



PEPPERDINE

Teacher Preparation Program

YEAR IN REVIEW 2020



GREETINGS FROM THE TEACHER PREPARATION PROGRAM DIRECTOR



BY DR. REYNA GARCIA RAMOS

Feliz Año Nuevo ~ Happy New Year ~ 新年快樂

Pepperdine University's Teacher Preparation Program (TPP) team sends you good wishes for a happy and healthy new year! Whether you are a mentor teacher, university field supervisor, alumni, student, or one of our many community partners, TPP is grateful for your continued support during the most challenging year in our recent history for the educational community. State Superintendent, Tony Thurman, said that he marvels at how teachers, students, and parents have made learning work since "there was never anything that was supposed to be done the way we are functioning at the moment." At TPP, we are gravely concerned about the inequities K-12 students and their families face due to COVID-19 and the economic crisis it has caused, particularly among African American and Latino families for our partnering districts. In light of this, TPP has looked inward to strengthen our programs and address issues of inequities through the content of our course offerings and our clinical placements so that our preservice teachers meet students' needs in schools today.

As we look for the opportunities and challenges the new year offers, we continue developing successful teachers. We do so by modeling effective pedagogy and reflective hearts. TPP graduates leave our programs with knowledge and skills to teach in any context but know when to lend an ear to a student in need. In schools this past fall, teachers and students alike had to redefine learning for our current context, and TPP alumni are leading the way. Our alumni have tackled distance learning with skill sets and approaches that put students at the center of their work. We know it has not been easy for anyone, but flexibility and passion keep our alumni in the field motivated and willing to serve.

We pray that 2021 will allow us to again hear laughter in classrooms across Southern California schools as teachers and students return. Eventually, this will be the case, but we must return better prepared with the hard lessons from distance learning and the raw discussions that the social justice movement of this past spring has forced us to have. It is these lessons that call all of us to continue to strive for effective schools for all! I am looking forward to your continued collaboration in the coming year!

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UNDERGRADUATE PATHWAY COORDINATOR UPDATES



BY DR. CARRIE WALL

The last day of class, I often like to give each teacher candidate a rubber band, encouraging them to embody many of its qualities in their own classrooms. Just like a rubber band, I exhort them to: (1) be flexible and responsive to student needs, (2) band with others for maximum effectiveness and strength, (3) spring back after mistakes or hardships, and (4) be open and teachable to the ways God will stretch them. No semester in recent history has demanded more rubber band-like qualities than the most recent one.

Even during this time of political polarization, racial injustice, and pandemic anxiety, Seaver undergraduate teacher preparation program exhibited great resilience. With the shift to distance learning in the spring, our faculty rose to the challenge - learning new tech tools and modeling engaging distance learning pedagogies. In addition to providing scaffolds for our teacher candidates' professional preparation, Seaver faculty sought to address personal anxiety and isolation by introducing candidates to the concept of harboring (or providing a safe space or refuge for) one another during this tumultuous time. Through reading Jacqueline Woodson's *Harbor Me* and examining the metaphor alongside our full-time student teachers, Seaver faculty sought to provide both professional and emotional support for novice teachers navigating difficult waters. By engaging in Mentor Teacher, University Field Supervisor, professor, and peer harboring relationships, candidates were equipped to journey on with a greater sense of communal support, purpose, and hope.

Our program is indebted to our many community partners and mentor teachers who welcomed our candidates into their distance learning spaces. Our teacher graduates rose to the challenge by leveraging technology for student learning, supporting their Mentor Teachers with tech tools, completing a minimum of 600 clinical hours, passing the education Teacher Performance Assessment (edTPA), creating their own YouTube channel comprised of read-alouds and mini-lessons, and securing jobs! Even in the face of a plethora of challenges and disappointments, our graduates responded with flexibility and resilience - bending, but not breaking. Congratulations on earning a credential at the peak of a pandemic, graduates! May you bravely embrace the future with rubber band resilience!

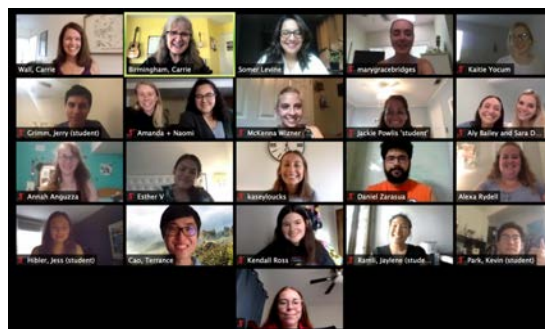
Spring 2020 Graduates



Fall 2020 Graduates



Fall 2020 Incoming Student Teachers



GRADUATE PATHWAY COORDINATOR UPDATES

BY DR. ANTHONY COLLATOS



Social Distance Delivery! edTPA Care Packages

In October 2020, the Master of Arts in Teaching program and the Pat Lucas Center for Teacher Preparation provided care packages for teacher candidates completing their teacher performance assessment (edTPA) portfolio. The edTPA is a culminating portfolio submitted to illustrate that candidates have mastered the skills and tools necessary to become effective k-12 teachers. Successful completion of the EDTPA portfolio leads to a recommendation for a multiple or single subject teaching credential from the California Commission on Teacher Credentialing (CTC).

Melva Thompson, a multiple subject candidate, expressed, “The care package was exactly what I needed at just the right time. It helped me realize just how much the MAT program cares about us and wanted to keep us encouraged. It was a very special touch to have it hand delivered [with social distancing].” Yesenia Hernandez, expressed her gratitude, “Receiving the edTPA care package felt so personal and reminded me why I chose Pepperdine. They never fail to treat their students with compassion.”

According to MAT candidates, Jackie Moen and Daniel Padilla, the care packages were “EDTPA love, just in a nick of time” and the care packages “made me feel like Pepperdine had my back.”

As Director of the Pat Lucas Center, it was a privilege and great fun to provide the edTPA care packages for our candidates. They have shown such resiliency throughout the year and deserve any help we could provide during this important edTPA week. Seeing some of the candidates reminded me how much we miss everyone.



Jackie Moen



Yesenia Hernandez



Daniel Padilla



Matthew Beddie



Melva Thompson

GRADUATE PATHWAY COORDINATOR UPDATES (continued)

Teacher Candidate Award Winners Announced at the Fall 2020 MAT Capstone Symposium

On December 9, the Pepperdine Masters of Arts in Teaching candidates presented research involving the impact of COVID-19 on teaching and learning at the fall 2020 capstone symposium. After a successful presentation by the MAT candidates, several awards for teaching excellence were announced.

MAT candidate, Yesenia Hernandez, received the Fall 2020 MacNair Loan Forgiveness Scholarship. The MacNair scholarship is provided to graduating teacher candidates who demonstrate outstanding clinical fieldwork, planning, instruction, assessment and professionalism with staff, students, and colleagues. Candidate recommendations are provided by university field supervisors and recipients are decided by a committee of MAT faculty.

"Ms. Yesenia Hernandez was an absolute delight in the classroom. Her command of the classroom, her familiarity with the curriculum, her creativity in presenting and conducting lessons, and her ability to connect with the students was remarkable. Using multiple teaching strategies in engaging her students she led her students through this difficult period. Ms. Hernandez was thoroughly comfortable with using technology to enrich her teaching and showed great rapport with all students. Yesenia was a thorough professional and made a concerted effort to incorporate all feedback into her work. She was very comfortable with the students and indicated a strong knowledge of their abilities and needs. Ms. Hernandez is a wonderful representative of the Pepperdine University and we look forward to her career serving the lives of her students," said Director of Field Experience, Dr. Ricardo Vigil.

Upon receiving the scholarship, Yesenia Hernandez shared, "Thank you so much. I have no words. Thank you so much to everybody. I just thank everyone that has been there for me. My cohort has been amazing. I've made lifelong connections and you are all such beautiful people, and I am so blessed."

In addition to the MacNair Teacher Loan Forgiveness Scholarship, Daniel Padilla and Janelle Neely received the Pat Lucas Center Award for Excellence in Teaching. This award is provided for graduating teacher candidates that have exhibited excellence in their coursework and clinical experience. Dr. Anthony Collatos, Director of the Pat Lucas Center, described, "Both Daniel and Janelle embody the spirit of the Pat Lucas Center. In their own ways, each of them overcame challenges to exhibit great teaching and a positive spirit throughout the program."





CLINICAL PRACTICE IN THE TIME OF COVID: STUDENT UPDATE

BY DR. RICARDO VIGIL & SOMER LEVINE
CLINICAL DIRECTORS



Happy New Year! We embark on the spring semester with great hope that teacher candidates, mentors, university field supervisors, and students may enjoy a safe and fruitful season of learning. Our candidates have done a wonderful job of working within the confines of distance and hybrid learning. While the requirements and demands of the clinical practice remain steadfast, the experiences in planning, instruction, assessment and reflection have altered greatly.

COVID-19 changed the “field” drastically and introduced an abrupt shift from in-person instruction to distance-learning, leading to new challenges in meeting student needs while mastering online instructional resources.

For teacher candidates and their mentors, a long-term solution for instructional innovation and technology integration became an overnight necessity due to statewide school closures. Mentors and teacher candidates pioneered this wave of distance learning and navigated a relentless pursuit in continuously delivering learning experiences for all students. The thoughtful consideration of what these experiences mean and how they can be utilized once there is a safe return to schools is something we continue to discuss and analyze. Together, we look forward to continued success in preparing Pepperdine candidates to be innovative, compassionate and effective teachers in the field.



FACULTY SPOTLIGHT: A CONVERSATION WITH DR. KEVIN WONG

We are so happy you have joined us at Pepperdine! What about Pepperdine called you to join our faculty?

I'm delighted to be here! There were a number of things that drew me to Pepperdine. I was particularly struck by the GSEP mission statement: a value-centered, equity-driven, forward-thinking institution that seeks "academic excellence, social purpose, meaningful service, and personal fulfillment." During my interviews, I was struck by how dedicated all faculty and staff were towards this mission; it was palpable and I wanted to be part of it.

What were you up to before joining us at Pepperdine?

Before Pepperdine, I was in New York City finishing up my PhD at New York University. I also had two full-time jobs: I was an instructor in the teacher preparation program at Monroe College in the Bronx, and I was a new father of my now 21-month-old daughter, Kaleia.

What got you interested in education?

That's a big question! I tutored a lot in high school (in Hong Kong, where I'm from) and loved working with young people from all backgrounds. I was pre-med in my undergraduate institution, but took so many education and educational psychology classes that there was just no escaping what I was called to do.

During this global pandemic, in what ways has it impacted teaching and education?

I think there are a lot of ways to think about this question. On the one hand, it's further exacerbated inequities in society as communities of color and students with disabilities are disproportionately affected by issues of educational quality and access. I think it's also become more obvious to members of society how we can't look at education independent of healthcare, childcare, the economy, race relations, or policies that govern state, national, or international politics. Systems need to change.

On the other hand, perhaps more tangibly, we've seen how schools and educators have adapted their methods to deliver content to students across virtual platforms. We're forced to reevaluate what is important and reconsider how to get things done. At the same time, we're lowering standards, placing unfair demands on teachers, and leaving behind a lot of students.

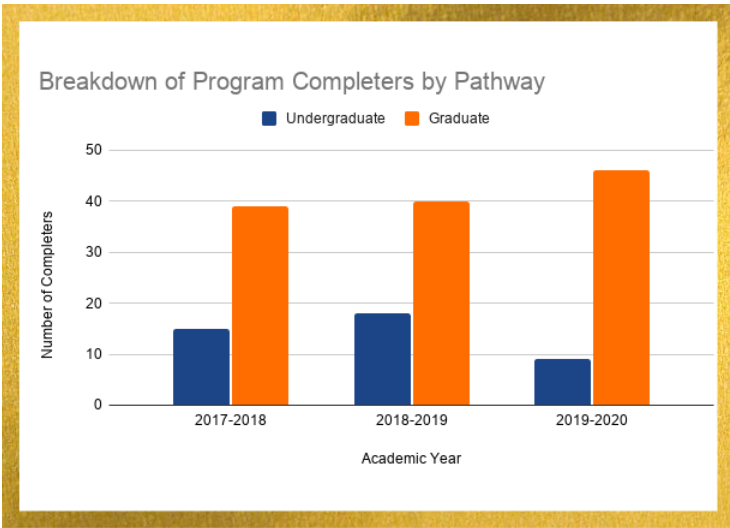
What research projects are you working on at the moment?

All of my research examines language teaching and learning in K-12 contexts. My most recent project with colleagues in Hong Kong examines how English language teachers have adapted their methods with the shift to digital instruction. I'm really interested in hearing the perspectives and lived experiences of students and teachers. Second, I'm very excited about a special issue that I'm co-editing with a colleague in Texas on Chinese-English dual language bilingual education programs in North America - I'll be contributing a systematic review of studies that document pedagogy in bilingual programs with Chinese as the partner language. Finally, I'm working with colleagues in New York and the Philippines on early language/literacy development through educational media and technology. This work builds upon my dissertation, which is currently in the publication pipeline.

We are excited to share your many publications, is there one or two journal articles that you would like to highlight, and why?

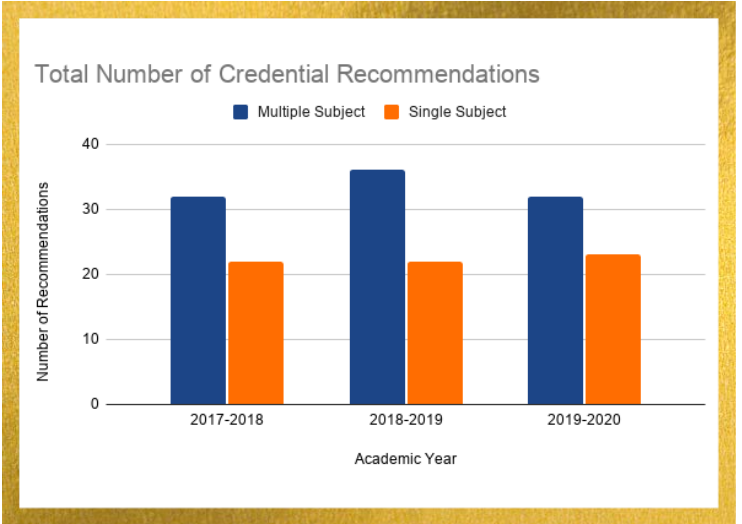
Sure! Thank you for asking! I think in light of COVID-19 and being in teacher education, I've become very interested in the TPACK (Technological Pedagogical Content Knowledge) framework and thinking about how we prepare a diverse teacher workforce to engage with technology and promote educational equity for their learners. This interest started in March when I published an article on the impact of social uncertainty and COVID-19 on K-12 teachers in Hong Kong in the [Journal of Loss and Trauma](#). We have a pedagogically-focused article currently under review in *System*, so please be on the look out for that. Considering my own role as a teacher educator, my colleagues and I documented how we adapted our instruction to support TPACK among teachers in a short, practical piece in the [Journal of Education for Teaching](#). We have a full-length article that considers the experiences of Generation 1.5 teacher candidates currently under review in the *Journal of Technology and Teacher Education* - wish us luck!





Breakdown of Program Completers by Pathway

Total Number of Credential Recommendations



ACCREDITATION UPDATES

BY TERRANCE CAO & DR. SETA KHAJARIAN



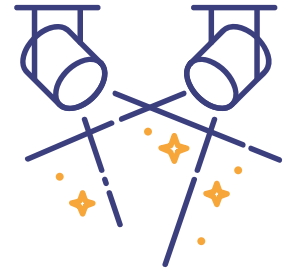
Happy New Year from the accreditation department. We are delighted to share some updates regarding our program completers and credential recommendations in the year 2020. As referenced in the two graphs below, the number of credential recommendations for completers of the Pepperdine Teacher Preparation Program has remained steady in the past 3 academic years. This is impressive considering not only the difficulties brought by COVID-19 pandemic in Spring 2020 but also numerous changes in enrollment due to personal circumstances. Looking forward, the Credentialing Office is enthusiastic that the number of credential recommendations will experience strong growth.



HOW TO GET INVOLVED WITH THE CTC SITE VISIT?

Our accreditation Site Visit from the California Commission on Teacher Credentialing (CTC) is coming up on March 21-23, 2021! We are excited for all of our students, faculty, staff, and partners to have an opportunity to exhibit the work we have done over the past 3 years.

If you are interested in participating, please email Adriana Garcia at adriana.l.garcia@pepperdine.edu by January 27, 2021 so we may send you an invitation to an explanatory Town Hall occurring on Thursday, January 28, 2021 from 6-7pm.



ALUMNI & MENTOR TEACHER SPOTLIGHT:

Brooke Gorin - Intern Social Science candidate, CE3:

Having taught Brooke and also worked with her on her edTPA, I have been especially impressed by her drive to be a strong teacher. She never hesitates to push herself above and beyond when I lay out expectations for tasks and also has a professional and collaborative demeanor at all times. Her students are very blessed to have her as their teacher, and I have been so honored to have her as my student.

Stephanie Linford - Traditional Social Science candidate, CE1:

Stephanie brings a fiery passion to education that has empowered her colleagues. She genuinely cares for all of her students and has been steadfast in showing everyone what her ideals as a teacher are and why they will brighten the future for many students. Her drive for student advocacy has only just picked up momentum, and I am hopeful to see it continue throughout the year.

Clark Barnett:

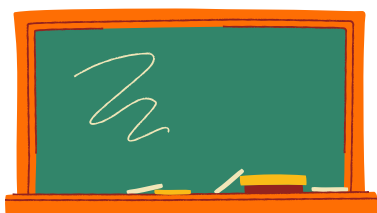
Clark Barnett is a 4th grade teacher at Lang Ranch Elementary School in Conejo Valley Unified School District. Clark graduated from Seaver and earned his teaching credential in 2001. He completed his student teaching at Lang Ranch, and he's taught there nearly every year since. He stepped in with short notice to mentor a student teacher in her final semester of the program. Mr. Barnett integrates educational technology with joyful, significant learning for his 4th graders and his teacher candidates. He models how teachers contribute to a positive school culture and is a true role model for teacher candidates.

Jimena Barrera:

Jimena Barrera is a 1st grade teacher at NEW Academy Canoga Park in the San Fernando Valley. Jimena is an exemplary mentor teacher. She models a growth mindset, empathy for students, and instructional expertise. Jimena and her first grade team mentor teacher candidates by including them in team meetings, sharing responsibility, and building strong professional relationships. Her friendly and approachable manner invites students, families, and teacher candidates to a safe and welcoming environment for learning.

Emma Colmenares:

Emma Colmenares is a 4th grade teacher at Santa Monica Blvd Community Charter School. Emma was an MAT student, recipient of a CAFE Teachership in 2012, graduated in 2013 and is now working on the Bilingual Authorization credential and Masters at UC Riverside. Now Emma has returned to the MAT program as a mentor teacher to mentor preservice teachers this year.



TPP IN THE COMMUNITY

American Association of Applied Linguistics conference, March 2020

Comparative and International Education Society conference, March 2020

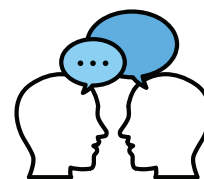
American Educational Research Association conference, April 2020

Cultural Proficiency Professional Development for the Norwalk-LaMirada Teachers of TANLA, January-May, 2020

California Council on Teacher Education conference, October 22-24, 2020

California Latino School Board Association conference, November 12-14, 2020

National Research Conference on Early Childhood conference, December 2020



RESOURCES FOR EDUCATORS



Birmingham, C. Podcast Author of **Harry Potter Goes to School: Learning In and Out of Hogwarts.**

Wall, C. (2020). **Relationship over reproach: Fostering resilience by embracing a trauma-informed approach to elementary education.** *Journal of Aggression, Maltreatment & Trauma.*

Metscher, S. E., Tramantano, J. S. & Wong, K. M. (in press). **Digital instructional practices to promote pedagogical content knowledge during COVID-19.** *Journal of Education for Teaching.*

Neuman, S. B., Flynn, R., Wong, K. M., & Kaefer, T. (in press). **Quick, incidental word learning in educational media: All contexts are not equal for low-income preschoolers.** *Educational Technology Research and Development.*

Wong, K. M. & Samudra, P. (in press). **L2 vocabulary learning from educational media: Extending dual-coding theory to dual-language learners.** *Computer Assisted Language Learning.*

Wong, K.M. (in press). **A design framework for enhancing engagement in student-centered learning: Own it, learn it, and share it by Lee & Hannafin (2016) - An international perspective.** *Educational Technology Research and Development.*

Samudra, P., Wong, K. M., & Neuman, S. B. (2020). **Is attention the missing link? Interactions between visual attention, coviewing, and learning from educational media.** *Journal of Applied Developmental Psychology, 67,* 101108.

Wong, K. M. & Moorhouse, B. L. (2020). **The impact of social uncertainty, protests, and COVID-19 on Hong Kong teachers.** *Journal of Loss and Trauma, 25(8),* 649-655.

Neuman, S. B., Samudra, P., Wong, K. M., & Kaefer, T. (2020). **Scaffolding attention and partial word learning through interactive co-viewing of educational media: An eye-tracking study with low-income preschoolers.** *Journal of Educational Psychology, 112(6),* 1100-1110.

Wong, K. M. (2020). **“Learning English through Educational Media: Drawing from Children’s Linguistic Repertoires”** in Bailey, K. & Damerow, R. (Eds.), *Chinese-speaking learners of English: Research, theory, and practice.* Routledge, New York, NY. ISBN:1000769194