The CCTE Spring 2022 Research Monograph

Published by
the California Council on Teacher Education

Containing Four Research Articles
Based on Presentations
at the CCTE Spring 2022 SPAN Conference

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Introductions

From CCTE President Betina Hsieh

The California Council on Teacher Education Spring 2022 SPAN Conference, held at The Citizen Hotel in Sacramento and online, marked our second hybrid conference following the success of our Fall 2022 hybrid conference in San Diego. We were able to welcome 80 participants on-site and an additional 45 virtually thanks to the hard work of our wonderful policy committee, headed by Drs. Cynthia Grutzik, Nicol Howard, and Pia Wong, and our virtual support crew, led by Sarah Thomas and Patricia Brown. We also met virtually with 20 key state legislators thanks to the excellent scheduling work of Dr. Sarah Johnson. We also had policy briefings on important legislation coming before the State Assembly and State Senate, as well as work being done by the California Commission on Teacher Credentialing. Our keynote speakers, Dr. John Rogers and Dr. Mica Pollack, presented a powerful advocacy talk, helping us to understand and engage the attacks on Critical Race Theory. In addition, we saw the return of our research roundtables with two powerful sessions held in person and a special roundtable held online.

This *CCTE Spring 2022 Research Monograph* reflects four powerful pieces from our research roundtables, held both in person and virtually for conference attendees. Each contribution reflects important issues which are at the heart of our work as well as core practices for us to consider as we in teacher education think about the necessary roles in teaching, advocacy, and partnership that we must play during these critical times. "Dismantling Structural Racism in Teacher Education" by Rick Ayers and Ruchi Agarwal-Rangnath with Miriam Hennig focuses on the importance of identifying and breaking down invisibilized barriers to diversifying the teacher pipeline, including the role and impact of standardized testing on the success of diverse teacher candidates. In "Towards Anti-Racism as Stance" Rosemary Wrenn focuses on her positionality as a white woman teacher educator and how her

identity impacts the anti-racist work she is able to do with white women teachers who remain the overwhelming majority of the teaching force. Jennifer De Lapp's "Infusing Teacher Preparation Programs with Social-Emotional Competencies that Enable Educators to Create Trauma-Sensitive Classrooms" provides information on trauma-informed and restorative practices which demonstrate why educators' social-emotional competencies are so critical. Finally, Melissa Meetze-Hall and Karen Escalante's "Partnerships with a Purpose: Collaborative Solutions Between IHEs and Induction Partners" reminds us that the work of teacher education is best done collectively and collaboratively instead of in silos, providing a powerful model of what ongoing collaboration between institutions of higher education (including colleges of education) and school district induction partners might look like.

The research found in this monograph points to our need to continue to be adaptive in teacher education and continue to work towards anti-bias, anti-racist practices which not only recruit, but provide support to certify and retain diverse teachers. This will be the focus of our CCTE Fall 2002 Conference around the theme "(Re)Humanizing (Teacher) Education through Anti-Racist and Anti-Biased Practices" which I will be co-chairing with Dr. Terrelle Sales. We encourage you to waqtch for our Fall 2022 Call for Proposals this summer and to join us for this important conference.

—**Betina Hsieh**, CCTE President
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From the CCTE Research Committee Chair Karen Escalante

What an incredible year the California Council on Teacher Education has had with our Fall and Spring hybrid conferences. Equally incredible has been the amount of research shared, disseminated, and discussed. The roundtable sessions at SPAN sparked curiosity and intentional conversations aimed at fostering a more just, equitable, diverse, and supported profession. Four sets of presenters from the SPAN roundtables are featured in this *CCTE Spring 2022 Research Monograph*. The *Monograph* includes research and practice from both new and veteran CCTE members, which reminds us how significant this organization is to the field of teacher education. Please enjoy this work from your peers.

—**Karen Escalante**, Chair, CCTE Research Committee
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Dismantling Structural Racism in Teacher Education

Identifying the Invisible Barriers to Diversifying the Teachder Pipeline

By Richard Ayers & Ruchi Agarwal-Rangnath, with Miriam Hennig

Introduction

A predominantly white teaching force is one of the key factors perpetuating structural racism in our educational system. (CARE-ED, 2019; Picower & Kohli, 2017). Nationwide, the population of students of color in public schools has been over 70% since 2014, but the teaching force has long been approximately 80% white, as has the teacher-education profession; even the percentage of those who determine education policy (namely, local school board members and state legislators) are similarly about 80% white (CARE-ED, 2019). A predominantly white teaching force, whether in K-12 schools or universities, maintains and exacerbates the racial gap in educational success (Haddix, 2017). The difference that a more racially diverse teacher educator and K-12 teaching force makes is many-fold, including that well-prepared teachers of color are more likely to hold higher expectations for students of color, utilize culturally relevant pedagogies and

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curricula, serve as cultural brokers with communities of color, engage in critical discussions about race/racism, challenge racial inequities in schools, and overall, make a positive difference on learning outcomes and academic performance for students of color and for school/program culture (Kohli, 2008; Sleeter, Neal, & Kumashiro, 2014; Pour-Khorshid, 2018). Moreover, teachers and teacher educators of color have an important impact on white students, helping to undermine experiences and assumptions perpetuating white supremacy, challenging racism in the communities where it originates, and helping achieve equity in education (Tintiangco-Cubales, Kohli, Sacramento, Henning, Agarwal-Rangnath, & Sleeter, 2015; CARE-ED, 2018, Sleeter, 2011). Additionally, several studies have shown that students of color achieve better when taught by well-prepared teachers of color (Dee & Penner, 2017; Carver-Thomas, 2018).

One of the greatest weaknesses in teacher preparation has been the failure to recruit and support teachers who reflect the diversity of our communities, have the capacity to support all learners, and advance equity and justice in education. In California, a concrete step we can take to dismantle structural racism is to bring more candidates of color into teaching. In this study, we seek to understand the impact of the CBEST and CSET on the makeup of the teacher pipeline. We are specifically interested in exploring how teachers of color are impacted by these tests when seeking to enter the teacher workforce.

Background

Long-standing barriers to diversifying the teacher population include the high cost of teacher education programs, low salary compared to the high cost of living, and burnout. However, among the most onerous barriers are the numerous high stakes exams that act as academic gatekeepers—discouraging or blocking teacher candidates from entering programs (Boyer & Baptiste, 1996). In California, as a prerequisite for applying for candidacy, students must first pass the general preparedness test, the California Basic Educational Skills Test (CBEST), and then the subject-specific battery of tests, the California Subject Examination for Teachers (CSET). Pearson Education earns millions from the state for administering the tests, but individual candidates pay out-of-pocket. It costs $150 to take the CBEST and $300-$400 to take the CSET. If the candidate does not receive a passing score, they must pay an additional $100 for each section to be retaken. No fee waivers are available for low income students. In some cases, candidates are allowed to begin teacher education programs without having passed the CSET and CBEST. However, while candidates often take and complete all required coursework, they are unable to get teaching credentials because they cannot pass the tests. Although the California Commission on Teacher Credentialing (CTC) has taken significant steps to broaden students' ability to meet subject matter requirements, many candidates are still required to take the entrance exams, especially multiple subject candidates.

The CBEST and CSET are typical standardized tests. They require little critical thinking, are peppered with trick questions and obscure details, and emphasize the kind of material that defined the disciplines fifty years ago. These assessments tend to reduce teaching to skills of mechanical transmission—validating the very type of teaching that effective teacher educators work to help our candidates to overcome. The teachers we develop have a major role in shaping our country's future. They should be passionate about their subject matter; but, more importantly committed to democracy, equity, and upholding the humanity of our students and communities. As with most standardized tests, the implicit bias in discourse and framing succeeds in blocking many students of color and working-class students. These are the ones—those who have the passion and commitment, skills and knowledge, life experiences, and cultural-competence to be excellent teachers—who should be in classrooms in schools today. Such assessments have not been proven by research to produce a higher quality teaching force; they are not valid and reliable in predicting teacher quality; and most importantly they disproportionately filter out students of color because of the racial gap in scores between white students and students of color. This gap is not surprising, given the body of research on cultural and racial bias (i.e., Eurocentrism and white normativity) in standardized testing that has been developed over the past few decades (Kohn, 2000; Lipman, 2004).

In California, several overlapping trends in the teacher pipeline paint a dire picture of the growing shortage of public-school teachers, including the growing shortage of teachers who reflect the diversity of our communities and who have the capacity to support all learners and advance equity and justice in education. According to recent data, the current workforce is already too small and unstable for the needs at hand. These trends negatively impact some groups more than others. By far, the schools most impacted by this compromised teaching force are the ones serving predominantly students of color, indigenous students, immigrant/refugee students, and students in high poverty areas, as well as students in "high needs" fields like special education and bilingual education. Teachers, too, are disproportionately impacted, with a wave of policies and so-called "reform" initiatives to address teacher quality and the teacher shortage that serve to hinder rather than facilitate the diversification of the teacher pipeline and the preparation of teachers to advance equity and justice.

While there is ample anecdotal evidence on the effect of the CBEST and CSET on access to teacher preparation programs, our study is responding to a broad demand for more precise studies on the effects of the CBEST and CSET on the diversity of the teacher corps.

Research Design and Methodology

To understand the impact of the CBEST and CSET on the makeup of the teacher pipeline in California, we draw upon qualitative and quantitative methods.

We are interested in exploring how teachers of color are impacted by these tests when seeking to enter the teacher workforce. In particular, how do the CBEST and CSET serve as barriers to advancing diversity and justice in teacher education?

To begin we sent out a qualitative survey to 16 university contacts across the state of California. We asked them to disseminate the survey to candidates who have struggled with the CBEST and CSET. Approximately 100 participants replied to the survey. We analyzed the survey responses from these candidates to evaluate the kinds of barriers they encountered with the standardized tests. We then followed up by conductingextensive in-depth interviews with approximately 25 candidates to more deeply assess their experience with the tests. The majority of candidates surveyed (75%) and of candidates interviewed (85%) were candidates of color. They all had prior experience with youth work and teaching—some in after-school programs, community service jobs, as well as professional positions as interns, emergency credential teachers, and employees of private or charter schools. We also gathered quantitative data on test failure and retaking rates, disaggregated by various identity markers, from the CTC, Pearson Education, and from credential analysts across institutions. After compiling and coding the results of 93 surveys, we interviewed 18 of these candidates in depth. Our findings from the surveys and the interviews paint a picture of the human and pedagogical impact of these examinations.

We utilized an inductive data analysis and interpretation strategy that is rooted in grounded theory (Strauss & Corbin, 1990). The research team reviewed the interview transcripts and other documents to identify themes that emerged from the data and categories for coding. They then submitted these findings to tests of validity, such as member-checking and triangulation (Lincoln & Guba, 2000; Stake, 1995).

Analysis and Discussion

This research has provided empirical evidence on the consequences of high-stakes testing on diversifying the teacher pipeline, verifying as statistically significant our hypothesis concerning the impact of these tests on candidates from marginalized communities. In the quantitative data, we found that a significant number of Black, Latinx, and immigrant candidates, compared to white, native-born Americans, were blocked from proceeding in their quest for a credential by these tests. The individual stories of the candidates give a deeper and more nuanced picture of the types of engaged educators these candidates are and the specific ways the tests failed them. We are still awaiting more recent data, through 2021, from the CTC.

Differences in Passing Rates

Each point in Figure 1 represents a particular test and minority group, and the size of the points represent the sample size. If passing rates were equal for different ethnicity groups, we'd expect to see some points on either side of the diagonal line.

But we see almost all observations are below the diagonal line, showing the white passing rate is higher than minority passing rates for every version of the CSET test, as listed in Table 1.

In analyzing the qualitative data through surveys and interviews, we found the

Figure 1

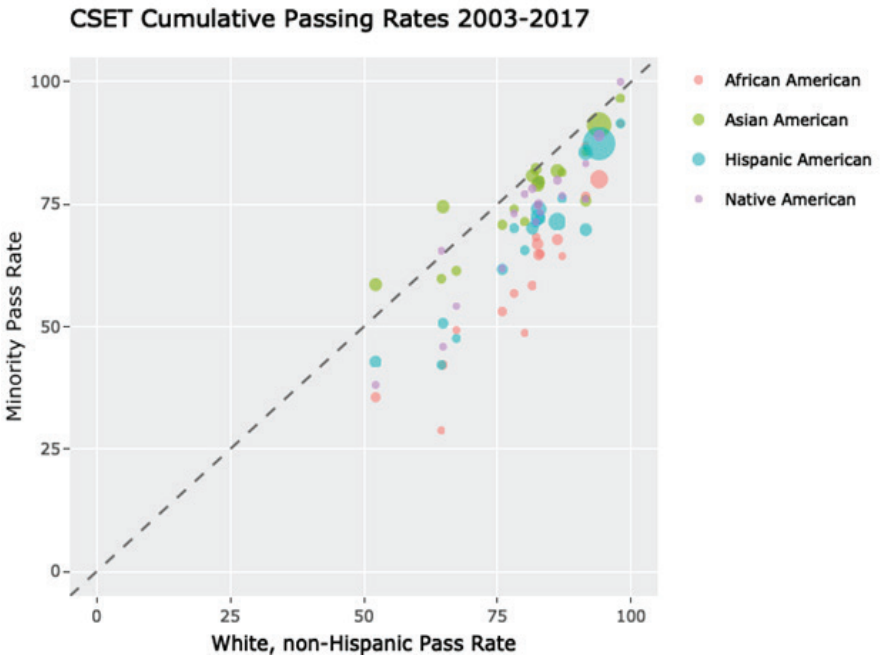

Table 1

Multiple Subjects (2016-2017)
Black candidates 2.64 times more likely to fail than white candidates
Latinx candidates 2.5 times more likely to fail than white candidates.

English (2016-2017)
Black candidates 4.7 times more likely to fail than white candidates
Latinx candidates 2.7 times more likely to fail than white candidates.

Mathematics (2003-2015)
Black candidates 2.5 times more likely to fail than white candidates
Latinx candidates 1.8 times more likely to fail than white candidates.

Social Science (2003-2017)
Black candidates 2.6 times more likely to fail than white candidates
Latinx candidates 1.7 times more likely to fail than white candidates.

following consistent results: teacher candidates from BIPOC communities, most of whom had extensive experience working with youth and teaching, felt delegitimized and undermined by their challenges in passing the CSET and CBEST. While some took this as the problem of an inappropriate test barrier, others wondered if they were really good enough to be teachers.

Those who had difficulty with the tests were forced to leave the profession or prolong by months or years their pathway to teaching. We also encountered consequences that we hadn't considered when undertaking the study. For example, the study demonstrates that the impact of the testing is precisely the opposite of the purpose CTC created this gatekeeper for. Far from improving the quality of teachers populating public schools for the next generation of Californians, they in fact drive talented teachers out of the profession or push them to work in private or charter schools who will employ them without credentials.

The cost of tests adds another barrier for candidates who are balancing part or full time jobs and student loans to barely get by during their credential studies. While the bulk of these fees are paid to Pearson, they in turn pay the CTC millions of dollars a year for their operating budget, creating a conflict of interest.

As candidates discussed the challenges they faced in the tests, they consistently reported that the content area knowledge required to pass was irrelevant to the teaching they would do. In some cases, they reported that the tests asked for detailed recitation of minor facts that were outside of their teaching project. In addition, they pointed out that the tests failed to call for understanding of humanizing education or the capacity to develop critical thinking and inquiry skills in their students.

Conclusion

The findings of this study offer incontrovertible support to the proposition that California should put an end to the requirement that candidates pass the CBEST and CSET tests, and furthermore, any high stakes standardized tests in teacher education. Such tests have not been proven by research to produce a higher quality teaching force; nor are they valid and reliable in predicting teacher quality. However, these tests do disproportionately filter out students of color because of the racial gap in scores between white students and students of color in general. This gap is not surprising, given the decades of research on cultural and racial bias (i.e., Eurocentrism and white normativity) in standardized testing. And, while teachers of color are needed in all fields and grade levels, they will be in particular demand as more high schools across California require Ethnic Studies coursework, given that teachers of color bring life experiences that support effective Ethnic Studies pedagogy.

The findings further suggest models for how institutions are effectively using a variety of more authentic criteria (including previous university coursework, supervisor evaluations of work in schools and/or community settings, and experience addressing issues of diversity and justice) to determine eligibility for program

entrance and completion. It offers support for ways institutions can develop and implement their own process for ensuring that diversity and justice are at the heart of admissions to teacher credentialing programs. And, even as the California legislature is considering changes in response to this research and broad demands from education unions, we believe more can be done. This study offers evidence and arguments that can be used in other states as the struggle to diversify the teaching force continues.

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Infusing Teacher Preparation Programs With Social-Emotional Competencies That Enable Educators to Create Trauma-Sensitive Classrooms

By Jennifer Everett De Lapp

The Evidence Behind the Practice: The Neurobiology of Trauma

Healthy neurobiological development depends on secure attachments with primary caregivers, which, when unpredictable, abusive, or missing, can significantly impact the development of the brain. Developmental neuroscience has provided supporting evidence for the theory that learning is relational or dependent on the interactions between a child and their environment, primarily the relationships with caregivers (Cantor et al., 2019). If a child's connection to their primary caregiver is disrupted or damaged, brain development is delayed, and deficits often appear (Cantor et al., 2019). Future relationships and living conditions can potentially mitigate and repair or compound the delays and deficits caused during the early life stages (Cantor et al., 2019).

Neuroscientific research supports the theory that structures in the brain develop differently in children exposed to trauma than in those who benefit from

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healthy relationships during early childhood (Cross et al., 2017). Using Magnetic Resonance Imaging (MRI), study results have indicated changes in various structures for children who have experienced trauma, particularly in the limbic system (Thumfart et al., 2022). In addition to structural changes, the connections between the prefrontal cortex, and the limbic system that create emotion regulation, fail to develop or are delayed (Thumfart et al., 2022). Even in healthy neurological development, the prefrontal cortex is not fully developed until the mid-twenties (Arain et al., 2013). The stages of the developmental process can be observed in the inconsistent abilities of children and teenagers to use their executive functioning and higher-order thinking skills. In individuals exposed to trauma, the prefrontal cortex development can be delayed further (Thumfart et al., 2022). The cumulative effects of multilayered trauma can lead to significant deficits in cognitive functioning and the ability to self-regulate (Evans et al., 2013).

The threat-detection system is located in the subcortical region, where autonomic functions, like breathing, occur below our consciousness. If activated, the survival instinct takes over other brain regions and prevents them from operating. The trauma response floods the brain with cortisol and other stress chemicals, effectively hijacking the prefrontal cortex, where executive functioning and higher-order thinking skills occur (Jennings, 2019). Evolutionarily, this operating system was necessary for the quick reactions required to avoid danger. However, suppose the threat-detection system stays activated for extended periods, as in chronic, systemic, complex trauma and PTSD. In that case, the prefrontal cortex cannot be engaged as the trauma response continues to flood the brain with stress chemicals. Thus, teachers must have the skills to create safety in their classrooms, both physical and psychological, and be familiar with de-escalation and co-regulation practices to de-activate the trauma response. For learning to occur, students must be able to access the prefrontal cortex (Jennings, 2019).

Recent research in neuroplasticity has provided great hope for healing and growth. Neuroplasticity is the brain's ability to build new neural connections and strengthen existing pathways throughout the lifespan. These new neural connections become complex patterns and can increase grey matter, previously thought to be static (Hammond, 2015). In other words, it is never too late to learn or build new habits. Moreover, it is never too late to repair harm to brain development from childhood trauma.

The Evidence Behind the Practice: The Multidisciplinary Research

Researchers have found three processes in epigenetics studies that can alter DNA expression without altering original DNA sequencing. Life experiences can impact these processes. The alterations to gene expression caused by these processes can be inherited, supporting the theory of intergenerational trauma. While trauma epigenetics

studies have primarily been conducted with animals thus far, the potential implications for humans are significant (Cantor et al., 2019). Epigenetics and an increased understanding of the trauma experienced by society's marginalized populations make Culturally Responsive Teaching and Social Justice and Equity practices particularly relevant to trauma-sensitive practices (Hammond, 2015; Venet, 2021).

Neuroscientific evidence supports theories of developmental psychology and how students learn, as described in Attachment Theory, systems theories, and resilience studies, all having significant implications for the framework informing education. Attachment Theory states that the nature of the relationship between an infant or child and their primary caregiver has critical importance for brain development and learning (Ainsworth & Bowlby, 1991). Extensions of this theory have explored the impact of other significant relationships on mitigating and repairing attachment issues with the primary caregiver. Studies have found that positive relationships with other significant adults allow the child to form an alternative attachment model (de Castro & Pereira, 2019). Decades of resilience research supports this hypothesis, finding that one of the most significant protective factors for children and adolescents in the presence of at least one positive, caring relationship with an adult. Some studies found that this single caring adult relationship was the difference between a positive outcome and irreversible negative consequences (Rutter et al., 1979; Sanders et al., 2016). Perhaps the most well-known systems theorist, Uri Bronfenbrenner, proposed a bioecological systems model, supporting the ideology that learning is relational (Bronfenbrenner & Morris, 2007). Neurobiological research has provided evidence to support the model. In the bioecological model, a child learns through interactions with individuals within various nested systems while those systems interact with each other. The impact of these interactions on brain development and functioning is significant and inevitable (Bronfenbrenner & Morris, 2007).

Characteristics of Children Coping with Trauma

Children and adolescents are changeable as a result of their developmental stage. Trauma adds another dimension, increasing the inconsistency of students' access to regulation, leading to erroneous beliefs about the etiology of the behaviors. Although some teachers expect it, many students cannot simply "leave it at the door." The more trauma a student has been exposed to, the more they need positive, healthy relationships with adults to repair previous learning experiences and engage in new ones. Unfortunately, children who have experienced trauma often exhibit survival and self-protective behaviors that drive adults away. Acquiring an awareness of the variety of trauma manifestations in children exposed to trauma empowers educators to cope more skillfully and effectively with the challenges in teaching and learning that educators face every day. Table 1 presents an extensive, although not exhaustive, list of the impacts of trauma on students and their learning, gathered from many sources (Alexander, 2019; Brummer & Thorsborne, 2021; Jennings, 2019; O'Drobinak &

Kelley, 2021). This list illustrates the uniqueness of each individual's response to trauma and the variability of behaviors present even within a single individual.

Trauma-Informed Practices

Relationship-building is complex in the best of times. Trauma complicates the process even more. Students must believe their teachers value them for who they are and as they are before they will believe that teachers can provide the necessary education and support for whomever they want to be. Everyone needs to be seen and heard, and valued for who they are. Educators' ability to connect with students and foster a feeling of being valued allows us to foster growth and learning. Building strong, positive relationships with students creates the best opportunity for understanding students' needs for development and learning. Building trust, especially with distrustful, traumatized students, takes patience and deliberate effort and requires specific knowledge and awareness (Alexander, 2019; Brummer & Thorsborne, 2021; Jennings, 2019; O'Drobinak & Kelley, 2021).

Table 1
Characteristics of Students Coping with Trauma

Aggressive, violent, or disruptive behavior	Expressive and receptive language skills deficits	Inability to access working and long-term memory
Lack of, or inconsistent, executive functioning: skills	Inability to connect long-term goals to current actions	Somatic symptoms and illness
Problem-solving and decision-making skills	Difficulty connecting extrinsic rewards and conceived consequences to behaviors	Inability to shift attention from distressing emotions to other tasks
Organization and information processing skills	Anxiety and worry about safety and wellbeing of self and loved ones	Hyperarousal, hypersensitivity, hypervigilance, or hyperactivity
Planning and sequential thinking	Shut-down, noncompliance, dissociation	Inconsistent engagement, performance, and effort
Reasoning and higher-order thinking	Tardiness and increased absences	Increased impulsivity and risk-taking behaviors
Inconsistent ability to attend, focus, and concentrate	Substance abuse	Lack of cognitive flexibility
Difficulty with perspective-taking	Repetitive thoughts about death	Emotional dysregulation
Lack of motivation	Defiant, irritable, or resistant behavior	
Bonding too easily; clinging		
Disproportionate responses to present events		

Educators must forge opportunities to build mutual respect and unconditional regard, in which students, their families, and their communities are equal allies (Venet, 2021). Today's students are in dire need of resources, abilities, skills, and tools to address how they will find a way to thrive in the realities they face in school and out. While teachers are not the only resource to which students have access, they have a significant role in mustering as many resources as possible (Zacarian et al., 2017).

Changing our understanding of the origins of behavior can help educators amend their beliefs and assumptions about their students (Delahooke, 2019). Our students adopted behaviors we see in the classroom for survival or self-protective purposes. These behaviors protected the students and ensured their survival in some specific context. However, these behaviors often harm students in the classroom context. Labeling their self-protective behaviors universally maladaptive often engenders incredulity and distrust in students (Jennings, 2021). Whatever assumptions educators possess, they often have little or no comprehension of the conditions a student has come from or where they must go after school. Validating students' experience means acknowledging their reality, including the possible need for this behavioral response. Validation communicates respect and the desire to understand the student's experience. Validation also builds connection and trust, creating an opportunity to introduce new response patterns for school as a specific context, and participate as students choose alternate behaviors for the classroom (Brummer & Thorsborne, 2021). Restorative discipline is particularly relevant in building positive, supportive classroom communities and expectations (See Table 2).

According to Brummer and Thorsborne (2021), an essential question that educators must continually ask themselves about their students is, "What part of the

Table 2

The Differences between Traditional and Restorative Discipline

Traditional	*Restorative*
Rules and schools are violated	People and relationships are violated
Establish the guilt of the offender	Identify needs and obligations of the offender, victim, and community
Accountability is defined as punishment	Accountability is defined as understanding the effects of the offense and repairing the harm.
Justice is directed at the offender while the victim is ignored	The offender, victim, and school have direct roles in the justice process
Rules and the intent of the offender outweigh the outcome	The offender is held responsible for their behavior, must repair any harm caused, and work towards a positive outcome
There is no opportunity afforded to the offender to express remorse or make amends	The process offers opportunities for the offender to express remorse and make amends

(Smith et al., 2015, p. 3)

brain are they in right now?" For learning to occur, classrooms and teachers must meet students' needs for physical and emotional safety and connection. Perry (2009) may best describe the necessary order of operations before any learning can occur. Given our understanding of brain functioning, de-escalating the threat-detection system, then co-regulating the limbic system allows a student to move into the prefrontal cortex, the learning and reasoning part of the brain. Teachers must have the knowledge and ability to help students move through the first two processes to reach the higher-order thinking skills upon which learning depends.

The Critical Nature of Intervention during Adolescence

Many high school educators divorce themselves from the relational aspect of teaching and learning or swing to the opposite extreme and fail to set healthy emotional boundaries to be close to their students (Garcia-Moya et al., 2019). Either extreme has risks for the teachers and the students. Adolescence is a critical period of brain development, second only to infancy in its importance (Arain et al., 2013). New neural networks are constructed during this stage, and existing neural pathways are strengthened. In addition, dendritic pruning is at its peak when unused neurons atrophy and are consumed to increase the efficiency of brain functioning (Arain et al., 2013). New behaviors, new learning, and new thought patterns can replace the old with deliberate and directed intervention and adequate opportunities for practice to strengthen the new pathways. However, given our understanding of neuroplasticity, building and rebuilding neural pathways and strengthening the connections between neurons are always possible, although the growth and pruning processes accelerate during adolescence (Arain et al., 2013).

Developmental psychologists define adolescence as a time of individuation from primary caregivers, when they begin to form their identities, looking for where and how they fit among their peers (O'Drobinak & Kelley, 2021). It is crucial for secondary educators who see children more than any other service provider in the community to step up and become mentors and guides. High school educators who build relationships with students can critically impact their outcomes and the peer relationships in their classrooms (Craig, 2017; Jennings, 2019; O'Drobinak & Kelley, 2021; Vent, 2021). Creating safe classrooms is a vital component to keeping kids in school. Only when students feel physically and emotionally safe and supported by their teacher and peers can they progress through their classes and benefit from their education (Jennings, 2019; O'Drobinak & Kelley, 2021; Venet, 2021). Freshmen come to high school already having experienced 14 years of life and schooling. Studies have indicated that one-half to two-thirds of students have experienced trauma in one or both settings (Lopez-Perry & Duane, 2022). High school is the last chance to repair and mitigate the harm that may have occurred in students' first 14 years. In addition, it is the last chance to create as many growth opportunities as possible for as many students as possible. As long as students

continue to come through the classroom doors, there is a chance for them to change their life trajectories. Educators cannot save any child, and they cannot protect them from their realities. However, educators can undoubtedly provide every last skill, ability, resource, and tool to which they have access so that students have choices and the ability to increase the odds for themselves.

After high school, there is no large-scale mechanism for reaching as many students. High school educators can alter the "school to prison pipeline" that so many studies have confirmed by building their knowledge, awareness, and skillsets and demanding the necessary education, training, and support (Bacher-Hicks et al., 2021). Maintaining high expectations is critical while providing appropriate scaffolding and support (Hammond, 2015; Jennings, 2019; Milner et al., 2019; Smith et al., 2015; Venet, 2021). Becoming informed about the learning needs of students and building toolkits of support strategies will allow educators to accord their students the most effective support to meet their specific needs. Studies show that the most effective method for academically "catching kids up" is to embed foundational skills in grade-level content (Morgan et al., 2014). Most importantly, research in many disciplines repeatedly shows that students will perform according to their teachers' expectations (Jennings, 2019; Milner et al., 2019; Smith et al., 2015). Appropriate support becomes an essential part of the equation for students dealing with trauma.

Why Educators Require Social-Emotional Competencies

Trauma-informed teaching is only one aspect of inclusive education and an important one. However, it requires Culturally Responsive Teaching, Social Justice and Equity Practices, Restorative Justice Practices, and the inclusion of those with different learning abilities, many of whom developed these "differences" due to trauma (Venet, 2021). These practices are interdependent, and teachers require similar Social-Emotional Competencies (SECs) to implement them with fidelity. As it stands, SECs are inadequately taught in preparation programs and seldomly supported by districts (Markowitz & Bouffard, 2020). In increasing self-awareness through self-reflection, teachers may discover buried biases, beliefs, and assumptions that may negatively affect their interactions with specific student populations. In awareness lies the power to change (Markowitz & Bouffard, 2020). In addition, teachers must identify personal triggers so that they are better able to self-regulate. This process creates the space for de-escalation and co-regulation. These crucial practices allow calm, self-regulated teachers to help students whose trauma-response is activated regulate their emotions to facilitate the learning process. The goal is for educators to gradually pass the responsibility on to the student by teaching distress tolerance and emotion regulation skills to prevent and de-escalate their own trauma responses (Alexander, 2019; Brummer & Thorsborne, 2021; Jennings, 2019; O'Drobinak & Kelley, 2021).

With their self-awareness, educators can adapt practices to fit their unique personalities and continually growing abilities and skillsets to meet their students' unique needs. Authenticity is a critical element of trauma-sensitive practices. Each educator must make these practices their own. Learning new skill sets can be extremely uncomfortable but implementing trauma-sensitive approaches in the classroom becomes viable with practice and a personal touch (Craig, 2017; Jennings, 2019; Kline, 2020). Research into efficient, effective methods for developing SECs is pivotal for incoming teachers and those already in the classroom. The Center for Reaching and Teaching the Whole Child (CRTWC) developed The Anchor Competencies Framework that concisely describes many of the SECs teachers require to work effectively with today's student population.

Empowering Educators

The reality of today's educators' job responsibilities requires elevated awareness of their social-emotional competencies and the desire to improve these so they may teach their students the same skills. Students exposed to trauma appear in greater numbers than ever before in our classrooms. Trauma-informed teaching requires changing educators' narratives, or the stories we tell ourselves about how students learn and why they exhibit behaviors that challenge us. Educators' personal experience may limit their ability to walk in their students' shoes, but that is where increased knowledge and awareness, acquired through listening and self-awareness, and perhaps some empathic imagination, can be of assistance (Alexander, 2019; Brummer & Thorsborne, 2021; Jennings, 2019; O'Drobinak & Kelley, 2021).

It is important to remember that the same system that often does not meet students' needs is also failing to meet the needs of its teachers. Educators can be a force to reckon with if they persevere together in seeking the education, training, and support they need to educate and connect with all their students. In empowering our teachers, we create the potential for educators to develop self-efficacy and feelings of wellbeing and offer sufficient support to their students to meet teachers' high expectations. Legislation and litigation are slow and mired in precedent. Policy often moves just as slowly, depending on the force behind the change. Grassroots efforts by educators of all kinds in alliance with families and communities are increasingly crucial to make changes now rather than losing tens of thousands of students as the education system waits for new policies and new philosophies and practices to make it down the line (Aguilar, 2018; Jennings, 2021; Lucas, 2018).

Conclusion

Given the neurobiological evidence, building relationships is a priority for all students and critical for students exposed to trauma. Because trauma impacts brain development and functioning and the learning process, the more educators know about trauma and its implications for teaching, the better prepared they will be to

serve their students and take care of themselves. Neuroplasticity throughout the lifespan means that educators can appropriately identify and sufficiently address students' needs at any point in their education. Along with self-awareness, self-regulation, and self-reflection, educators will need self-compassion to engage with students exposed to trauma. Self-care and healthy boundary setting must be a part of educators' daily practice to implement and sustain trauma-informed practices with fidelity.

Venet (2021) reminds educators that trauma is a lens, not a label. The importance of looking at trauma through a lens versus using trauma as a label is only too evident when we observe the harm caused by stereotypes attributed to labels placed on children, teens, and adults. However, educators can address the pervasive impact of trauma on our students' ability to learn and navigate the many systems they encounter. A shift in how we view our students and our roles as educators will result in a lasting change to our educational practices. Educators have the power to significantly decrease or eliminate the possibility that any child or youth will have to suffer the consequences of high schools failing to recognize and meet their needs.

Educators are responsible for facilitating the teaching and learning process and creating opportunities for students, tasks that require specific knowledge and skillsets. This requisite knowledge and the relevant skill sets have evolved as our student population faces a reality for which the educational system is not prepared. As a group, educators have the power to lead the way in setting the standard for how schools prepare and support students and their teachers. We are in a uniquely influential position to advocate for students, more so than any other profession serving children and adolescents. Ultimately, with essential knowledge, strong connections, and trauma-sensitive, inclusive practices, educators have the extraordinary capacity to change the trajectory of students' lives.

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Partnerships with a Purpose

Collaborative Solutions Between Institutions of Higher Education (IHEs) and Induction Partners

By Melissa Meetze-Hall & Karen Escalante

Abstract

Critical, evidence-based examination of practice is foundational to improvement efforts. For teachers and the teacher preparation community which supports them, collaborative efforts increasingly involve Institutions of Higher Education (IHE) and Induction Programs working to bridge knowledge development and teacher action. What began with a focus on bringing two facets (pre-service and in-service) of the teacher preparation communities together, the IHE/Induction Collaborative is now expanding to support and promote extended scholarship, critical to improved practice for teacher and induction candidates. This article outlines the focus, extant data, and next steps of this work.

Overview of the Current Project

The current project (The IHE/Induction Collaborative) aims to facilitate and support bridging between the university and induction communities. The collaborative was formed in February of 2021 as a result of a roundtable conversation

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during an education conference. Sessions over the last year, with attendance numbers ranging from 60 to 80, have drawn participants from across the state. The co-facilitators, who work in one of the largest population regions in California, have convened three state-wide virtual sessions attended by deans from Colleges of Education, Teacher Performance Assessment (TPA) Coordinators, University Faculty, Induction Leaders, and representatives from the Commission on Teacher Credentialing (CTC). One key lesson learned from this partnership is that through purposeful collaborative efforts our organizations are better poised to understand and meet the needs of teachers and induction candidates.

Our presentation at the California Council on Teacher Education Spring 2022 SPAN Conference and this resultant research monograph seek to share the current state of the Institutions of Higher Education/Induction Collaborative as well as the developing plans for expansion of research in order to better understand the impact which this collaboration has on pre-service and in-service teachers across California. Based on the initial desire to facilitate and support the bridging between university and induction partners, the goals of the co-facilitation partnership are now gaining focus on a greater variety of ways the partnership's purpose can provide research and resources to teacher preparation and induction programs statewide.

Currently, March of 2022 marks the end of the first full year of partnering and co-facilitation of The IHE/Induction Collaborative. The partnership is planning to engage in focused discussions and research on the following:

Recruiting and retaining teachers of color

Creating a culture of belonging for teachers and Pk-12 students

Preparing anti-racist educators through the use of the teacher preparation and teacher induction standards

Exploring student success from multiple vantage points: student teachers, beginning teachers and Pk-12 students

Data to Date

As the facilitators of the Collaborative continue to bring the group together, the focus of their partnership's purpose has been honed by the ongoing dialogue and sharing within the community space they have created. While IHE and Induction partners from across the state have participated initial program-specific data has included credential candidates and induction candidates demographic data from two large programs. For the University data, the respondents include Program Completers. The Induction data includes the Induction candidates as they enrolled in their first year of Induction. See Tables 1-3.

Table 1:

CSU San Bernardino Credential Demographics by Ethnicity (2019-2020 Program Completers)

Ethnicity	**Traditional** Responses	**Alternative** Responses
Hispanic/Latino	55.7%	50.0%
White	24.0%	38.9%
Not Reported	13.0%	5.6%
Asian	3.6%	0.0%
Black	2.6%	5.6%
American Indian	.5%	0.0%
Total	N=194	N=18

Table 2:

CSU San Bernardino Credential Demographics by Gender (2019-2020 Program Completers)

Gender	**Traditional** Responses	**Alternative** Responses
Male	33.5%	22.2%
Female	66.5%	77.8%
Total	N=194	N=18

Table 3:

RCOE, School of Education Induction Demographics by Ethnicity (2020-2021 Year 1 Candidates)

Ethnicity	Induction Candidate Responses
Hispanic/Latino	32.4%
White	44.8%
Not Reported/Decline to State	6.1%
Asian	6.4%
Black or African American	5.7%
American Indian or Alaska Native	.4%
Native Hawaiian or Pacific Islander	0.0%
Two or more races	4.1%
Total	N=1639

The facilitators of the Collaborative draw attention to the fact that the teacher candidate data represents the 2019-2020 school year. The Induction candidate data represents those candidates who enrolled for their first year of induction in 2020- 2021. Given that the greatest number of RCOE's (Riverside County Office of Education) induction candidates come from CSU San Bernardino, we expect to find that a significant portion of the respondents from the CSU San Bernardino data have now bridged into the RCOE School of Education (Center for Teacher Education) Induction and are included in the RCOE responses.

Significance to the Field of Teacher Education

In California, the standards for teacher candidates, identified as the Teaching Performance Expectations (TPEs), and for inservice teachers, California Standards for the Teacher Profession (CSTPs), both articulate the need for teachers to know and utilize PK-12 students' assets, funds of knowledge and identity in the development of learning activities and selection of teaching strategies. Implicitly, the standards for both the pre-service and in-service educators also address anti-racist teaching practices. Yet, these crucial practices are not always modeled and practiced within the variability of the sociopolitical contexts of preparation programs, schools, and districts when working with new candidates and teachers.

As the teacher preparation community works to engage with anti-racist teaching practices, the teaching profession concurrently struggles to recruit, prepare, support, and retain a diverse PK-12 teacher workforce. Within the United States, there is a racial, ethnic and cultural disconnect between teachers and students; over 80% of the teaching force identify as white (Carver-Thomas, 2018; Sleeter, 2017). For our diverse candidates and teachers, there exists a struggle to navigate the systemic structures of white supremacy and also feel a sense of belonging within the profession and their respective site.

At the K-12 levels, given that greater understanding can lead to meaningful support in induction, it is imperative that preparation and inservice programs engage in dialogue related to the intersectionality of belonging. Not only should we act as a community of practice (Wenger, 1998) but we should also strive to develop "a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring practice–in short a shared practice. This takes time and sustained interaction" (p. 4) to develop knowledge and skill in community building.

Using the Theory of Equity by Cobb and Krownapple (2019), this proposed study aims to look at the intersectionality of teacher candidates and new teachers, as well as their sense of belonging within their preparation program or school site, and how that intersectionality of belonging might impact their longevity within the profession in addition to the human value and wellness of the Pk-12 students whom they are serving.

Future Impact for Preservice and Inservice Teachers

While great strides have been made in our understanding of students and the experience of belonging, the last two year have further highlighted a disparity of fully inclusive practices. In many cases, teachers' eyes have been opened to inequitable schooling experiences. With the great number of teachers who engaged in remote teaching and learning, more have identified, if not yet named, the consequences when students feel they don't belong in the school or whether they feel it is worth investing effort and trust (Gutierez and Rogoff, 2003, cited in Darling Hammond & Bransford, 2005). Given that it takes time for teacher candidates to develop "sophisticated expertise" (Darling Hammond & Bransford, 2005) it will likely take longer than the duration of teacher preparation programs. Therefore, to most fully make a difference, it is important to identify ways in which universities and induction programs might employ the Theory of Equity.

Conclusions and Next Steps

The past two COVID-impacted school years have underscored the importance of understanding and responding to an ever-changing landscape of demands on the school systems and those educators working within. It is therefore crucial for the educational community to search for new opportunities to serve all students and to concurrently "...evaluate the extent to which they are having a *positive impact* on candidate learning and competence and on *teaching and learning* in schools that serve California's *students*" (CCTC, 2021).

This presentation (and resultant article) has explored how the partnership between an IHE and a County Office of Education is using the Theory of Equity by Cobb and Krownapple (2019) to explore the intersectionality of belonging in order to impact human value and wellness. The teaching profession is complex and nuanced. And while there are many elements to becoming a successful teacher, the research has shown that a sense of belonging provides pre-service and in-service teachers a greater connection to the profession. Some ways that these elements of connection are demonstrated include: administrators who are supportive of developing teachers; shared common backgrounds and or identity, and welcoming environments; and therefore remain in the profession for a great duration of time.

Recognizing the above, Phase II and expansion of this ongoing research will further explore the lived experiences of in-service induction candidates.

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Towards Anti-Racism as Stance

White Women Teachers Committing to Transformation

By Rosemary Wrenn

Abstract

This qualitative study employed liberatory praxis and critical theoretical frameworks to examine how white women teachers consider race vis-a-vis curriculum, instruction, assessment, and discipline. Data include focus group and semi-structured interview transcripts, and autoethnographic vignettes. Using critical discourse analysis, I found that the deprofessionalization of teachers and limits on teacher discretion prevent white women teachers from feeling prepared or supported and from taking agency in navigating issues of race. Analysis led to the grounded theory of Anti-racism as Stance, with applications to teacher preparation, faculty development, and several other fields. I share specific examples of how these findings are directly applicable to teacher preparation and professional development.

Background & Rationale

The majority of teachers in the United States are white while the majority of students are Black, Indigenous, and other people of color (BIPOC) (CDE, 2020). Through the legacy of anti-Black racism, the educational system is infused with content, policies, and practices denying students of color opportunities to experience meaningful learning. While research tells us that these young people would likely

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experience more success if they had access to teachers who more closely share their identities (Gershenson et al., 2016, Quiocho & Rios, 2000), it has been difficult to recruit and retain BIPOC teachers for reasons of systemic white supremacy (Flores et al., 2007). The resulting predominantly white teaching force perpetuates this dynamic via low expectations, implicit and explicit bias, and lack of preparation (Gershenson et al., 2016).

This study explored ways in which white women teachers understand and consider race in their decisions about curriculum and pedagogy through these research questions:

> In what ways do white women teachers talk about how race guides their decisions related to pedagogy regarding curriculum, instruction, and assessment?
>
> How do white women teachers talk about their own identity/ies?

The goal of this inquiry was to better prepare and support white teachers in navigating race in the classroom. As a white woman myself, I tell our collective story through narrative as a way to contribute to transformative change (Richardson, 1997). This participant action research took place in the midst of a global pandemic and the most prolific wave of social protest against the violence directed at Black and brown bodies in modern history (Kendi, 2020). Many white women teachers, trained in the colorblind (Bonilla-Silva, 2006) and *neutral* traditions of American education, sought to understand race and its role in their classrooms. These were my participants. Their words and experiences, coupled with my own self-inquiry, resulted in a grounded theory I call Anti-racism as Stance.

Review of the Literature

Neoliberal education reforms such as NCLB and ESSA (U.S. Department of Education, 2015), with focus on high-stakes standardized testing, perpetuate deficit thinking and colorblind policies (Kohli, 2006, Love, 2019, Matias, 2013) throughout teacher preparation programs. White women are not being adequately prepared to teach and support students of color. White supremacy foundational to America's educational system is the root cause (Ladson-Billings, 2006, Matias, 2013, Kohli, 2006, Love, 2019, Sleeter, 2017). Additionally, the intersectional power dynamic created and sustained by the dominance of white women teachers puts them in control of what counts as valid knowledge and who has access to it (Gershenson et al., 2016).

Theoretical Framework and Modes of Inquiry

Within the context of liberatory praxis (Freire, 1970/2008), I combined elements of critical race, feminist, and Black feminist theory to explore the ways white women teachers discuss race. I sought to disrupt colormuteness (Pollock, 2004),

to transform how we think about who creates knowledge, and to offer hope for the future of education to better serve BIPOC students.

Beginning with autoethnography in an effort to clarify the source of my *own* understanding of identity and *my* role in perpetuating and now acting against racism, I employed Inquiry as Stance, (Cochran-Smith and Lytle, 2009) practitioner research that establishes teachers as generators of knowledge *of* practice as a result of their physical presence in the classroom where theory, practice, and experience merge. Results of my study evolved into grounded theory (Charmaz, 2017, p. 34), emerging from the interpretation of everyday experiences (Merriam & Tisdell, 2015) through deep inquiry and reflection, data analysis, and taking action, and ultimately approaching conscientization (Freire, 1970/2008).

I report my results in narrative form, telling the collective story of my own identity group (critiquing it and my role within it) as a vehicle for transformative change (Richardson, 1997). Combining these methods contextualized teachers' experience and addressed gaps in prior research.

Data Sources & Collection

Through purposive and snowball sampling I recruited seven white women teachers in a semi-rural coastal community. Each had over ten years of experience teaching in public schools where the student population self-identified as either predominantly white or a mix of white and Latinx with a smaller number identifying as Asian, Black, Indigenous, mixed or other.

My unit of analysis was turn of phrase and verbal interaction among participants. I employed memoing and Critical Discourse Analysis (CDA) (Charmaz, 2017) to review transcripts of all sessions. Using both a priori and open coding, I identified several codes which collapsed into the key themes I discuss below.

The generative nature of autoethnography, focus groups, and interviews presented me with a theory grounded in these participant experts' experiences, one that has been foreshadowed in the literature and liberatory educational movements (Love, 2019).

Emergent Findings

Strangers at first, participants were eager to connect to better understand issues of race and racism in the classroom. Each had begun their own research and exploration of their role in perpetuating white supremacy in the classroom, yet found they had to seek this information on their own, as it was not provided by institutions and districts. Professional development was often couched in vague and colorblind terminology—resulting in performative displays of white savior press-worthy events and raising test scores, rather than on what the teachers themselves and their students needed.

Several themes evolved, including disbelief and shock at coming to terms with power dynamics of whiteness in the classroom; deprofessionalization of

teaching; lack of professional development; colorblind and conflicting policies, and taking a stance against systems of oppression within education. Participants were appalled at their own lack of knowledge of U.S. history regarding everything from the Thanksgiving myth to the California Missions and Indigenous boarding schools. Professional development facilitated by the district or school failed to address challenges around race they saw their students grappling with. Principals and administrators were out of touch with students' needs and contributions and in one case actually physically obscured a student cultural performance.

These teachers sought to transform the learning experience for their minoritized students making time to research and find culturally relevant materials. Due to the culture of color blindness in the local schools, along with the overall de-professionalization of teaching and performative nature of available faculty development, they did not have the tools and were not permitted the discretion they felt necessary. Following the end of the study, participants continued to meet—committed to ongoing inquiry, reflection and action taking their first steps towards transformation.

Significance

Anti-racism as Stance, a transformative practice promoting critical inquiry and leadership among teachers, is the grounded theory I advance as a result of this study. This finding evolved via catalytic validity (Lather, 1992), a result of the collective critical interaction, discourse, and reflection my participants and I engaged in throughout. Anti-racism as Stance involves confronting the American value of competitive individualism (Sleeter, 2017) and acting for the public good over private interests (Shields, 2018) in order to provide the most equitable and just learning environment. Pursuing it can be counter-intuitive for white people because it means relinquishing and redistributing power and possibly material wealth we have acquired due to our unearned privilege.

Stance is both a physical orientation and an intellectual position. Adopting Anti-racism as Stance entails physically and visibly standing against institutional white supremacy, ensuring we question and disrupt structures and ideas, such as "grit" (Duckworth, 2013) that perpetuate barriers to academic and emotional success for our students. Instead of seeking to *fix* our students, we must interrogate ourselves—releasing the deficit mentality conditioned by teacher preparation programs and texts (Zemelman et al., 2012) that leads us to tell our students to commit to work harder, to engage their grit and to conform to our white-normed (Okun, 1999) ways of doing and knowing.

Practicing Anti-racism as Stance is an iterative, often messy process that relies on teachers to engage in a cycle of inquiry, reflection, action, and evaluation -- and start over again. It is disruptive in challenging the structures and content dictated through years of top-down policy-making intent on adhering to the results of high-stakes testing to evaluate teachers and learning. Anti-racism as Stance is not a

generic checklist of DEI strategies to protect a district from liability or something that teachers can *complete* or a place where we *arrive* (Cochran-Smith & Lytle, 2009). It cannot be easily measured on a scale of effectiveness and it will manifest differently, depending on the context in which the practitioner explores it.

Shields (2018) argues that educators exhibit moral courage as they persist in making systemic changes to distribute power more equitably and to dismantle systems of knowledge, privilege, and power that create obstacles to access. Anti-racism as Stance requires moral courage in the face of the Sisyphean task of dismantling embedded power structures—from scripted curriculum, academic language, Eurocentric assessment practices, and white-normed behavioral policies to the people who hold the power and privilege that perpetuate them. This courage was evident in Laura, whose first response to how race influenced her choice of curriculum was, "Who cares about the books?! What about the structures that are in my students' way?!" Laura embodied Anti-racism as Stance, as she ventured beyond the surface of systemic racism to address the structures that create foundational obstacles to student access and success.

Significance

These findings call for the following considerations in both teacher preparation and ongoing faculty development:

Provide teachers opportunities to critically examine and choose content more relevant to their students.

Practice and experience with critical conversations.

Practice student advocacy and collaborative leadership.

Include district and site administrators in cycles of inquiry, reflection, and action regarding issues of race, inclusion, and equity.

Commit resources of time and opportunity for teachers to engage in critical conversations of their own determination rather than scripted professional development that may bear no meaningful connection to the students they serve.

Application in Practice

Building on these findings, I critically analyzed the elements of the courses and workshops I facilitate and am incorporating new practices in teacher preparation and faculty development. This praxis (Freire, 1970) is a core element of transformative change. Beginning with the textbooks that had been adopted by my college (Kauchak & Eggen, 2017, Zemelman et al., 2012), I observed that the very materials we are using to educate future teachers perpetuate racist stereotypes and deficit thinking.

Unfortunately, the bulk of the teacher preparation texts I reviewed contained many of the same elements. As a result, I have curated course readings from a variety of publishers such as Learning for Justice (2021), Edutopia (2021), and others, along with select chapters from books such as *Introduction to Teaching: Making a Difference in Student Learning* (2021), *Textured Teaching* (Germán, 2021) and *Start Here, Start Now* (Kleinrock, 2021). These resources provide a more critical analysis of the history and practice of teaching, and several of them are written through the lens of non-white scholars—a crucial element if we are to provide future teachers a better representation of their students' lived experiences and identities.

In addition to resources related to curriculum and pedagogy, I have embedded learning experiences throughout my courses to provide students with basic information about how race has influenced the structures and systems in society. The Cuesta College *21-Day Racial Equity and Social Justice Challenge* (2020) is a series of activities and reflections students engage in throughout the term. While this activity is not solely focused on education, it provides needed context for students whose formal education has omitted many events and issues related to race. Many white students express shock, anger, frustration, and concern when they learn truths about policies and practices ingrained in our systems and institutions. Most Latina/o/x, Indigenous, Asian, Black, and other students of color find validation for their own experiences and often express that this is the first time they are seeing their stories told in a classroom. All students are asked to reflect on how they see this information impacting their role as a teacher. For the most part, students engage constructively in the reflections, even when they are uncomfortable. While a few—less than 10% (personal communication, multiple dates)—students adopt defensive positions and do not accept the information as valid, the overwhelming result is that these future educators complete the course with a deeper understanding of how they need to consider students' intersectional identities in the classroom, especially in regards to race, ethnicity, and class.

While I have always modeled the practices I hope my students will incorporate into their own learning, I have also applied my findings into re-organizing my course sequence in teacher preparation to focus on the elements of critical (Freire, 1970) and culturally sustaining pedagogy (Germán, 2021, Paris & Alim, 2017) for the first half of the term. Prior to any talk of content or lesson planning, students spend time doing their own personal inquiry and reflection into their own intersectional identities, their thoughts and experiences on how race showed up in their own education and social life, and their understandings of the history and philosophy of education in the United States. The activities I facilitate for students to explore these areas are ones that they can use in their future classrooms. I invite critical conversations into the course by way of a 21 Day Racial Equity and Social Justice Challenge, and by guiding student reflection on readings and lesson observations with questions that center on identity, race, and social issues.

While I have not done formal data collection on these practices, students express that the learning experiences have contributed to deeper reflection on the importance

of building relationships, making time to understand student intersectional identities, and a commitment to intentional inclusion of materials that represent their students' lived experiences into their teaching spaces. These impacts are a result of my own engagement in Anti-racism as Stance —something I am attempting to model for my own students.

Conclusion

Many current and historical practices in teacher preparation have served to perpetuate deficit thinking and racist and classist stereotypes. Since white women continue to represent the greatest number of current and future educators, it is imperative that teacher educators and administrators embrace the moral courage (Shields, 2018) and commit to transforming teacher preparation and professional development through a more critical approach to curriculum and pedagogy. This requires a review of the content, organization, and emphases of programs and a willingness to restructure systems that have created obstacles to teachers' ability to support their students' intersectional identities more fully. As evidenced through my research and practice, current and future teachers are committing to Anti-racism as Stance but need the support from leaders in order to access it (Wrenn, 2021).

Anti-racism as Stance is not something we do; it is something we are. It is contextual and fluid, and cannot be categorized or systematized, as it manifests differently in different contexts. No one arrives at a finite place where one becomes *certified*. Anti-racism as Stance acknowledges the educator's expertise to understand their community by building relationships and trust through authentic engagement, inquiry, reflection, and action. There is no grading scale or certificate of completion, but the understanding that power has been inequitably distributed and that structures creating obstacles to student success must be dismantled.

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Additional Research Presentations from the CCTE Spring 2022 SPAN Conference

Teacher Shortages During the Pandemic:
How California Districts Are Responding
Tara Kini (Learning Policy Institute)
Description: How are California districts handling teacher shortages 18 months into the COVID-19 pandemic? Based on a survey of district administrators in 12 districts serving 1 in 6 California students, this study investigates the role COVID-19 has had on teacher retirements, resignations, vacancies, hiring strategies, and how districts are mitigating shortages.

Unpacking the Notion of Equity in Education Reform Policy
Diana Porras, **Corinne Martinez**, & **Cara Richards-Tutor**
(CSU Center to Close the Opportunity Gap, California State University, Long Beach)
Description: This presentation analyzes LAUSD's Black Student Achievement Plan. It addresses how concepts of equity and opportunity are defined and described in BSAP, a new reform effort adopted by the state's largest school district. Drawing on current literature, three dimensions are examined: problem definition, stakeholder involvement, and conceptualization of student success.

Transitional Kindergarten Is Expanding:
How Can Teacher Preparation Programs Respond?
Hanna Melnick & **Cathy Yun** (Learning Policy Institute)
Description: Next year, California will begin the expansion of transitional kindergarten (TK). In this session, presenters will share new research on the projected demand for TK teachers across the state. Participants will discuss implications for teacher preparation and identify key challenges that must be addressed through state policy.

California Preparation Pathways Project (CP3)
Christine Ong (UCLA), **Thomas Smith** (UC Riverside), & **Tine Sloan** (UC Santa Barbara)
Description: CTERIN is working with statewide CTC and CDE data in order to study educators' pathways into the profession. A limitation with this data is the inability to identify key preparation pathways (e.g. residencies) and program characteristics (e.g., online). In this session we describe the study and engage participants in discussion of key issues for study.

Teacher Residency Programs in California:
Financial Sustainability Challenges and Opportunities
Melissa White (WestEd)
Description: California made a major investment in teacher residencies in 2018, taking a step toward supporting high-quality teacher preparation in an effort to address chronic teacher shortages in the state. This presentation describes affordability and financial sustainability challenges–and opportunities–facing teacher residency programs within the context of one-time funding sources.

Help Build the FAQ for upcoming Residency Grants from the CTC
Cara Mendoza (Commission on Teacher Credentialing)
Description: Share your questions and ideas about the Residency grants with CTC Consultant Cara Mendoza to help shape the FAQ. What would you like to know? What information would be helpful to applicants? Answers will be developed to share in the FAQ (not at this session).

(Re)Building the Pipeline for Bilingual Teacher Preparation:
AB 1701 (Medina)
Sharon Merritt (Fresno Pacific University) & **Magaly Lavadenz** (Loyola Marymount University)
Description: Hear how CABTE has been working with a team of advocates to shape this important bill and share your input as we prepare to take next steps.

Information on the California Council on Teacher Education

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.

Membership in the California Council on Teacher Education can be either institutional or individual. Colleges and universities with credential programs, professional organizations with interests in the preparation of teachers, school districts and public agencies in the field of education, and individuals involved in or concerned about the field are encouraged to join. Membership includes announements of semi-annual spring and fall conferences, receipt via email in PDF format of the journals *Teacher Education Quarterly* and *Issues in Teacher Education*, emailed newsletters on timely issues, an informal network for sharing sound practices in teacher education, and involvement in annual awards and recognitions in the field.

The semi-annual conferences of the California Council on Teacher Education, rotate each year between sites in northern and southern California, feature significant themes in the field of education, highlight prominent speakers, afford opportunities for presentation of research and discussion of promising practices, and consider current and future policy issues in the field.

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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