



CPTP Teacher Mentor Network: Teacher Exploration Through Equity, Special Education, and STEM Workshops

Community Partnerships for Teacher Pipeline

Center for Collaborative Education in partnership with
Rio Hondo, El Camino, and Cerritos Community Colleges

Funded by US Dept. of Education SEED Grant



Center for
Collaborative
Education



The TEACH Los Angeles Regional Collaborative presents

6TH REGIONAL TEACHERS & FUTURE EDUCATORS CONFERENCE

TEACH FOR LA!



March 21-23, 2022

Virtual Workshop Series

FREE

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www.teachlarc.org

Funded in part by the California Community Colleges Chancellor's Office, Los Angeles Region
Strong Workforce Program Regional Allocation Funding

Welcome TEACH FOR LA Participants!





Grounding

“The beauty of anti-racism is that you don’t have to pretend to be free of racism to be anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it’s the only way forward.”

-Ijeoma Oluo, author
So You Want to Talk About Race



Artwork By: Melanie Cervantes

Gender Pronouns Guide



- Gender Pronouns (GPs) are the words that an individual would like others to use when talking to or about them. Everyone has and uses GPs for themselves; we just usually don't stop to talk about what we're doing.
- GPs are used to make events, programs, and agencies more inclusive for gender non-conforming and transgender people. Having everyone identify which GPs they use helps to welcome gender non-conforming and transgender people. It also helps everyone think about the everyday assumptions most of us make about other people's gender identity.
- Can be used to start meetings, in forms, on name badges, and whenever people are introducing themselves.



She/Her/Hers She went to the store. Do you know her? That soda is hers.	They/Them/Theirs They went to the store. Do you know them? That soda is theirs.	He/Him/His He went to the store. Do you know him? That soda is his.	Ze/Hir/Hirs Ze went to the store. Do you know hir? That soda is hirs.
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Welcome, Land Acknowledgement, and Introductions



Artwork By: Ariana Mygatt



WE PAY OUR RESPECT TO
THE ELDERS. BOTH PAST
AND PRESENT. WHO
HAVE STEWARDED THIS
LAND THROUGHOUT
GENERATIONS.



Indigenous Land/Territorial Acknowledgement

We are gathered on the unceded land of the Tongva, Gabrielino, Chumash, and Kizh peoples. I ask you to join me in acknowledging the Kizh, Tongva, Gabrielino, and Chumash communities and the others that you may name in the CHAT, their elders both past and present, as well as future generations. The Organizations represented in this gathering also acknowledge being founded upon exclusions and erasures of many Indigenous peoples, including those on whose land this and our local and national institutions are located. This acknowledgement demonstrates a commitment to beginning the process of working to dismantle the ongoing legacies of settler colonialism.

MISSION

Community Partnerships for Teacher Pipeline (CPTP) is an initiative to build a community-based teacher pipeline that strengthens the teaching profession by increasing the number of teachers of color, funded by the federal Supporting Effective Educators Development (SEED) grant. The project is a partnership among Rio Hondo College, El Camino College, Cerritos College and Center for Collaborative Education (CCE) to serve 300 community college students who are exploring teaching as a career path.

Program Overview

Community Partnerships for Teacher Pipeline (CPTP):

- Provides students with multi-layer mentoring (a mentor teacher, success coach, and Teacher Mentor Network), comprehensive **enhanced advising**, career development activities, and stipends
- **Students of all majors may explore teaching** in all levels from early childhood to community college level with a focus on STEM Education, Special Education, and Early Childhood Education, inclusive of all subjects
- **Teacher Mentor Network** elevates students' and teacher mentors' experiences
- Incorporates an emphasis on **equity** and **social justice**
- **Research project** that is federally funded through the Supporting Effective Educator Development (SEED) grant



Center for Collaborative Education -CPTP Staff



Dr. Oscar Santos, Ed.D. Executive Director CCE; CPTP Principal Investigator



Yvonne Ribas, CPTP Project Director



Eve Goldberg, Senior Director, Research Evaluation, and Policy



Ruth Ellis, M.Ed. CPTP Director of Special Education Initiatives



Suzanne Edwards-Acton, M.Ed. CPTP Director of Equity Initiatives



Nicole Reynolds, CPTP Program Associate



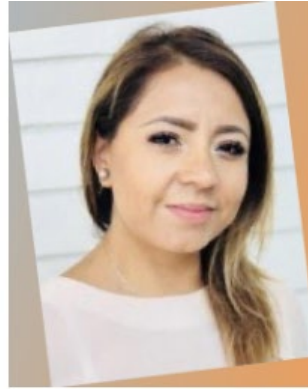
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& Teacher TRAC Leadership Team Member



Darneanna Fallins-Pryor
CPTP Success Coach



Angie Oliva
Admin Clerk -CPTP/Seed Grant
Teacher TRAC

WELCOME TO THE TEACHER MENTORING NETWORK

Teachers:

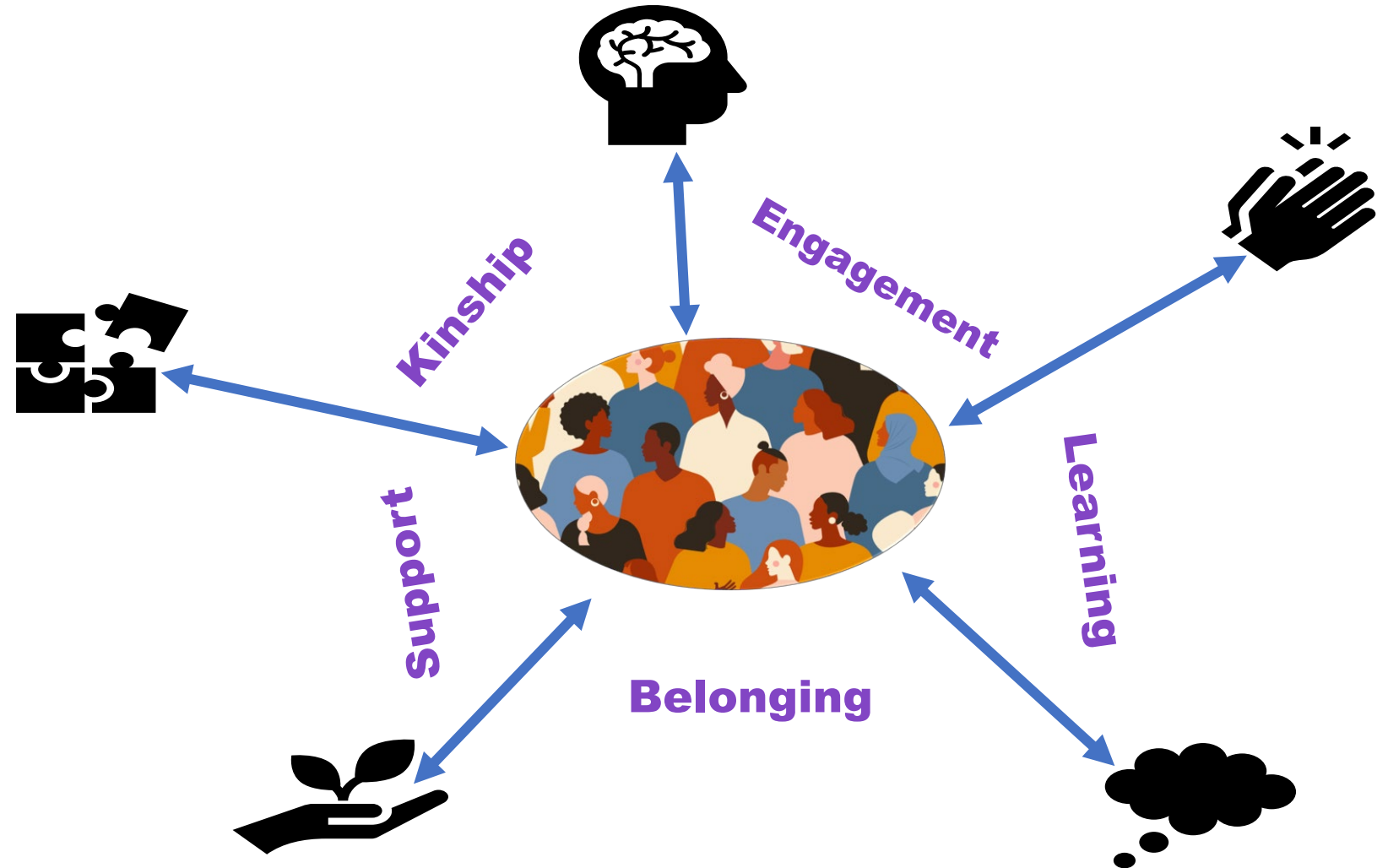
veteran, novice, and prospective ALL are WELCOME

Students:

aspiring, considering and still unsure about becoming a teacher ALL are WELCOME

Community:

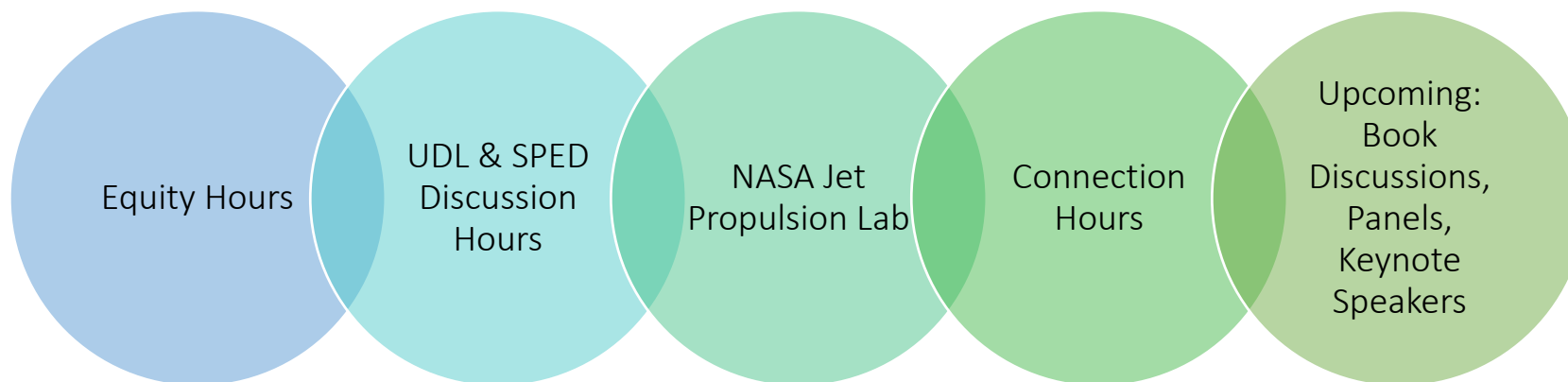
Students and teachers WELCOME connections to create a vibrant community that includes ALL in the network



TEACHER MENTORING NETWORK DATA



TMN Event Offerings:



TMN Overview	Spring 2021	Fall 2021
# of Events	10	14
Total Attendance	324	TBD
TOTAL TMN MEMBERS	1200+	

Sample of Survey taken at our last TMN-JPL event:

99% agree or strongly agree with "I felt a sense of community"

100% agree that "attending this TMN session encourages me to continue in my growth in teaching"

TEACHER MENTORING NETWORK: What Participants Are Saying...

"Hearing other stories, especially people of color, make an immediate connection."

"I also learned that the members of CPTP are helping us mentees to learn a lot. It was very encouraging to know that people with English as a second language can also become teachers."

"Enjoyed the enthusiasm of all the individuals who are committed to mentoring the next generation of educators"

"I am so happy to be a part of this Mentor/Leadership Program. It helps me to **keep my passion for teaching alive** as we go through the day to day struggles with our current situations. CPTP enables me to build a **strong connection with the new generation of up incoming teachers** who one day will replace me. CPTP is the **lifeline** to reach out to the new generation in order for me to **share my core values and my commitment** of being a highly qualified teacher"

TEACHER MENTORING NETWORK



Equity Hours

Why CPTP focuses on Teachers of Color...

Teacher and student diversity in California 2018-19

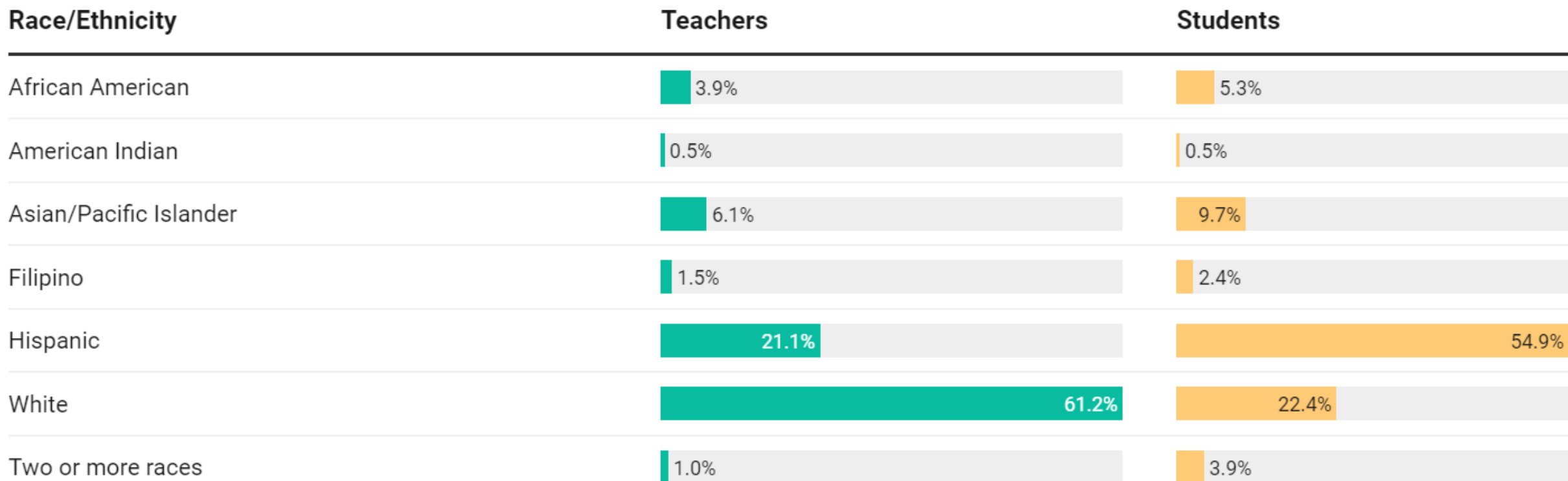
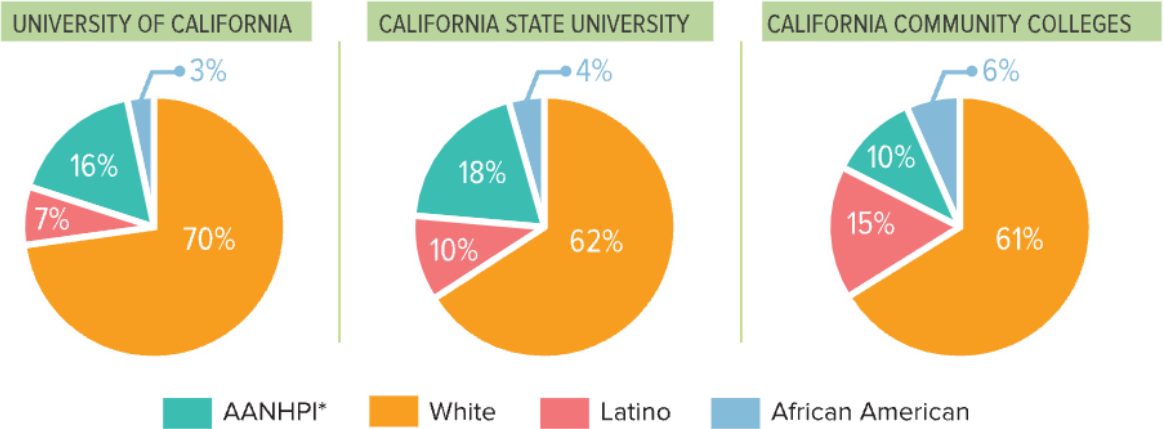


Table: Yuxuan Xie • Source: California Department of Education • [Get the data](#) • Created with [Datawrapper](#)



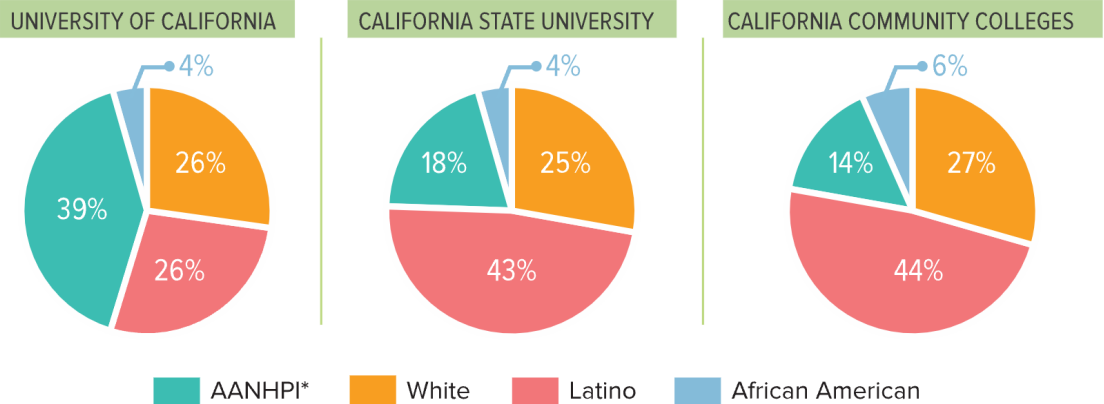
Racial Diversity Among Tenured Faculty at California's Public Colleges, 2016-17



AANHPI*: Asian American, Native Hawaiian, Pacific Islander (AANHPI).
Data Source: The Campaign for College Opportunity. Graphic by Yuxuan Xie.

EdSource

Racial Diversity Among Students at California's Public Colleges, 2016-17



AANHPI*: Asian American, Native Hawaiian, Pacific Islander (AANHPI).
Data Source: The Campaign for College Opportunity. Graphic by Yuxuan Xie.

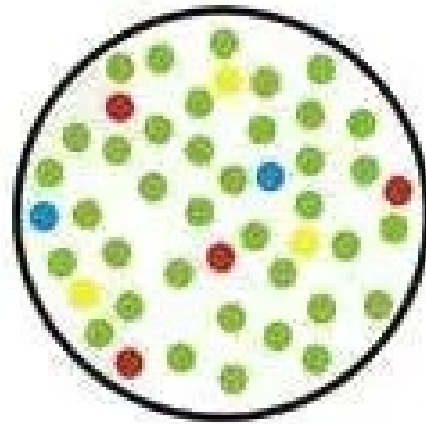
EdSource

- Hispanic Any Race (39.29%)
- White NH (36.64%)
- Asian NH (14.52%)
- Black NH (5.51%)
- Two or more races NH (3.08%)
- Pacific Islander NH (0.36%)
- Native American NH (0.35%)
- Other NH (0.25%)

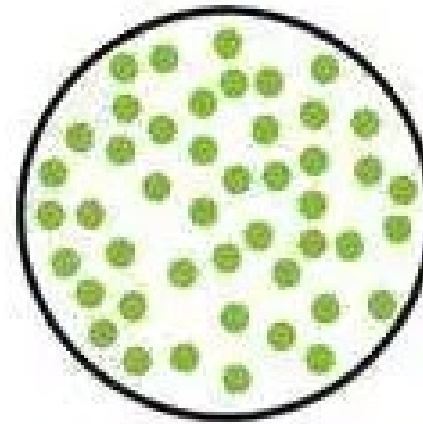
FACULTY

CA
Demographic

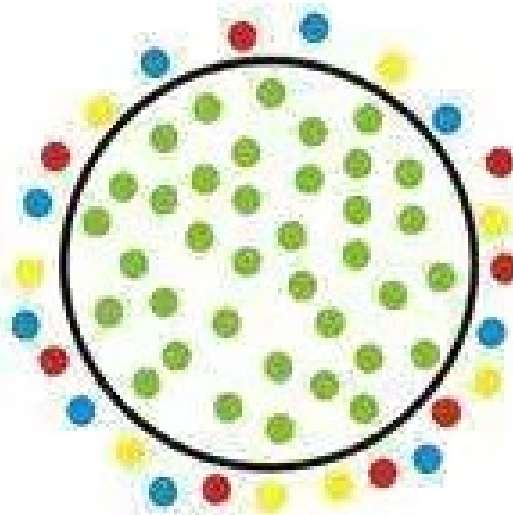
STUDENT



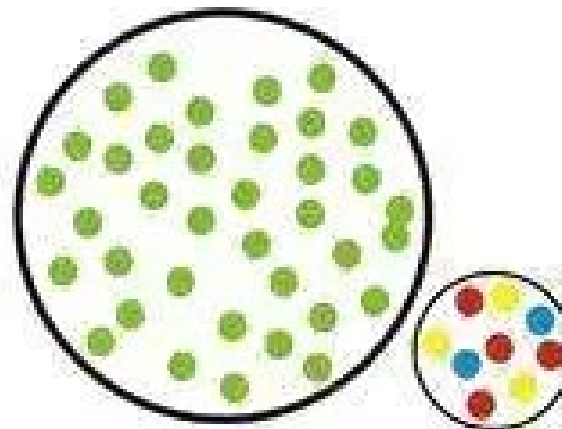
Inclusion



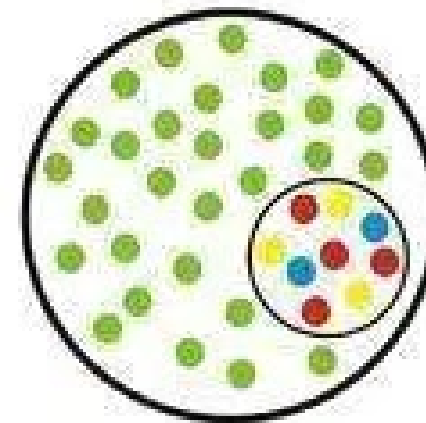
Assimilation



Exclusion



Segregation



Integration

Video: California State University Profile: Jeffrey Duncan-Andrade, Ph.D. – Faculty - San Francisco State





**Dr. Jeff Duncan Andrade: Associate Professor of
Race & Resistance Studies and Latinx studies**

“Unequal definitions of success”

- ~Wealthier Communities: pursue passion unapologetically / leads to joy; success is how close you can stay to your community
- ~Poorer Communities: success is the farther you can get from your own people; creates pattern of outward migration

Dr. Duncan Andrade’s vision of public education:

- ~Creating education that builds our capacities to improve our communities; not to leave our communities
 - ~Not to escape poverty but to end poverty
- ~What does this information have to do with becoming/being a teacher?**

Video: Jeff Duncan Andrade **'The game is rigged (inequity by design)'**



Meritocracy is a political system in which economic goods and/or political power are vested in individual people on the basis of talent, effort, and achievement, *rather than wealth or social class*. Advancement in such a system is based on performance, as measured through examination or demonstrated achievement.

Moving from **Cultural Responsiveness** >>> To >>> **Community-Responsiveness**

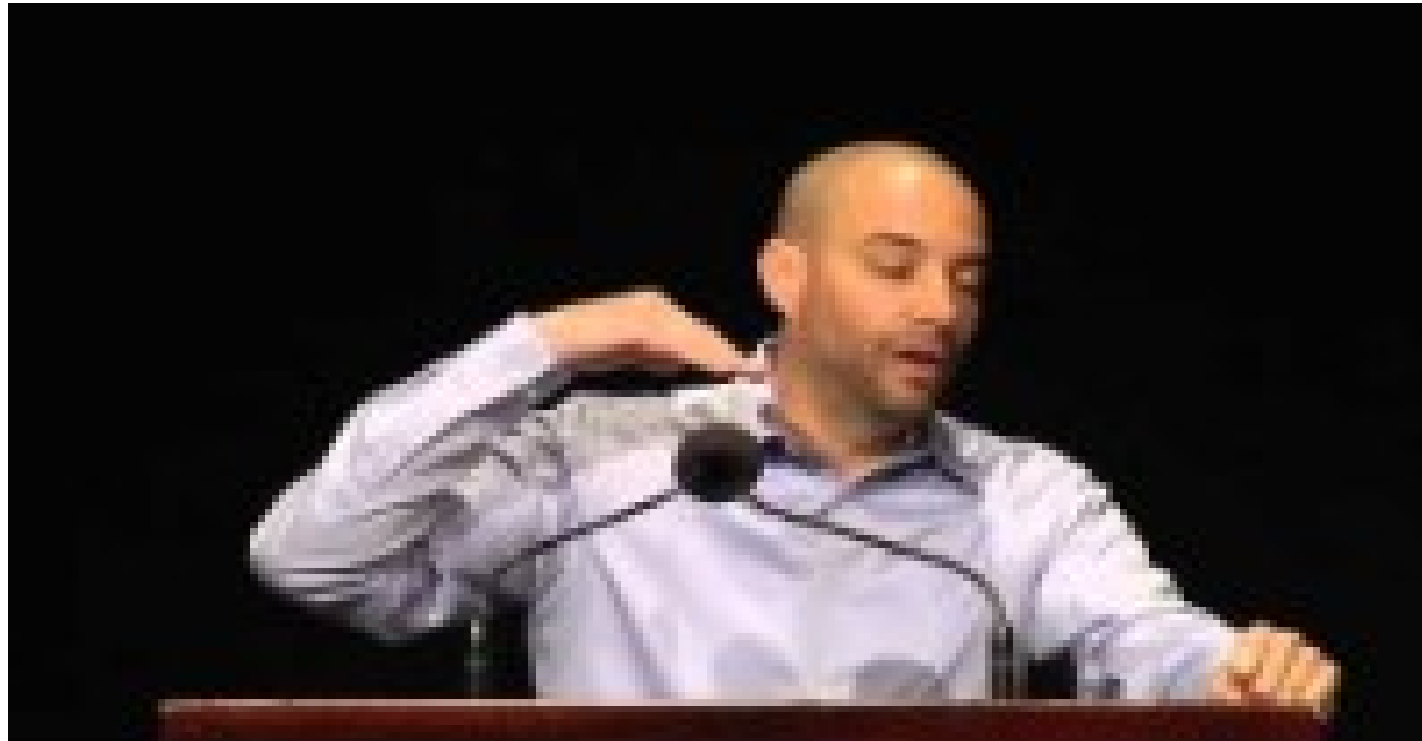


[Video: Jeff Duncan Andrade "Culture Responsiveness >>>Community-Responsiveness"](#)

Dr. Jeff Duncan Andrade: Associate Professor of Race & Resistance Studies and Latinx studies
Session FOUR:



The Reality and Materiality of what four year colleges and universities have to offer to students who are poor, rural, and students of Color



What are Microaggressions?



What are Microaggressions?

**Everyday insults, demeaning messages and indignities
often by well-intentioned person
against a person in a minority group.**

**"Everyday" is important, because microaggressions aren't the same as
overt racism, homophobia or other bias.**

**Aren't intended to cause harm - person perpetuating more often has no
idea they said something offensive.**

**The offense isn't the exact words or actions but the underlying meaning
reveals bias.**

**Less overtly harmful than visible acts. This insidiousness is why they
can make the recipient doubt themselves.**

Three types of Microaggressions

Microassaults



Microinsults

Microinvalidations



Microassaults



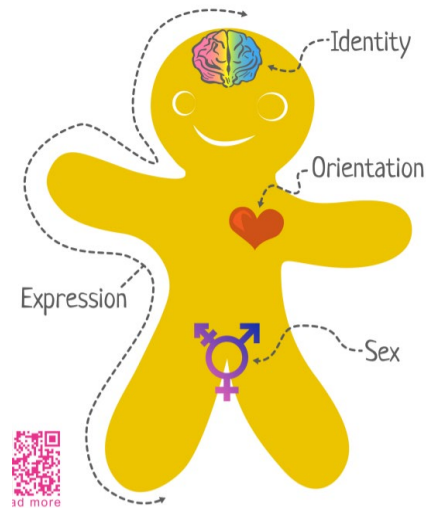
Microinsults



Microinvalidations

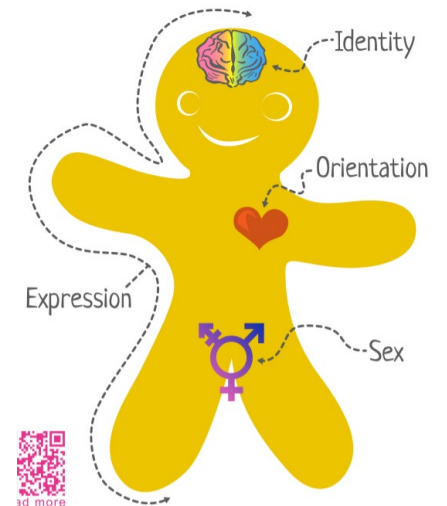


Gender Identity and Expression



The Genderbread Person

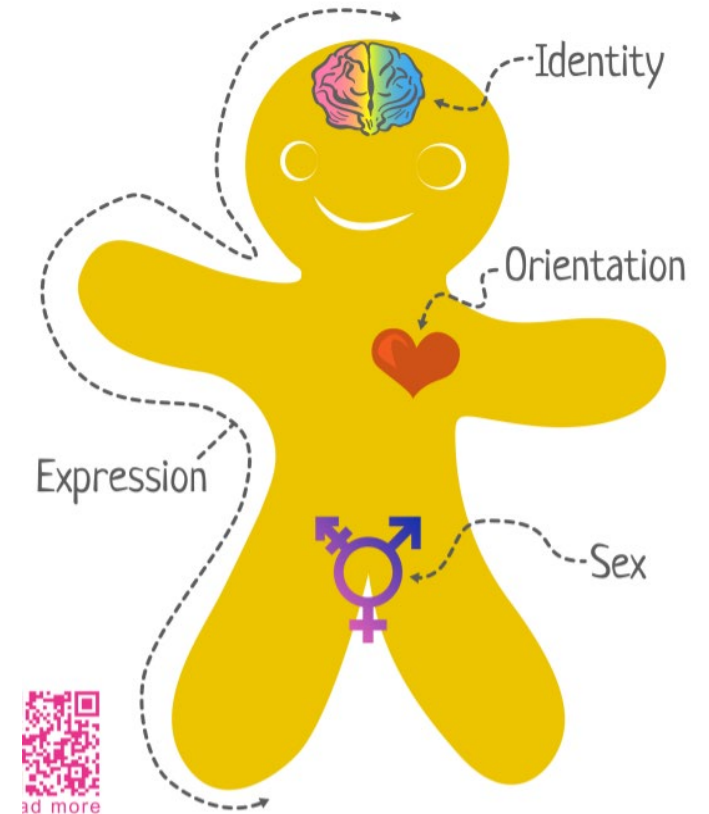
**Develop greater understanding of the terms
gender identity,
gender expression, biological,
anatomical, relational,
sexual, orientation
and attraction.**



The Genderbread Person

Looking at four different versions of the "Genderbread Person" document:

Take note of the changes from Genderbread version 1.0 to Genderbread version 2.1, to Genderbread version 3.3, to Genderbread version 4.0





Welcoming Schools

HUMAN RIGHTS CAMPAIGN FOUNDATION

Family Vocabulary

Connect with families and caregivers in your classroom community to find out the language they use to refer to their families to help respectfully answer questions that may arise. We encourage you to expand beyond this list so that all of your students and their families feel welcomed in their school community.

Adoption: When adults bring children into their families and legally become the parents of those children.

Birth Parent: A biological parent.

Blended Family: Two families who come together to form a new family. This may include step-parents and step-siblings.

Chosen Family: People who you care about and consider family, such as friends or neighbors.

Divorce: When people legally separate and end a marriage.

Donor or Surrogate: People who help other people have children.

Extended Family: All of your relatives, including your grandparents, aunts, uncles, and cousins. This also includes neighbors, friends and chosen family.

Foster Parent: A person—other than a child's first family—who takes a child into their home and takes care of them for as long as their family needs help.

Guardian: A person who has responsibility by law to care for a child.

Half-Sibling: Siblings who have one biological parent in common.

Interfaith Family: When people of different religious backgrounds are part of the same family.

LGBTQ Family: A family in which some people are lesbian, gay, bisexual, transgender, non-binary or queer. This could include parents, guardians, foster parents, children, chosen family, siblings or grandparents who are LGBTQ.

Lesbian: People who love people of the same gender—two women.

Gay: People who love people of the same gender.

Bisexual: People who love people of more than one gender.

Pansexual: People who love people of any gender.

Transgender: When your gender identity (how you feel) is different than what doctors/midwives assigned to you when you were born (girl/boy or sex assigned at birth).

Non-Binary: People who do not feel like the words "girl" or "boy" fit. They may feel like both or neither. They sometimes use pronouns such as they/them/theirs.

Queer: People use this word as a way to identify with and celebrate people of all gender identities and all the ways people love each other. When used in a mean way, it is a word that hurts.



Mixed Family: When people of different racial, ethnic, national, religious or cultural backgrounds are part of the same family.

Multigenerational Family: When more than one generation of a family lives together.

Multilingual Family: When people within a family speak more than one language.

Multiracial Family: When people of different racial backgrounds are part of the same family.

Single-Parent Family or Solo-Parent Family:

A family in which one parent cares for the child or children.

Step-Parent: When a divorced or solo-parent forms a family with a new person, the new partner might become a step-parent to the children.

Step-Siblings: When a divorced or solo-parent forms a family with a new person and that person already has children, those children can become step-siblings.





Definitions to Help Understand Gender and Sexual Orientation

Asexual/Ace: A term that describes a person who lacks sexual attraction or desire for other people.

Birth Assignment (Sex Assigned at Birth): This is generally determined by external genitalia at birth—female, male or intersex.

Bisexual/Bi+: A term that describes a person who is emotionally, romantically or sexually attracted to people of more than one gender, sex, or gender identity.

Cisgender: A term that describes a person whose gender identity aligns with the sex assigned to them at birth.

Cis-Heteronormative: This term refers to the assumption that heterosexuality and being cisgender are the norm, which plays out in interpersonal interactions and society, and furthers the marginalization of queer and gender diverse people.

Dyadic: Not Intersex.

Gay: A term that describes a person who is emotionally, romantically or sexually attracted to some members of the same gender.

Gender Binary: The idea that there are two distinct and opposite genders—female and male. This model is limiting and doesn't account for the full spectrum of gender identities and gender expressions.

Gender Dysphoria: Clinically significant distress caused when a person's assigned birth gender is not the same as the one in which they identify. According to the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM), the term - which replaces Gender Identity Disorder - "is intended to better characterize the experiences of affected children, adolescents, and adults".

Gender Expression: External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, which may or may not conform to socially defined behaviors and characteristics typically associated with being either feminine or masculine.

Gender Identity: An internal, deeply felt sense of being female, male, a blend of both or neither. Refers to how individuals perceive themselves and what they call themselves. Can be the same as or different from their sex assigned at birth.

Gender Non-Conforming: A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.

Genderqueer: People who embrace a fluidity of gender identity and often, though not always, sexual orientation. Other terms you may hear under this umbrella are gender expansive, gender fluid, or gender creative.

Heteronormative: The assumption of heterosexuality as the given or default sexual orientation instead of one of many possibilities, and that the preferred or default relationship is between two people of "opposite" genders.

Intersex: An umbrella term used to describe a wide range of natural bodily variations. In some cases, these traits are visible at birth, and in others, they are not apparent until puberty.

Lesbian: A woman who is emotionally, romantically, and/or sexually attracted to women. This includes cis, trans and other people who are women.

LGBTQ: An acronym for "lesbian, gay, bisexual, transgender and queer".

Non-Binary: An adjective describing a person who does not identify exclusively as a woman or a man. They may identify as both, somewhere in between, or outside the categories of a woman and a man.

Pansexual/Pan: Describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way, or to the same degree.

QTPOC: Queer, Trans, People of Color.

Queer: A term people often use to express fluid identities and orientations. Often used interchangeably with "LGBTQ".

Same-Gender Loving: A term coined and used by communities of color instead of lesbian, gay or bisexual to express attraction to and love of people of the same gender.

Sexual Orientation: An inherent or immutable enduring emotional, romantic or sexual attraction to other people.

SOGIE: Sexual Orientation Gender Identity and Expression.

Transgender/Trans: An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation.

Two Spirit: An umbrella term and identity within many first nations communities both historically and presently that describes people who live within a spectrum of genders, sexual identities, gender expressions and gender roles.

Note: For younger students see the Welcoming Schools handout: [Defining LGBTQ Terms for Elementary School Students](#).





Welcoming Schools

HUMAN RIGHTS CAMPAIGN FOUNDATION

Be Prepared for Questions and Put-Downs Around Gender

It is important to practice how to respond to questions related to gender and how to interrupt gender based teasing and bullying. Being prepared will help you embrace teachable moments with your students to foster a gender inclusive school.

“Why does Martin like pink?” (Martin identifies as a boy.)

- ✦ Here at (name of school) we all get to like what we like. What is your favorite color? Why do you like that color?
- ✦ There are so many beautiful colors, we can all like different ones.
- ✦ There is no such thing as boy colors or girl colors. Colors are colors. All people like different colors.
- ✦ It is not okay to tease people for the colors that they like. We are all different and we can like different colors that make us happy.

“Why is her hair so short? She looks like a boy.”

- ✦ People of all genders can have long hair, medium hair or short hair. And some people do not have any hair.
- ✦ That’s just how she likes it. How would you like your hair to be?
- ✦ Hair is hair. That is how she likes it.
- ✦ There is no such thing as “boy” hair or “girl” hair. Here at (name of school) we all get to have our hair the way that makes us happy.
- ✦ You cannot tell someone’s gender from how they have their hair.

“Juan plays with dolls. That’s weird.” (Juan identifies as a boy.)

- ✦ It’s true that some boys don’t like to play with dolls but some boys do! Just like some of you like to draw and some of you don’t. Some of you like to play kickball and others don’t. No one should have to pick and choose what they do just because of their gender.
- ✦ The dolls are for all children in this classroom.
- ✦ Sometimes this is confusing. We get messages about some toys being for boys and some toys being for girls. They are just for kids!

You overhear a student say to another student who identifies as a girl, “You look like a boy.”

- ✦ Why do you say that?
- ✦ There is no one way for girls or boys or people of any gender to act or look.
- ✦ Those are the kinds of clothes that she likes to wear. Why do you like to wear what you’re wearing?
- ✦ Here at (name of school) we all get to wear what makes us happy and comfortable for learning and playing.

“But he’s a boy, why does he dress like a girl?”

- ✦ There are lots of different ways that boys can dress and lots of different ways that girls can dress. There are lots of ways that people of any gender can dress.
- ✦ Some boys like to wear pink or to have long hair. All of these things are OK in our school.
- ✦ There are many ways of being a boy (girl), and all are okay ways of being a boy (girl).

- ✦ Those are the kinds of clothes that he likes to wear? What kinds of clothes do you like to wear?

“Dominic is always hanging out with girls. Why?”

- ✦ Here at (name of our school) we want everyone to play together with lots of different friends.
- ✦ Dominic hangs out with friends who he likes to spend time with, just like you do with your friends. We all like to spend time with people who share our interests.
- ✦ We can all be friends with people of many genders.
- ✦ Do you want to play with Dominic? Do you want me to help you feel included? I am sure they would love to play with you too.
- ✦ Here at (name of our school) all children can play and do things together. He’s a boy who likes to play with girls and that’s OK.

You overhear a student call another student who identifies as a boy, a “girl” in an insulting way.

- ✦ That’s not OK at our school to call someone a “girl” to insult them or make them feel bad. We don’t use gender as a put-down.

You overhear a student say, “Boys are better at sports than girls.”

- ✦ Some boys are good at sports and some are not, and some girls are good at sports and some are not. All kids have different things that they are good at.
- ✦ Some people are good at sports and some are not.
- ✦ People of all genders are good at different things.

You overhear a student say, “Girls are better at art.”

- ✦ “No group is best. Some people are good at art. Some people are not.”

You see that some children who are playing soccer at recess are excluding others because of their gender.

- ✦ We don’t exclude any gender in play. Here at (name of school) we include everyone.

CRITICAL THINKING VS CRITICISM

- ✦ **CRITICAL THINKING** does not mean to criticize in the sense of to find fault. Rather, critical thinking is an intellectual position from which to respond to ideas.
- ✦ Critical thinking requires rigorous interrogation of ideas and approaching ideas--new or familiar--openly yet skeptically.

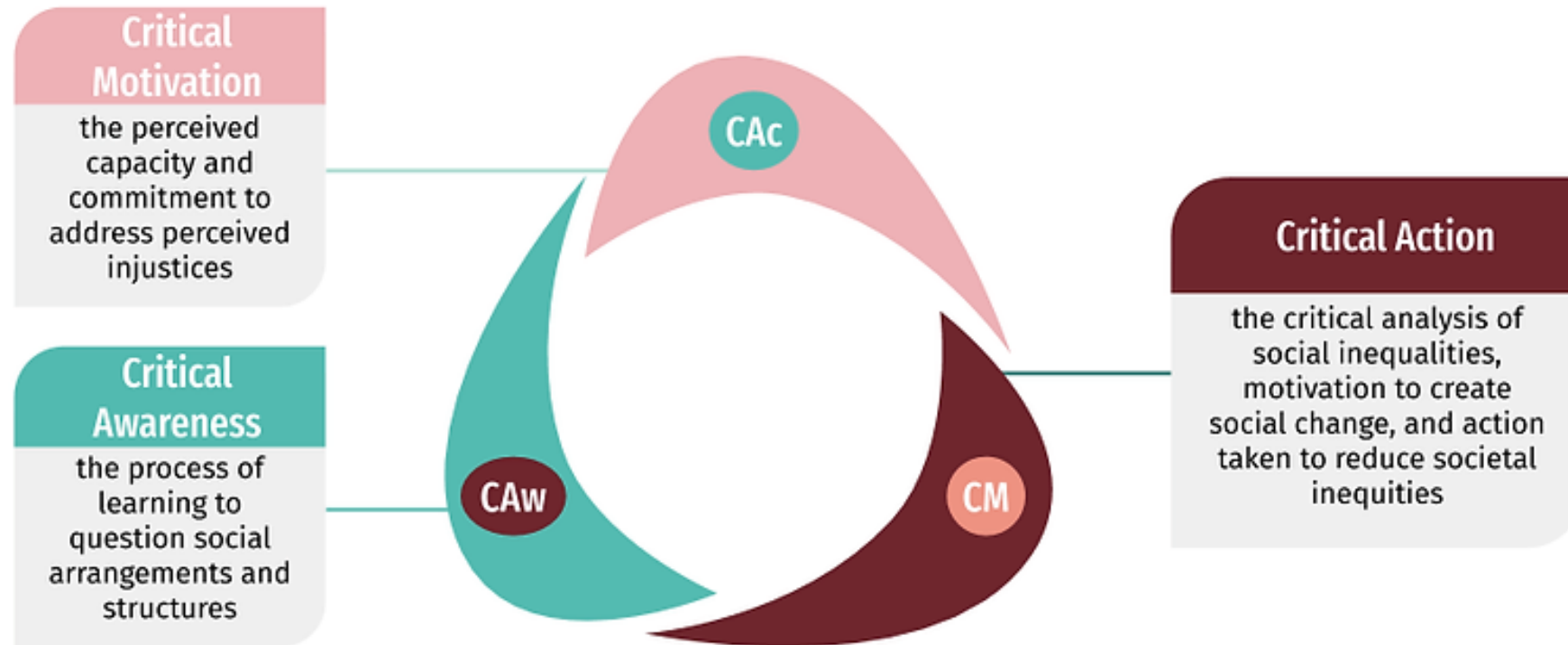
[Critical thinking
and science](#)

PERSONAL DEVELOPMENT OF Critical Consciousness

1. Capacity and commitment to produce sociopolitical change
2. Critical analysis of perceived social inequalities
3. Individual or collective action to change perceived social inequalities

@metronyu

Critical Consciousness





Critical Consciousness In Theory

Dr. Aaliyah El-Amin , lecturer at the Harvard Graduate School of Education, discussed a **three -pronged approach to teaching**

Critical

Consciousness in schools:

1. **Teach the language of inequality.** The first step is to recognize inequality and injustice. By identifying forms of oppression with labels and language, it becomes more visible and students are able to challenge the constructs that created the inequality.
2. **Create space to discuss and reflect** in order to **create a sense of efficacy.** Helping students generate a belief that they can do something to stand up to oppression.
3. **Educate students on how to take action** . It is critical to help students to understand possible implications to different types of resistance and to think about resistance in strategic ways.



The Equity Literacy Institute is an EdChange initiative.
<http://www.equityliteracy.org>
gorski@equityliteracy.org
@pgorski

Ten Commitments for Equity-Literate Educators

I will inform myself. I will find strategies for bolstering equity based on *evidence of what works*. I will look at this evidence in light of what I know about my own community. I will not limit “evidence” to quantitative data. I will seek the voices of local communities and stakeholders. I am not the expert of their experience.

I will understand the “sociopolitical context” of schooling. I will work to understand the bigger context of societal and global inequity. Even if I don’t feel I have the power to end global poverty or structural racism, these conditions have profound effects on students and families. I will work on understanding those effects.

I will work to recognize the conditions I’m conditioned not to recognize. The way privilege works, I’m least likely to recognize the inequities that privilege me. Learning to recognize them takes practice. I will practice.

I will refuse the master’s paradigms. I will not minimize educational inequity to standardized test scores, refer to people as “at-risk,” describe somebody who has been “pushed out” as a “dropout,” or call something an *achievement gap* that is actually an *opportunity gap*.

I will never reduce equity to cultural activities or celebrations. I will not settle for celebrating diversity or for “food, festivals, and fun.” Although they can be part of a bigger equity initiative, they do not in and of themselves make a school more equitable.

I will not confuse equity with universal validation. Equity is not about valuing every perspective. An equity view does not value heteronormativity or male supremacy *even when they are grounded in religion*. An equitable space—a school or university, for example—cannot be equitable while also validating oppressive beliefs.

I will resist simple solutions to complex problems. Simple solutions are tempting, but they distract me from finding serious solutions to complex problems. I will not buy into approaches that over-simplify complexities, regardless of how popular they are.

I will work with and in service to marginalized communities. I will practice the ethic of working *with* rather than working *on* marginalized communities. I will apply my commitment to equity and social justice, not just in the *content* of my equity work, but also in my *processes* for doing that work.

I will embrace a structural instinct and reject deficit ideology. I will refuse to identify the source of social problems as existing within the most marginalized communities. I reject the notion that people are marginalized due to their own “deficiencies.” I understand that educational outcome disparities are the result of structural inequities and have nothing to do with students’ grittiness, mindsets, or cultures. I will fix injustice, not students.

I will prioritize equity over peace. Although conflict resolution and mediation programs can be useful, they should not replace equity and justice efforts. Never, under any circumstance, should equity concerns be handled through processes that assume parties occupy similar spaces along the privilege-oppression continuum. In the end, peace without justice renders the privileged more privileged and the marginalized further marginalized; a condition that might be understood as the exact opposite of equity.

by Paul Gorski for EdChange and the Equity Literacy Institute. Revised May 20, 2019.



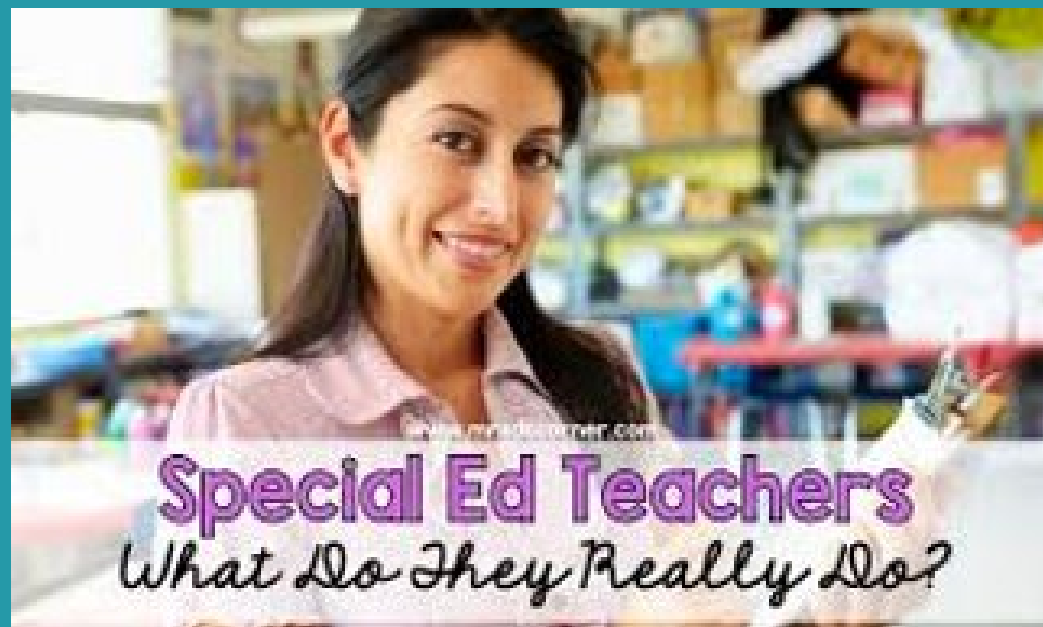
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Equity Hours – Coming soon





**Teacher Mentor
Network
Special Education
Student Support**



Teacher Exploration of Special Education
*Ruth Ellis, Director of Special Education and Student
Support Services*

Discussion Hours for Special Education and Student Support

Spring 2021:

- ❖ *Universal Design For Learning Series*

Fall 2021:

- ❖ *Special Speakers: Getting to Know Special Education*
- ❖ *Community Supports in Special Education*

Spring 2022:

- ❖ *Special Speakers Panel: Teaching in Special Education*
- ❖ *Coteaching: Special Guest Dr. Wendy Murawski*

TMN Topics: Special Education Discussion Hours

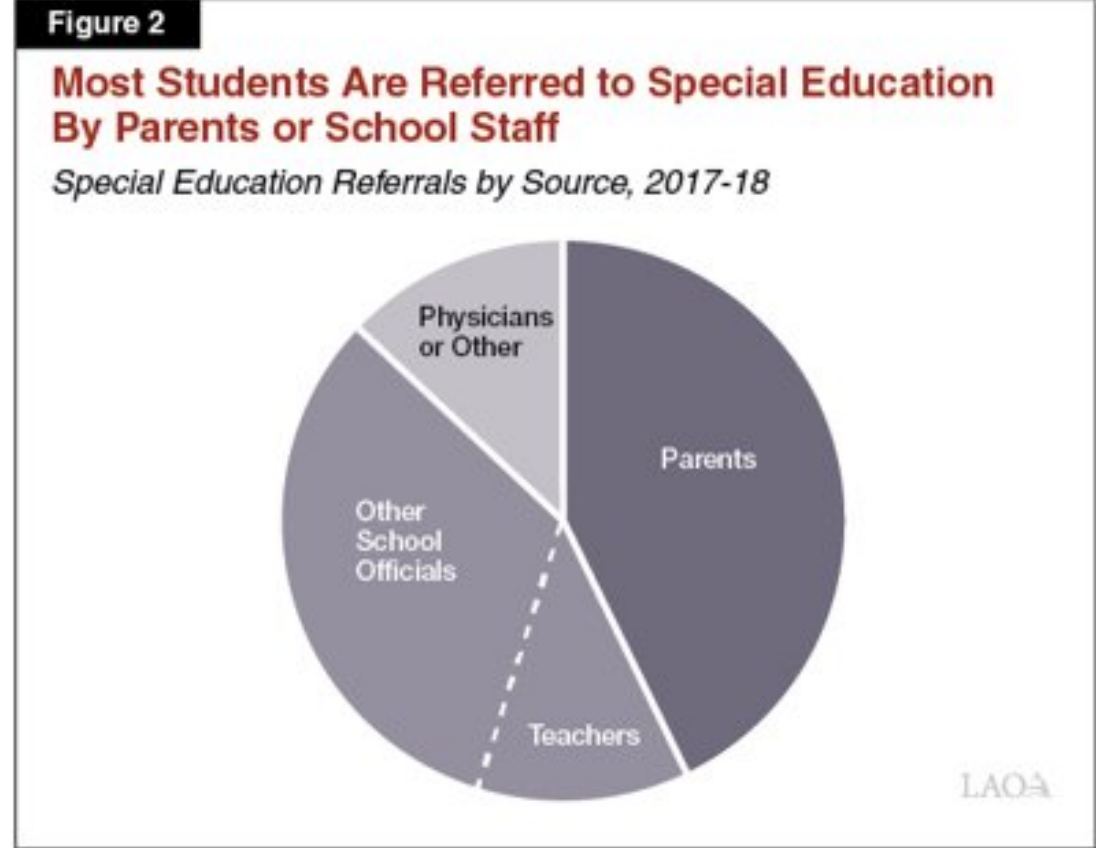
Why Special Education...

Ed Week 2019: Approximately 14% of students are receiving services in Special Education

ECE Teacher: "Many times, the Early Childhood Education teacher in a preschool setting is when a family may learn about a possible concern with their child."

Teacher: "It is so hard to see the parents go through this because they begin to withdraw and become isolated."

To gain a better understanding of the need



Universal Design For Learning

Every teacher provides support for *all* students' unique needs.

Representation

What?

of Learning

Action and Expression

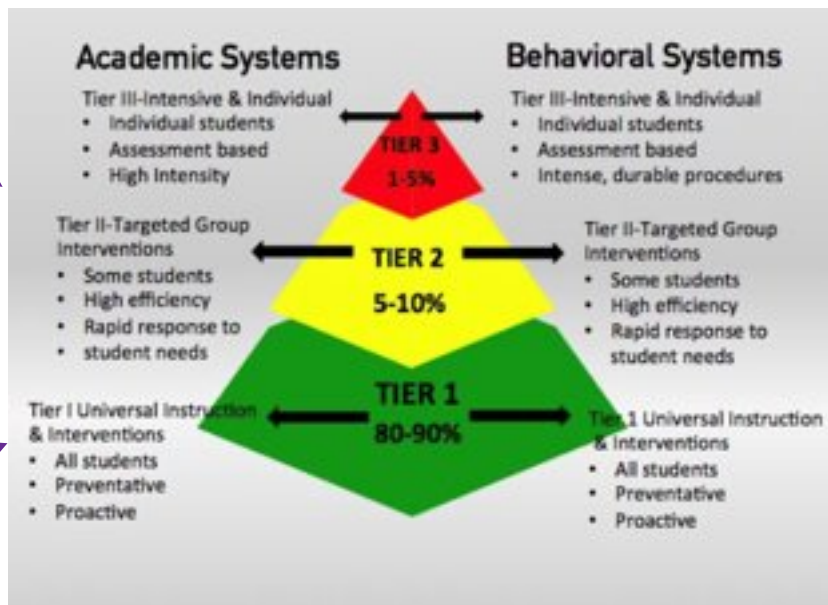
How?

of Learning

Engagement

Why?

of Learning



SPECIAL
EDUCATION
IS A SERVICE,
NOT A PLACE.

Services are portable and can
be brought to students.

WWW.JENNARUFO.COM



Let's take a look
at our UDL Series

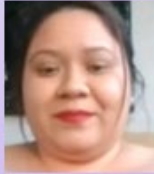
We have amazing special guest speakers



Dr. Nathan Ash
General Educator;
Special Educator and
School Administrator;
Author of Native
American Stories



Renee Tellez Special
Educator at Arroyo
High School; CPTP
Mentor for Rio Hondo
Community College



Luz Garcia, CPTP Student, El
Camino College: Classified
Instructional Support
Professional in Special Education
in Los Angeles Unified School
District



Lisa Just, M.Ed,
Education Specialist:
Special Educator at
Mission Vista Charter;
CPTP Mentor for El
Camino Community
College

Teresa Ambriz, CPTP Student-
Second Semester. Student at
Community College. Advocate
and parent of student with
disability.



Dr. Kimberly Podzimek works in
Los Angeles as a Data Coordinator
at Green Design STEAM Academy
(GDSA) in Los Angeles. She began
teaching students with IEPs in
2006.



Noel Scott is the mother of a
biracial son with Down Syndrome
and Autism in South Los Angeles. As
an educator, her passion for equity
in education comes from a blend of
her professional and personal
experience.

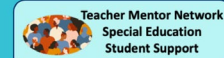


Wendy W. Murawski, Ph.D., is
one of the nation's top
experts in co-teaching. Her
work has been used nationally
and internationally to help
schools become more
inclusive through the use of
collaborative teaching.



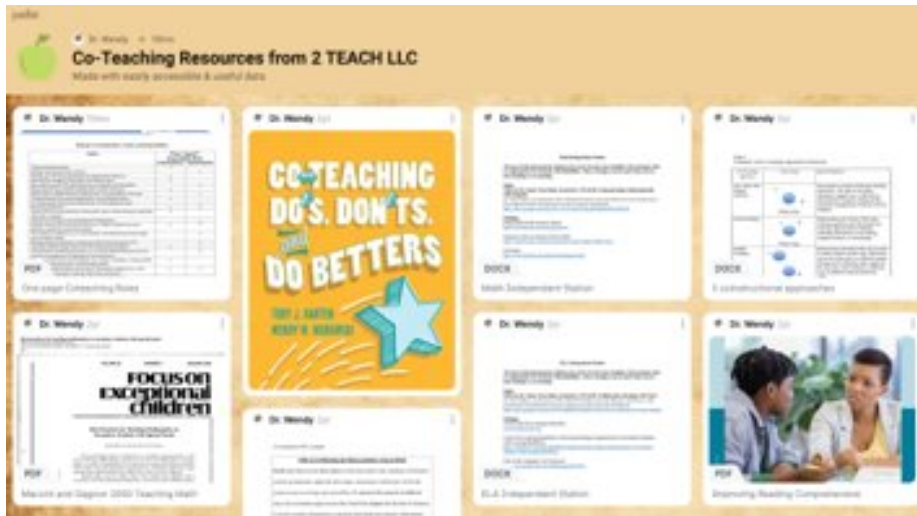
Special Education Discussion Hours

GUEST SPEAKERS
SPRING 2021-SPRING 2022



Let's take a look at
our Discussion
Speakers

... we share resources



Co-Teaching Resources



Edutopia Article on UDL



Memory Games for Learning



Professional Agencies and Organization for Support
Support Services and Resources



TMN Discussion Hours for Special Education incorporate Wellness Moments



TEACHER MENTORING NETWORK



STEM

Collaboration with JPL to Inspire STEM Teaching and Learning



Facilitated by NASA Jet Propulsion Laboratory (JPL) Educator Professional Development Specialist, Dr. Brandon Rodriguez

Past events:

- Promoting Student Engagement in STEM Learning
- Best Practices for 21st Century Learning: Components of Project Based Learning in STEM (2-day event)
- STEM Series:
 - Talking about Climate ([Extension Activities](#))
 - Using Phenomena ([Student-Mentor Engagement Activities](#))
- Coding for Everyone



Brandon Rodriguez, PhD
EPD Specialist
NASA Jet Propulsion Lab

Collaboration with JPL to Inspire STEM Teaching and Learning

- The NASA Education team is "bilingual" in terms of teaching STEM
- One fun fact about landing on Mars
- Best practice: Do activity first and lecture second
- Use metaphors to demystify STEM concepts: Coding is like....
- Insert "tactile playtime" into STEM learning

Collaboration with JPL to Inspire STEM Teaching and Learning



Reflections in Breakouts

- What did you hear from the presentations that excites you?
- What do you think the impact of this network would be for you and others interested in teaching?
- How would coming to TMN events help with exploring teaching?

Sign up for our TMN

Listserv: <https://formstack.io/43ED6>

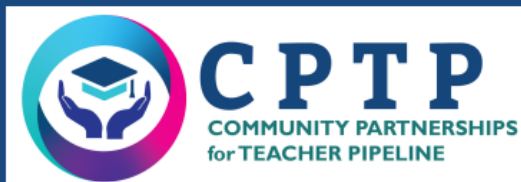
MARCH 2022

**Equity Hour:
Book Discussion 1 -**

**Kohli's Teachers of
Color**

**Wednesday, March
30, 2022 from
5:30pm-6:30pm**

Register Here:
[https://formstack.io/F
C53F](https://formstack.io/F/C53F)



SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5 <u>SPED: Data in SPED Session 1 5:00pm-6:00pm</u>	6 <u>Equity Book Discussion 2 5:30pm-6:30pm</u>	7	8	9
10	11	12 <u>SPED: Data in SPED Session 2 5:00pm-6:00pm</u>	13 <u>Equity Book Discussion 3 5:30pm-6:30pm</u>	14	15	16
17	18	19	20 <u>Equity Book Discussion 4 5:30pm-6:30pm</u>	21	22	23
24	25	26 <u>JPL 5:00pm-6:15pm</u>	27 <u>Equity Hour Dr. Rita Kohli 5:30pm-7:00pm</u>	28	29	30

APRIL 2022

Teacher Mentor Network Events

Special Ed Series: Data in SPED, Session 1
April 5 @ 5:00pm-6:00pm

Equity Book Discussion: Kohli's TOC: Resisting
Racism and Reclaiming Education (Session 2)
April 6 @ 5:30pm-6:30pm

Special Ed Series: Data in SPED, Session 2
April 12 @ 5:00pm-6:00pm

Equity Book Discussion: Kohli's TOC: Resisting
Racism and Reclaiming Education (Session 3)
April 13 @ 5:30pm-6:30pm

Equity Book Discussion: Kohli's TOC: Resisting
Racism and Reclaiming Education (Session 4)
April 20 @ 5:30pm-6:30pm

NASA Jet Propulsion Lab Session
April 26 @ 5:00pm-6:15pm

Equity Hour Conversation with Dr. Rita Kohli
April 27 @ 5:30pm-7:00pm

Please click here for the [PDF version of the calendar](#) with clickable links to register

Upcoming TMN Events

SPED: Data in SPED Session 1

Tuesday, April 5, 2022 from 5:00pm-6:00pm

Register Here: <https://formstack.io/55614>

Equity Hour: Book Discussion 2 -

Kohli's Teachers of Color

Wednesday, April 6, 2022 from 5:30pm-6:30pm

Register Here: <https://formstack.io/AB603>

SPED: Data in SPED Session 2

Tuesday, April 12, 2022 from 5:00pm-6:00pm

Register Here: <https://formstack.io/AAC35>

Equity Hour: Book Discussion 3 -

Kohli's Teachers of Color

Wednesday, April 13, 2022 from 5:30pm-6:30pm

Register Here: <https://formstack.io/3E4B4>

Equity Hour: Book Discussion 4 -

Kohli's Teachers of Color

Wednesday, April 20, 2022 from 5:30pm-6:30pm

Register Here: <https://formstack.io/96A73>

Jet Propulsion Laboratory Series

Tuesday, April 26, 2022 from 5:00pm-6:15pm

Register Here: <https://formstack.io/A9E9A>

Equity Hour: Dr. Rita Kohli

Wednesday, April 27, 2022 from 5:30pm-7:00pm

Register Here: <https://formstack.io/BF6A0>



COMMUNITY PARTNERSHIPS
for **TEACHER PIPELINE**

Student and Mentor Info Session-Apply Today!



Click to apply to be a CPTP [mentor](#)!

DESIGN OF COMMUNITY PARTNERSHIPS FOR TEACHER PIPELINE (CPTP)

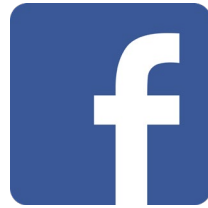
- Focus on increasing the number of **Teachers of Color**
- Pre-transfer coursework and training at the community college
- **Other potential opportunities:** STEM learning, Child Development Center, After school program, and Summer Camp
- **Mentoring** by teachers in local schools for up to 4 semesters
- **Grade levels:** Pre-K, K-12, Community College level
- **Teaching pathways:** STEM, Special Education, or Early Childhood Education
- Partnership with Rio Hondo College, El Camino College, Cerritos College, and the Center for Collaborative Education within a social justice framework



Click to apply to be a CPTP [student](#)!

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cptp@ccebos.org



CPTP