The CCTE
Fall 2023
Research Monograph

Published by
the California Council on Teacher Education

Containing 13 Research Articles
Based on Presentations
at the CCTE Fall 2023 Conference

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Introduction

By CCTE President Betina Hsieh

The California Council on Teacher Education (CCTE) provides multiple venues to enhance, support, and promote research, dialogue, and informed praxis in our field. In addition to our scholarly journals, *Teacher Education Quarterly* and *Issues in Teacher Education* and brief articles included in *CCNews*, our CCTE quarterly newsletter, we offer participants in our fall and spring conferences an opportunity to submit manuscripts for our semi-annual research monographs. The goal of each of these publications is to promote ongoing engagement around praxis in teacher education across our state and the nation that focuses on and extends some of the key issues in our field. The articles in this *Fall 2023 Research Monograph* have been developed from accepted proposals to our Fall 2023 hybrid conference which was held around the theme *The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change*, co-chaired by Dr. Reyes Quezada (a CCTE past-president) and Dr. James Fabionar. Given the rich, interdisciplinary nature of Ethnic Studies, particularly as it informs our work in teacher education, I am excited to delve into the articles included in this issue of the research monograph as they represent diverse explorations related to the theme of the conference and other key issues in teacher education.

In reflecting on the articles in this research monograph, three clear themes emerge for me. The first, closely aligned with our Fall 2023 conference theme, are specific contextual explorations of Ethnic Studies with implications for teacher education. We can see this theme present in the articles: "The Power of Perspective: Project Based Learning and Ethnic Studies" (Fisher, Petty, Dorner, Johnston, Cho, Chun, Maghzi, Beaty, Cavallaro, & Tickel, this issue); "The UC/CSU Collaborative for Neuroscience, Diversity, and Learning: The Need to Integrate Ethnic Studies in University Teacher Preparation Programs" (Greene, Sears, Osipova, & Porter, this

issue); "Uncharted Waters: Building an Ethnic Studies Capacity into a Predominately White Charter School" (Petty, Fisher, Chun, Dorner, Del Rosario, Beaty, Maghzi, Cavallaro, Ramirez, Tickelo, & Cho, this issue); and "Using Mixed Reality and Vignettes as a Way to Prepare Candidates for Ethnic Studies" (Vallejo & Matamala, this issue). Each of these offerings helps us consider how Ethnic Studies as a framework can be integrated as a lens and undertaking for educator development, in both K-12 schools and post-secondary teacher preparation settings.

The second related theme is of more broadly, equity-focused articles, many of which share underlying principles of intersectionality (Crenshaw, 1989) along lines of disability, gender, language, and immigrant generation, and many of which help us to think about how to best serve the diverse communities in our state. These articles include, "The Healing Value in (Re)constructing Each Other: A Post-*Borderlands* Approach to TK-3 Identity Studies" (Domigues, this issue); "A Study of Spanish-Speaking Latina Immigrant Mothers' Experiences When Participating in the IEP of Their Children With Disabilities" (Ferrufino, this issue); "Integrating Equitable Inclusion: Proposing Restorative Practices in the K-12 Educational Setting" (Fisher, Petty, Chun, Wan, Beaty, Maghzi, Dorner, McDonald, Cavallaro, & Ramirez, this issue); "An Exploratory Study of Bilingual Teacher Residencies in California (Lavadenz & Armas, this issue); "Living Critical Race Theory Through a DisCrit Lens: A Prismatic Case Study of Teaching and Disability" (Maghzi, Fisher, & Chun, this issue); and "Supporting Equity and Innovation Through a Career Pathway Certificate Program and Career Technical Education (CDE) Credential" (Porter, Biagetti, Wong, & Pellman, this issue). These articles are closely connected to the centering of often marginalized voices which is a key feature of Ethnic Studies work.

Finally, the third theme in this Fall 2023 research monograph is that of collaborative partnerships to support change in teacher education. We see this in Evans-Santiago & Taylor's "Choosing to Change—CTEPP Change Stories"; Fisher, Dorner, Petty, Wan, Petersen, Beaty, Cavallaro, Ramirez, Chun, McDonald, & Maghzi's "Leadership, Professional Learning Communities, and Change: Building a Better Special and General Education Team"; and Panfillo-Padden & Weisel's "Forming Collaborative Partnerships to Benefit K-8 Students' Sense of Belonging in Mathematics Classrooms." Each of these articles draws upon another core part of Ethnic Studies movement work, that social transformation is not done in isolation, but in and through community, as we move beyond institutional barriers to build spaces for greater professional learning and personal growth for teacher candidates as well as for youth in classrooms.

In addition to the exceptional work in co-chairing the conference by Drs. Fabionar and Quezada (and the conference planning committee), I want to also highlight the extraordinary work done by our CCTE Research Co-Chairs Kimiya Sohrab Maghzi and Marni Fisher in putting together a robust series of conference offerings that highlighted innovative research, praxis, and pedagogies happening in schools and

at all levels of teacher preparation. We hope you enjoy this collection of research from our own CCTE community and that you will consider presenting your work at future CCTE conferences and in future editions of our research monographs.

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Preface

By Marni E. Fisher & Kimiya Sohrab Maghzi

Following the California Council on Teacher Education's Fall 2023 Conference theme, "The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change," this monograph embraces a relatively new field of study, that of Ethnic Studies, to set a stage for educational change. The related areas of equity work and the need to address systemic inequity, however, are not new. As Linton (2011) identified, to create change, equity work needs to include:

> (1) the educator's personal connection with this work,

> (2) the institution's embrace of systemic change and progress, and

> (3) the professional practices the teachers and administrators implement every day. (p. 39)

Promoting equity involves proactively engaging in the restoration of humanity in societal and educational interactions. To actively contribute to a fairer world, educators must embrace, embody, and impart anti-racist and anti-bias teaching practices to students, who represent the future contributors to society. By rehumanizing their teaching methods and embracing anti-racist and anti-bias approaches, educators can exemplify the pursuit of justice and equity. Ethnic Studies, when paired with dedicated educators, schools, and districts, creates a space that implements all three of Linton's (2011) elements.

When looking at California's k-12 students, 79% identify as individuals of color, and 56% identify as Hispanic or Latinx (Ed Data, 2022). This makes it imperative to question traditional paradigms and address disproportionality in every area of our teacher educational programs, our k-12 schools, and higher education.

Significant for all students, ethnic studies addresses the dynamics of marginalization (CDE, 2022). At its heart, it is a curricular and pedagogical movement

to understand and reclaim "the cultural identities, experiences, and knowledge of racialized groups within the United States" (CARE-ED, 2023, p. 1). This typically focuses on four cultural heritages: "Black, Indigenous/Native, Latinx, and Asian American and Pacific Islander" (CARE-ED, 2023, p. 1). Ethnic studies also validates intersectional identities, enabling students to recognize both themselves and others as integral parts of our world (CDE, 2022). As such, it fosters a sense of belonging and understanding (CDE, 2022). Ethnic studies also includes recognizing the impacts of historic racism and bias (Sleeter & Zavalla, 2022).

Each article in this monograph represents educators, leaders, and researchers focused on improving education while addressing systemic problems that historically undermine educational and societal equity (CDE, 2022). As mentioned in Betina Hsieh's introduction, there are three major patterns that the monograph has been organized into: the exploration of ethnic studies, the focus on equity, and implementing educational change. Whether discussing the plurality of perspectives and identities (Dominquez, 2023; Fisher, Petty, Dorner, et al., 2023), examining applications to engage students (Porter et al. 2023); examining disability studies, special education or inclusion (Ferrufino, 2023; Panfilio-Padden & Wissel, 2023; Fisher, Petty, Chun et al., 2023; Maghzi et al., 2023); improving teacher education programs (Evans-Santiago & Taylor, 2023; Green et al., 2023; Lavadenz & Armas, 2023; Vallejo & Matamala, 2023), or managing educational change (Fisher, Dorner, Petty et al., 2023; Petty et al., 2023), all are focused on student success.

This focus means understanding and connecting with students, creating spaces for them to reclaim their identities, and addressing systemic problems of racism and microaggressions. Improving education includes critically examining teacher recruitment and preparation programs to change both teacher disproportionality and cultural misalignment while also integrating ethnic studies into teacher education programs. Furthermore, student engagement means implementing culturally responsive teaching practices in all subjects while fostering supports for intersectional forms of difference, including ethnicity, gender, orientation, and ability. In addition, inclusive practices require confronting all forms of exclusion–not only those tied to race, but those tied to binary heteronormativity, ableism, and the hegemony of normalcy (Goodley, 2011)—while developing an understanding of cultural influences on family perspectives.

A focus on student success embraces all of these elements and more. Therefore, even as we invite you to enjoy this collection of studies for further conversation, we also call each and every one of us into action to create a future where education celebrates, embraces, and teaches every student successfully.

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The Power of Perspective

Project-Based Learning and Ethnic Studies

**By Marni E. Fisher, Joe A. Petty, Meredith A. Dorner,
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Abstract

This case study explores teachers' collaborative strengths within a project-based learning environment, one focusing on building connections within the classroom and the other on integrating diverse perspectives through project-based learning.

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Two teachers exemplify the importance of perspective-taking, both for understanding and being understood. The study highlights the necessity of embracing individual perspectives in the context of ethnic studies. Using prismatic theory as a framework, the study involves multiple voices, showcasing the impact of these strengths on students. Furthermore, a holistic approach emphasizes valuing each student's perspective and promoting cultural diversity, fostering access, relevance, and community within and beyond the classroom.

Key Terms: Project-Based Learning, Community Building, Diversity

Introduction

Education has shifted toward including multiple perspectives and ethnic studies to reduce systemic inequity. Ethnic studies offers students the chance to interact with materials and content in their classrooms that access a diverse and enriching curriculum that is both meaningful and supportive (CDE, 2022). Furthermore, ethnic studies ensures that students receive an education deeply rooted in their cultures and communities, drawing extensively from their unique lived experiences and material realities (CDE, 2022). It acts as a bridge connecting educational institutions with the community, encouraging students to apply their knowledge in becoming change agents, social justice organizers, advocates, and engaged citizens at the local, state, and national levels (CDE, 2022). To align with this, the two sides of perspective, that of having your perspective heard and valued and being able to hear and value other's perspectives, are equally important. As such, the purpose of this study is how, within a project-based learning model, both qualities can be nurtured to build the first steps for students' understanding of others, particularly within a conservative, high socioeconomic, predominantly white community. This case study focuses on two teachers within a project-based learning school and how their strengths highlight different approaches. While both teachers integrate on both sides of perspectives to build both community within and understanding without, their strengths paired together suggest ways to strengthen approaches to ethnic studies integration.

Review of the Literature

In the early 1900s, progressive schools shifted learning goals to focus on higher-order thinking and inquiry skills in students, transforming educators into facilitators (Dewey, 1916; Weshah, 2012). This approach empowered students to develop comprehensive knowledge, skills, and values, fostering their ability to drive positive change in their communities (Weshah, 2012).

Over three decades ago, project-based learning (PBL) emerged as a response to the limitations of traditional educational methods (Barrows, 2002). PBL is recognized for enhancing students' cognitive and meta-cognitive thinking skills and promoting knowledge retention (Weshah, 2012). It engages learners by involving

them in challenging and relevant real-world problems (Barrows, 2002). PBL accommodates diverse teaching and learning strategies, emphasizing the acquisition of knowledge and skills (Weshah, 2012).

The process involves selecting content, skills, resources, problem statements, motivation activities, focus questions, and evaluation strategies (Weshah, 2012). This approach fosters natural inquiry and implementation, including authentic learning and maker spaces (Dewey, 1916). Furthermore, a key advantage of PBL is its inclusivity, making it suitable for diverse student groups and interdisciplinary curricula (Weshah, 2012).

PBL naturally aligns with constructivism, a knowledge framework rooted in the idea that human experience can be subjective (von Glasersfeld, 1989). It acknowledges the existence of reality but rejects the notion of a single set of truths that can be fully known (von Glasersfeld, 1989). Instead, learning is viewed as a social process through which individuals make sense of their experiences within the context of existing knowledge (Tobin et al., 1994). This perspective challenges traditional objectivity, favoring an approach that considers the significance of social and cultural factors. Constructivism recognizes the inseparable connection between the individual and the social environment, since students learn in a social context (Tobin et al., 1994). It emphasizes that the ability to construct meaningful concepts relies heavily on an individual's capacity to formulate and assess various propositions, an integral aspect of the learning process (Tobin et al., 1994). Therefore, both PBL and constructivism are models that foster student skills for ethnic studies.

Theoretical Framework

This research uses the theoretical framework of prismatic theory, as developed by Fisher (2016), and based on Deleuze and Guattari's (1987) rhizomatic theory, which emphasizes mapping over tracing established paths. Additionally, prismatic theory incorporates the concept of deterritorialization to disrupt existing hierarchical paradigms (Deleuze & Guattari, 1987). This approach acknowledges and embraces the intermediate spaces of liminality and the pivotal points of change (Fisher, 2016). When applied, the prismatic lens promotes the inclusion of diverse viewpoints and the layering of data through iterative cycles (Fisher, 2016). It also considers spaces that are silenced, unheard, hidden, unseen, or overlooked (Fisher, 2013).

Methodology

Prismatic inquiry is a method that incorporates diverse perspectives to explore and elucidate a phenomenon (Fisher, 2013; 2016). It commences with a call to action, followed by the mapping of both internal and external aspects, all while maintaining a space for freedom and expression (Fisher, 2013; 2016). Aligned with the praxis concept (Freire, 1970/2005; Nieto, 2010), prismatic inquiry integrates reflection, leading to subsequent actions (Fisher, 2016). The final analysis focuses

on identifying patterns of convergence and divergence, drawing on the ideas of Deleuze and Guattari (1986), while considering factors like truth, trustworthiness, definition, quality, and validity (Leavy, 2009). Prismatic inquiry draws from a range of methodological practices (Fisher, 2013), while collaborative prismatic inquiry involves a multitude of voices in the participant-researcher role (Achieng-Evensen et al., 2017). This research incorporated perspectives of teachers, leaders, and scholars from multiple disciplines, leveraging the participant-researcher role to develop multiple perspectives on the data.

Analysis of Practice

The perspectives of two teachers as researcher-participants were considered in depth in terms of their teaching practices. These researcher participants were: a fifth grade teacher and a fourth grade teacher, each historically identified for their teaching strengths.

Teacher One

The first teacher is strong in building on understanding of students' voices and perspectives, which gives them value, connection, and confidence within the classroom community. Feeling connected (Bishop & Berryman, 2006), students with a history of struggling generally navigate the school year in their classroom with fewer behavior incidents, improved efforts, and better aligned curriculum supports. Additionally, a system of check-ins has been proven to work consistently (Breen et al., 2023), supporting the effectiveness of this practice:

> *it includes having a safe environment… To see beyond themselves, [students] need to feel comfortable with themselves within a classroom…. Rapport is built for me through one-on-one conferences. This means pulling students outside of the classroom to… sit down and spend time getting to know them. What are their strengths? What are their struggles? Having a conversation with them… [In] a classroom of 32 students… they may feel unseen or unheard… through these one on one conferences they feel valued.*
>
> *Another thing is positive affirmation and constructive feedback within these one-on-one conferences. You, as the teacher, know their strengths… where they struggle. And so allowing them to hear from you what they do well in the class-room, what their strengths are, then allows you to have the conversation of areas of weakness, areas where they can improve or… grow. This continues to build a community where they are comfortable within themselves but also striving to improve, learn more and this all just helps with the multiple perspectives that they will be learning within content.*

Not only do they build individual rapport with each student, but they also focus on building classroom community, which aligns with restorative practices (Fisher & Frey, 2022).

> *[One] thing that builds a classroom community is morning meetings. This is where a 15-20 min time period is devoted within your actual daily schedule to bring up important topics… Space for students to talk about issues that may have occurred, where their feelings may have been hurt, or there may be things going on in the world. This is your chance as a teacher to facilitate meaningful conversations about these topics rather than them happening out in the playground. These are facilitated and guided by the teacher to then apply these conversations, strategies, and skills within… instruction.*

The importance of building connections is similar to how Bishop and Berryman (2006) identified that one authentic connection can inspire a student to *try* in school.

The teacher also discussed the importance of building "voice and choice" for students, which aligns with Democratic teaching practices (Dewey, 1916; Sehr, 1997).

> *We have.. student voice and choice… [as] a project-based learning school, and we want students to feel like they have a say in what they are learning… [This includes] a guided student choice option. We create roles, and the students can then give us feedback on which roles they feel that they will be successful in… We give a variety of different topics, and they can choose which area.. they would be the most interested in studying. This gives buy-in, and buy-in leads to students being invested in their learning, invested in going ahead and self-advocating for [themselves].*

This is paired with teaching students how to give warm and cool feedback to each other (School Reform Initiative, 2023), which includes providing students with the language and skills to give and accept constructive feedback in a way that strengthens the classroom community.

Integrated into the classroom this year was having every educator and student take a strengths-based assessment. Sharing strengths created spaces for students to connect and be understood.

> *Education is a very collaborative environment and being able to look at your team's strengths. Everyone has a different strength. Everyone has a different weakness. How can we utilize that within our team of teachers?*
>
> *This translates into our teaching and into our classrooms. Every student is different. They all come from a different background. They have different experiences. They're bringing different ideas… How can we harness all of that? How can you highlight what students do well as well as utilize what they might find difficult? Having an open conversation where it is guided and it is part of the classroom community. [This helps] students realize that, while we are in one classroom, and while we're all learning the same thing, the manner in which we learn it may be different.*

This strengths-based approach was also integrated into project development so that students can choose to lead in their areas of strength while being supported in areas of challenge: "*This further strengthens the classroom community where*

everyone can feel comfortable with each other… as they take it into further curriculum areas." This approach supports students' strengths as well as setting each student up to be successful.

Teacher Two

The second teacher is effective in aligning the standards and frameworks to teach students the relevance of recognizing different perspectives. This is best exemplified in one project: The California Missions System Project. This integrates native, missionary, and military perspectives. However, developing an understanding of perspective takes early groundwork with the students.

> *How we teach students about perspective: we really need to define that and have students practice that from day one in fourth grade…. what's really important for students to understand is the difference between an opinion and perspective.*
>
> *When asking students about perspective, most of the time they're giving examples of their opinion. So we have to define opinion as our own point of view, [but] perspective and looking at especially multiple perspectives… is really looking at others' point of view… So, we start integrating perspective-taking into all aspects of our learning… We even practice in our morning meetings… looking at social situations… looking at a situation from multiple perspectives…*
>
> *Reading and learning in literature, we start to understand this… kids can hear a story or be reading a story, and… take on the perspective of different characters. Any way we can start building that comfort level with kids to go beyond learning facts and learn how to include other groups.*

Teaching perspective taking can also align with restorative practices, becoming part of the mini-chat structure that Mullet (2014) describes, which not only unwinds the impacted student, but uses the rewind and windup steps to help students recognize others' feelings and experiences.

Preparation also required research on the teacher's part to gather solid primary and secondary sources in order to make the project come alive for students while also searching for sources that reflect different perspectives.

> *Our social studies is spoken through one point of view. That's the dominant [voice].. in order to understand the different cultures, we… focus on integrating primary and secondary sources—and that takes some digging from teachers… As well as giving experiences where kids can go to a mission and see and hear and be able to hold tools... and really try to wrap their brain around something that happened 200-250 years ago.*

This included understanding the third grade social studies standards so that the mission system project could also utilize prior knowledge, building on the third grade curriculum.

> *We really start to identify culture and values and belief systems in daily life… for the different indigenous populations of California… It's really, really important to*

help students to understand: the belief systems and the motives and the culture that these two groups come from really influence how they're going to view events… when… different cultures… converge, would they collide or intersect?

Working out of a project-based structure (Barrows, 2002; Hill & Smith, 2005; OSLA, 2010; Weshah, 2012; Wilder, 2015), the teacher identifies that, "*We start with a driving question and that project driven question is why is learning about the California mission system through multiple perspectives important.*" This process includes student empowerment and ownership as well as knowledge construction, which not only recognizes that truths are not singular (von Glasersfeld, 1989), but also that understanding involves sense making (Tobin et al. 1994).

> *Another key part of project based learning, [is that as] they go through the learning process, they create products, they do writing, they do art, their presentation is… the culmination of all of that.*
>
> *Having kids dive into multiple perspectives and really trying to understand everybody else's perspective is also a reflection... And that's where we circle [back] around to opinion. Now it's their perspective, which becomes their own opinion about their experiences with [this project]... We ask them to identify strengths and weaknesses within the mission system, and then how can we take it a step further? Learning about history, you need to take what you've learned and be able to understand the past in order to create our future and take our learning into our own world.*

It is in this reflection process that students are able to connect their learning to their understanding of today's world while also honoring differences.

> *When the Spanish came into New Spain and wanted to colonize all of California, they had a perspective that we need to look at holistically, not just that it's good or that it's bad, but that there are many different aspects of their perspectives.*

Preparation also required reflection and change on the part of the teaching team in order to include non-dominant perspectives and broaden their own perspectives. The ongoing reflection on the part of the educators is especially important, since it highlights why certain project structures hindered the understanding of perspectives. Each year, the teacher reflects on what did and did not work, expanding and adjusting the project. In conversation, they identified that the project is not perfect, rather going through an ongoing process of growth and adjustment. Also, changing the project sometimes meets with resistance from the grade level team, who are less experienced with the grade level curriculum, but each year, they continue to improve it.

Discussion

Fostering perspective-taking, recognizing and valuing students' viewpoints, and promoting empathy are intertwined skills. When students feel valued, they

are more likely to understand the importance of appreciating diverse perspectives. Relying on a single narrative can be limiting (Adichie, 2009) given the complexity of culture (Davis, 2005; Maghzi, 2017) and the multifaceted nature of diversity. Individual perspectives are dynamic and influenced by various factors, resulting in intersectionality (Crenshaw, 2011).

Teachers play a vital role in nurturing these skills. While they may excel in different aspects, a balanced approach is essential for fostering inclusivity and community, both in the classroom and beyond. Teaching ethnic studies extends beyond the curriculum, requiring an inward focus on valuing each student and an outward focus on celebrating cultural diversity while enhancing education, empathy, and respect within the learning community. The caution is that teacher education and the education system broadly take place within a dominant white culture, creating a mode of transference that simultaneously insulates white teachers from experiencing the discomfort of being a racist while knowing their culpability in the racist system that passively benefit them (Jupp & Lensmire, 2016).

Within this study, the teachers were passionate about integrating voices, but implementation, in this case, was an ideal that resulted in small steps studded with almost unseen resistance. Although ethnic studies "through its overarching study of the process and impact of the marginalization resulting from systems of power, is relevant and important for students of all backgrounds" (CDE, 2022, p. 8), part of the problem with fostering ethnic studies within a predominantly white charter school is that systemic inequality (Anderson, 2020; Ramos et al., 2020; Sahasranaman & Jensen, 2020) is both unseen and foundational to the entire educational system.

If a thriving and productive society hinges upon a well-educated and adequately prepared populace capable of harnessing their unique talents and collaborating harmoniously for the collective welfare, then those entrusted with the responsibility of education assume a pivotal role in determining collective success. However, the historical influence of the dominant white perspective upon the educational system means that the banking model (Freire, 1970/2005; Giroux, 2003) is perpetuated at every level. Moreover, one insidious facet of whiteness is its capacity to remain concealed from those who possess its privilege (Owens, 2007). Furthermore, a common critique of whiteness studies is that it perpetually situates whiteness at the core, where it has traditionally resided (hooks, 1992). Ethnics studies, in contrast, centers those who have been traditionally marginalized. Furthermore, ethnic studies is stronger and more effective if it identifies and addresses systemic racism instead of ignoring it (Sleeter & Zavalla, 2022).

The mission system is recognized as a colonizing and culturally destructive system, and it emerged out of Spain's push for wealth supported by Lineas's classification system of ethnicity designed to identify central European power as superior over all other cultures and ethnicities (Bye, 2015; Cunningham et al., 2018; Gates & Curran, 2021; Hazard, 2014; Kendi, 2019). These first two steps: teaching students that their perspective is valuable, and that they should value the

perspectives of others, still have a long journal toward building a more equitable educational system.

This predicament is deeply ingrained in the construct of normalcy that dictates behaviors within the educational sphere (Annamma, 2015; Goodley, 2011; Kumashiro, 1999). When scrutinizing dominant white culture, certain behavioral characteristics, such as perfectionism, an inherent sense of urgency, and an emphasis on product over people, are recurrent features in the typical K-12 student experience (Okun, 2010). These tenets of dominant white culture are deeply rooted in capitalist notions of value and worth, bolstering white hegemony and establishing whiteness as the norm in the United States (Applebaum, 2010; Dyer, 1997). Dominant white culture represents a socialization framework that can also be internalized by individuals of color, either through acculturation or forced assimilation, thereby perpetuating dominant white culture even within a diverse teacher workforce (Dunbar-Ortiz, 2015; Kendi, 1999; Lopéz, 2015). Consequently, it is imperative for educators and administrators to cultivate an inclusive community that embraces culturally relevant practices and focuses on collective and interpersonal growth (Ladson-Billings, 1998) while creating "an effective framework that guides all decisions, practices, and policies according to equity" (Linton, 2011, p. 49). Systemic change requires personal connection and commitment to equity, institutional vision and support, and daily practices.

The central concern revolves around the imbalanced distribution of power, encompassing both those who oversee education and those who reap its benefits (Giroux, 2003). Paradoxically, whiteness has historically concealed itself to maintain power while also serving as a symbol of supposed biological superiority (Kendi, 2019; Owens, 2007), allowing historical atrocities grounded in the pseudoscience of eugenics while establishing a power hierarchy with whiteness at its apex (Kendi, 2019). Those identifying as white wield the authority to shape the prevailing global narratives, all the while being oblivious to the fact that they are shaping the world in their own image (Dyer, 1997).

Conclusion

Education has undergone a transformative shift, incorporating ethnic studies into curricula as a means to combat systemic inequity. A part of this change includes embracing different perspectives (CDE, 2022). Ensuring the individual feels heard, valued and connected aids in building the capacity to understand and accept others' differing perspectives. This dual commitment to understanding and being understood is central as a first step to creating a more equitable and harmonious educational landscape.

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The UC/CSU Collaborative for Neuroscience, Diversity, and Learning

The Need to Integrate Ethnic Studies in University Teacher Prepration Programs

By Kai Greene, Sue Sears, Anna Osipova, & Susan Porter

Introduction

Noted is how the California public school education system has experienced a recent surge of interest in ethnic studies, an academic discipline that surfaced from the Civil Rights Movement in the United States (Beach et al., 2021). For those of us involved with university teacher preparation programs, of importance is to assess and expand upon the scope of our work to address how communities of color, traditionally but not excluded to African Americans, Native Americans, Latinas/os and Asian Americans, remain on the margins of society, continue to experience

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discrimination, and are subjected to diagnostic assessment measures that contain overt racial, cultural, and most notably linguistic bias (Gilborn, 2015). Of importance is to address how school-age students of color have been disproportionally represented in special education and remedial classrooms when compared to their white English-monolingual student peers. For these reasons, the guiding principles of ethnic studies can significantly increase our awareness to not only address historical injustice in education but also confront systematic inequalities related to language-based learning disabilities among students from diverse ethnic, cultural, and linguistic backgrounds (Artiles, 2013; Washington & Lee-James, 2020).

As members of the UC/CSU Collaborative for Neuroscience, Diversity, and Learning, we are fortunate to take part in an important moment in our state's history to address school-age students who are "at-risk" or present with dyslexia or other challenges in developing literacy skills. As established in AB 1703 since June 2019, the Collaborative consists of instructors, professors, and researchers from UCLA, California State University Northridge (CSUN), California State University Los Angeles (CSULA), and California State University Dominguez Hills (CSUDH) who are dedicated to the following five goals:

1. Develop and share new knowledge and innovations in Mind, Brain, and Education.

2. Create and implement pre-service teacher education programs.

3. Create and implement in-service professional development programs.

4. Test models of early screening to assess the literacy strengths and needs of children.

5. Conduct research and evaluate current educational practices for children with reading challenges.

California is home to approximately 6.2 million Kindergarten through 12th grade (K-12) students, of which 40 percent enter school with a first or dominant language other than English (California Department of Education, Data Reporting Office, 2022). Among this population are children who may be "at-risk" or identified with a special education learning disability (IDEA, 2004). However, longstanding calls for educational equity for bilingual education, English Learners (ELs) and students with disabilities have gone unanswered, which leaves these students marginalized within our educational system (Lamont, & Pierson, 2019). Effectively educating this growing population of ELs is not only important for the future of American society but a social justice imperative. The growing population of ELs enrolling in U.S. schools necessitates effective programs and school personnel to implement curriculum that will ensure academic excellence, biliteracy, bilingualism, and sociocultural competence. Of importance then is to embrace key components of ethnic studies to address historical issues of the past that promoted injustice and unequal educational practices (Owens & McLanahan, 2020).

Special Education as a Civil Rights and Equal Access Issue

It is widely understood that the U.S.'s current Special Education laws and policies were an outgrowth of the Civil Rights movement. This is shown in the following common terms in Special Education policies and practices:

1. "Separate is not equal" (Brown v. Board of Education, 1954).

2. "Free and appropriate public education" (Rehabilitation Act: Section 504, (1973).

3. "Least Restrictive Environment" (IDEA, 2004).

Despite these efforts to guarantee free and appropriate education for students with disabilities, special education researchers and practitioners have noted unintended consequences since the passage of the Education of All Handicapped Children Act (EAHC, 1975). Educators have raised concerns that the federal special education laws are not being implemented equitably across all student groups (Artiles, 2011). Within a decade after the passage of the first Individuals with Disabilities Education Act/Education for All Handicapped Children legislation in 1975, it was found that students of color, students learning English as a second language, and students from low socioeconomic backgrounds were overrepresented in special education, relative to their white, native English-speaking peers (Blanchett, 2004). Recent data collected by the U.S. Department of Education shows that black students are still 1.6 times more likely to be identified for special education services (Marsico, 2021). This over-representation of students of color and with linguistic diversity exposes the fact that IDEA (2004) and preceding legislation for students with disabilities have not been implemented equitably across student populations, leading Alfredo Artiles (2011) to conclude:

> …[T]he the civil rights response for one group of individuals (i.e., learners with disabilities) has become a potential source of inequities for another group (i.e., racial minority students. (p. 431)

Cultural Gaps Between Teachers and Students

Over-representation statistics do not factor in educators' attitudes and perceptions of students of color on the placement and quality of special education services for these individuals (Cruz et al., 2021; Kramarczuk-Voulgarides et al., 2021). Several studies have documented how the cultural gaps between predominantly white teachers and students from marginalized populations can lead to misunderstandings and poorer outcomes for non-white students (Douglas et al., 2008; Tefera et al., 2023). For example, we know that students from lower socioeconomic backgrounds and students of color tend to be labeled as having more significant disabilities and placed in more restrictive environments than their similar-functioning white peers. The inequities were so glaring that a policy paper published by the Georgia Law Review (2006) declared that,

> *…the IDEA is suffering an eligibility crisis on two intersecting fronts: African American overrepresentation and an overall eligibility increase resulting from special education sweeping up students from a broken general education system. (Garda, p. 1073)*

Similarly, Tefera & Kramarczuk-Voulgarides (2016) found extensive gaps between federal policy intent and actual local policy interpretation and implementation. The researchers concluded that institutional biases of local school districts and school officials altered the understanding of special education law that called for equal protection clauses within the IDEA law. Taken as a whole, these studies point to a trend of localized broad interpretation of laws designed to create equitable outcomes. Unfortunately, these local interpretations have resulted in increased inequities between students of color and white students.

Critical Race Theory and Special Education

To investigate the misidentification of diverse students being considered for special education referral and services, researchers have looked to critical race theories and perspectives to understand and address the root cause of the misidentification of children for appropriate services. This renewed emphasis on referring and placing students of color and from diverse backgrounds stems from the recognition that educational institutions may subtly, and not always intentionally, perpetuate racist views, policies, and perspectives (Kramarczuk-Voulgarides et al., 2021). For example, federal policies discourage factors such as race, culture, or socioeconomic status from being considered in the special education identification process (IDEA, 2004). Tefera et al. (2023) argue that this policy further enforces biased processes for determining special education eligibility by not considering race, ethnicity, and language status in the special education referral process. Instead, Tefera and colleagues argue that, by shifting away from a so-called "colorblind" referral and identification process whereby these factors <u>are</u> discussed and considered, the identification process would become more equitable. As it stands, our current "one-size-fits-all" approach has dire consequences for diverse students with disabilities.

Intersectionality and Special Education

Current research also shows that to identify and serve diverse students with disabilities effectively, we must recognize their multi-dimensional identities to successfully teach them (Tefera et al., 2023). *Intersectionality theory* has been used in critical race theory to acknowledge multiple identities of those who wish to call out factors of gender, race, culture, and language status in their fight for equitable and just practices in society (Artiles, 2013). By acknowledging the multi-dimensionality of individuals with disabilities, we are more likely to tackle the root cause of discrimination and truly address inequities in applying and interpreting

special education laws. The following recommendations have been gleaned from the research in ethnic studies and race theory studies to improve the identification and special education services for students from diverse backgrounds:

◆ Emphasize ethnic studies in programs that prepare special education teachers and inclusion teachers.

◆ Ensure that teacher candidates explore their own situated identities in the context of culture, color, ability, and neurodiversity to recognize internal bias and othering of students with behaviors, appearances, learning strategies, and coping skills that challenge teacher and school norms.

◆ Ensure that teachers of students with multiple identities are provided readings, assignments, and discussions that address the complex identity issues that students with disabilities face and prepare them to encourage their multiple identities in the classroom.

◆ Consider different data and situations when considering students of color for special education referral and identification instead of a "one-size-fits-all" approach.

Over-identification of Students of Color in Special Education

The notion that students of color are disproportionately represented in special education can be traced as far back as Dunn (1968) whose observations found self-contained special education classes, designated for individuals with mild intellectual disabilities, were primarily populated by African American students. Attributed to societal and educator bias, the focus on the over-identification of culturally and linguistically diverse students in special education continued throughout the early 2000s. Blanchett (2006) examined white privilege and racism as manifested in economic inequalities such as school resources, inappropriate pedagogical practices, and inadequately prepared teachers as contributors to disproportionality. Additionally, Hosp and Reschly (2004) considered academic achievement as an important variable in understanding and addressing the over-identification of students of color in special education. Such recommendations were intended to replace the then current "wait-to-fail" model with preventative measures, such as early identification and intervention. It was argued that by implementing timely response to the learning difficulties of groups of students, while taking steps to enhance the academic performance of all students, educators could impact disproportionality in special education. Consistent with this reasoning, Response to Intervention (RTI) was introduced in the reauthorization of the Individuals with Disabilities Act (IDEA, 2004), as a process for identifying students with a specific learning disability.

In 2016 the US Department of Education acknowledged over-identification of students of color in special education as a commonly accepted fact. It is a perception that still prevails among many educators, despite evidence that in some circumstances students of color are less likely to be identified for special education than their similar white peers (Morgan et al., 2015). Further, research that disag-

gregates data by disability category reveals that students of color are found to be under-identified in what are sometimes considered "higher status" categories, such as learning disabilities or speech and language disorders, and over-identified in the "less desirable" categories of emotional disturbance and intellectual disabilities (Washington & Lee-James, 2020). By stipulating that a specific learning disability cannot be the result of "environmental, cultural, or economic disadvantage" (IDEA, 2004), the exclusionary criteria within the definition of specific learning disability has contributed to the under-identification of students of color in this category. As Washington and Lee-James (2020) note: "Why can't children be both impoverished and have LDs?" (p. 103).

Differences also emerge when data are examined longitudinally. English learners (ELs) are identified for special education two to three years later than non-Els (Hibel & Jasper, 2012), a practice which likely contributes to the under-representation of ELs in elementary school. This finding contradicts the widely reported over-representation of students identified as EL in secondary special education (Artiles et al., 2005). It is suggested that this over-identification may be related to re-classification procedures for ELs, which makes it more difficult for those with disabilities to be exited from EL services (Umansky et al., 2017). Finally, in the specific case of reading disabilities, Odegard et al. (2020) found that African American and Hispanic students were less likely than their white peers to be classified as having dyslexia. Similar to Fish (2019), they found that the demographic composition of the school was a confounding variable. Specifically, students of color were less likely to be identified as a student with dyslexia in non-white, lower performing schools than in schools with a predominately white student population.

Multi-tiered System of Support and Equity

Multi-tiered Systems of Support (MTSS) aim to provide high-quality, culturally responsive instruction to all students and to support their educational success through instructional tiers of increasing intensity. MTSS considers student strengths, values family input and involvement and at its core is designed to eliminate barriers to educational success by promoting inclusive and equitable educational experiences (Jackson, 2021). For these reasons, MTSS has potential to address disproportionality in the identification for special education. However, integral to the success of MTSS in this effort are two essential conditions: (1) the use of non-biased, culturally responsive screening and diagnostic assessment measures and procedures for data-based decision-making; and (2) a view by decision-makers of cultural and linguistic differences as assets not "deficits."

Complexities of Disproportionality

The misidentification and missed identification of students for special education can be attributed to many factors including economic inequalities, educa-

tional opportunities, social and educator bias, and eligibility procedures, such as exclusionary criteria for specific learning disabilities, and classification criteria for EL. However, equally important to the issue of disproportionality are individual's experiences and perceptions of special education. If special education is perceived as a supportive service that will meet students' needs, then under-identification is of concern. However, if special education is perceived as harmful, in part because it may result in additional stigmatization particularly for already marginalized populations, then the over-identification of students of color is of serious concern (Tefera et al., 2023). This argument suggests that disproportionality in the identification of students for special education is at least in part the result of educator bias, including the viewing of cultural and linguistic differences as "deficits". Addressing bias is one area where ethnic studies and the work of teacher educators intersect and a space to explore some of the goals of this conference:

◆ Examine teacher educator identity formation as critical dimensions of ethnic studies pedagogy

◆ Foster collaboration between the fields of ethnic studies and teacher education.

◆ Map and promote partnerships among teacher educators, ethnic studies scholars, local educators, and other role players.

Students Who are Bilingual and Bidialectical Speakers

It is imperative for educational practitioners to determine appropriate classroom placement and supplemental services for all students. This issue has become increasingly challenging as classroom demographics shift and student populations reflect an increase in diversity across race, ethnicity, language, among other factors. School-age students in the process of learning English who speak another language in the home other than English are considered English learners (ELs). Yet English language learning is not a learning disability. However, one notices observed biases in the overuse and reliance of standardized assessment measures as mandated by school districts that remain an essential component of the diagnostic process, especially in the determination of a special education eligibility. As mentioned, this common practice tends to lead to misidentification of students designated for special education.

Literacy instruction occurs across a continuum from oral language development and auditory comprehension to the important steps taken that eventually evolve into reading achievement and writing skills. Of importance then for all educational practitioners, is the ability to determine and identify as well as distinguish between typical and atypical language development. Language and dialect are two important issues that come to mind as related to the intersection of ethnic studies and the determination of special education eligibility. Most often, all students are held accountable to the concept of Standard American English (SAE); an idealized

version of English; which in turn may overlook dialectical variations of English (Oetting et al., 2022; Saiegh-Haddad et al., 2020). Dialects of American English represent geographical, historical, social, and cultural backgrounds of its speakers (Oetting et al., 2023) that include but are not limited to Southern English, African American English, and Appalachian English (Hendricks & Adlof, 2020). English dialectical speakers, like English learners, have also been consistently held to language standards established by White, monolingual English-speakers from the middle class (Easton & Verdon, 2021), resulting in long-standing linguistic bias resulting in discriminatory and racialized policies.

General and Special Education Teachers: Understanding and Knowledge of Bilingualism

Drawing the content presented in the sections above to a conclusion, we now turn to knowledge and skills with which preservice and in-service special and general educators need to be equipped as they work with students who's linguistic and literacy profiles are diverse and complex, including those who have or may be at risk for dyslexia. Perceiving multilingual development and literacy development as every student's civil right, our Collaborative calls for refocusing of special education (and education overall) professional lens and moving away from dichotomous and deficit-based views on bilingualism to seeing it as an advantage, a complex instructional variable, and every student's civil right.

Moving forward in teacher preparation and training, it is critical that teachers recognize bilingualism as a multifaceted asset and a foundation for subsequent instruction. It is also important that teachers also support their students and students' families in knowing the benefits of speaking and being literate in more than one language. Research findings reveal that bilingualism has a potential to bolster students' overall language learning, academic skills and navigation of school and out-of-school communities (Brutt-Griffler & Jang, 2022; Fox et al., 2019). It is particularly important to dismiss the harmful myths that bilingualism impedes language and literacy development in students with language-based disabilities, including dyslexia. On the contrary, studies focused on bilingual learners of two alphabetic languages suggest that competence in or learning a language with phonologically-transparent orthography (e.g., Spanish) positively affects students' phonological reading skills and strengthens left superior temporal activation in less phonologically-transparent language (e.g., English) (Jasinska et al., 2017). This is true for all students, including diverse learners with dyslexia, many of whom struggle with phonological tasks and need interventions that would strengthen their phonological and phonemic skills.

In our conference presentation, the modules published by the Collaborative, and this article, we discussed the connection that exists between the one's emotions, socio-emotional well-being and reading. During reading, students' emotions and

cognition are activated and work in tandem (Gotlieb et al., 2022). Calm confident learners reading texts that are relevant to their interests and personal stories do better than students who are working through ongoing trauma of invisibility, micro- and macro-aggressions, and continued marginalization of their cultures, languages, and personal narratives. It is imperative for educators working with diverse students with language and literacy acquisition and development challenges, including those with dyslexia, not only to be aware of emotion-cognition interaction, but also to be proactive in minimizing negative emotions that emerge during learning and during reading, especially.

It is every student's civil right to speak and learn to read in their home language. This can occur before or during the time when the child learns to speak and read in English. Learning to read connects spoken language with print. These connections are easier to establish in a language in which the learner is most proficient (Goldenberg, 2020). These connections formed during basic literacy acquisition stage will transfer from the student's primary language to English, facilitating and strengthening literacy development (Cummins, 2017; Kremin et al., 2019). With support and culturally and linguistically responsive instruction that nurtures students' academic and socio-emotional needs, bilingual learners with dyslexia gain language-specific literacy skills in both languages (Klein & Doctor, 2003).

Our discussion of the knowledge and skills that educators need in working with diverse populations of students would not be complete without addressing the role that bilingualism plays in students' identities. To fully understand this, it is important to dismiss the dichotomous view of bilingualism as a linguistic ability that is either present or absent in students' profiles.

Bilingualism, as we see it, is a multidimensional, fluid construct that refers to one's ability to use two languages. Its multidimensionality includes not only one's abilities to use a language to communicate with others, but also students' identity, culture, and the socio-emotional connections that the students have with the language that reflect schools' and society's' attitudes towards languages other than English. Bilingualism is a fluid construct because students either strengthen (e.g., additive bilingualism) or lose their language abilities (e.g., subtractive bilingualism) as they go through formal schooling. Subtractive bilingualism that leads to a home language loss has detrimental effects on students' identity and ultimately their learning (Menken & Kleyn, 2010; Ramírez-Esparza & García-Sierra, 2014). This process and its directionality (additive or subtractive) are possibly rooted in the "bilingual vs. not bilingual" dichotomy. This is particularly challenging for diverse students whose identity also encompasses disability. Changing teachers' view of bilingualism from a dichotomy to a non-linear continuum, where during schooling both languages develop, support each other, and strengthen literacy skills is a more research-based, identity-conscious approach that is rooted in civil rights.

Implications and Outcomes

While the focus of the UC/CSU C/CSU Collaborative for Neuroscience, Diversity, and Learning is on the early detection, screening and assessment, and instructional intervention for students considered at-risk or presenting with dyslexia, of importance is to embrace the guiding principles of ethnic studies and culturally responsive frameworks to better serve the diverse needs of all students in California. Further, the intersectionality of language and disability necessitates that all teachers are well trained in pedagogical approaches designed to foster biliteracy and bilingualism—and build upon home language and culture—to reduce disproportionality in disability categories.

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Uncharted Waters

Building an Ethnic Studies Capacity
into a Predominately White Charter School

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Abstract

This prismatic study explored how an educational team in a predominantly white k-8 charter school proposed to center marginalized voices and addressed systemic inequities out of literature on critical race theory, critical feminism, PLCs, and restorative practices. Curriculum was implemented that could foster empathy and respect while building an ethnic studies capacity. Furthermore, this approach recognizes the significant need to address systemic inequities that start within teacher training that promotes inclusionary perspectives. Using prismatic inquiry, the study uncovers both inclusive spaces and exclusionary practices, leading to structural and community changes for a stronger ethnic studies capacity.

Key terms: Prismatic Inquiry, Charter School, Critical Race theory, Professional Learning Communities, Restorative Practices

Introduction

Working out of a baseline of literature tied to critical race theory (CRT), critical feminism, professional learning communities (PLCs), and restorative practices, a k-8 educational team explored ways to center traditionally minoritized voices and the school's practices and structures that either increased or decreased equity. This created a space for considering how to build an ethnic studies capacity in what was a predominantly white charter school. The purpose of this prismatic study was to consider how different educators took steps to center the voices and experiences of marginalized communities in order to foster empathy and respect. This included exploring the school-wide decision to integrate inclusive restorative practices, which highlights the need to consider inequality (Miron et al., 2011; Simson, 2014) and address it through restorative practices (Song & Swearer, 2016). It also included educational choices to focus on inclusion.

Review of the Literature

In building the literature for this study we looked at four areas. These were: CRT, critical feminism, PLCs, and restorative practices.

Paulo Freire (1996) and bell hooks (1992), whose pioneering work laid the foundation for critical pedagogy, including CRT. From this foundation, critical whiteness studies emerged, shaped by the groundbreaking research of Ruth Frankenburg (1993), Ashley Doane (2003), Zeus Leonardo (2003), Bonilla-Silva (2003), and Richard Dyer (1997). These scholars delved into the complexities of whiteness, unraveling its power dynamics and unveiling the mechanisms that perpetuate racial inequality.

Simultaneously, critical feminism has flourished under the guidance of esteemed thinkers like Gloria Ladson-Billings (1998) and bell hooks (1992). Their profound insights and scholarship have deepened our understanding of gender dynamics, illuminating the intersections of race, class, and gender oppression.

PLCs integrate individual and collective learning that focuses on implementing change, managing change, and developing educator thinking. It includes studies on change implementation (Christiansen & Robey, 2015; Kohler-Evans et al., 2013), change management (Edwards et al., 2021), and educator thinking development (Owen, 2016; Vosen et al., 2020). In terms of group dynamics, teacher well-being is emphasized (Webb et al., 2009). Ensuring that teachers' well-being is supported is an essential component of successful PLCs. The professional orientation of PLCs centers on the students. According to DuFour and DuFour (2012), PLCs study the intended curriculum together, agree on priorities within the curriculum, clarify how the curriculum translates into specific knowledge and skills, and establish general pacing guidelines for delivering the curriculum. This student-focused approach is crucial for effective PLCs. Additionally, the literature highlights how PLCs are beneficial for building improved efficacy, identifying student needs, supporting student learning, and fostering student agency. Studies have shown that PLCs contribute to improved efficacy (Battersby & Verdi, 2015), identification of student needs (D'Ardenne et al., 2013; Kristmanson et al., 2011), support for student learning (Battersby & Verdi, 2015; Damjanovic & Blank, 2018; Zhang et al., 2021), and the cultivation of student agency (Robertson et al., 2020; Wennergren & Blossing, 2020).

Restorative practices in schools can be viewed through process conception, which focuses on healing and restoration by involving all affected parties in discussing the incident and finding ways to correct wrongs (Morrison & Ahmed, 2006). It can also be understood through values conception, emphasizing the principles that differentiate restorative justice from punitive justice, which centers on punishment and accountability (Morrison & Ahmed, 2006). Restorative practices view transgressors as individuals connected to society and seek to repair relationships and bonds (Clark, 2005).

The literature suggests various theoretical and practical aspects associated with restorative practices (Morrison & Ahmed, 2006; Mullet, 2014; Schetky, 2009), including behavior theory (Clark, 2005), social theory (Warner et al., 2010), relational justice (Drewery, 2016), democratic practices (Benade, 2015), and administrative theory (Stout & Salm, 2011). Restorative justice has been applied to classroom management (Jones et al, 2013), rule-breaking, detention alternatives (Ashworth et al., 2008; Tyler, 2006), and bullying management (Morrison, 2006).

Implementing restorative justice requires organizational change (Boulton & Mirsky, 2006), involving both students (Kaye, 2001) and educators (Vaandering, 2019). Various approaches, such as consultation (Song & Swearer, 2016), behavior modification (Paul, 2016), social circles (Azoulay et al., 2019; Buchanan, 2020; Yang et al., 2021), conferencing (Drewery, 2004; Riley, & Hayes, 2018), victim-offender meetings (Abrams et al., 2006), and community service (Maloney, 2007), can be used for implementation.

Factors influencing the implementation of restorative justice in schools include personal values (Mainwaring et al., 2019), challenges related to digital citizenship

and cyberbullying (Kane, 2020), and considerations of social equality (Miron et al., 2011; Simson, 2014), including LGBTQ+, students of color, neurodiversity, and differences in abilities (Stefanovska, 2013). Addressing these challenges is crucial for successful implementation.

Methodology

Collaborative prismatic inquiry acknowledges the complexity of educational phenomena and seeks to explore multiple perspectives and voices in order to gain a deeper understanding (Achieng-Evensen, et al., 2017; Fisher, 2016). It recognizes that education is a multifaceted and interconnected system, and therefore, studying it requires considering various layers and dimensions.

Prismatic inquiry emphasizes the importance of incorporating diverse data sources to capture the complexity of educational structures and practices (Fisher, 2013; Fisher & Maghzi, 2020; Maghzi et al., 2019). It encourages collaboration and collective participation, often involving researchers, educators, and other stakeholders in the research process.

Seeking to generate comprehensive and nuanced insights into educational phenomena by integrating and analyzing multiple perspectives, prismatic inquiry offers a holistic and inclusive approach to educational research, enabling a deeper exploration of complex educational issues and facilitating a broader understanding of the diverse perspectives and experiences within educational settings.

Point of View

This prismatic study integrates multiple perspectives from k-8 educators. Perspectives included teachers, educational leaders, and a school counselor. The study utilized a combined prismatic theory framework and conceptual framework for studying PLCs. Prismatic theory works out of Deleuze and Guattarri's (1987) rhizomatic theory with two layered goals. First, the mapping of a phenomenon instead of tracing previous paths (Deleuze & Guattari, 1987) requires the integration of multiple perspectives (Fisher, 2013). Second, the deterritorialization of arborescent patterns and hegemonic paradigms uses the rhizomatic exploration of information (Deleuze & Guattari, 1987) to determine spaces of convergence and divergence (Fisher, 2013). Prismatic theory is a complementary theoretical framework for prismatic theory.

The conceptual framework for studying PLCs considers the key elements of a PLC and the dynamics that result in a successful or unsuccessful PLC (Van Meeuwen et al., 2020). According to Van Meeuwen et al. (2020), professional learning communities (PLCs) can be loosely categorized into three groups: individual and collective learning, group dynamics, and professional orientation. As a school integrating PLCs as the driving structure for collaboration, planning, and intervention, this was an appropriate secondary framework for examining educator perspectives.

Inquiry Questions

There were two major inquiry questions to this research:

1. What inherent systemic educational structures increase or decrease your school's capacity to support ethnic studies?

2. Are these inherent systemic structures promoting or decreasing equity?

Implementation of the Practice

The school started by integrating a PLC model for developing project based learning. From there, educators were encouraged and supported as they chose to develop projects that centered on ethnic and aboriginal voices when examining history. However, the problems with exclusionary practices suggested a deeper consideration of inherent school structures. The next step involved educating the leadership team about restorative practices, effective interventions, and universal design. From there, a gradual rollout of restorative and universal design practices was planned throughout the 2023-2024 school year. Paired with this, leaders considered how to improve the school community in ways that further supported inclusionary and equitable perspectives. Fall professional development redefined "inclusion" outside of special education connotations to revolve around all thinking that chose to include or exclude, then focused on community building and universal design, focusing on how the supports structures needed to live within a structure that supported the whole community, including race, culture, gender, orientation, and ability. This was partially achieved by implementing the school's values which include open-mindedness and communication. Teachers incorporate these values into morning meetings, project work, and daily lessons. These were paired with an assets-based mindset that focused on building on languages, culture, strengths, gifts, and talents that each person brings to the community and affective language training that identified negative, neutral, and positive spaces and language usage (Harrison & Espley, 2023).

Analysis of Its Impact

The initial consideration of how to integrate an ethnic studies capacity in a predominantly white charter school highlighted spaces where the school structures offered small spaces for ethnic studies, but overall exclusive practices that needed to change. Therefore, the school needed to implement comprehensive structural and community changes in order to address systemic inequities. This resulted in the school choosing to make universal design and restorative changes, first, paired with an assets-based system in order to lay a foundation for building a stronger ethnic studies capacity while fostering diverse perspectives during project based learning.

Significance to the Field of Teacher Education

The roots of teacher training, which were originally designed for white women, have led to a persistent and systemic inequity that disproportionately benefits white individuals, particularly white women. This inequity is starkly evident in the United States, where the teacher workforce is composed of 82% white women, despite the fact that white women make up only 25% of the total population. This overrepresentation has far-reaching and profound consequences.

One consequence is the limited opportunities afforded to teachers of color, who are not adequately recruited and retained in teacher education programs. Additionally, the overrepresentation of white women as teachers may contribute to the overrepresentation of white men in administrative roles. This can be attributed to a combination of structural racism and gender role socialization, which bestow certain privileges and advantages to white individuals.

Conclusion

The impact of these inequities on students is devastating and far-reaching, perpetuating a cycle of oppression across generations. Recognizing these systemic inequities is the first step to creating an ethnic studies capacity within a predominantly privileged and white charter school. Furthermore, with ethnic studies becoming part of the high school curriculum, it becomes the job of k-8 to build the capacity for ethnic studies in order to contribute toward the promotion of social change, cultural understanding, and the dismantling of systemic inequalities.

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Using Mixed Reality and Vignettes as a Way to Prepare Candidates for Ethnic Studies

Michael Vallejo & Shana Matamala

Introduction

Ethnic Studies helps students of color gain insight into their history and ignite their own potential through reflecting on their own funds of knowledge and cultural backgrounds. This shift reflects California's demographics and history as the state has the highest percentage of foreign-born residents and an exceptionally diverse population (Pawel, 2021). Further, through recent updates in state legislation, the goal of equipping young people with the knowledge and education regarding issues of systemic racism, globalism, and violence is imperative to effectively navigate the landscape of our diverse society (Mckenzie, 2020). With AB 101 passed in 2021, California high schools must begin offering ethnic study courses in 2025 and students graduating in 2030 must pass one ethnic studies course to graduate.

Both universities and school districts face the challenge of how to best prepare teachers and teacher candidates to effectively teach ethnic studies. This once delicate and often avoided topic is now a focus of instruction and a lens for which educators are approaching lesson planning. One area that has emerged as a vital

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need is how to prepare and equip teachers to facilitate and respond to critical topics such as those outlined in the ethnic studies model curriculum. Educator preparation programs continue to examine innovative methods of addressing this nuanced content area that was traditionally reserved for experts in this specific discipline. Out of this need, along with searching for a method of reflecting the pupil demographics in the community, vignettes were developed and implemented. An emerging body of research highlights how vignettes can be used as a tool to help teacher candidates apply education theory to their own classroom observation and teaching experiences (Jeffries & Maeder, 2011; Stecher et. al, 2006). Using vignettes and mixed reality was proven to be an innovative way to prepare teacher candidates before they enter the field. These tools provide a safe and controlled environment for teacher candidates to practice and make mistakes with limited consequences and immense growth opportunities. This lowers the anxiety associated with learning to teach and encourages experimentation and critical reflection. Dinkelman and Cuenca (2020) and Stecher et al. (2006) assert that vignettes and simulations, which provide realistic descriptions of classroom events, can be an effective strategy for measuring instructional practice, such as implementing an ethnic studies curriculum. Through the use of vignettes and mixed-reality, teacher candidates are provided an opportunity to reflect on standard scenarios in a safe environment prior to actually implementing ethnic studies theory in a classroom.

This article aims to share the journey of faculty and teacher preparation candidates in one college of education who are in the early stages of implementing critical topics into their curriculum and laying the groundwork for the integration of the ethnic studies framework. This paper will describe lessons learned in the implementation process of using mixed-reality simulations and vignettes in teacher education as a path for candidates utilizing these strategies in the field.

Implementation Process

Faculty at a small private university in Southern California are at a critical nexus in regard to expanding teacher candidate understanding of classroom dynamic, practitioner needs, and preparing candidates to teach and support students through ethnic studies. To address this need, a partnership with Branch Alliance for Educator Diversity (BranchED) was created. BranchED served as a necessary partner in preparing candidates to teach diverse populations and approach critical and often delicate topics. A three year partnership with Branch Alliance for Educator Diversity (BranchED) was established. BranchED is the only non-profit organization in the country that prioritizes strengthening, growing, and amplifying the impact of educator preparation programs at minority serving institutions (Complexities in the Classroom, 2021). A key component to this partnership was a central focus on current classroom practices and incorporating feedback from industry experts (teachers and administrators currently in the field). These experts were used to

develop vignettes based on current problems of practice and real scenarios such as those outlined in ethnic studies curriculum. To further implementation, the already high leverage practice of vignette implementation was expanded using mixed reality. This cutting edge, high technology practice afforded students the opportunity to participate in scenarios where an actor plays the role of students (as aviators) who actively interact with participating teacher candidates. Teacher candidates enter mixed reality and interact with these avatar students in real time to address, discuss, and respond to critical issues such as race, identity, and power.

Mixed, augmented, and virtual reality has a long history in technical fields such as military training, medicine, technical fields, and aeronautics; however, this application is still emerging in the field of education. A common issue in the field of education is the lack of skill transfer from one setting to another (Boe, Shin, & Cook, 2007). The creation of a system with high fidelity to combat the challenges often associated with technology integration was crucial to this practice. Candidates were afforded the opportunity to practice essential concepts in real-time. Within these simulations, a skilled actor assumes the roles of five distinct students across various K-12 grade levels. The settings include an elementary classroom, a middle school, and a high school, allowing candidates to gain experience across different grade levels. The process typically begins with candidates meeting these students in a low-intensity scenario referred to as "Meet the Students". Here, candidates can practice facilitating social emotional learning activities and practice using the technology. As a follow up to this, and later in the course, candidates enter the simulation to lead discussions based on the vignettes. The actor playing the students responds in the moment, creating a more realistic and immersive experience. After each candidate exits the simulation, professors pause to facilitate debrief conversations, providing valuable feedback and insight aligned to ethnic studies themes, the model framework, and common issues that reflect the pupil demographics in local school communities.

Conclusion

Using vignettes and mixed reality have proven to be an integral step in the path to preparing candidates for critical topics related to ethnic studies. Initial analysis of the process, points to the implementation being transformational for both the faculty and the students. Faculty members have acknowledged the profound impact of integrating vignettes and mixed reality into their teaching practices. This innovative approach compelled them to seek out supplementary articles and reconfigure their courses to provide robust support for the subject matter. One faculty member expressed how they had to shift their own pedagogy because "the vignettes have helped me with thinking about ways to scaffold those conversations and ways to put it within a context that students are familiar with and scenarios that they might actually see happening in classrooms."

The process has been equally transformational for the candidates. Schon (1983) expressed that the role of an instructor as a reflective practitioner is pivotal to achieving professional competence, fostering the ability to think on one's feet when confronted with teaching challenges. Candidates report that facilitating a conversation in the mixed-reality simulation and observing their peers gives them the self-efficacy to lead these conversations in their own classrooms. After a recent mixed reality simulation, one intern stressed that "every candidate should experience the simulations because you don't know how to effectively address these topics as a beginning teacher".

As a result, the integration of critical topics has played a foundational role in preparing for the next steps of integrating the ethnic studies framework into the curriculum. Leat (1995) suggested that the transition from theory to practice through reflective practice can be a challenging endeavor. Looking into the future, mixed-reality and vignettes will continue to be expanded and grown as a way to bridge this gap. Program faculty will continue to assess and reflect on these practices while moving forward with next steps in ethnic studies implementation.

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The Healing Value
in (Re)constructing Each Other

A Post-*Borderlands* Approach
to TK-3 Identity Studies

By Michelle Angela Domingues

Abstract

I identify as a mixed race Remida Reggio-inspired teacher educator whose co-research germinated in a creative reuse cultural education center situated in a university. The purpose of this research is to make visible the welcoming value in (co)constructing each other with reuse materials as plural identity studies in early childhood. I re-center Gloria Anzaldúa's (1987) *Borderlands* as a Xicana indigenous metaphor for plural identity(ies) and add a layer of her post *Borderlands* identity theory of *nos/otras* (Anzaldúa, 2015). These cultural theories support an image of the child as a symbolic and geographic border crosser; capable of negotiating multiple, shifting, and sometimes competing identities. My methodological approach is (re)documentation. By (re)documenting pedagogical narrative material—I revisit it over time and space—it is salvaged and offered new life and identity(ies).

Keywords: Chicana studies, REMIDA-Reggio Emilia, *Borderlands*, early childhood identity studies

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Metaphorical Introductions

So, don't give me your tenets and your laws. Don't give me your lukewarm gods. What I want is an accounting with all three cultures—white, Mexican, Indian. I want the freedom to carve and chisel my own face, to staunch the bleeding with ashes, to fashion my own gods out of my entrails. And if going home is denied me then I will have to stand and claim my own space, making a new culture—*una cultura mestiza*—with my own lumber, my own bricks and mortar and my own feminist architecture.

—Gloria Anzaldúa (1987)**,** *Borderlands, la Frontera: The New Mestiza*

As an educator who embodies queer and mixed-race identities, I have come to see the ethico-onto-epistemological (Barad, 2007) and welcoming value in (re) constructing each other with reuse provocations. Braidotti (2022) describes in-digenous and post human ontological sources of emboldenment, "Every being is relational and exists not in-itself but being-as and being-with others. In the beginning is the relation and the relation is heterogenous by definition" (94). I find that (re) constructing each other with children, families and discarded materials has many affordances, and is also valuable for advocacy of relational identity autonomy. As teacher educators, anti-bias identity studies with reclaimed materials allows us to recognize a way of working with educators and how they can work with children. We can more clearly envision children and families with complex socio ecological identities, and design spaces for (co)constructing with "hyper" and "extra open-end-ed" (Domingues, 2019) reuse materials.

Remida-inspired documentation (Parnell, 2011) of this process makes our multiple ecological identities visible. I ground myself in identity autonomy and expression, seeing this practice of offering reuse provocations as a means of decol-onizing and 'ecologizing' early care and education. Within the structures of white supremacy, we are often placed in "liminal spaces;" forced to navigate between two or more worlds, identities, and places that are at times conflicting. As a sexual, gender and racial Border crosser, I can see between worlds, and embrace Anzaldúa's (1987) *Borderlands* theory which conceptualizes individual and social identities as interdependent and fluid. *Borderlands* lens has helped me to interpret educator narratives of working with creative reuse and constructivist identity studies. *Bor-derlands* is also a language that explains the social conditions of individuals with hybrid identities which transcend binary social constructions. Critical feminist posthumanism acknowledges decolonial, indigenous, and 'mujeristas' from the South. This includes Anzaldúa as an elder in a lineage leading to the emergence of "vital new materialism that is non-binary and transversal" (Braidotti, 2022, 94). Anzaldúa (1987) observed that the metaphorical Border crosser,

...constantly has to shift out of habitual formations; from convergent thinking and analytical reasoning that tends to use rationality to move toward a single goal (a Western mode) to divergent thinking, characterized by movement away from set

patterns and goals and toward a more whole perspective, one that includes rather than excludes. (p. 101)

Borderlands suggests that in the straddling of multiple cultures, a liminal identity is created; as well as an identity of resistance to hegemonic methodologies and pedagogies (Delgado Bernal, 2020). *Borderlands* is a framework that deconstructs the formation of a colonial identity through re-signifying and recovering self-affirming complex images of spiritual, racial, gender, and sexually fluid identities as a form of resistance. Anzaldúa (1987) describes how by drawing on indigenous heritage and personal experiences of living in the *Borderlands*, Xicana/x, Chicana/o/x and many folk/xs with liminal identities can accept "interstitial material existence" (p. 9) within a variability of spaces, contexts and modalities. *Borderlands* is a project of resistance formulated as a set of processes designed to guide the inner life of a colonized human in the struggle to actively decolonize and liberate our minds, bodies and spirits (Orozco-Mendoza, 2008). *Borderlands* as a metaphor for 'betwixt and between' (Daniels, 2018) flows through Remida Reggio-inspired identity studies here.

Foraging the Literature: What Speaks to This Work Now?

The following two revised sections of literature review are culled from my dissertation exploring novel and evolving epistemological spaces created by Remida-inspired educators, outside of the context of Reggio Emilia, Italy. In the process of (re)documentation I weave in post structural material and recent publications. I have removed outdated language that suggests social and ecological identity is learned in children and shift to a global image of the child as wired for ecological consciousness which educators can support and affirm through inclusive socio ecological identity studies.

Remida Reggio Center for Creative Recycling

The name Remida (harkening the name King Midas or <u>Re</u>ggio <u>E</u>milia Materials) refers to a creative recycling and cultural education center for reclaiming goods; materials that can have a second life if given a chance. The roots of Remida are geographically situated in the city of Reggio Emilia, located in northern Italy in the province of Emilia-Romagna. As this Remida notion grew, there became 13 Remida centers worldwide, located in places such as Denmark, Germany, and Australia.

Inclusive Early Childhood Identity(ies) Studies

Throughout this (re)documentation of the welcoming value in (re)constructing each other, I use the terms plural; fluid; anti bias; antiracist; constructivist and anti-fascist interchangeably to describe inclusive identity(ies) studies. When it comes to the emergence of self-awareness, self-concept, and self-esteem in early childhood education, Reggio and Reggio-inspired scholars promote the idea that

there exists an inherent value of studying identities with young children (Caldwell, 2003; Dahlberg, Moss, & Pence, 1999; Reggio Children, 2011). One of the central insights of the social identity approach is that groups are part of a child's innate self-concept (Domingues, 2019). The Municipal schools of Reggio Emilia, Italy emerged after WWII as a response to facism (Barazzoni, 2000). When we consider the rise in global authoritarianism, democratic and socio ecological identity(ies) studies become critical (Parnell, Cullen & Domingues, 2022; Molloy Murphy, 2020; Iorio, Hamm & Krechevsky, 2022). With a global rise in authoritarianism and a growing awareness of the fragility of democracy, we recognize how vital it is for children to have a lived experience of respect for others, recognition of other points of view, and for dialogue (Kelly, Edwards, and Spear, 2022) and to be able to think for themselves collectively.

Mainstream approaches to identity studies in early childhood education (ECE) are problematic from both constructivist and Just Sustainability (Ageyman, 2008; Domingues, 2021) perspectives. Mainstream approaches are influenced by behaviorist theories of developmental psychology literature, which privilege individual identity, whereas emerging discourses in identity theory (Gait her, 2018) trend toward discussing individuals as having a multiplicity of social identities. Transversal and relational ways of thinking (Braidotti, 2022) invite us to think of who we are and how we identify ourselves from an intersectional, intercultural, (Anzaldúa & Moraga, 1981) and interspecies viewpoint.

Post-*Borderlands* Ontoepistemological Frameworks

Through the process of (re)documentation I introduce additional theoretical frameworks that transform pedagogical material by continuing to see it in new ways. These new lenses include Anzaldúa's (2015) post-borderlands *nos/otras* identity concept of heterogeneous alliances. We acknowledge that Indigenous ways of being, and worldviews have always decentered the human (Nxumalo et al. 2020; Domingues, 2023) and locate Anzaldúa's metaphysical philosophies as a theoretical elder in a lineage leading to the emergence of post human vital "new" materialism. "New" Materialism reframed here as "renewed materialism in that it revisits older and more established traditions" (Braidotti, 2022, 108) or (re)materialism.

Lillian Katz's (1993) work was instrumental in opening mainstream North American educators to considering a socially constructed view and alternative approach to identity constructions (Domingues, 2019). Emerging identity theories in sociological, posthuman, and social constructionist literature refocus attention from the individual to the collective (Cerulo, 1997; Project Zero & Reggio Children, 2001). *Borderlands* cultural theory (Anzaldua, 1987) suggests a range of intersectional identities that go beyond dualisms and can be applied to different ways of thinking about early childhood ecological identities in scattered, diverse and mobile global societies under late-stage capitalism.

I situate anti-fascist identity studies in this historical moment. A record number of anti LGBTQIA2S+ bills have been introduced in 2023. At least 600 bills have been introduced in state legislatures across North America and there has been a heavy focus on regulating curriculum in public schools, including discussions around gender identity and sexuality, including presidential contender De Santis's "Don't Say Gay" bill. Due to a "dominant exclusionary notion of the human" (Braidotti, 2022, p. 7) children's 'Border crossing' or gender nonconforming identity(ies) are typically silenced as a colonial form of epistemic violence (Zepeda, 2022). Non-binary and transgender identities trespass the borders of normative constructions of gender development. Here we embrace elements of global south and critical posthuman feminisms which "struggle to empower those who live along multiple axes of inequality" (Braidotti, 2022, p.3). Many feminists, poststructural and queer reconceptualizations of "we" align with Anzaldúa's post-*Borderlands* theory of *nos/otras* as interpreted by Keating & Gonzalez-Lopez (2011),

> The word "nosotras" is Spanish for the feminine "we" and represents a collectivity, a type of group identity or consciousness. By partially dividing this word into two, Anzaldúa simultaneously affirms this collectivity and acknowledges the divisiveness so often experienced in contemporary life: "nos" implying community, "otras" implying otherness. Joined together, nos + otras holds the promise of healing: We contain the others; the others contain us. Significantly, nos/otras does not represent sameness; the differences among "us" still exist, but they function dialogically generating previously unrecognized commonalities and connections. (p.13)

Anzaldúa, Barad, and Braidotti's radical imaginations share a feminist/a (re)materialist desire for "reconfiguring of the material-social relations of the world" (Barad, 2007, p. 35) and resist the neo-liberal and White supremacist premise that "the individual is the primary unit of power" (Ladha & Murphy, 2022, p. 44). I claim that engaging in (re)constructing each other with discarded materials as a fully embodied artistic process, disrupts neoliberal ontologies.

(Re)Purposed Slideset Documentation: (Co)constructing Identities with Reuse Materials

Now, I reconsider the visual slideset presentation shared in Portland, Texas, Canada, Bulgaria and more places over a 3-year period. The research material generated from a creative recycling project is situated in a social constructivist campus full-day and full-year early childhood school. The school is related to a College of Education and promotes tailored *in*-class and *with* children laboratory experiences for a variety of university courses. The 12-classroom school also offers children's weekday programming from 7:30-5:30 and is primarily for students, faculty and staff families of the local university.

My Narrative Presentation Begins

I came to Remida Reggio-inspired teaching from a hybrid master's degree in Chicana/o/x studies and Education for Sustainability; my thesis was entitled: *Bridging Ecology, Culture and Learning: A Chicana Auto-ethnography*. As the daughter of a German American mother and a Mexican National father who was raised internationally, I've experienced a multiplicity of identities as a white woman of Mexican descent, born in the United States, with a politicized identity.

I became a substitute at a Reggio-inspired preschool during graduate school and immediately fell in love with the approach. I decided to change my research focus from adult education to early childhood. When I consulted the program chair, she responded: "We benefit from multiple disciplines interacting with early childhood. I'm excited to see how you mix Chicana studies with Reggio Emilia philosophy." During my first year as an assistant teacher, I began to research identity studies in ECE. My mentor, a queer re-conceptualist, suggested that the traditional "All About Me" templates I had been using unsuccessfully were problematic from a social constructivist standpoint, so I began to research social constructivist approaches to early childhood identity studies (see Figure 1).

There was a paucity of literature on early childhood identity studies, and of what existed, the focus was on individual identity formation. The lack of research was attributed to the belief that children cannot process the complexity of social identities until the age of eight. Emerging literature, however, argued that preschool age children do in fact negotiate multiple, shifting and sometimes competing identities. In fact, my first year, I observed a four-year-old child assigned female at birth in my classroom, transitioning to identifying as male, with family, peer and teacher support (see Figure 2).

Figure 1: Mixchel's Introduction

Figure 2: Mixchel's Story

There is increasing recognition that children and adults negotiate multiple, shifting, and sometimes competing identities, especially within complex, multi-ethnic and multicultural contexts.
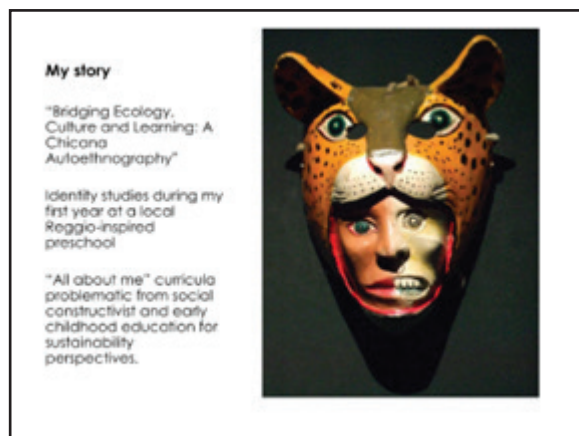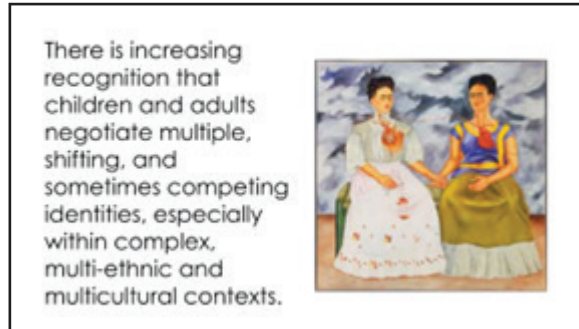
My Narrative presentation Continues

During my third year as a Reggio-inspired teacher, my mentor invited me to coordinate a creative reuse cultural education center called Inventing Remida Project. My question was, What's the connection between early childhood identity work and reuse materials? I was struggling to bridge identity studies and reuse materials. Finally, he said, "Well, how can we connect ourselves with reuse materials and see ourselves through reuse materials?" It's an enduring question; it began my journey as a Remida-inspired early childhood educator and continues to inspire me.

In the Fall classrooms at the lab school start identity studies by inviting children to look in the mirror and draw their faces. Children identify their skin colors, and mix skin toned paints, to paint self-portraits (see Figure 3).

I 'liked' a REMIDA inspired page on Facebook that posts images like this (see figure 4) and inspired me to try this identity study. I invite the children to trace each other, which turns out to be an intimate experience for them and involves trust. They enjoy tracing each other and being traced. And then we take loose reuse parts and fill in their entire bodies with discarded materials. This project illustrates the concept, we are what we throw away (see Figure 4).

Figure 3: Mixchel's Identity Study Question

How can we connect ourselves with reuse materials and see ourselves through reuse materials?
-Will Parnell
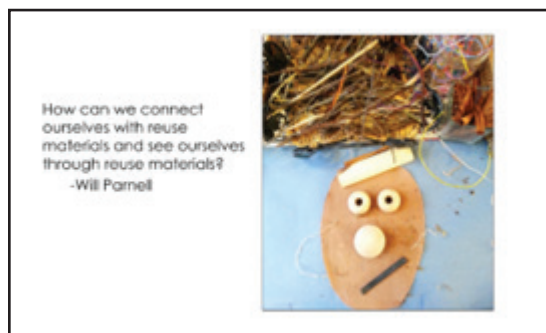
Figure 4: Mixchel's Search for Reuse Identities

My Slide Set Narrative Continues

My co-teacher and I began exploring identity studies curriculum through open-ended approaches with an emphasis on relationships; we invited families to share their child's name story, we set out impermanent self-portraits with loose parts, and when children asked to glue them together we agreed to take pictures of their portraits so that the materials could be reused again and again. We began asking "What is the important thing about you?" based on a Margaret Wise Brown book called "The Important Book" which they responded to in a powerful way. Children are poetic and this question resonated with them; they responded from the essence of themselves. Usually, the important thing about children is their relationships with their family and friends. Some child development theorists suggest we start with an individual identity and then form a social identity while others contend it is vice versa. I take a Chicana *Borderlands* stance on the matter and believe individual and social identity inform each other in an ongoing dialectic.

Over the next couple of years, I extended the provocation to workshops with adults. I began asking—How do we connect educators to reuse materials and encourage educators to see themselves and each other through reuse materials? This is a picture (see Figure 5) of reuse portraits an educator and I made of each other. I did not know her very well. The representations were very literal and concrete. Partner representations between educators who know each other are often more symbolic.

Hands-On Paired Reuse Identity Provocation

After my visual slide set presentation of the various ways I have collected up, seen, and experienced reuse identity work in schools for young children, I offer teacher candidates a hands-on reuse identity provocation in pairs of two.

Figure 5: Reuse Portrairs of One Another

An Invitation

For this hands-on part, you ask your pair to select their own skin tone and then you choose discard materials to represent them atop that skin tone face-shaped cutout. A past participant recommended I let you know this provocation can be awkward. We ask children to engage in this identity study provocation and its good practice to experience for ourselves what we ask children to do on a regular basis. I've seen a phenomenon of educators who were strangers undertake this provocation of representing each other and end up hugging and taking selfies with their arms around each other after it is through. One educator expressed it is like giving a gift to another person, to really see them by making a portrait of them, whether it is concrete or symbolic or both (see Figure 6). Choose your face ovals and have fun digging into the materials, playing and conversing with them, each other and even yourself throughout the process. We have twenty minutes.

Figure 6: Partner Paired Reuse Provocation

Figure 7: Thinking With Shared Identity
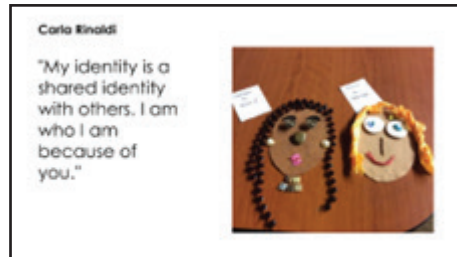
Closing Out the Workshop

I close out the workshop by asking participants to consider Rinaldi's (2006) message paraphrased here as 'my identity is a shared identity with others. I am who I am because of you' (see Figure 7). Further, we ask participants to share their thoughts and feelings related to the activity and the materials gathered and reused to construct parts of their identities. Questions include how it felt to represent and to be represented.

Conclusion

..we are prohibited, in principle, from knowing our own thoughts, motives and intentions. The only possibility we have of catching a glimpse of ourselves is through the eyes of another.

—Karen Barad (2007), *Meeting the Universe Halfway*

Here, I return to past work in the academy over multiple layers of time, in order to continue to think publicly *with* (re)constructing each other as an inclusive exercise that welcomes ethnic studies, critical post human feminist and creative reuse concepts in fluid identity studies. Through (re)documentation, I revisit a past integrative approach to identity(ies) studies that socially construct individual selfhood "me" in early childhood within the context of social selfhood "we" and look again through Indigenous, Mujerista, Remida, and critical feminist post human lenses at the "mutual implications of the material, environmental and technological" (Braidotti, 2022, 134) embedded in our identity research with young children.

Revisiting My REsearch Question

I seek ecological identity justice as the colonizer's world ends (Braidotti, 2022). Pedagogical material is recycled and looked at through new eyes. I re-vision anti-fascist identity studies as a pedagogical tool for the "post human convergence" (Braidotti, p.4) bridging environmental, technological, and social levels as well as welcoming relational co-constructions of us as "allied but differentiated" (Braidotti, 2022, 8). On the environmental level, these inquiries center ways to research *with*

young children on ecological issues (Parnell, Cullen & Domingues, 2022). Climates are getting hotter as we fight over dirty water; this global condition invites increasing critiques of the "power relations involved in advanced capitalism, which is in fact a brutal extraction economy" (Braidotti, 2022, 130). On the technological level, (re)constructing each other and (re)documentation can engage Remida-inspired 'Border crossings' or actively bridging the identities of the digital, nature and reuse materials (Reggio Children, 2019). On the social level, I desire to make visible the value in (re)constructing each other with reuse materials as an approach to anti-racist identity studies which "allows for both an individual and collective healing as individuals (re)make and (re)claim their identities" (Delgado Bernal 2020 p. 164) through a *Borderlands* epistemological lens.

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A Study of Spanish-Speaking Latina Immigrant Mothers' Experiences When Participating in the IEP of Their Childen with Disabilities

By Veronica Ferrufino

Abstract

Under the Individuals with Disabilities Education Act (IDEA), there has been an increase of students receiving special education services in U.S. public schools in the last 20 years (U.S. Department of Education, 2004). Parents are active participants in the educational decision-making process for their children with disabilities, providing Federal laws procedural safeguards for parents to participate in and make decisions concerning their children's education. Thus, the purpose of this qualitative phenomenological study was to research the experiences of Spanish-speaking Latina immigrant mothers who have children with disabilities attending public school in California. This study sought to recount the experiences of Spanish-speaking Latina immigrant mothers who attended individualized education plan (IEP) meetings as they interacted with school personnel. With the purpose of answering three main research questions and using a data collection method for a phenomenological study, 12 participants were located through a nonprofit community-based organization and interviewed using eight approved semi-structured interview questions. As a result, 19 themes detailed the Spanish-

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speaking Latina immigrant mothers' experiences. The themes identified the participants' experiences, awareness of, knowledge of, barriers to, and the motivation to understand special education and the IEP process. The findings showed ways Spanish-speaking Latina immigrant mothers utilized concepts of self-determination to learn about special education and advocate for their children's schooling despite the barriers and challenges they faced. It was found that Spanish-speaking Latina immigrant mothers seek education to establish programs that educate culturally and linguistically diverse families, and provide necessary resources, and promote independence for their children so they are able to become self-sufficient adults.

Keywords: special education, Latina immigrant mothers, advocate, IEP

Introduction

There are many challenges Spanish-speaking Latina immigrant mothers experience when they have a child with disabilities in public schools. While supporting children in a school system that one may not be familiar with is challenging enough, it becomes even more daunting when families have to navigate the school system in another language. Making this process even more traumatic is having a child identified for special education services and asked to attend an Individual Education Plan (IEP) meeting that is technical and intimidating. This article shares results from a study that documented the experiences of Spanish-speaking Latina immigrant mothers during and after IEP meetings, their concerns for their children, and their impact on the family. The recommendations from this study stress the importance of understanding families from a cultural framework that considers the participants' language and culture in ways that the IEP process, and the persons charged with this task, currently do not. Furthermore, this study additionally revealed how these same mothers became advocates for their children and, in this way, initiated communication to request services for their children as they familiarized themselves with the process. A change in the attitudes the mothers took to ensure their children were being served appropriately (Deci & Ryan, 1985).

Framework

This study utilized the work of Valdes's (1996) research to construct a theoretical framework for this research. It grounded its approach on the premise that to fully understand the experiences of Spanish-speaking Latina immigrant mothers trying to navigate the IEP process for their children with disabilities; it was essential to understand the holistic experience of Culturally Linguistic Diverse families who have children in special education programs. This framework was additionally augmented by examining when the mothers in this study transitioned from receiving information about their children to proactively initiating communication and

requesting services from school and district personnel. Thus, this framework also utilized self-determination theory (Pink, 2009) to help describe how mothers were intrinsically motivated to grow and take up the challenges they had in front of them for their psychological and personal growth.

Background

Historically, children born with a disability did not have an equal right to an education (Nepo, 2017). However, by the end of the 20th century, due to parents' demands, the US began to adopt laws to care for children with disabilities and built institutions for children with these characteristics to receive special education and care (Nepo, 2017). In the U.S., public schools are required to provide many services that support students with various disabilities. Data from the Department of Education website (2018) reported that under, Part B, the US served 27.18% of Latinx students between the ages of 6 and 21.

Special education services for students with disabilities evolved toward the end of the 20th century due to the various court cases coming out of different states, addressing equal rights to receive education for all students with disabilities (Nepo, 2017). Before 1975, individuals with disabilities were not receiving an equal education in all the states; many were excluded from public schools and many were not receiving educational services that were appropriate to their needs (Yell et al., 2007). According to Bicehouse and Faieta (2017), special education law can be traced back to 1960, at which time schools were to provide students with disabilities specialized instruction to meet each child's individual and unique needs.

Study and Methods

This study interviewed 12 mothers that met the criteria to participate in the research and had children attending special education programs in their home school districts. This study collaborated with a community-based organization with an ongoing support group for Latino parents of children with disabilities in public schools in Southern California. The organization provides parents of children with disabilities with resources and current information on supporting their children. The organization quickly shifted to a virtual support group during the COVID-19 pandemic. The organization provides training and support to Spanish-speaking parents with children with disabilities. They also provide the families with the resources and local and state information regarding regulations that schools are supposed to give children with disabilities in the public school system. This research team recruited participants from this community-based organization by attending the virtual meetings to connect with the parents and examine what resources they received through their participation, and eventually to recruit them as participants for this study. When a participating mother agreed to participate in the study, they were contacted and provided with a description of the study and scheduled for an interview.

This qualitative phenomenological study was to identify the experiences of Spanish-speaking Latina immigrant mothers when attending IEP meetings and their participation and motivation when interacting with special education personnel at the school sites. Additionally, the study sought to understand how the mothers became self-determined and motivated to continue supporting their children with disabilities.

Although there are many barriers Spanish-speaking Latina immigrant mothers experience when becoming involved in their children's education in the US, the most challenging is the language. Indeed, research demonstrates that parents consistently report they were unable to immerse themselves in school activities because they could not communicate (Grace & Gerdes, 2019). Volunteering or attending a special event at school was difficult due to the language barrier parents experience (Grace & Gerdes, 2019; Terriquez, 2012).

The data collected was in the form of narratives through interviews to develop an understanding of their experiences with special education in general and, more specifically, when attending IEP meetings. Additionally, questions were asked about how they came to learn about special education services to support the growth and development of their children with disabilities. The in-depth semi-structured interviews with each of the 12 Spanish-speaking Latina immigrant mothers provided them with opportunities to express their views regarding the decision-making process that went into determining the special educational goals, related services, and placement for their children.

The phenomenological methodology allowed the authors to understand better the experiences and perspectives of the mothers who have been or are currently involved in determining the special education actions for their children with disabilities. Specific to this study was the desire to understand how the mothers experienced the IEP process with special education school services. Each of the mother in this study shared their personal experiences with the research team. They described how they felt during the IEP meetings in addition to their motivation when making educational decisions for their children. Each participating mother was able to talk about their experiences, personal growth, and emotions while making decisions regarding services for their child in special education without a limit on time when the participants were sharing in their native language of Spanish.

Each participant responded to the interview questions corresponding to 3 research questions guiding this study. The research questions were: (1) what experiences have Spanish-speaking Latina immigrant mothers had with special education? (2) How do Spanish-speaking Latina immigrant mothers perceive their participation in the IEP process in special education? And (3) What motivates Spanish-speaking Latina immigrant mothers to participate in the IEP decision-making process? (See Table 1).

Table 1
Summary of Themes

RQ1: What experiences have Spanish-speaking Latina immigrant mothers had with special education?	RQ2: How do Spanish-speaking Latina immigrant mothers perceive their participation in the IEP process in special education?	RQ3: What motivates Spanish-speaking Latina immigrant mothers to participate in the IEP decision-making Process?
• Independent Educational Programs • Support for Students with Disabilities • Professionals • Different Teaching Methods • Lack of Support • Educate Oneself • Connect with Support Groups • Lack of Resources	• Lack of Respect for Parents • Parents' Opinions not Acknowledged • Language Barrier • Challenging IEP • Lack of Participation • Parents Initiate Communication • Communication	• Independent Adult • Advocating for Students' Rights • Teacher-Parent Interaction • Resources

Results

The narratives from the 12 Spanish-speaking immigrant Latina mothers who participated in this study revealed three key findings. The 3 key findings were aligned to answer the 3 research questions that guided the study. The result also demonstrates the experiences of the mothers' awareness of, knowledge of, barriers they faced, and their motivation to understand special education laws, procedures, and get involved in the IEP process. The analysis was conducted using data gathered from interviews, audio/video recordings, and notes taken during the interviews (Creswell & Creswell, 2018). Once the data was collected, it was analyzed in codes and themes were identified. For this research, the data analysis process established themes through codes as part of the phenomenological qualitative research (Creswell & Creswell, 2018; Putman & Rock, 2018).

Finding 1

There is a need for school districts to provide culturally and linguistically diverse (CLD) families with more information through shared collaboration with families on how to support their children's special education and related services. This could also enhance the active participation of mothers in the decision-making and outcomes of IEP meetings. Eleven mothers shared that they desired that the districts and school personnel provide more training and resources to guide parents through a road map of the IEP process. Additionally, the training could include but is not limited to how to request an evaluation, related services in the district, and

teaching and learning strategies to improve student's learning in special education classrooms.

Finding 2

Demonstrated that 9 of the 12 mothers shared that they experienced a lack of respect for parents during the IEP meetings. Furthermore, six of the mothers reported that they felt their opinions did not count in their role as a parent because they are Spanish-speaking Latina immigrant mothers. However, they discovered an internal motivation through these experiences to seek out programs where they can learn more about special education and become advocates for their children. The 12 mothers in this study reported to be engaged in their children's education in one form or another.

Finding 3

Shows Spanish-speaking Latina immigrant mothers' motivation for their children's success. This motivation was expressed through a self-determination approach to gain autonomy, competence, and relatedness to advocate for their children's special education services that made a difference in their children's development. The mothers clearly stated that they were their children's number one advocates. This identity evolved as they spent time in US schools and continued to motivate them to keep learning and advocating for their children's rights as individuals with disabilities.

Recommendations

This phenomenological research study examined the experiences of 12 Spanish-speaking Latina immigrant mothers' that had or were currently participating in the IEP process for their children with disabilities. The study's primary purpose was to analyze the participants' responses from individual interviews to identify themes that described their experiences in understanding the IEP process and special education services in school. The research findings provide some proactive actions that school districts can take to address the experiences and challenges that Spanish-speaking Latina immigrant mothers have expressed, that in some districts, represent the majority of parents in their districts. Thus, the results have prompted the following recommendations for educators and school districts to establish practices that support and affirm parents' culture, as well as make Spanish-speaking Latina immigrant mothers feel part of the educational team, as emphasized by IDEA. The recommendations from the finds are as follows:

1. Spanish-speaking Latina immigrant mothers recommend parents join support groups outside of the school system. Joining a support group is essential for families to connect with other families that have children

with a disability or special educational needs. Parents feel comfortable when others have similar experiences.

2. Spanish-speaking Latina immigrant mothers suggested that parents educate themselves in understanding special education overall, as well as to learn about their children's diagnosis and to learn how they can support their children with their learning.

3. The last recommendation was to bridge culturally and linguistically diverse families and school personnel to improve involvement, participation, and engagement, particularly through the IEP process. California school districts should develop community centers where parents can receive training directed specifically to culturally and linguistically diverse families that have children with disabilities.

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Integrating Equitable Inclusion

Proposing Restorative Practices
in the K-8 Educational Setting

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Abstract

The restorative practices literature suggests there are nuances associated with theory
and practices that can be tied to behavior theory, social theory, relational justice,

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democratic practices, and administrative theory. For school discipline, restorative practices positively change classroom management, rule breaking and detention, and the management of bullying. This prismatic inquiry literature study led the education team to consider the integration of who would be the trained facilitators as well as how to design peer mediation cards and plan discussions for summer about fall professional development. Furthermore, the Multiple Tiered Support System (MTSS) was aligned with restorative processes and restorative interventions.

Key terms: restorative justice, elementary education, discipline

Introduction

Restorative practices have been applied to several systems since the initial conception as restorative justice in the 1970s (Schetsky, 2009), including welfare, criminal justice, juvenile justice, and schools (Morrison & Ahmed, 2006). These practices are effective because: "restorative justice provides a platform for transforming conflict and rebuilding relationships. It is a form of justice that emphasizes the violation of relationships, over and above the violation of rules" (Morrison & Ahmed, 2006, p. 210). This study examined the relevant literature, explaining how the literature led to proposing new restorative systems for a k-8 school.

Literature Review

Restorative practices may focus on process conception or values conception (Morrison & Ahmed, 2006). Process conception focuses on healing and restoration by connecting everyone affected to discuss the facts of the incident, how they were impacted, and to agree on how to correct wrongs (Morrison & Ahmed, 2006). Values conception looks at the values and principles that make restorative practices different from punitive justice, which is concerned with accountability through punishment (Morrison & Ahmed, 2006). Thus, restorative practices do not assume that transgressions are solely the fault of the transgressor, nor do they alleviate fault in the surrounding society (Clark, 2005). As such, the transgressor is no longer an anomaly to be isolated and removed; restorative practices look at the transgressor in light of relationships, society, and human connections and seek to repair those bonds (Clark, 2005; Morrison & Ahmed, 2006).

Examining the literature suggested that there are nuances associated with theory and practice (Morrison & Ahmed, 2006; Mullet, 2014; Schetky, 2009) as well as elements that can be tied to behavior theory (Clark, 2005), social theory (Warner et al., 2010), relational justice (Drewery, 2016), democratic practices (Benade, 2015), and administrative theory (Stout & Salm, 2011). In light of school discipline (Fields, 2003; Hopkins, 2002; Varnham, 2005), there is research supporting applications to classroom management (Jones et al, 2013), handling rule breaking and detention alternatives (Ashworth et al., 2008; Tyler, 2006), and the management of bullying (Morrison, 2006).

All of this, however, requires organizational change (Boulton & Mirsky, 2006),

which involves introducing restorative practices to both students (Kaye, 2001) and educators (Vaandering, 2019). Implementation of restorative practices may include consultation (Song & Swearer, 2016), behavior modification (Paul, 2016), social circles (Azoulay et al., 2019; Buchanan, 2020; Yang et al., 2021), conferencing (Drewery, 2004; Riley & Hayes, 2018), meeting the victim (Abrams et al., 2006), and community service (Maloney, 2007).

There are also factors that influence the implementation of restorative practices in schools. These may include the influences of personal values (Mainwaring et al., 2019) and difficulties with digital citizenship and cyberbullying (Kane, 2020). Additionally, it is important to consider social equality across lines of power and privilege (Miron et al., 2011; Simson, 2014), including communities such as LGBTQ+, students of color, neurodiversity, and differences of ability. As such, challenges must also be anticipated and addressed (Stefanovska, 2013).

The literature offers a grounding in theory for educational leaders to launch restorative practices in schools. Rather than following historical patterns, which have increased inequity and reduced individual and community responsibility, restorative practices offer a space to rebuild where the past has failed.

Theoretical Framework

This research adopts a DisCrit framework to investigate the transition from exclusive to inclusive behavior management practices. Recognizing the complexity of intersectionality (Crenshaw, 1991) and the significance of acknowledging cultural perspectives on dis/ability (Chun & Fisher, 2014), the Dis/ability Critical Race Studies (DisCrit) framework becomes essential. Throughout history, marginalized groups have faced naming, segregation, and the denial of privileges and resources by the dominant population (Gordon & Rosenblum, 2001). DisCrit challenges the normalcy of racism, sexism, and ableism in policies and pedagogy, highlighting how these practices reinforce normative standards (Annamma, 2015). Individuals with intersecting marginalizations must advocate for rights in each area of their marginalization (Sanders-Lawson et al., 2006), underscoring the need for systemic changes to eliminate inequity. By amplifying the voices of traditionally marginalized individuals with intersecting identities, DisCrit challenges ableism and dismantles systems perpetuating marginalization (Annamma et al., 2016). The framework calls for prioritizing the experiences and perspectives of those at the intersections of race, dis/ability, and other marginalized identities, rather than privileging insider voices. This approach disrupts the notion of "other" (Said, 1979; SooHoo, 2006) and advocates for greater inclusivity and equity.

Methodology

Prismatic inquiry layers perspectives to explore and explain a phenomenon (Fisher, 2013; 2016). It begins with a call to action, then moves into mapping the

inside and outside, maintains space for freedom and expression (Fisher, 2013; 2016). Aligning with the concept of praxis (Nieto, 2002), prismatic inquiry also integrates reflection leading to action (Fisher, 2016). Ultimately, analysis explores patterns of convergence and divergence, leaning on the concepts of Deleuze and Guattari (1986) while considering truth, trustworthiness, definition, quality, and validity (Leavy, 2009). As a research methodology, prismatic inquiry was also influenced by practitioner action research while also considering a variety of methodological practices (Fisher, 2013).

Objective(s) of the Research

The heart of this study was the implementation of a universal school-wide move toward inclusive practices, particularly in the integration of restorative practices for behavior. As such, two main questions were designed to move away from blame and motives:

1. What happened?
2. How do you fix it?

These questions were seen as circumventing the recreation of motives and conversations around whether it was on purpose or by accident while accepting that certain levels of development and differences in abilities may involve uncontrolled impulses that may not have a reason behind them. It also puts ownership of the behavior in the child's hands rather than being created by the adults. Moving beyond the impetus of the study, the objective of this research is to understand current literature and findings around restorative practices that improve inclusive practices rather than isolating students.

Implications

Like ethnic studies, a part of restorative practices is how they are designed to disrupt systemic racism and hegemony inherent to traditional discipline patterns, integrating more equitable practices within the school system (Miron et al., 2011; Simson, 2014). This process disrupts the school-to-prison pipeline (Annamma et al., 2016), which many educators do not realize that they are contributing to through traditional hegemonic practices.

Findings

The analysis of the restorative justice/practices literature and conversations about implementation included the shifts to initiator and respondent over victim and perpetrator or erring student to shift the language to focus on the process instead of the acts or behaviors. Additional topics included the integration of who would be the trained facilitators, designing peer mediation cards, and planned discussions for

summer about fall professional development. The Multiple Tiered Support System (MTSS) was aligned with restorative processes.

Tier one focused on community building and affective language. Community building focused on skills to build an inclusive community within the classroom and connecting with students as well as building voice and choice into classroom routines, which aligned with both the democratic (Benade, 2015) and basic restorative educational practice (Harrison & Espley, 2023). Affective language was also taught to educators to help with setting boundaries, providing feedback, and teaching empathy (Harrison & Espley, 2023). With the importance of community, Tier one practices needed to be universal in order to build effective Tier two and three interventions. As was identified by one of the administrators, any classroom where the teacher had built a functioning and inclusive community demonstrated better student behaviors, fewer educational gaps, and students with improved access to learning.

Tier two suggested integrating peer mediation, which started with adapting Isenberg's (2019) steps into a quick sheet for educators and students to use, which could be printed back to back with one side for the facilitating adult and one side for the students. Similarly, restorative circles might be implemented at intervention tiers two or three as needed. Referrals from these processes might lead to afterschool or Saturday remediation classes to make up for missed work, a referral for a functional behavior assessment, or an afterschool reflect and restore center to develop a plan to restore based on dangerous or damaging behaviors (Ashworth et al., 2008).

Conclusions

American society has increased the support and severity of punitive practices over the past few decades (Tyler, 2006), which typically revolve around removing the individual from the society or situation and punishing them in some way. However, the general perception is that, while Americans support punitive processes to punish for wrongdoing, they also do not perceive punishment focused processes as effective (Tyler, 2006). Furthermore, when setting up an inclusive setting, traditional behavior systems are typically punitive focused and isolating (Benade, 2015; Mullet, 2014). This is especially true for children with dis/abilities whose behaviors and impulses fall outside the average ranges. Furthermore, schools implementing an isolating structure for behavior management or external authority models will see a reduction in the community's ability to manage behavior, increasing behavior incidents (Varnham, 2005; Warner et al., 2010).

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An Exploratory Study
of Bilingual Teacher Residencies
in California

By Magaly Lavadenz & Elvira G. Armas

Overview

This study explores the underexamined area of bilingual teacher residencies (BTRs) in California. We build from the research on teacher residencies to better understand the perspectives of program leaders- those who implement BTRs in Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs). We describe their insights into the implementation of BTRs at various stages of development and implementation based on the California Commission on Teacher Credentialing's (CTC) funding phases from 2018 to 2023.

Significance

Teacher residency programs offer pathways to teacher credentialing which address local teacher shortages and support candidates who are working alongside

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a "mentor" teacher in classrooms while simultaneously completing coursework in a teacher preparation program. The Residency Program model addresses designated teacher shortage areas (e.g., bilingual, science, special education) and overall areas such as: (1) initial preparation; (2) recruitment; and (3) retention (Barth et al., 2016). Researchers have found that graduates of these programs stay in the profession longer and are increasingly more diverse than other teacher preparation pathways (Guha et al., 2017; Patrick et al., 2023).

The Center for Equity for English Learners (CEEL) at Loyola Marymount University (LMU) partnered with the Californians Dedication to Education Foundation (CDEF) to investigate BTRs within the California Teacher Residency Lab to examine the factors contributing to the success and challenges of addressing the bilingual teacher shortage through residency programs in the state. Given the scarcity of Bilingual Teacher Residency (BTR) research, this study contributes to this growing body of research.

Literature Review

We draw on several broad bodies of literature to frame BTR program implementation. BTRs have not arisen nor are implemented in isolation of the larger education ecosystem. Lavadenz et al. (2023) posit Critical Multilingual Policy Ecology (CMPE) as a framework to identify the sociopolitical-historic dimensions of bilingual/dual language education in the United States and California. Contextual factors impact teacher preparation, access and equity issues for marginalized student populations, policy implementation such as Proposition 58 and Global California 2030 (CDE, 2018), as well as power, class and gentrification in programming, where "bilingualism is seen as a means to more power, a stark contrast to what critical consciousness raising in bilingual education seeks to do: interrogate power in DLBE learning spaces" (Palmer et al., 2019).

District-University Bilingual/Dual Language Teacher Partnerships

Teacher residencies depend on the working relationships and partnerships between LEAs and IHEs who work together to identify consistent core practices, roles and responsibilities and implementation protocols. Garcia and Garza (2019) contend that these programs are partnerships between educator preparation programs, school districts, and community organizations that recruit and prepare local community members to teach, such as in Chicago's BTR where they invest in their own employees. There are, however, few studies on BTRs. And while it is too early to analyze program outcomes, research suggests that teachers who are cultivated from local schools and the local community often have high rates of retention in the profession, a promising trend given the disproportionate rates of attrition among teachers of color (Garcia & Garza, 2019, p.18).

Other general areas of promising practice for BTR university-district partnerships

include benefits for multilingual teacher candidates, mentorship, and coursework, as developed by Project BEST (Bilingual Educators of Science and Technology) who relied on the identification of residents who had backgrounds in science and bilingual proficiency (Hogan et al., 2015). Using a layered mentoring approach, the program provided ongoing professional development to develop a professional learning community and included coursework that was co-taught to include science and bilingual methods.

Herrera (2022) found that BTRs are effective when they take an assets-based approach to bilingualism and teacher development to combat language hierarchies and 'deficit approaches' to bilingual students. Effective BTR partnership programs thus counter deficit approaches by uncovering these beliefs and by developing critical consciousness about race, national origin, language variations and translanguaging as well as class and cultural (mis)conceptions.

Build a More Diverse Teaching Profession—
Multilingualism, Cross-Culturality, and Inclusion

Curated from research reviews and recommendations from a broad cross-section of national experts, *The Building a Strong and Diverse Teaching Profession Playbook* offers tools and resources for addressing teacher shortages and diversifying the workforce by drawing upon prior research on effective practices for recruiting, preparing, supporting, and retaining teachers, including examples of state legislation and local and state-level policies and initiatives (Partnership for the Future of Learning, 2021). More specific to BTRs, targeted and localized teacher preparation of its residents within their own communities and schools can, in turn, contribute to retention goals and efforts in "grow your own" local teacher pipelines. This emerging body of literature addresses the parallel efforts for active recruitment and preparation to increase retention rates for bilingual and bicultural teachers (Herrera, 2022).

Azar's study reveals three approaches to teacher recruitment and development for teacher residencies which contribute to efficacy in recruiting and developing teachers of color: (1) Recruiting for Diverse Candidates, (2) Culturally Responsive Support, and (3) Intentionally Designing Programs for Diversity, Equity, and Inclusion (Azar et al., 2020). However, the intersection between the financial barriers and recruitment efforts of Teacher Residency Programs are hindrances in recruitment of teachers of color, first generation and bilingual/multilingual residents. State and/ or federal financial support are essential but are not sufficient. "Improving long-term sustainability for residencies should consider reallocating human and fiscal resources, reducing costs for residents while also creating visibility/public interest/ resources, reinvesting savings from districts' decreased need for recruitment and onboarding new teachers, and diversifying funding sources" (Hirschboeck et al., 2022).

Bilingual Teacher Preparation

Researchers and school districts recognize the importance of the linguistic, cultural, and pedagogic capital that bilingually certified teachers bring to their schools and communities, regardless of the type of instructional program (Cantu, 2002; Gándara et al., 2006). BTRs offer teachers opportunities to engage with their own cultural and linguistic identities, fostering long-lasting communities and networks of educators (Nuñez et al., 2021). Multilingual Pedagogic Content Knowledge represents the linguistic and cultural knowledge, skills and abilities required of bilingual teachers to facilitate learning across two languages (Lavadenz, 2019; Aquino-Sterling & Rodriguez-Valls, 2016). Beyond the basic linguistic competencies bilingual teachers possess, they enact the greater complexities of cross-linguistic resource sharing of their emerging bilingual students in ways that maximize the connections between languages (Koda, 2004).

Theoretical Perspective

We use critical policy analysis (CPA) (Diem et al., 2014) to capture and analyze the perspectives of grantees' implementation of the BTRs based on their implementation phase and context. Using a CPA approach, we "explore and inter-rogate ways in which [BTR implementation] address the historical, sociopolitical and geographic contexts" (Diem & Brooks, 2022, p3) around equity in bilingual dual language education through a critical analysis of the program development, implementation, partnerships, and structures instantiated.

Two inquiry questions guided this investigation:

1. What are the experiences and perspectives of bilingual teacher residency program leaders?

2. What are the implications and recommendations for policy and practices?

We first identified the BTRs funded between 2018-2023. We offer a funding history, then "map" the locations, types of residencies funded, and target numbers of bilingual residents.

Evolution of State/CTC Teacher Residency Policies and Funding

Established in 2019, the California Teacher Residency Grant Program cre-ates sustainable and long-term solutions to address the state's teacher shortages, especially pressing in school districts serving low-income students and students of color where there is also a need to diversify the workforce (Eiler White et al., 2020). The California legislature allocated $75 million toward residencies in 2018, $350 million in 2021, and $270 million in 2022, administered by the CTC (Patrick et al., 2023). Figure 1 outlines the CTC's Teacher Residency Grant Program im-plementation timeline and associated funding trajectory through 2023. Leveraging

these funding opportunities, partnerships between IHEs and LEAs undertook the challenge of developing sustainable financial frameworks to design, implement and expand programs. Yun and Demoss (2020) analyzed the various financial strategies devised by residency programs, which they categorized under the framework of the "3 Rs" of sustainable residency development. The "3 Rs" of sustainable residency development include reallocating financial resources, reducing costs of resident programs, and reinvesting savings (Yun & Demoss, 2020).

Figure 1
California Teacher Residency Program Implementation Timeline
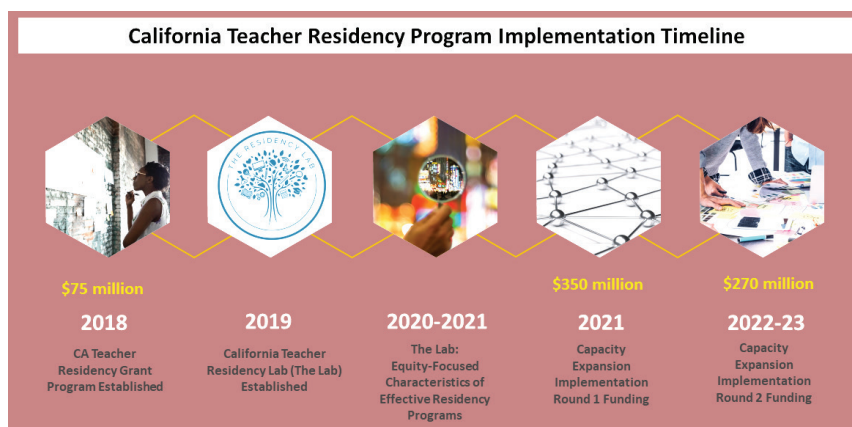
The California Teacher Residency Lab (The Lab) was established in 2019. The Californians Dedicated to Education Foundation (CDEF) manages the Lab to strengthen capacity to provide equity-driven, clinically rich teacher preparation, and support. The Lab collaborates with IHEs, LEAs, and county offices of education (COE) grantees serving as a vital channel to provide ongoing development and resources for educators. Their work is guided by ten equity-focused characteristics of an effective residency program (California Teacher Residency Lab, 2021). (See Appendix.)

Mapping the Landscape of California's Bilingual Teacher Residencies

Figure 2 illustrates the geographic location and type of BTR grant funding. Residencies offer multiple types of credential programs, not limited to bilingual authorization candidates who may participate in simultaneous or sequential credential/authorization pathways.

Figure 2
Bilingual Teacher Residency Programs by Type (Source: CTC 2023)
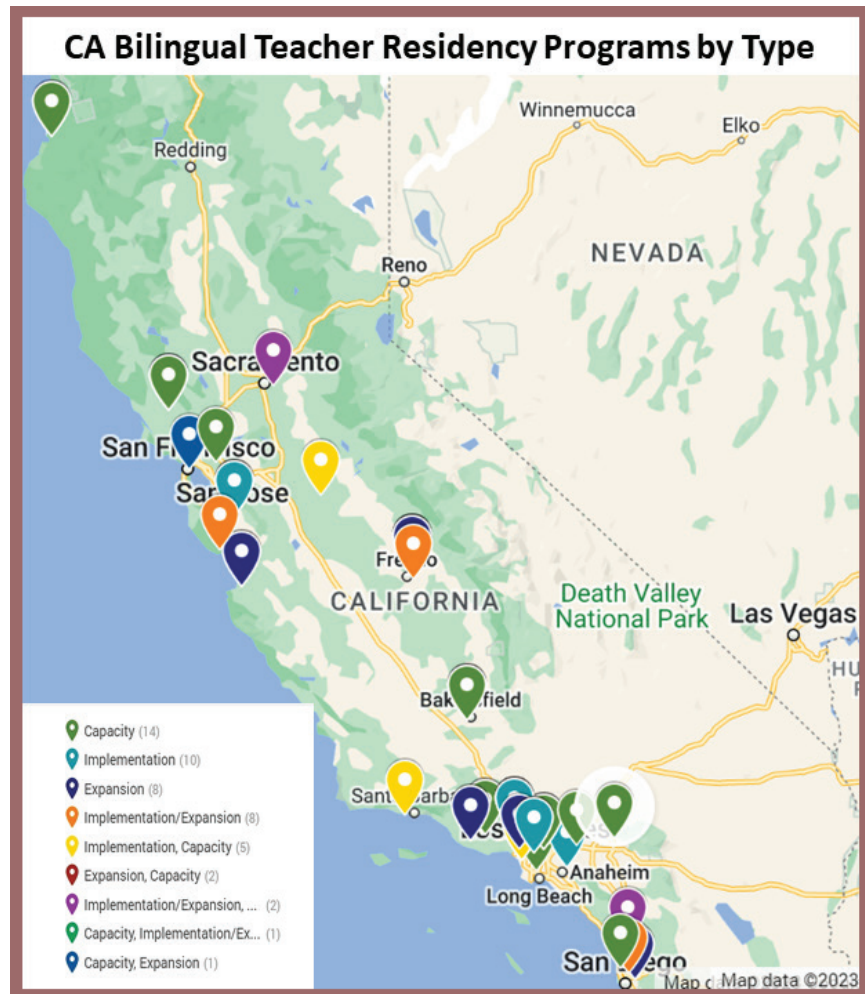
As Figure 3 illustrates, across all residency grant types, an expected total of 310 target number of bilingual candidates will be served.

Figure 3
2021-2023 CTC Grant Funded CA BTRP- Target Bilingual Candidate Numbers by Bilingual Authorization and Grant Type (Source: CTC, 2023)
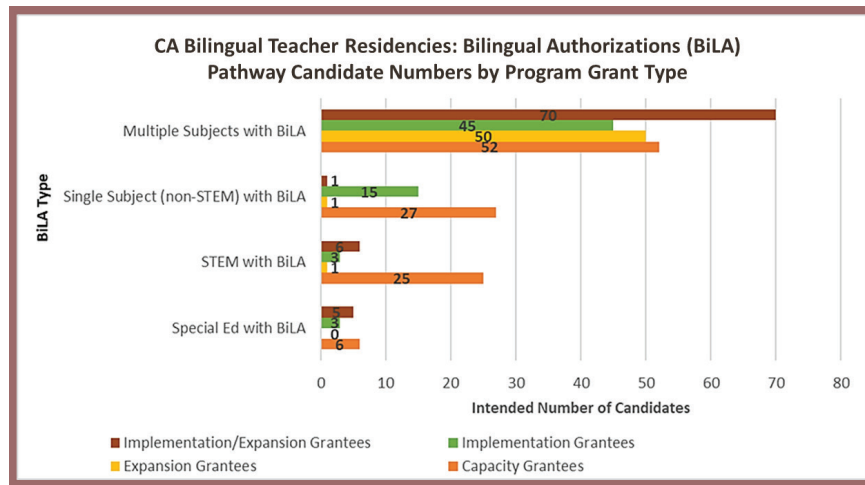
Methodology

We used an Exploratory Descriptive Qualitative Research Design (EDQ) and the Dedoose software program to conduct the thematic analysis (TA, Clarke & Braun, 2017). TA yielded several key findings regarding BTR implementation. Our study began in April 2023. From a convenience sample, five participants volunteered and were selected to participate in semi-structured interviews based on their roles and first-hand experiences as leaders for their BTR program (Polit & Beck, 2010). Participants represent three BTRs in various phases of capacity building and program implementation. Interviews (45-60 minutes) were conducted via Zoom and included artifact collection. During the interviews program leaders reflected on the development and implications of their Bilingual Residency programs, highlighting successes, and challenges, and offering recommendations for policy and practices.

Using Dedoose to analyze the qualitative interview data, the research team first became familiar with the qualitative data to gain an initial understanding and to create initial codes by identifying meaningful segments in the data that related to the inquiry questions. These were subsequently refined with corresponding descriptions to ensure clarity and consistency during the coding process (Corbin & Strauss, 2008). Conducting a thematic analysis with an inductive approach contributed to developing rich and contextually grounded insights resulting in four findings.

Findings

Finding 1:
Forging New Relationships to Build
on Community Cultural and Linguistic Wealth

Systematic Processes and Relationships

Leaders indicated that initial implementation phases required establishing systematic processes to (1) implement targeted recruitment efforts to foster the development of a local teacher pipeline to address teacher shortages within their community and, (2) recruit a diverse teaching workforce that brings the "linguistic and cultural repertoire of the community" (Program Leader Interviewee).

These cross-system partnerships required facilitated discussions to negotiate shared vision, values, and roles as elaborated by this program leader, "We didn't have that clear of a vision. I think the values were there, but in terms of how that was going to work out, that really evolved with the partners, but also really between myself and the Bilingual Education faculty member."

Recruitment Reflects Community Wealth

Two interviewees indicated that their BTRs employ recruitment processes focused on international candidates from Spanish-speaking countries, with a focus on individuals from Spain to address the local teacher shortage. One leader offered insights into the program's excitement in shifting the recruitment strategy from recruiting international Spanish-speaking students with limited community cultural knowledge to prioritizing recruitment from within the local community. Similarly, another leader highlighted the challenges associated with recruiting international students who lack cultural knowledge of local communities and expressed optimism about the prospects of creating a sustainable local teacher pipeline:

> So, we were very intentional about that, and about whom we wanted our students to be, whom we wanted to recruit in terms of our residents, and of course, having a Bilingual Teacher Residency, it lends itself to recruiting specific types of students. We definitely wanted to have Latinx bilingual students that were from the community, and that's who we mostly were able to recruit.

Finding 2:
Designing Bilingual Teacher Residency
District-University Partnerships and Programs

Co-Create Systems with Shared Vision

Participants discussed co-creating systems and processes to foster partnerships stemming from a collective understanding of the local community landscapes and a shared vision to guide BTR-specific program design:

… Just having the opportunity to collaborate with the school district that was really dedicated to serving its community and… a believer in bilingualism and bilingual education. Ideologically it wasn't always like full alignment. But I think we got there later. But I think we did start from the understanding that we value bilingualism.

Community Landscapes Guide BTR-specific Program Design

One leader described the need for BTRs to assess the LEA's bilingual teacher needs and program growth to determine how to integrate and (re)align bilingual program requirements to prepare residents to attain their multiple subject credentials along with the bilingual authorization:

> … what we did is we designed a course sequence that integrated all of the coursework together so that students complete their bilingual authorizations [simultaneously] with their multiple-subject credentials.

Interviewees reported that a comprehensive program revisioning was often preceded by a course change approach that included attention to the program standards as well as to LEA context and student population, as described by this program lead:

> Prior to the revision of the courses, we looked at the dyslexia standards which needed to get integrated this year, and the literacy standards which are also integrated, and then merge the two programs, and we wanted to make sure to the greatest extent possible we had overlap with our existing bilingual authorization program and all of our syllabi… we're also emphasizing practices for students who come from cultures that have non-written language so that we can honor that … we are sure to be inclusive of other languages, and then also to be very aware of languages which historically are spoken.

A reported challenge was the misalignment in district-university teaching ideologies, including not sharing the same vision of bilingual instructional practices such as translanguaging. Addressing this became paramount to avoid opposing messages and to maintain the focus on thinking about children holistically and celebrating and centering their bilingualism and their identities.

Finding 3:
The Burden of Support:
Augmented Financial Barriers for Bilingual Teacher Residents

Co-developing Strategies

Three leaders discussed the financial barriers for bilingual residents, signaling high university tuition costs and additional coursework for the bilingual authorization. Both IHEs and LEAs discussed strategies to help residents meet financial needs.

This leader reflected on the program's strategy to help teacher residents meet their financial needs:

> [T]he way that we were able to plan it out during our planning period was to divide the stipend into 12 payments across the year. So, they didn't necessarily get a bulk payment. We were able to work it out so that they can get paid throughout. That was still a challenge for students…we were very intentional, at least for the first semester for them to have Fridays off to get opportunities to work.

Finding 4:
Bilingual Teacher Pedagogies:
Critical Consciousness and Culturally Responsive Teaching

Inclusive and Equitable Learning Environments

Leaders expressed the importance of developing teachers' critical consciousness to create inclusive and equitable learning environments that value and support students' diverse linguistic and cultural identities and address the needs of all students. By building their critical consciousness lens, they hoped teachers recognize social and systemic inequalities and understand the intersectionality of students' cultural identities and experiences shaped by students' socioeconomic conditions, race, gender, and upbringing. One leader underscored the importance of this for residents, mentors, and administrators noting:

> Locally there has been a big push in the last couple of years for our administration and our teachers as well to be really focusing on using the equity lens. And there's been a lot more work. I think this program, the readings, and the philosophy…will really support these folks coming in <u>and</u> our mentor teachers to … be uber-focused on the needs of our students that we're serving in our dual language programs…we still have room to grow also.

Leaders also acknowledged the importance of critical consciousness within the framework of culturally relevant pedagogy.

Recommendations

BTR leaders provided three key recommendations for policy and practice to address the ongoing and projected California's bilingual teacher shortages at the state and local levels, outlined here:

1. Create Coherent and Articulated Cross-State Agency Efforts

Our findings reveal a need for multiple agencies and institutions across the education ecosystem to align, provide, and communicate key information about the impacts of BTRs.

- Refine systems to support BTR implementation and document impact.

● Disaggregate data on bilingual authorization completion to highlight the BTR pathway.

● Track BTR placements and retention.

● Invest in relevant BTR research and case studies (bright spots) to inform scalability and sustainability.

2. Differentiate Bilingual Networks of Support

Program leaders conveyed the importance of building networks of support to strengthen the collaboration of statewide teacher residency programs. These networks of support would strengthen collaboration and peer learning by allowing program leaders to share their experiences, exchange ideas, celebrate successes, and have access to a wider range of resources and materials.

● Strengthen the collaboration between statewide-BTRs and other organizations focused on building the bilingual teacher workforce.

● Differentiate resources and support to define and operationalize Characteristics of Effective Bilingual Teacher Residency Programs.

● Prioritize opportunities for the Statewide Technical Assistance Center Grant Program to provide cohesive and differentiated support for BTRs.

3. Strengthen Bilingual Teacher Residency Communities of Practice

Streamline existing resources available for teacher residency programs so that the programs do not have to recreate the wheel. Share tools and timelines of capacity building and program implementation to facilitate the success of the programs and not focus on recreating tools or timelines. Strengthen existing communities of practice to build on existing programs of study and syllabi.

● Coordinate BTR-peer learning opportunities allowing leaders to share their experiences, exchange ideas, celebrate successes, and have access to a wider range of resources and materials.

● Strengthen and streamline existing communities of practice to build on existing programs of study and syllabi.

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Appendix
California Teacher Residency Lab- Characteristics and Evidence of an Effective California Teacher Residency Program[1]

The *Characteristics and Evidence of an Effective California Teacher Residency Program* (the *Characteristics)* serve as a common framework for teacher residencies in the state. They exemplify the scope and complexity of the development of teacher residency programs by which all partnerships can define and develop their program implementation.

1. Equity and justice are defined and advanced at all levels of residency work.	Mission, vision, and theory of change make explicit commitments to equity and justice.
	Short- and long-term residency goals include evidence of equity and justice.
	Recruitment and retention targets include specific numbers of mentors and teachers reflecting the LEA's and community's unique diversity.
	Formal, consistent, and institutionalized spaces to discuss equity and justice work.
	Institutionalized affinity spaces created and led by and for residency community members.
	Action research centered on addressing equity focused opportunities of practice.
2. Authentic partnerships between local educational agencies (LEAs), accredited credentialing institutions, Institutes of Higher Education (IHEs) such as CSUs, and other organizations exist.	Residency teams include leaders and decision-makers from IHEs, LEAs, schools, collective bargaining entities, and local communities.
	MOU or Partnership agreements between or among all residency partners.
	Shared mission, vision and theory of change for the residency.
	Entire residency team—especially decision-makers—reflect the LEA's and community's unique diversity
	IHEs have the capacity (or a clear plan to develop the capacity) to meet LEA hiring needs

	Staffing, roles, and responsibilities are delineated across the residency.
	Established norms for collaboration and decision-making.
	Collaboratively defined and data-based residency goals and milestones that are revisited over time
3. The residency system is financially sustainable.	Program costs include resources and personnel necessary for effective implementation.
	Incentives (i.e. resident, mentor stipends) are defined and tied to the value of the residency program to the LEA.
	3-5 year strategic plan exists, tied to mission, vision, theory of change, and long-term budget.
	Long-term budget projection is defined, including increasing cost savings to the LEA.
	Long-term commitment by all partners to contribute the necessary resources to operationalize the program.
	All available funding sources are examined and accessed.
	Revenue sources are diverse.
4. Formative and outcome data are collected, analyzed, and used for continuous improvement.	Data-sharing agreement between stakeholders.
	Program assessment and evaluation plan with multiple measures that are all tied to the Characteristics and Evidence of an Effective California Teacher Residency Program.
	Protocols to communicate about and share data.
	Regular meetings scheduled to analyze data across stakeholder groups.
	Data used in real-time to make revisions to residency program.
	Mentors model how to collect, disaggregate, and make evidence-based analyses that inform their teaching practice.
5. Specific hiring needs are defined and filled each year with the recruitment of resident candidates who reflect the LEA's and community's unique diversity.	Resident recruitment targets set based on LEA need and student demographics.
	Recruitment efforts target and prioritize candidates who reflect the students they will serve
	Resident recruitment strategy includes explicit tactics to recruit candidates who reflect the students they will serve.

Resident and program expectations shared with candidates.

Recruitment processes include differentiated support for candidates who reflect the students they will serve (e.g., testing support or waivers, flexible deadlines to apply).

Resident selection strategy screens and vets potential residents using multiple measures (e.g., paper application, interview, model lesson, group tasks).

Resident selection strategy includes assessment of candidate awareness of the impact of identity and institutionalized racism on teaching and learning in California.

Resident recruitment and selection utilizes and lifts up the work of current residents, mentors, principals and partners.

6. Residents engage in a full year of clinical practice teaching alongside an accomplished mentor teacher.	Resident co-teaches alongside a mentor teacher for no less than one full school year.
	Resident gradually takes on teaching responsibilities throughout the school year.
	Resident has consistent opportunities to observe other mentors and debrief observations at the school site.
	Residents are coached, assessed and given regular feedback by mentors, teacher educators, and program staff.
	IHE coursework and other professional learning opportunities are designed or adjusted to support and align with clinical practice.
7. Coursework and professional learning opportunities are tightly integrated with clinical practice.	Coursework, professional learning opportunities, and clinical experiences are aligned through a set of prioritized skills or day 1 ready skills.
	A shared observation rubric/framework is used to assess residents on agreed-upon performance benchmarks.
	Scope and sequence of coursework and professional opportunities allows residents to practice and receive feedback on skills before being applied and assessed.
	All teacher educators and mentors (across coursework, professional learning opportunities, and clinical practice) effectively employ the shared observation rubric/framework to support and track resident growth.
	Residents understand that teaching is an act of social justice and that examining (in)justices must inform their teaching practice.

	Residents reflect on the growth and impact of their teaching practice.
8. All residents are mentored by accomplished mentor teachers who reflect their LEA's and community's unique diversity.	Mentors have at least three years of teaching experience and a clear credential.
	Mentors have a record of successful teaching, growth mindset, receptiveness to feedback, and willingness to disrupt problematic and racist actions.
	Mentors reflect the teachers and students they serve.
	Mentor selection strategy screens and vets potential mentors using multiple measures (e.g., paper application, interview, model lesson and debrief session, colleague recommendation, etc.).
	Mentor selection strategy includes assessment of a potential mentor's awareness of the impact of identity and institutionalized racism on teaching and learning in California.
	Mentors receive specific training for the mentor teacher role.
	Mentors receive ongoing professional development tied to resident learning and need.
	Professional development builds capacity to mentor during and around TK-12 instructional time.
	Mentors use knowledge of equity principles and culturally responsive pedagogy to support their resident to address issues of equity, bias, and access to standards-based curriculum.
	Mentors use mentoring stances strategically to engage their resident in collaborative problem-solving and reflection.
	Mentors develop the resident's abilities to self-assess and co-assess practice based on evidence, to set professional goals, and monitor progress.
	Mentors support residents to ground the critical analysis of teaching practice in student experience and learning.
9. Clusters of mentors and residents support and learn from one another at residency partner *Teaching Schools*.	Recruitment or tactical outreach plan for potential *Teaching Schools*.
	Teaching School administrators prioritize residents in hiring processes.
	Teaching School selection criteria and process defined

	and prioritizes schools whose students reflect the LEA's and community's diversity.
	Some/all coursework and professional learning opportunities take place on site in *Teaching School* classrooms.
	Professional learning communities at each *Teaching School* include administrators, mentors, and residents.
	Administrators, mentors, residency graduates and residents examine ways in which white supremacy shows up in grading systems, perpetuates and masks inequities, and discredits improvements made by students over time.
10. Residency graduates are supported to continue their professional learning and develop as leaders.	Residents are prioritized in partner LEA hiring.
	Formal induction support is provided to all graduates.
	Professional learning includes guaranteed and opt-in opportunities for graduates to continue to learn, grow and develop as leaders.
	Apprentice mentor opportunities.
	Post-induction professional opportunities (e.g. Master's Degree, National Board Certification).

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Note

[1] California Teacher Residency Lab (2021). *Characteristics and evidence of an effective California teacher residency program*, https://cdefoundation.org/staging/wp-content/uploads/2022/08/1.-External_-Nov2021_Effective-CA-Teacher-Residency-Characteristics-Indicators-1.pdf

Living Critical Race Theory Through a DisCrit Lens

A Prismatic Case Study of Teaching and Disability

By Kimiya Sohrab Maghzi, Marni E. Fisher, & Mina Chun

Abstract

DisCrit is an analytical instrument that integrates dis/ability studies and critical race theory, and it holds relevance in the day-to-day experiences of both educators and students. By employing prismatic inquiry in conjunction with a DisCrit perspective, it scrutinizes the personal encounters of an educator as a researcher-participant. Furthermore, it highlights the valuable lessons that these experiences can provide when connected to existing literature, especially when examined through the lens of DisCrit.

Introduction

Students come from diverse realities while having unique abilities and needs. The DisCrit lens helps educators address educational equity, a multi-layered ap-

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proach is essential in our richly diverse communities; encompassing intersectionality (Crenshaw, 2012); Black, Indigenous, and Other People of Color (BIPOC) (2016); neurodiversity (Chun & Fisher, 2014); and differing abilities. Offering DisCrit as a pivotal educational lens, this research considers the case study of an educator's experiences and insights, connecting them with existing literature.

Prismatic Inquiry and DisCrit

Prismatic inquiry, rooted in Deleuze and Guattari's rhizomatic theory, utilizes a multifaceted approach to map information, aligning with the multifaceted nature of student issues (Hijaz, 2022; Fisher, 2016). It is compatible with the DisCrit lens, which explores the intersection of dis/ability and culture (Annamma et al., 2016). The medical model of dis/ability portrays individuals with dis/abilities as needing treatment to conform to "normalcy," reinforcing hegemony (Kumashiro, 1999; Davis, 1995, 2010). In contrast, the social model of dis/ability, embraced by dis/ability studies, emphasizes society's role in shaping perceptions of dis/ability (Ferguson & Ferguson, 1995). Dealing with cultural diversity and dis/ability complexities necessitates advocating for each facet of difference (Sanders-Lawson et al., 2006). DisCrit was created to address these complexities, focusing on race and prioritizing insider voices (Annamma et al., 2016).

For effective DisCrit implementation, it must be the bedrock of educational policies and teaching methods (Kulkarni et al., 2021). Educators using the DisCrit lens should address issues like redlining and the impact of race, dis/ability, and deficit on multiply marginalized students (Kulkarni et al., 2021). Educational leadership should support cultural proficiency, inclusion, and equitable practices, with educators taking ownership of these principles (Brotherson et al., 2001; Lindsey et al., 2005).

Examining Our Story

One researcher-participant composed her narrative, focusing on her roles as an educator at a Title I school, a parent with children in a dual immersion school, and a DisCrit education advocate. These narratives were subsequently analyzed for themes, underwent dialogic examination, were organized and correlated with existing literature, and finally, were critically reviewed through the DisCrit lens.

As an Education Specialist

With a background as an education specialist, the researcher-participant has worked in Title I schools within urban and county districts. Her experience in the first district shaped her view of cultural diversity in education, but it was her experiences in the second district that revealed a spectrum extending from underlying structures to either systemic inequality or effective support for students. The

predominant themes can be grouped into three categories: system characteristics, systemic inequities, and equity.

Inherent Structures of Special Education

Systemically, characteristics were tied to preparation, diversity, and the transitional nature of the special educator role. When looking back at her experiences under the Teach for America program, she realized that there were gaps in her preparation, including her role as an outsider (Jankie, 2004): *"Navigating a new school district and entirely new grade level I also had to learn how to gain the trust of these pre-existing adults (my aides and paraprofessionals) in the classroom."* It was only in her later studies of culturally responsive methods (Berryman et al., 2013; Hammond, 2015).

As a woman of color, the researcher-participant did not find it difficult to connect with parents. She recognized the importance of affirming diversity, acknowledging it as an asset and a valuable resource, as suggested by Nieto (2002) and Dewey (1916). In the educator's view, embracing diversity entails becoming a multicultural individual, as articulated by Nieto (2002, p. 281). However, relationship building was undermined by the transitional nature of her position (Ondrasek et al., 2020). This trend is most pronounced in schools serving students from low socioeconomic backgrounds with cultural and linguistic diversity (Carver-Thomas & Darling-Hammond, 2017).

Systemic Inequity

Confronting systemic inequity meant that the researcher-participant was faced with overrepresentation, cultural misalignment, and mistrust. This systemic problem means that race and dis/ability factors significantly contribute to the School to Prison Pipeline (Annamma, 2015), leading to an overrepresentation of children of color in special education (Ferri & Connor, 2005b; Gillborn et al., 2016). Black males are particularly prone to early labeling and over-identification for dis/abilities, especially emotional disturbance (Ferri & Connor, 2005a; Fish, 2019; Donovan & Cross, 2002). In addition, she found her classroom treated as a "dumping ground" for struggling students (Boroson, 2017; Linehan, 2001):

> *A few months into the school year the principal insisted on putting a Hispanic student in my classroom which was the most restrictive environment and classroom setting on campus. My mild-moderate self-contained kindergarten classroom was viewed as a dumping ground for students who the administrator labeled as "low." The problematic nature of this terminology which perpetuated stigma and low expectations for students, especially students of color was alarming. What was even more alarming was putting a student of color, who did not have a dis/ability label into the most restrictive environment on campus without a 504 Plan and an Individualized Education Plan (IEP) and without parental consent. The*

principal and district did not find their actions problematic and did not fear their mistreatment due to the fact that this family was not socio-economically mobile or a threat to the school district.

To fix this, every teacher needs to be inclusive, embracing difference and diversity while seeing every student as an inclusion student (Boroson, 2017).

While identifying as a woman of color, there was still a cultural misalignment, which also fed into her position as an outsider (Jankie, 2004). To navigate this, it is essential to evolve into a "multicultural individual" (Nieto, 2002), skilled in cultural proficiency (Lindsey et al., 2005) and proficient in culturally responsive teaching (Hammond, 2015).

Successfully Building Equitable Programs

There are, however, ways where her story identifies successes. These include aligning services authentically with student needs (Hedin & DeSpain, 2018), connecting with parents (Lo, 2012; Maghzi, 2017), and building trust where she could.

In special education, goals in the Individualized Education Program (IEP) play a vital role in providing effective support when correctly aligned with student needs. SMART goals, which are specific, measurable, action-oriented, realistic, and time-sensitive, ensure that each area of service contributes to at least one goal (Hedin & DeSpain, 2018, p. 109). It was the one space where she had the power and opportunity to support her students. Building success for her students also helped in building family connections,

I eventually moved into this area and lived up the hill from my school where I was able to befriend families and build trust and friendships with the families of the children I was serving... I learned that… I would need to embrace them and build relationships with them.

Both her competence and her relationship building with families resulted in increased trust (Allen et al., 2016; Bishop & Berryman, 2006; Brassart et al., 2017; Lindsey et al, 2012).

Leadership

The culture of a school is deeply influenced by the perspectives and values of its leadership (Brotherson et al., 2001; Lindsey et al., 2005). Consequently, the decisions made by school leaders have far-reaching effects, encompassing areas such as funding, student support systems, and the hiring process (Eagle et al., 2015). As identified by the researcher-participant:

What became apparent to me was the importance of leadership and their views regarding their students and their families. Serving in schools that were run by leaders who only feared parents and families who have the means to pursue legal attributions/means became very apparent to me. What was even more perplexing

was that leaders who came from similar culturally and linguistically diverse backgrounds to the students and families they were serving were willing to take advantage of individuals with dis/abilities and their families who were not deemed a threat to the district or school.

The school leader's role, shaped by politics (Pinar, 2012) and business models (Eagle et al., 2015), must prioritize the implementation of effective systems like MTSS (Donovan et al., 2015). This inclusive model (Boroson et al., 2017) should be central to their approach.

As the Parent

As a parent, the researcher-participant has a nuanced grasp of cultural layers (Davis, 2005; Maghzi, 2017). She encourages her children to appreciate their family's culture while also fostering their development as multicultural individuals (Nieto, 2002). Consequently, her children are being raised with Finglisi, a blend of Farsi and English, and attending a dual immersion school where Spanish is the predominant language.

I recognize how parents and families from Hispanic backgrounds exhibit deference to the Maestra, educators, and leadership of the school. As a parent who has built trust and rapport with Hispanic families at our school over the past two and a half years, I recognize this trust and rapport doesn't happen overnight.

Power dynamics play a role in shaping trust (McLaren, 2009; Wilson, 2016). The researcher-participant, who belongs to a minority group in a school with a predominantly Hispanic parent population, resides within a predominantly white district. Despite her status as a woman of color, she can pass as white, granting her certain privileges.

The dominant perspective often revolves around power, frequently oblivious to the influence held by those outside its circle. This dynamic perpetuates systemic racism (Kendi, 2019) under the umbrella of hegemony (Davis, 1995, 2010; Macedo et al., 2003). In contrast, the non-dominant voice is acutely aware of the power of the dominant voice at the center of the circle but lacks the space for their own voices to be heard.

As an Advocate

As an advocate for a DisCrit lens in education, the researcher-participant's work influences her role as an educator, her public scholarship, her service, and her leadership.

As an educator in a special education program, the researcher-participant prioritizes an inclusive curriculum and encourages regular self-reflection among her students to foster critical examination of their practices and values.

> *As an educator I integrate multicultural and equity readings into the curriculum, teach my students who will be future educators about DisCrit and breaking down the divide between so called "normal" and "abnormal," and teaching them about -isms such as ableism and racism and other socially constructed categories that they must question and break down.*

This includes teaching an understanding of social constructs that generate inequity (Annamma et al., 2013) as well as how intersectionality can result in multiple intersections of oppression (Crenshaw, 2012).

As Kumashiro (2016) highlights, research inherently involves public scholarship, raising questions about the audience, communication channels, and the purpose of engaged scholarship. Moreover, as Macedo (2016) emphasizes, scholarship is inherently public, and the goal is to eliminate violence rather than democratize it. The researcher-participant's public scholarship integrates DisCrit into her theoretical framework, culturally responsive approach, and research focus.

> *My intent with research is to contribute to society by using my positionality to amplify the voices that have been historically absent from research.... My public scholarship included a DisCrit lens and universally designed approach to teaching. In addition, my scholarship included research regarding immigrant mothers raising children with dis/abilities and research regarding foster youth navigating higher education.*

Neoliberalism's influence on education underscores the growing necessity for public scholarship (Macedo, 2016), even as it becomes increasingly challenging to navigate (Anderson, 2020).

Genuine collaborative productivity can enhance joyful teaching and learning (Fisher et al., 2015; Nieto, 2015). Collegiality is an important criterion for tenure evaluations (Fischer, 2009). Expectations of collegiality contribute to shared school governance and faculty cohesion, impacting service (Haviland et al., 2017). Service responsibilities often fall on non-tenured track faculty (Haviland et al., 2017), and marginalized individuals, including women, faculty of color, and assistant professors, tend to shoulder the burden of "service scholarship" (O'Meara, 2002). For our researcher-participant,

> *The concept of service is inherent to my faith and family values. I believe that service to our university and society will contribute to the welfare and progress of society… I do not look upon this task of service lightly but instead strive to walk a path of service in my life that is coherent with all the other aspects and parts of my life…*

This personal dedication is common in schools of education (O'Meara, 2002).

While specific to K-12 education, California Professional Standards for Education Leaders (CPSELs) outlined by the Commission on Teacher Credentialing (2014) offer principles equally applicable to leadership in higher education. For our researcher-participant, her DisCrit lens guides her decisions as a leader, aligning with these standards.

My leadership included creating accessible syllabi templates for faculty and students, updating special education TPEs and TPAs, and working on creating a dual credential program to break down the divide between general education and special education. I also serve as the faculty of color caucus co-convenor and the Treasurer and Secretary of the Disability Studies Sig. Most recently I was nominated to serve on the CCTE board of directors. I… attended our board of directors meeting, which has a heavy focus on justice, equity, diversity, and inclusion (JEDI) work.

The researcher-participant's leadership aligns with the University's commitment to equity. As emphasized by Takayama et al. (2017), administrative leadership can initiate change, but the lasting impact depends on individual instructors creating inclusive classroom environments (p. 24).

Conclusion

The DisCrit lens remains crucial for improving education both fundamentally and systemically. As educators, we have a duty to enhance society and make a positive impact on children, students, and communities, fostering community development.

The intersection of race and dis/ability significantly affects many students. Therefore, it's essential to systematically integrate and support these aspects while removing barriers to support all learners, including those with different abilities, BIPOC, intersectional identities, neurodiverse individuals, and culturally and linguistically diverse students.

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Supporting Equity and Innovation Through a Career Pathway Certificate Program and Career Technical Education (CTE) Credential

**By Jenna Porter, Stephanie Biagetti,
Pia Lindquist Wong, & John Pellman**

Introduction

California and the nation at large is suffering from a widespread teacher shortage (AACTE, 2013; Sutcher, Carver-Thomas, Darling Hammond, 2018). Within this context, few teachers have been formally prepared to teach in Linked Learning settings. In 2009, the Linked Learning Alliance was created to address this need. Linked Learning integrates rigorous academics with real world technical skills and work-based learning to prepare students for college and career (Linked Learning Alliance, 2015). It uses project-based interdisciplinary instruction to make learning in high school more engaging and relevant to students, especially targeting high schools with high drop-out rates, and/or where substantial numbers of students are low income, culturally or linguistically diverse. Linked Learning

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reformed high schools have higher graduation rates, higher college-going rates, and lower drop-out rates than traditional schools that serve similar high needs communities (Laflors & McGlawn, 2013). Schools that have grounded their curriculum in Linked Learning consist of career academies or pathways that align with the 15 Industry Sectors of Career Technical Education (CTE) including industries such as Engineering and Design, Agriculture and Natural Resources, and Information Technology. In career pathway classes, students engage in authentic practices of scientists, engineers, health care providers, and business people and simultaneously learn about the pathways and opportunities within those sectors. The growth of this program in education aligns with the California Common Core State Standards and Next Generation Science Standards goals of educating all students for college and career, while offering exciting opportunities for high school students to learn and apply 21st century skills.

For more than a dozen years, many state and federally funded grant initiatives have provided extensive resources for local districts to initiate and extend career pathways at the high school level. In the Sacramento metropolitan region, several new pathways were created during this period. Given the expansion of career pathways in our service area and the effectiveness of career pathways in advancing education equity goals, Sacramento State teacher education faculty endeavored to expand their Single Subject teacher preparation program's capacity to equip preservice teachers (PSTs) with the knowledge base, instructional strategies, and requisite clinical experiences needed to be effective teachers in career pathways. Ultimately, we developed a Career Pathway Certificate option within the Single Subject teacher preparation program. This option was designed specifically for incoming PSTs who were interested in teaching in those pathway settings, who have some work experience within the 15 California industry sectors, and who are eligible to earn an additional preliminary CTE credential. At different points in time, we created strategic collaborative partnerships to support our work. To ensure that we developed a relevant curriculum, we partnered with local school districts that have career pathways and work-based learning opportunities. We also assembled a team of university faculty across disciplines to collaborate with each other and the district partners to create the curriculum for the Career Pathways Certificate option. Throughout the process we collaborated with CSU teacher educators to share our nascent curriculum and best practices as well as learn from other CSUs that were also developing similar programs.

Career Pathways Certificate Program

The Career Pathways Certificate program was created as an option within the Single Subject credential program. We collaborated with district partners to integrate career pathway topics, content, and skills into our credential program courses. Upon completing the program, a notation is added to PSTs Sacramento

State transcripts signaling to school districts that they possess knowledge, skills, and clinical experience to teach in career pathway settings.

To recruit PSTs into the certificate program, we include a program summary on the application and describe how it (a) integrates career pathways concepts into coursework, (b) includes an additional work-based learning course, and (c) prepares PSTs for working in schools with career pathways. The summary also states that they can add the CTE credential to their single subject credential with only one additional class. On the application, we ask applicants to indicate their level of interest in the certificate program and to describe their industry work experience (paid and/or volunteer). During the interview process, faculty provide additional information about the Career Pathways Certificate and after admission, PSTs have an opportunity to self-select into the Career Pathways cohort.

Field Experience and Courses

We collaborate with our district partners on making field placements in schools that have career pathways, in both small schools and larger comprehensive high schools, which supports our PSTs with understanding how interdisciplinary collaboration works in career pathways. At the end of every academic year, we invite our district partners, mentor teachers, university supervisors and all PSTs in the career pathways program together for a Career Pathways showcase. Our PSTs share their Multidisciplinary Integrated Units (curriculum they design collaboratively in the Seminar course), and their Work Based Learning (WBL) culminating assignment which formally articulates how they have integrated their WBL knowledge and experiences into a subject-specific curricular unit.

Coursework for those seeking the Career Pathways Certificate is offered in special course sections set aside for the cohort. The Career Pathways Certificate courses are courses found in the Single Subject credential program that also integrate career pathways concepts within them (see Appendix A for course descriptions). Moreover, there is one additional course grounded in the work-based learning core component of career pathways that does not currently exist in the traditional Single Subject Teacher Preparation Program but is required for those seeking the certificate.

Career Technical Education (CTE) Credential

While the Career Pathways Certificate program is recognized by our university and district partners as an indicator of PSTs preparation to teach in those settings, a CTE credential (approved by the California Commission on Teacher Credentialing) is still required to teach CTE classes. Sacramento State was recently approved to offer a CTE credential. Our CTE program was designed in a collaborative manner, drawing on the expertise of university faculty, practitioners, employers, and alumni. Course content is interdisciplinary, with contributions from professional settings

in relevant industry sectors as well as theoretical frameworks from research on teacher education (Darling-Hammond, Hammerness, Grossman, Rust, & Shulman, 2005; Darling-Hammond, Flook, Schachner, & Wojcikiewicz, 2022). The key ideas framing course structures and the clinical experience are: the use of practice based teacher education (Ball & Forzani, 2009; Kavanagh & Danielson, 2020); the incorporation of adult learning principles (Merriam, 2008); and developmentally sequenced experiences and tasks, punctuated by moments of deep and systematic reflection (Darling-Hammond, Oakes, Wojcikiewicz, Hyler, Guha, Podolsky, Kini, Cook-Harvey, Mercer, & Harrell, 2019). Practice-based teacher education addresses issues of enactment, often experienced by new teachers who learn about pedagogy but have insufficient opportunity to enact or implement signature strategies and therefore struggle to make meaning about what is effective and what is problematic (Ball & Forzani, 2009; Kavanagh & Danielson, 2020; Darling-Hammond et al, 2022). Our courses build on adult learning principles by actively incorporating students' prior knowledge, using cases and problems of practice to elucidate key concepts and ideas, and allowing for choice, autonomy, and contextualization in assignments and assessments. Similarly, performance tasks that CTE candidates complete—in their courses and in their clinical experiences - are similarly structured in a developmental sequence and are designed to support them to hone in on their strengths as educators.

We emphasize coherence across courses and between courses and clinical experience, using collaborative planning to ensure that key program elements are aligned (Floden, Carter Andrews, Jones, Marciano & Richmond, 2021). This reduces the cognitive dissonance that new teachers often feel when applying theory to practice and ensures that they enjoy ample opportunities to both deepen and expand their professional practice with strong grounding in the theories and rationales behind the professional and instructional choices they make and implement. Furthermore, CTE credential candidates learn—in coursework and in clinical practice—the skills and dispositions for successful collaboration with a range of professionals at their sites and in industry sectors for the purposes of building new and more effective ways of supporting and serving students, especially those who come from historically marginalized communities (Hargreaves & O'Connor, 2018; O'Donnell & Day, 2022).

Field Experience and Courses

To qualify for a CTE credential, a candidate must be able to verify three years of work experience directly related to each industry sector to be named on the credential. One year equals a minimum of 1,000 clock hours and the experience may be full-time or part-time, paid or unpaid. We have two pathways for earning the CTE Credential: (a) For those who already have a multiple or single subject teaching credential (or are working toward one) and have industry experience, and

(b) For those who don't yet have a teaching credential but have industry experience. For our PSTs and inservice teachers who want to add the CTE credential, they will only need to complete the Foundations course (EDSS 291) and provide evidence of industry work experience (paid or volunteer). For those who do not have a teaching credential, but do have requisite industry experience, and have been offered a CTE teaching position, they will complete all three program courses, which address instructional and assessment strategies for supporting all students in learning, including those with disabilities and emergent bilingual students (see Appendix B for description of courses).

CTE credential candidates will be assigned a support provider, which involves school district administrators, site principals, and the support providers themselves. When someone applies for the CTE credential program, the employer must provide an on-site CTE support provider for the candidate in order for them to be admitted into the program. Support providers are selected by the employing agency (district administrator/site principal) and must be: (a) certificated and experienced in teaching; (b) trained in supervision and support of beginning teachers; and (c) evaluated for their service to new teachers. Site principals/district administrators will identify eligible certificated and experienced teachers that have been trained to support beginning teachers (these may be people who currently serve as mentors in the district induction program and/or serve as mentors to university programs' student teachers.)

Conclusion

Our program faculty used research (Oakes & Saunders, 2008; Saunders et al, 2013) demonstrating the positive effect that Career Pathways can have on reducing educational inequities to incorporate content, skills, and clinical experiences into the Career Pathways Certificate program. Moreover, this promising high school reform offered our faculty, in collaboration with long-standing school/district partners, the opportunity to blend culturally responsive pedagogy, integrated curriculum principles, and place-based/project-based activities into our teacher education practices and program. Finally, creating this special Career Pathways Certificate Program and the CTE credential program has helped to further connect our program and its faculty to high school practitioners, blending theory with practice. We are excited by the different policy elements that have combined to make these professional options available to our PSTs and to allow our program to support local school partners as they pursue greater educational equity for their students.

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Appendix A
Courses for the Career Pathways Certificate Program

Career Pathways Certificate Courses	*Integration of Career Pathways Concepts*
EDSS 264L Critical Multiculturalism for Racial/Social Justice Education-Secondary	PSTs apply knowledge of the sociopolitical contexts of public schools and society, educational theories, philosophies, notions of culture, community and educational practice to lesson design. Exploration of sociocultural, historical and philosophical foundations of education with a focus on the context of career pathways and a critical examination of traditional tracking and vocational education. PSTs will evaluate the extent to which programs aimed at Career Pathways and College Readiness depart from or replicate previous patterns and analyze the historical and economic drivers that shape schooling. Initial application of strategies and approaches associated with career pathways, and theories of adolescent cognitive and social development.
EDSS 364L Critical Multiculturalism for Racial/Social Justice Education-Secondary	Further study of purposes and processes of public schooling with a special focus on educational theory and practice in career pathways contexts. PSTs develop a philosophy of education for teaching in a multicultural, multilingual, and democratic society through self-examination of dispositions related to gender, sexuality, race, social class, language, religion/spirituality and ability. Modalities include discussions, small group tasks, group projects, simulations.
EDSS 365L Fundamentals of Teaching	Practice using instructional planning frameworks (e.g., backwards design, Universal Design for Learning, and differentiated instruction) and a Social Justice/Multicultural Education paradigm to design learning segments for culturally and linguistically diverse students. Emphasis on application of theories and frameworks with a focus on career pathways curriculum development and integration, long- and short-term planning, and assessing student learning.
EDSS 265L Advanced Fundamentals of Teaching	The second course in a two-course series. Deepens PSTs' ability to apply frameworks for effective teaching of culturally and linguistically diverse students (e.g., inclusion strategies, backwards design, Universal Design for Learning, differentiated instruction and assessment). Continued emphasis on a Social Justice/Multicultural Education paradigm, and focus on PSTs' development as a teacher. Application of career pathways curriculum development, long- and short-term planning frameworks, and specific theories for instructional practice and assessment.

Appendix A (continued)
Courses for the Career Pathways Certificate Program

Career Pathways Certificate Courses	*Integration of Career Pathways Concepts*
EDSS 373L Educational Technology Lab II	This course encompasses the knowledge, skills and dispositions needed to understand, describe and develop "technological, pedagogical content knowledge" for effective pedagogical practice in a technology enhanced learning environment. Instruction occurs through labs, online resource center and individualized support. PSTs develop a range of technology skills and knowledge needed for effective instruction in the career pathways classroom and provides technology resources associated with project-based learning and integrated curricular units.
EDSS 366L Single Subject Seminar	Provides structured opportunities for PSTs to discuss, analyze, andreflect upon data gathered from their field placements. Attention given to policies, school law, resources, strategies, routines, and activities that contribute to the productive management of the school and classroom as locations for student engagement and learning. Special emphasis will be on English Language Development, students with special needs, and the specific management and implementation of career pathways activities (e.g. multidisciplinary integrated units of study).
EDSS 266L Advanced Single Subject Seminar	Second of two-course series. Provide structured opportunities for PSTs to discuss, analyze, reflect upon data gathered from field; support completion of Teacher Performance Assessment (TPA). Further study of policies, school law, resources, strategies, routines, and activities needed for productive environments in classrooms as locations for student engagement/learning. Special emphasis on English Language Development, students with disabilities, and specific management/implementation of career pathways activities (e.g. multidisciplinary integrated units of study).
EDSS 440 Work-Based Learning Field Experience	This fieldwork course focuses on the work-based learning core component of career pathways. After an orientation to work-based learning, its function in career pathways, and how it can be integrated into core curriculum, PSTs will experience a non-paid, one-week internship at a worksite associated with one of the 15 major CA industries. PSTs develop work-based knowledge and experiences to be applied when they create a subject-specific curricular unit incorporating their work-based learning.

Appendix A (continued)
Courses for the Career Pathways Certificate Program

Course activities:

◆ Complete a week-long, non-paid internship at a local business related to the 15 major CA industries and keep a journal of WBL and experiences that can be incorporated into subject-specific core curriculum.

◆ Identify local businesses within the 15 CA major industries that could be targeted for WBL experiences by contacting the district WBL coordinator, appropriate staff within the College of Continuing Education, or experienced Career Pathways faculty.

◆ Adapt a subject-specific unit of study to apply WBL and experiences in an effective manner that aligns with secondary student learning outcomes.

Appendix B
CTE Program Courses

EDSS 291 Foundations in Career Technical Education: Bridging Industry o the Classroom	This course includes identification of current Career Technical Education practices, building an understanding of industry sectors, career pathways and standards, development of advisory committees, and exploration of Career Technical Student Organizations(CTSO's). Candidates will prepare standards-based lesson plans, units of instruction in career exploration, develop recruitment tools, and identify and teach 21st Century Skills to students. Candidates will identify funding sources, necessary equipment, and plans for safe storage. They will develop plans to incorporate work-based learning into their program.
EDSS 392 Teaching Strategies for the CTE Classroom: Supporting All Students	This course merges the professional world of industry and the profession of teaching, in an effort to support an industry professional to transition into an education professional. It does this by examining teaching strategies in general and specifically how to apply those strategies to a classroom filled with a diversity of learners, including students with disabilities and emergent bilinguals. This is accomplished through reflections, discussions, interviews, observations, readings, and field-based assignments.
EDSS 393 Assessment for Instruction \in the CTE Classroom	In this course, candidates identify student prior knowledge and use assessments to adapt instruction. They use differentiated instructional strategies to make content accessible to neurodiverse learners and emergent bilinguals. Candidates reflect on and evaluate the overall effectiveness of their curriculum plan. They understand and honor legal and professional obligations and

Appendix B (continued)
CTE Program Courses

appropriately use computer-based technology. In the capstone assignment, candidates plan for and teach a unit in the classroom, using assessment data to reflect upon the effectiveness of their instruction.

Choosing to Change— CTEPP Change Stories

By Bre Evans-Santiago & J. Kevin Taylor

Abstract

The Center for Transformational Educator Preparation Programs (CTEPP) supports California State University (CSU) educator preparation programs in advancing their positive impact on historically marginalized communities. It is designed to improve recruiting, preparing, and retaining Black, Indigenous and Teachers of Color to serve California's diverse student population. Anchored in Key Transformation Elements (KTEs), campuses engage in data-driven, collaborative improvement efforts using principles of improvement science. Through a networked community of practice focused on improvement, teams from ten campuses work to change aspects of their work through a data driven process of documenting and assessing change systematically. Each intervention is documented in the form of a Change Package which documents the activities and results of an improvement project. This article shares the stories of change from three campuses participating in CTEPP.

Keywords: educator preparation programs, improvement science

Introduction

The California State University (CSU) strives to ensure that all students have access to programs that lead to personal and societal transformation. A critical

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part of the CSU's founding mission is the preparation of teachers and school leaders, according to data from the California Commission on Teacher Credentialing (CTC), the CSU prepares half of California's teachers (CTC Teacher Supply Report, December 2022). Given the mission of the CSU and its role as a national leader in the preparation of teachers, it is critical that the CSU place particular emphasis on increasing the number of teachers from traditionally marginalized groups within society.

All CSU educator preparation programs are committed to quality, diversity, equity, and inclusion, but in 2018 the CSU Chancellor's Office (CO) created the Center for Transformational Educator Preparation Programs (CTEPP) to support CSU campuses in context-specific efforts to improve recruiting, preparing, and retaining of Black, Indigenous and Teachers of Color to serve California's diverse student population. Launched with a $3 million grant from the Bill and Melinda Gates Foundation, CTEPP was created to draw specifically on lessons learned from the New Generation of Educators Initiative (NGEI), funded by the S. D. Bechtel Junior Foundation. Findings from the NGEI identified the importance of five key elements within successful educator preparation programs:

1. **Forming deep partnerships between campuses and districts** that span pre-service through induction.

2. **Collaboratively defining prioritized skills** vital to teacher preparation based on the needs of local students.

3. **Preparing teachers through practice in school sites** with high-quality opportunities to enact prioritized skills.

4. **Creating a culture of feedback for teacher candidates** that is data-driven, specific, and actionable. And,

5. **Using data** to measure progress; employing the principles of improvement science to continuously elevate the quality of educator preparation programs.

Leveraging the NEGI work CTEPP has adopted these finding as Key Transformation Elements (KTEs) as foundation for its work. Since its inception in 2018, CTEPP has sponsored two cohorts of campuses; Cohort 1 began its work in 2021 and consists of 4 campus improvement teams from: Bakersfield, Cal Poly San Luis Obispo, Cal Poly Humboldt, and CSU Northridge. Cohort 2 consists of 6 teams who joined CTEPP in 2022, with teams from: Chico, Long Beach, Los Angeles, Cal Poly Pomona, Stanislaus, and Sacramento State University. As participants in CTEPP, the ten campus teams have engaged in the three core activities: the Transformation Lab (TLab); Equity and Excellence Certification; and the Transformative Teaching and Learning Collaborative (TTLC).

The **TLab** is administered by the CSU Educator Quality Center (EdQ), a data center for CSU educator preparation programs providing research, evaluation, and strategic data gathering to support data driven decision making. The TLab provides a learning community within which each campus team learns principles of improve-

ment science, and undertakes measurable, sustainable, and scalable improvements aligned with CTEPP's vision and mission. Each team is assigned a TLab coach to help them understand the root causes and systemic factors influencing the specific areas they wish to improve. Coaches support each team in the production of a "Change Package" that outlines specific interventions that have been demonstrated to positively impact the underlying drivers of the KTE that the team has focused on improving.

In addition to the TLab, CTEPP created a 3-module online **Equity and Excellence Certification** program. This systemwide certificate program improves understanding of educational equity and builds theoretical and practical capacity to engage in anti-racism and equity work. The courses culminate in the award of an Equity and Excellence certificate. As CTEPP looks to the future it is planning to make this certificate program broadly available in support of its mission and vision.

A third component of CTEPP's work has been the **Transformative Teaching and Learning Collaborative** (TTLC) a professional learning community providing multi-media spaces and in person opportunities to support sharing and dialogue around CTEPP's mission and vision. The TTLC sponsors events to encourage networking across the CSU and its partners to support work focused on recruiting, preparing, and retaining Black, Indigenous and Teachers of Color.

All ten participating campuses have reported significant gains from their participation, but this article will highlight three sample Change Stories of three CTEPP campuses: CSU Stanislaus, Cal Poly Pomona, and Cal Poly Humboldt. Each story provides powerful insights into how each campus chose to change their program with a view to ultimately increasing the number Black, Indigenous, and Teachers of Color in California schools.

Change Stories

For at least the last three years, the School of Education at **California State Polytechnic University Humboldt** has been working towards achieving an enrollment landscape that reflects the broader demographics of California and the United States. In Humboldt County the teacher workforce is 78.9% white, but the student population is only 57 % white, and there is a concerted effort within the School of Education to attract a greater number of teacher candidates who identify as people of color in order to support change in Humboldt County.

Through their involvement in CTEPP the Cal Poly Humboldt Team has been committed to interrogating their own habits, beliefs, practices, and mechanisms for operation with a view to making their programs more accessible to people of color. Their project seized an opportunity to act on data from candidates that suggested they were experiencing multiple, varied, and potentially conflicting messages regarding diversity, equity, and inclusion from teacher educators including mentors, university supervisors, and faculty. The team developed a goal to have all supervisors

actively giving quality feedback and support aligned with DEI skills identified in their programs' curriculum, frameworks, and pedagogy.

The team found the results of their work deeply informative, and they have identified a profound need to provide additional support and training for their supervisors. Their investigations identified the fact that supervisors were struggling to complete required documentation and the feedback the supervisors were giving did not align with their stated aims. They focused their intervention on providing candidates and supervisors with opportunities to discuss and provide feedback related to DEI prioritized skills. They discovered that they have challenges related to recruiting university supervisors and mentor teachers who are prepared to support candidates in DEI related prioritized skills for a number of reasons.

The team is currently revising processes to better scaffold the feedback process, including the adoption of a rubric for DEI prioritized skills and building common language and shared expectations. Their work will include collaboration with programs and departments across the university campus, as well as with school partners. They are further looking to sustain their commitment to DEI prioritized skills in all aspects of educator preparation and increasing conversations with community stakeholders and partners within their community of practice. Going forward the team is committed to engaging in continued critical self-examination of processes and practices with a view to creating a system of continuous improvement.

The team at **California State University Stanislaus** (CSU Stanislaus) set out to examine their programs with a commitment to building a pathway that intentionally supports Black, Indigenous, and People of Color (BIPOC) students who are seeking the teaching profession. Their pathway includes a partnership with a local school district looking to expand and improve hiring processes for teachers of color. The team set themselves the ambitious goal of doubling the number of BIPOC teacher candidates placed in student teaching sites within their partnership school district and doubling the number of BIPOC teacher candidates hired in that district.

As a member of CTEPP cohort two, CSU Stanislaus are not as far along as Cal Poly Humboldt in terms of their change process, but significant progress has been made establishing a Community of Practice (CoP) with their district partners. As part of their CoP, they have assembled a core leadership team including representatives from their program and their partner district. They have collectively agreed upon their common goals to increase the number of BIPOC students pursuing teaching careers, improve the retention of BIPOC educators, and enhance diversity in the district's workforce.

The team is currently engaged in a qualitative analysis known as an instrumental case study (Stake, 1995). Their method requires the analysis of multiple forms of data collected from multiple sources in order to build a rich description of their "case." The case in their ongoing change journey is the school district's own pathway from the high school to an undergraduate program, to the multiple subject credential program, and ultimately back to the local school district as a teacher.

Connections that have already been built within the pathway include the creation of a dual enrollment course focused on teacher education. Implementation of an educator's club, called Educators Rising, for high school students interested in the teaching profession which includes the opportunity for students to accrue observation hours spent at local elementary partner schools. Clinical practice placements of Liberal Studies undergraduate students now intentionally focus on local district partnership schools, with a subsequent coordinated increase in placements of BIPOC teacher candidates into the partner district within the credential program. The Stan State team is focused on the development of leadership opportunities for BIPOC teacher candidates within their credential program and they are implementing an educator's club at the university level.

Based on research indicating that BIPOC university students are under-represented in teacher education programs, and that fewer BIPOC students are entering the teaching profession, the Stan State team is working to increase support throughout the pathway. They are offering professional development to both university, and district employed supervisors, on how to best support BIPOC teacher candidates with a view to increasing the number of BIPOC teacher candidates hired within their partner district. Based on research suggesting that BIPOC teachers report feeling "burn out" and end up leaving the profession within 3-5 years, the Stan State team are also working to increase support for BIPOC teachers in their first two years of teaching.

The team from **California State Polytechnic University Pomona** (Cal Poly Pomona) is also in the second CTEPP cohort and at an early stage in their change process. Their size is such that it allows for three credential programs to engage in ongoing collaboration through which they are well aligned in many aspects, especially admission procedures, completion of a common trunk of foundations courses, clinical practice evaluation instruments, and program completer surveys. The team is looking to leverage this alignment, and a strong shared commitment to equity and social justice among department faculty, adjunct lecturers, and clinical practice supervisors as they get further into their change process.

In examining their practice through reflection and self-examination, the team has found need for improvement in programs developing a common understanding and shared pedagogies to support socially, linguistically, and culturally just practices. Faculty are committed to a shared vision of equity and social justice, but they now recognize a need to define what this means for their teacher candidates, and to align equity and social justice within their coursework and clinical practice. Faculty have also come to appreciate the need to develop built in assessment systems to measure, analyze, and revise their efforts.

The team from Cal Poly Pomona is highlighting three specific elements from the CTEPP KTE's. Their chosen KTE's focus especially on defining prioritized skills and ensuring that candidates have high-quality opportunities to learn, enact, and reflect on these skills through coursework and clinical practice. By focusing

deeply on these KTEs, the team hope to ensure that the initial work will be sustained in all credential programs through better alignment across courses and clinical experiences.

Conclusion

The work of CTEPP has flourished since its inception, leveraging the success of the NGEI initiative to support individual CSU campuses in the use of improvement science principles to make educator preparation programs more accessible to teachers of color. Each campus is addressing a different aspect of their unique circumstance to better attract, train, and retain teachers of color in partnership with their K-12 collaborators. The three sample stories presented here are representative of the fact that participating campuses are at differing stages of development and tackling the same challenges in nuanced and different ways. The approach that all projects have in common is a systematic approach to making change in the context of educator preparation programs. What this project illustrates is the inherent value in educator preparation programs using improvement science principles to specifically address issues of access for teachers of color as part of their broader continuous improvement efforts. Specific, data driven strategies, that leverage principles of best practice, and the unique strengths of individual faculty and staff, can increase access for Black, Indigenous, and Teachers of Color.

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Leadership, Professional Learning Communities, and Change

Building a Better Special and General Education Team

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Abstract

Collaborative prismatic inquiry explores a charter school's transition from external special education services to an inclusive, self-developed program. The roles of consultants, educators, leaders, and academics are integrated to examine the school's successful journey. Inspiring positive change in education, this study promotes inclusivity, collaboration, effective leadership, and continuous improvement. The impact of this work extends to areas such as inclusion, professional learning community development, effective leadership, tackling challenges, and collaborative research. Overall, this study provides valuable insights for creating a more inclusive and successful educational environment.

Key terms: Leadership, Professional Learning Communities, Change, Inclusion

Introduction

For this charter school, years of dealing with an outside contractor for special education services resulted in students falling further behind, rotating specialists every year, difficulties when the size of the support staff failed to grow with the growth of the school and size of the program, and a growing divide between the general education and special education teams. Finally, with a consulting team, the school built their own special education program from the ground up, focusing on inclusive practices, collaboration, improved intervention and assessment, and professional learning communities focused on the success of all students. Utilizing collaborative prismatic inquiry (Achieng-Evensen et al., 2017), this study integrates the perspectives of consultant, educator, and leader paired with academics in the roles of participant-researcher to reflect and explore how the school rose to the challenge of building an inclusive program that integrated special and general education teachers within a professional learning community (PLC) to better meet the needs of all students.

Purpose/Objectives

The purpose of the study was to identify how the elements of leadership, professional learning communities, and change were integrated in a k-8 charter school to build a better general and special education program. The integration of multiple perspectives offered a cross-level look at educator perspectives on growth and change.

Review of the Literature

As appropriate to the topic, the literature reviewed fell in three categories. These included leadership, PLCs, and managing change.

Leadership

Focusing on leadership, a number of traits that can be found as important.

Commonalities that emerged from the literature included: belief (Goldman, 2001; Goldman, 1998; Kaufman, 2005; Kerfoot, 2005), courage (Goldman, 2001; Eisner, 2002; Kaufman, 2005), communication (Fullan, Cuttress, & Kilcher, 2005; Glanz, 2006), social (Paul, 1998) and cultural awareness (Fullan et al., 2005; Goldman, 2001; Lindsey, Roberts, & Campbell-Jones, 2005), and community development (Fullan et al., 2005; Goldman, 2001; Herman & Marlowe, 2005; Lindsey, Roberts, & Campbell-Jones, 2005), rigor (Goldman, 2001), mastery (Glanz, 2006; Goldman, 2001; Kaufman, 2005), and a value for learning (Black, Harrison, Lee, Marshall, & Wiliam, 2004; Fullan et al., 2005; Ginsberg & Murphy, 2002; Guisbond et al., 2006) at all levels (DuFour, 2002; Eisner, 2002; Lambert, 1998; McTighe & O'Connor, 2005; McTighe & Thomas, 2003; Wiggens & McTighe, 2005). When considering the style of leadership, there is a need to develop ownership by the community of both followers and detractors, and a need to understand the change process (Fullan et al., 2005; Hargreaves & Fink, 2003; Heifetz & Laurie, 2003; Kaufman, 2005). This should include cultural proficiency (Kaufman, 2005; Lindsey et al., 2005) as well as a clear strategy and guidelines for the staff (Heifetz & Laurie, 2003; Kerfoot, 2005; Lambert, 1998). The power of leadership relates to leadership style (Fullan et al., 2005; Heifetz & Laurie, 2003), how a leader's moral values infiltrate the whole school (Goldman, 1998; Paul, 1998), how leadership is shared (Fullan et al., 2005; Heifetz & Laurie, 2003), and the service to others (Cunningham, 2004; Greenleaf, 1996; Herman & Marlowe, 2005).

Professional Learning Communities

PLCs are founded on four key principles: (1) high-level student learning, (2) developing a PLC to achieve this, (3) this is led by principal support, and (4) the principal plays a vital role (DuFour & DuFour, 2012). Creating a PLC involves forming learning-focused teams, providing time for collaboration, and aligning campus structures for shared responsibility in student learning (DuFour & DuFour, 2012). This process emphasizes shared objectives, collective accountability, and results-oriented approaches within PLCs, including the identification of behaviors leading to positive outcomes and the implementation of SMART goals (DuFour & DuFour, 2012).

Van Meeuwen et al. (2020) suggested three dominant concepts for PLCs: the professional learning community itself, the community of practice, and the focus on lesson study. This was paired with individual and collective learning, which involved collaboration, reflection, giving and receiving feedback, and experimenting; group dynamics, which included mutual trust and respect, collegial support, and social cohesion; and professional orientation, which focused on shared vision, responsibility, student learning, and teacher learning.

Individual and collective learning integrates a changing focus, whether implementing change (Christiansen & Robey, 2015; Kohler-Evans et al., 2013), managing

change (Edwards et al., 2021), or developing educator thinking (Owen, 2016; Vosen et al., 2020). Group dynamics adds to this by considering the importance of teacher well-being (Webb et al., 2009). Finally, professional orientation focuses on the students (DuFour and DuFour, 2012) while building improved efficacy (Battersby & Verdi, 2015), identifying student needs (D'Ardenne et al., 2013; Kristmanson et al., 2011), supporting learning (Battersby & Verdi, 2015; Damjanovic & Blank, 2018; Zhang et al., 2021), and building student agency (Robertson et al., 2020; Wennergren & Blossing, 2020).

Managing Change

The introduction of the Knoster Model was at the TASH conference (Knoster, 1991), based on Lippitt's organizational change structures (1987). Although not published, summaries can be found online (e.g., Caredda, 2020; Carozza, 2015; Kemp, 2013) and in educational sources (e.g., Karazhanova & Gomboin, 2021; Tavers, 2021). Four thesis or dissertation projects have explored this topic (Abplanalp, 2000; Cross, 2005; Ebert, 2018; Payne, 2018). Cross (2005) analyzed security responses to terrorist threats, Abplanalp (2000) connected practitioner action research with literacy improvement, Payne (2018) identified how Knoster added consensus to Lippitt's model, while Ebert (2018) used the Knoster model for teacher leadership. Three books can be found that indirectly relate to the complex change model. Elwood (2022) mentions Lippitt-Knoster's model as a lens for examining change. Villa et al. (2006) and Thousand et al. (1997) discuss inclusive education and leadership, reflecting the complex change model without explicitly naming it. There are also three journal articles addressing the Knoster-Lippitt model. Dunlap et al. (2000) and George et al. (2003) focused on behavior, possibly aligning with the Knoster-Lippitt model upon further examination. Weiner (2003) explicitly addresses the model.

Methodology

The methodology consists of two parts. These include the theoretical framework, and the research methodology.

This study utilizes a paired theoretical framework of prismatic theory (Fisher, 2016) and the Conceptual Framework for studying Professional Learning Communities (PLCs) (Van Meewen et al., 2020). Prismatic theory, which was developed out of a surrealist lens that questions assumptions, paradigms, and hegemony while recognizing Breton's identification of the division between the inside and outside realities (Breton, 1924, 1929/1969; 1934/1936), also utilizes Deleuze and Guattari's (1987) rhizomatic theory to deterritorialize arborescent thinking and paradigms. The Conceptual Framework for studying PLCs suggests a structure for viewing PLCs that integrates the dominant concepts of PLCS with additional layered qualities, suggesting that all are needed for an effective PLC.

Designed to work with prismatic theory (Fisher, 2013), prismatic inquiry seeks to deeply explore and interpret a phenomenon with the goal of mapping a phenomenon rather than tracing previous paths (Fisher, 2013; 2016). Prismatic inquiry commences with a call to action, progressing to mapping the inner and outer aspects while preserving space for creative expression (Fisher, 2013; 2016). Aligned with praxis principles (Freire, 1970/2005; Nieto, 2010), prismatic inquiry integrates reflection, leading to subsequent action (Fisher, 2016). The analysis delves into patterns of convergence and divergence, drawing from Deleuze and Guattari's concepts (1987), while also considering factors like truth, trustworthiness, definition, quality, and validity (Leavy, 2009). As a research approach, prismatic inquiry is influenced by practitioner action research and encompasses various methodological practices (Fisher, 2013). Collaborative prismatic inquiry extends this framework to involve a diverse array of voices in the participant-researcher role (Achieng-Evensen et al. 2017). Deliberately chosen for a variety of perspectives and areas of expertise, the participant-researchers own and control all aspects of the study. This study integrates the perspectives of consultant, educator, and leader viewpoints combined with academics to gather insight into the process of developing a better general education and special education program through the professional learning community framework.

Implementation of the Practice

The school prioritizes hiring educators who are dedicated learners and collaborative team players. Project-based learning is a central focus, fostering cooperation at all levels. Initially, the implementation of the PLC model was limited to general education teachers and leaders. However, as the school developed its special education program and expanded its support staff, collaboration between education specialists and teachers became more regular.

Over time, the school expanded its support staff, including full-time occupational therapists, speech pathologists with assistants, additional teaching aides, and the addition of school counselors. The growth in staff allowed for greater integration of specialists within general education PLCs. The leadership team, comprising both general and special education administrators, worked together to develop a universal design that supports and includes all students.

Narratives Examining Practices

Each researcher-participant was asked to share a short narrative explaining their perspective. One focussed on the historical perspective, noting how the previous structures created problems that needed to be addressed:

Originally, the two programs were really disconnected. Contracting out, with a constant rotation of specialists who answered to an outside agency meant that any

attempts to combine and connect were temporary. Changing to our own program meant that we could establish a culture that could survive staffing changes, However, we then had to not only overcome years of "us" and "them" thinking to build a team that worked together but also build a special education team large enough to tie into different general education teams without spreading the educational specialists too thin. The first step toward success involved developing a leadership group that worked collaboratively toward this as a united team.

As was concluded, a united leadership team created a structure that could both model and support programs and changes while reducing previous divides. Another leader identified the benefits of co-creating and sharing a single vision:

A shared vision for all was a challenge because leaders for the SPED department were off site with little background knowledge on the overall systems and goals for the school as a whole. Turnover in staffing and SPED oversight also created a lack of consistency for all with continual changes to protocols, documentation, and norms for referrals and support. Positive changes were initiated relatively soon after the Special Education team was staffed internally. Directors of all departments (Elementary, Middle School, and Special Education) became one team working together to foster codependency across teams. A large shift happened when the Directors built structures and schedules that allowed for Case Managers to streamline the grades they supported. Case managers and Instructional facilitators are now able to be in PLC during content planning sessions, reviewing grade level data and becoming experts in the content. This along with their ability to be in the classroom directly supporting all students for a majority of the school day has made a significant impact on how the two departments can now work together in supporting student success as opposed to the general education team and the Special education team working in isolation of each other.

This unity meant less division overall. At the same time, given how leadership influences the entire organization (Goldman, 1998; Paul, 1998), this meant that they authentically lived and modeled a desired collaborative community (Fullan et al., 2005; Goldman, 2001; Herman & Marlowe, 2005; Lindsey, Roberts, & Campbell-Jones, 2005).

Others noticed the improvements in relationship building, connection, and staff retention, which helped in building stronger PLCs through improving teacher well-being (Webb et al., 2009). Additionally, the retention and growth created a program large enough to serve the growing school:

An unexpected benefit our team experienced from the shift to work for the school is the increase in retention of staff in the Special Education department. Deeper relationships among colleagues were forged. Our staff's trust in one another has led to increased collaboration and learning opportunities across a variety of areas of specialization.

Not only is there continued staff retention, but the team has doubled in size over the last five years. This allows for each colleague to focus on one grade level at a time, supporting continued development in our inclusive model. Special edu-

cation staff members have the time to collaborate with general education teachers at the grade level they are assigned, therefore improving the quality of instruction and methods of teaching within the co-taught classroom. Additionally, this new approach to general education collaboration allows for a full inclusive look at the students on campus, focusing on how each staff member can support ALL students versus the ones they are "assigned" to.

The emphasis identifies a student-centered orientation (D'Ardenne et al., 2013;Du-Four & DuFour, 2012; Kristmanson et al., 2011) that supports learning (Battersby & Verdi, 2015; Damjanovic & Blank, 2018; Zhang et al., 2021) to improve support for all students.

Others noticed how the collaborative nature of these structures improved Tier 1 supports, improving the school's overall applications of a universal design for learning. As one educator identified:

Changes to integration, staff contracting, and PLC generated various benefits to team developmen—and student supportive services. Integration of SEL Tier 1 supports increased accessibility to counseling resources & psychoeducation for general & special education students. Staff retention fostered trust & meaningful relationships between students & staff, thus yielding positive school experiences & motivation for academic engagement. MTSS aided in establishing a holistic plan for student success, well-being, & behavior change. Lastly, in most settings, counselors work independently. PLC created opportunities for providing insight, problem-solving, reducing isolation in the workplace, & professional development.

This was also emphasized by a member of the leadership team, who also identified how improved Tier 1 support resulted in a more inclusive environment.

These improvements include improved systems to address students' social-emotional (SEL) needs, which, in turn, improved the school's ability to teach the whole child (Maghzi et al., 2020).

Changes to integration, staff contracting, and PLC generated various benefits to team development & student supportive services. Integration of SEL Tier 1 supports increased accessibility to counseling resources and psychoeducation for general & special education students. Staff retention fostered trust and meaningful relationships between students & staff, thus yielding positive school experiences & motivation for academic engagement. MTSS aided in establishing a holistic plan for student success, well-being, & behavior change. Lastly, in most settings, counselors work independently. PLC created opportunities for providing insight, problem-solving, reducing isolation in the workplace, & professional development.

In discussing improvements to a universal Tier 1 structure that supported all students, benefits emerged due to the collaborative nature of a unified leadership team.

The special education team contributed to discussions regarding appropriate Tier 1 interventions. Grade level teams discussed concerns in classrooms around behavior and/or academics which interfered with student learning. Special education leadership provided insight as to the function of behaviors and provided

possible interventions that would benefit all students, based on the Universal Design for Learning (UDL).

The collaboration between general education and special education leadership provided a positive model of inclusion; all administrators advocate for the inclusion of all learners within the general education classroom, with appropriate and effective accommodations and services in place for students with special needs.

The key element that was emphasized repeatedly was the focus on an improved Tier 1 and universal design for learning (Taub & Adams, 2023) as well as the unified leadership teams.

The benefits of a unified leadership included increased accountability for each leader as well as a general improvement by all leaders.

It enables us to have nuanced conversations about the chain of responsibility and accountability that drives student outcomes. We are now able to effectively intervene when team decision-making is reliant on biased information or presuppositions around instructional fidelity.

The leadership PLC gives members the opportunity to look at the work holistically from a high altitude and collaborate cross-functionally in ways that collectively lift the quality and effectiveness of instructional practices and student outcomes. When you look at the teams that each one of us manage, the PLC keeps our teams from becoming towers. No team is working in isolation, and we are able to spot when teammates have pulled back. From their role or have stepped outside of it.

Finally, perspectives included the flexibility of a unified team:

One of the things I appreciate most about our environment is our ability to pivot very quickly. When our leadership team sees an approach that will work or identifies a problem we can quickly deploy systems which enable us to adapt quickly.

This aligned with the school's preference to integrate an adaptive leadership model (Heifetz & Laurie, 1997, 2003).

Overall, clear strengths were identified that included improved educator connections and staff retention, the benefits of a unified leadership team, building a universal design for learning throughout the whole school, and building a team large enough to effectively serve the student population through a multiple tiered student support system. While casual conversations indicated that change was not a smooth process across all grades with all educators, and pockets existed of both pushback and resistance, this was the only narrative that documented difficulties. Furthermore, the leadership team used a weekly survey reflecting the model for managing complex change (Abplanalp, 2000; Cross, 2005; Ebert, 2018; Payne, 2018) in order to quickly address spaces where educators were feeling stalled, frustrated, anxious, confused, or resistant. Combined with the natural selection process of those interested in participating in the project meant that the positive focus was more largely reflected.

Analysis of its Impact

The complexity of this study offers five areas of impact. These include: Inclusion, PLCs, leadership, overcoming challenges, and the collaborative nature of the study.

First, the focus on building an inclusive program for both general and special education students addresses a critical need in the educational field, promoting the idea that all students can thrive in a supportive environment. Demonstrating the successful integration of special education within a larger educational community can serve as a model for other schools and districts looking to improve inclusivity and overall student success.

Second, the emphasis on PLCs highlights the importance of collaboration and ongoing professional development for educators. This can inspire other institutions to invest in similar collaborative structures, leading to continuous improvement in teaching methods and student outcomes.

Third, the exploration of leadership traits and change management strategies contributes to the understanding of effective educational leadership. Furthermore, the focus on managing change through models like the Knoster Model can help navigate the complex process of implementing new initiatives.

Fourth, the challenges faced by the charter school with external contractors, staff turnover, and divisions between special and general education teams are common issues in the education system. By examining how the school overcame these challenges, the study provides valuable insights into addressing systemic issues and building a more cohesive and effective educational environment.

Fifth, the study's collaborative approach, involving consultants, educators, leaders, and academics, demonstrates the value of bringing together diverse perspectives in educational research. This collaborative model can bridge the gap between research and practice, ensuring that educational research is grounded in real-world challenges and contributes directly to improving teaching and learning.

Significance to the Field of Teacher Education

The significance of this study lies in its potential to inspire positive change in educational institutions by promoting inclusivity, effective collaboration, strong leadership, and a focus on continuous improvement. It provides a practical example of how schools can address common challenges and work towards creating an environment where all students can succeed.

Conclusion

In this study, a K-8 charter school worked with a consultant team to design and implement a homegrown special education program to better support their students' needs and address the gap between special education and general education teams. They focused heavily on inclusive practices, collaboration, improved intervention

and assessment, and professional learning communities focused on the success of all students. By employing collaborative prismatic inquiry, multiple perspectives (including leader, educator, and consultant) emerged to reflect on the creation and implementation of the special education program and the inclusion of a professional learning community (PLC) that included both general and special education teachers. The research participants found that utilizing a PLC greatly improved collaboration across teams and helped to bridge the gap between research and practice. The focus on continuous reflection, growth and improvement, suggests that this model can aid other schools in promoting student success across all groups of students.

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Forming Collaborative Partnerships to Benefit K-8 Students' Sense of Belonging in Mathematics Classrooms

By Shannon Panfilio-Padden & Addy Wissel

Introduction

Improving mathematics outcomes for K-12 students requires educators to cultivate classroom environments that are engaging and equitable for all students. Current test scores for California show only 34% of students in K-12 schools met or exceeded the standards in mathematics (Fensterwald & Willis, 2023). Encouraging educators to place emphasis and attention on the learning environments is as critical to the learning process as the content taught. Asking K-8 students to share and reflect on their metacognition requires vulnerability and calls for an environment that encourages questioning, curiosity, and reflects the belief that all students can learn mathematics.

Often elementary school teachers find only time to teach content related to state mandated testing, such as English Language Arts and mathematics, and it can be difficult to find time to cultivate a classroom environment needed for equi-

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table learning to take place. School counselors can often be burdened with duties unrelated to their field of expertise which take them away from serving students. This reality requires a collaborative approach in serving students. The project described in this study provided an opportunity for pre-service teachers and school counseling interns to develop lessons focused on creating a positive classroom culture, inclusive environment, and a space where students feel like they belong.

The purpose of our study was to understand the experiences of pre-service elementary teachers and school counseling interns working in collaborative partnerships. Participants utilized their areas of expertise to co-construct a lesson plan conducive for cultivation of positive classroom culture where K-8 students can take academic risks, share ideas, and benefit from differing perspectives.

Significance of the Study

In K-12 classrooms, the focus has been on preparing students for academic success. While academic achievement in schools continues to be the center of discussions and debate, K-12 students leave educational systems often feeling undervalued, unseen or misunderstood by others, or without a sense of belonging (Cobb & Krownapple, 2019). One way for K-12 students to feel a sense of connection is through creation of a space where they feel valued, seen, and cared for by school staff, teachers, and peers (Cobb & Krownapple, 2019; Love, 2019; Maslow, 1987).

Research indicates belonging in school environments to be an important factor for school systems to consider (Bouchard & Berg, 2017). School settings focused on positive aspects of belonging help students to develop positive "psychological, academic, and social outcomes and better overall health" when compared to students who are unsupported and feel disconnected from their school environments (Bouchard & Berg, 2017, p. 109). It is important for students to feel a sense of belonging in places they spend a significant amount of time. K-12 students feel more motivated to learn in spaces where belonging has been cultivated (Ryan & Deci, 2000; Bouchard & Berg, 2017).

Teachers who understand the need to cultivate positive learning environments spend time connecting with the students they teach, foster trust between themselves and their students, and encourage positive interactions between students within a classroom environment (St-Amand, Girard, & Smith, 2017). These factors contribute to a positive school experience and academic performance. Teachers connecting with students in this capacity also understand the importance of contributing to positive school communities through collaboration with teachers and staff (Hargreave & Elhawary, 2018). School professionals come together to discover ways in which to establish a positive learning community for students.

Theoretical Framework

When belonging is cultivated and school cultures focus on inclusive practices, students are more likely to develop positive psychological outcomes as well as better overall mental and physical health when compared to students who learn in unsupported environments (Bouchard & Berg, 2017).

Collaboration between school staff and teachers, along with shared vision and purpose, provides foundational structures for students to feel seen, heard, and valued (DuFour, DuFour, & Eaker, 2010; Jacob & McGovern, 2015). Providing space for this type of collaboration to occur between school staff and teachers strengthens the environment in which K-12 students can learn.

In this study, we provided a space for teacher education students and school counseling students to collaborate together, focused on specific practices and a shared purpose, to create a lesson plan conducive to cultivating a classroom environment focused on belonging, specifically in K-8 mathematics classrooms.

Methods

Participants

Our sample consisted of 10 pre-service school counseling graduate students in a School Counseling Internship course from a private institution in the Pacific Northwest and 14 pre-service teachers enrolled in a Math Methods course at a public institution on the West Coast.

Procedures

The co-investigators received approval for their respective university's Institutional Review Boards. Upon approval, students from both institutions were identified using convenience sampling as they were enrolled in the courses identified by the investigators. Students were given informed consent to participate in the study. Students were reminded that participation in the study did not impact their standing in the course. The process yielded 100% participation of those who provided consent (N=24 total participants) and the project was completed in the fall semester of one academic year.

A Qualtrics link was sent to all participants who agreed to participate. The link routed participants to a pre-survey to assess perceptions related to collaboration (see survey in Figure 1).

Following completion of the survey, participants were assigned to cross-university teams. Each team consisted of one school counseling intern and two or three pre-service teachers. Participants were given the assignment to co-create a lesson plan focused on classroom culture and belonging in mathematics classrooms. Participants began their process by meeting via Zoom for introductions and conversations. In these meetings, they were encouraged to learn about each other's

Figure 1
Pre-Survey

Strongly Agree   Agree   Disagree   Strongly Disagree

1. Collaboration benefits student learning.

2. Collaboration helps develop community among the professionals in a school.

3. Collaboration allows the school counselor and classroom teacher to meet relevant standards.

4. I am confident in my ability to collaborate with the school counselor/classroom teacher to reach common goals.

5. I am confident in my ability to initiate collaborative efforts with the school counselor/classroom teacher.

roles and responsibilities, and to share their math stories, or their experience as a learner in the mathematics classroom. They were invited to share what worked for them as a learner in math and what was less helpful.

Participants were then encouraged to discuss the assignment goals and tasks. Each participant was responsible for contributing to the overall lesson plan, outlined in Figure 2.

At the end of the semester, students submitted their final lesson plans and completed the post-survey which repeated the questions in the pre-survey. Participants

Figure 2
Outline for Lesson Plan

Identify 1 social justice standard you will be addressed in this lesson.

Create 1 objective for this standard.
- Choose a picture book that fits the "anti-bias" or belonging criteria.
- Below links will help you choose a text.
  Guide for Selecting Anti-Bias Children's Books
  TeachingBooks
- Create 5 questions to ask while reading the book.

Identify 1 ASCA Mindsets and Behavior standards and one Teaching Tolerance Social Justice Standard that will be addressed in this lesson.
- Create 1 objective for each standard chosen.
- Create an activity that engages learners in working to create a place where all belong in the math classroom. Get creative!

Develop a brief and developmentally appropriate pre/post self-assessment (3-5 questions) to assess learners' perception ahead of your lesson and after.

Length of lesson:
- Kinder-1st - 20-30 minutes
- 2nd-up - 40-60 minute

were also asked to complete a written reflection of their experiences by answer the following questions:

1. How was this collaborative experience beneficial to the culture of the classroom?

2. How was working collaboratively with a per-service counselor/teacher? How does it help you to effectively serve students?

3. What did you learn about being flexible within a collaborative environment?

4. What is one thing you would do differently?

5. What did we learn that you will bring to your work as an elementary school counselor/elementary teacher?

Data Analysis

The data analysis first consisted of review of the reflection papers submitted by the students. Given the constraints of the IRB proposal, each researcher reviewed their respective participants' submissions. Anchored by Clarke and Braun's thematic analysis (2013), researchers first became familiar with data by carefully reviewing each document. Researchers then coded the data, explored themes, and then articulated themes. At each step in the process, researchers thoughtfully discussed findings. Given the two data sets (one for each group of participants), researchers thoroughly reviewed each theme before defining them specifically. As part of this process, researchers relied on graphic organizers as visual representations of the data.

Results

Results of this research suggest both pre-service teachers and pre-service school counselors understand collaboration to be an important and beneficial professional practice. Both sets of participants found the experience in collaborating with each other to increase their understanding of the roles and responsibilities of each profession, greater confidence in their ability and willingness to engage in collaboration, and new awareness of the impact of collaborative partnerships on student learning. Three themes emerged that encompass the experience and perception of participants: *we have the same goals; collaboration increases understanding of perspectives, needs, and roles; collaboration requires strong engagement and regular communication; and collaboration can improve classroom culture*. Specific themes and participant voices are expressed below.

Qualitative Thematic Analysis

Theme 1: We have the same goals.

While the roles of the school counselor and classroom teacher differ in focus, training, and skillset, one of the most important themes that emerged for partici-

pants is the realization that both professionals have common goals. One participant emphasized, "For the most part, we were all on the same page regarding a lot of things and so this helped me realize that although we may have different roles in the school, we both want to provide what is best for our students." As participants described their experiences in collaborating with each other, they described the priority both place on supporting students well. Another participant shared, "Working together reminded me that teachers and counselors have the same fundamental goals while approaching their work from slightly different angles with slightly different techniques. Our shared goals center on the learning and the welfare of all students." A final statement expressed by a participant summed this theme well, "It was a helpful reminder that teachers and counselors are both role players on the same team."

Theme 2: Collaboration increases understanding of perspectives and roles.

The results from the study indicate participants believe collaborating with each other allowed for the exchange of different experiences and perspectives, which contributed to a stronger and more inclusive learning environment for students. Engaging with one another encouraged new ideas and learning, and even fostered development in their respective professional roles. One participant stated, "Collaborating with my counselor partner prepared me to become a teacher who will strive to have my future students feel appreciated for their authentic selves in the classroom."

Perspectives for both pre-service and school counseling interns broadened during the course of the study. One participant shared, "this collaboration experience also showed me how valuable making professional connections is to ensure students receive quality and meaningful learning experiences." As the work progressed, participants recognized the roles and responsibilities of their partners. They also shared learning from the expertise of their collaborators. "I was able to see a glimpse into the teacher world. She [partner] was able to explain to me her process of lesson planning, so that I was able to understand it from her lens. I think I was able to do that for her as well so that she could better understand what the role of a school counselor is. When the adults in the building can get along and work together efficiently, the whole school (especially students) are served better," offered a participant. As school staff work to support the complex and ever-changing needs of students in schools, especially since returning to school after the global pandemic, creating a strong understanding of how each professional colleague can help the collective goal is significant. This sentiment was further reinforced by another participant who expressed, "It [collaboration] can help students realize that everyone in the building cares about their learning. By working with a pre-service teacher, I was able to create a lesson plan that helps foster a culture where everyone feels like they belong. Without my partner's help, I wouldn't fully know what a positive culture would look like in a classroom."

This theme also encompassed the belief that once we have an understanding of roles and responsibilities, we cannot assume that strong collaboration will simply occur. Rather, effective collaboration requires building from that base and working to find trust and relationships. One participation shared, "I learned the importance of taking the perspective of a teacher. As school counselors, I can imagine that it's easy to get consumed in the development and implementation of our comprehensive school counseling programs. In order for our programs to work, we must have the trust and cooperation of our teachers. But we can't simply show up at their door and expect them to jump on board with our program. Teachers are working on their own visions and goals. They're trying to accomplish something too. By slowing down, making connections with teachers, and trying to understand what they're trying to accomplish, we can align our efforts so that everyone's goals are met." An openness to each other's perspectives and areas of expertise, allowed new learning to occur. One participant shared, "The teachers had mentioned how the language that was used by me and in my lessons was something they would use in the future. They had mentioned how welcoming and open, validating, and kind this language seemed."

Theme 3: Collaboration is complex and requires relationship, compromise, and regular communication.

During this study, participants indicated working collaboratively provided the opportunity to share responsibilities, interact together with a shared purpose, and required active participation to complete the project. Participants shared the elements needed for successful collaboration. One participant noted, "Collaborative environments are often messy. Communicating about our different proposed approaches allowed us to create a lesson where we were both satisfied and created an opportunity to learn how to do the work differently." Even though participants had different ideas on how to approach the shared work, the common goal to complete the project led participants to meeting it successfully.

When describing their experience in this collaborative experience, participants identified compromise as a necessary part of the process. "Collaborative work often involves a lot of compromise. Each team member brings a unique view of how the work will be done, and the final result tends to be an amalgamation of those views. In order for collaborative work to move smoothly, team members must have some willingness to edit their individual view of the work. As visions and plans are trimmed and expanded, they can be pieced together to create the final mosaic." This compromise led to new ideas, different perspectives, and creative approaches to the work. At times this required participants to not only compromise but also to advocate for their ideas in creating the final product. This notion is reflected in the following shared by a participant, "It was difficult to feel like I couldn't always keep my activities, even if I thought they fit well,

because the other collaborators did not agree. It was also an important lesson in advocacy as well as flexibility."

Elements of this theme reflect the overall goal of this project. The co-researchers developed this collaborative project to help preservice teachers and school counseling interns develop and practice these skills before entering the profession. The following quote highlights this as an important part of the experience, "As school counselors, we will often work with teachers and will spend time collaborating with other counselors on lesson plans, groups, and the comprehensive counseling program. An experience such as this is helpful to prepare for the complexities of collaboration."

Theme 4: Collaboration can improve classroom culture.

Collaboration between teachers and school counselors can help create a positive classroom culture (Dixon & Tucker, 2008). Participants in this study believed the collaboration they practiced was beneficial to the work they would do with future students beyond academic learning. The following statement highlights the importance of understanding the mental health aspects of teaching future students and shared, "We were able to leverage each other's skills and create a lesson plan that is all about inclusivity and belonging. When students feel like they belong at school, they show up to school more often, perform better academically, and have fewer behavior challenges." Participants sharing areas of expertise with each other resulted in them understanding the importance of teaching both content and creating spaces where social and emotional learning was considered beneficial within the collaboration. Another participant shared the opportunity to focus on the whole student, "The opportunity for collaboration in this case helps us get to know the student as a whole and in different environments which in turn will help us serve them more effectively."

Also central to this theme is the residual effect on the students and the power of having students see two professionals working together to support them. One participant shared, "Working on this lesson plan can show students in the classroom that the adults in the building do not work in isolation and that we are all a team. It can be very impactful for students to see that both their teacher and school counselor are working together to better their learning experience at school." Another participant highlighted the importance of students seeing the adults in the building working together, "It was incredibly beneficial to see how the two worlds collide because it can sometimes feel like counseling and teaching exist on different platforms. In the future I will be able to find more common ground with teachers, create lessons that serve a double purpose…it shows students that teachers and counselors are on the same team. When a student knows that teachers and counselors have the same expectations, can work together, and care about their students in the same way, it can be very empowering and eye-opening for them."

Quantitative Data

Results of the pre- and post-surveys completed by the participants offered additional insight to perceptions. Surveys were conducted via Qualtrics. The pre-survey was completed in early November ahead of the collaborative experience and the post-survey was done in the first two weeks of December in the same semester. On both surveys, participants were asked to select the number that reflected their level of agreement to the following statements:

(1 = strongly disagree to 5 = strongly agree)

1. Collaboration benefits student learning.

2. Collaboration helps develop community among the professionals in a school.

3. Collaboration allows the school counselor and classroom teacher to meet relevant standards.

4. I am confident in my ability to collaborate with the school counselor/classroom teacher to reach common goals.

5. I am confident in my ability to initiate collaborative efforts with the school counselor/classroom teacher.

When combined, participants reported greater agreement in response to questions 3 (4.36 to 4.87), 4 (4.05 to 4.52), and 5 (4.20 to 4.57) after the experience. This means that participants report an increase in their understanding of collaboration to be helpful in meeting standards, feeling more confident in their ability to engage in collaboration with the classroom teacher/school counselor, and more confident in initiating this collaborative effort.

Interestingly, when focusing on each individual group of participants - pre-service teachers and school counseling interns, each group showed growth in different areas. For pre-service school counselors, the greatest increase in agreement was reflected in questions 4 (3.40 to 4.20) and 5 (3.70 to 4.30), while questions 2 (4.78 to 4.92) and 3 (4.42 to 4.92) reflected the greatest improvement for pre-service teachers.

These results indicate both pre-service classroom teachers and school counseling interns increased their understanding of and confidence in collaboration because of this collaborative experience.

Discussion

In schools today, it is necessary and important for the professionals to work collaboratively to meet the complex needs of students. The work is too great for any one person to navigate alone and no one professional in a school building carries all of the skills needed to support every student well. As such, effective collaboration can help teachers and other partners to feel less alone in the work and ultimately serve more students (Cholewa et al., 2016; Limberg et al., 2021). While

each professional in a school understands their respective role and responsibilities, understanding the roles and responsibilities of our colleagues is less understood. Collaborative work requires communication, compromise, and relationship. When done effectively, it can improve classroom culture, increase understanding of roles and perspectives, and find common goals among the professionals. Students benefit when this occurs.

Limitations

The results of this study include the experiences and perspectives of preservice math teachers from one preparation program at a public university and school counseling interns from a preparation program at a private university, both in the western United States. While reflective of participants, themes and experiences may not be reflective of other preservice teachers or school counseling interns. Researchers used peer reflection and graphic organizers to identify themes to increase trustworthiness.

Future Research

Ongoing research in this area is timely and relevant. Given the increased needs of learners, especially since returning from the global pandemic, effective collaboration amongst educational professionals is imperative. Teacher and school counseling preparation programs, in particular, have an opportunity to develop collaboration skills in their students. Creating learning opportunities for students while they are in their training programs to practice and initiate collaborative work will allow them to enter their profession ready to engage in this work. Future research could focus on the transition from pre-service professional to professional educator, querying about the experience in collaboration as a first-year teacher or school counselor, and identifying related challenges and opportunities. Results of this study could strengthen training at the preparation training program level.

Conclusion

Collaboration is central to the work of professionals working in schools. This study focused on a collaborative project between preservice teachers and school counseling interns wherein participants worked together to create a classroom lesson to create belonging in the mathematics classroom. Results of the study indicate that engaging in collaborative work helped participants to understand the roles and perspectives of other professionals and recognize that preservice teachers and school counseling interns have common goals. Participants also reported collaboration is complex and requires communication and compromise, and that ultimately, collaborative work helps promote a positive classroom culture. This practice, while still in their respective training programs, resulted in greater confidence in participants'

ability to initiate and participate in collaborative work. These findings offer insight and excitement for these future educators.

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Additional Research Presentations from the CCTE Fall 2023 Conference

Consurrent Research Presentations:

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

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

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

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

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

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

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

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

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

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

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

Panel Presentations and Workshops:

Panel Session 1
Findings from a Program of Research on Teacher Education for Inclusion. Joyce Gomez-Najarro (CSU Fullerton), **Marleen C. Pugach** (University of Wisconsin-Milwaukee), & **Linda P. Blanton** (CEEDAR Center, University of Florida).

Panel Session 2
Critical Race Theory in Ethnic Studies: Research and Best Practice Implications. **Jose Lalas** (University of Redlands), **Heidi Strikwerda** (University of Redlands), **Reyes Quezada** (University of San Diego), **James Fabionar** (University of San Diego), **Kimiya Sohrab Maghzi** (University of Redlands), **Mousumi De** (University of Redlands), **Conroy Reynolds** (University of Redlands), & **Marni Fisher** (Saddleback College).

Workshop 1
Community of Practice, Praxis of Community: Insights from the Ethnic Studies Teacher Preparation Cross Campus Consortium ESTEP3C. **Darlene Lee** (UCLA), **Lorena Guillen** (UCLA), **Edward Curammeng** (CSU Dominguez Hills), **Emily Penner** (UC Irvine), **Josephine Pham** (UC Santa Cruz), **Emma Hipolito** (UCLA), **Cindy Mata** (UC Irvine), & **Malika Scott** (CSU Fullerton).

Workshop 2
Interactive Session on Accessing Authentic Student Voice Through Theater, Music, and Art. **Eric Engdahl** (CSU East Bay), **Kara Ireland D'Ambrosio** (San Jose State University), & **Nadja Conway** (Loyola Marymount University).

Workshop 3
Culturally Inclusive Teaching: Empowering Educators Through the Ready for Rigor Framework. **Loretta Johnson-Smith** (Mount Saint Mary's University).

Workshop 4
A Workshop on How Private Colleges Can Respond to the Movement for Anti-Racist Education. **Monica Fitzgerald** & **Ari Moughamian** (Saint Mary's College of California).

Research Roundtable Presentations:

Radical Genealogies: Sustaining a Transformative Ethnic Studies Pedagogy. **Orlando L. Carreon** (Sonoma State University).

From Classroom to Community: Ethnic Studies in Education Practices That Truly Transform Teacher Preparation Programs. **Megan Kaplinsky**, **Frank Perez**, & **Candace Dickerson** (Long Beach City College).

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

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

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

The Struggle for K-12 Ethnic Studies: An Undergraduate Course for Teacher Preparation. **Tricia Gallagher-Geurtsen** (UC San Diego).

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

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

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

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

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

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

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

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

Poster Session Presentations:

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

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

The Effects of COVID-19 and Civil Unrest on Anti-racism in Education. **Tamika Lovelace** (San Diego State University) & **Estella Chizhik** (CSU Long Beach).

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

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

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

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

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

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

Information
on the California Council
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Founded in 1945, the California Council on the Education of Teachers (now the California Council on Teacher Education since July 2001) is a non-profit organization devoted to stimulating the improvement of the preservice and inservice education of teachers and related school personnel. The Council attends to this general goal with the support of a community of teacher educators, drawn from diverse constituencies, who seek to be informed, reflective, and active regarding significant research, sound practice, and current public educational issues.

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Each academic year the California Council on Teacher Education holds a Fall Conference in San Diego that features significant themes in the field of education, highlights prominent speakers, and affords opportunities for presentation of research and discussion of promising practices, and a Spring Policy Action Network (SPAN) Conference in Sacramento which considers current and future policy issues in the teacher education field and includes visits with legislators and legislative offices.

For information about membership in the California Council on Teacher Education, please contact: Alan H. Jones, Executive Secretary, California Council on Teacher Education, 3145 Geary Boulevard, PMB 275, San Francisco, California 94118; telephone 415/666-3012; email alan.jones@ccte.org; website www.ccte.org

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