis and Poststructural Policy Analysis, it reveals tensions between TPEs 1-6, which promote standardized language approaches, and TPE 7, which embraces more dynamic language practices. The study advocates for a heteroglossic stance that recognizes linguistic diversity rather than enforcing language standardization. It calls for policy revisions that would resolve these conceptual conflicts and advance a more inclusive, humanizing approach to language in education that acknowledges teachers’ and students’ full linguistic repertoires.

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“Supporting Teacher Wellbeing”

**Marco A. Nava**, Los Angeles Unified School District.

Teachers face increasing demands in balancing student academic achievement and student well-being, which worsened during COVID-19. The District’s Wellness Wednesdays provided teachers with structured wellness activities to mitigate stress and burnout. This mixed-method study examines Wellness Wednesday’s impact, showing increased teacher engagement in self-care strategies. Survey results indicated a shift from stress and exhaustion towards calm and gratitude. Findings highlight the necessity of integrating wellness practices into professional development, reinforcing that teacher well-being is essential for effective education. Supporting educators’ wellness enables them to foster thriving school communities and sustain their roles as transformative leaders.

“Evolving Professional Development for Faculty and University Supervisors to Model Asset-Based Practice for Teacher Candidates.”

**Nina Benegas & Isabel Orejel**, University of La Verne.

In the Fall of 2023, two years after the return of in-person campus operations, we recognized a gap in opportunities for connection and a strong desire from university supervisors (US) to reconnect with university partners. Building upon our coaching for equity model that uses an asset-based lens to improve professional development (PD) opportunities we integrated “Potluck PDs” for US and faculty to connect and build community. These PD sessions evolved from a monthly voted theme with the US bringing a question, a best practice, and/or resource to add to faculty-led lectures. Our session will highlight Potluck PD’s significance in teacher preparation.

“Pedagogical and Practice-Based Outcomes of SB488 Certification in the CSU Teacher Preparation Programs.”

**Tanya Flushman**, California Polytechnic State University San Luis Obispo.

Participants will learn about the promising pedagogical and practice-based outcomes for CSU teacher preparation programs as a result of the SB488 certification process. The focus will be on how programs are continuing to ensure that teacher candidates have opportunities to learn, practice and be assessed on key literacy content and teaching practices that are explicitly aligned with SB488. Examples of some practices to be shared include a literacy clinical practice portfolio as well as multiple clinical practice evaluation tools with a focus on literacy teaching.