JOURNAL OF CRITICAL ISSUES IN EDUCATIONAL PRACTICE

Volume 11, Number 1 2021

California State University San Bernardino
College of Education

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This issue marks a new beginning for the journal published by the College of Education at California State University, San Bernardino (CSUSB). Published as *Wisdom in Education* for more than ten years, the journal has been renamed the *Journal of Critical Issues in Educational Practice*. It was agreed that this title more accurately reflects the journal mission. The journal will continue the tradition of publishing scholarly work that addresses important influences on both policy and practice in education.

Though submissions are solicited with the broadest possible representation, we hope to highlight work from CSUSB faculty and students. These two groups cover an impressive array of diversity of thinking and work in areas that are indeed considered critical issues.

Articles in this volume include one by Jessica Block Nerren focusing on the issue of striving in higher education and its potential impact on the purpose and mission of an institution of higher education. The place of social media in this issue and its importance are analyzed. Lara Kassab, Karen Escalante, and Daniel Soodjinda have reported their initial effort to consider teacher performance assessment and its potential contribution to bias and discrimination in teacher training programs. Consideration is given to how assessment might be used as a method to address issues of equity. Heidi Strikwerda and José Lalas have presented the merits of critical hope as a basis for considering the variables of systemic oppression in our schools. How this approach might impact teacher behavior is considered.

A new feature in the journal highlights dissertation research completed as part of the Doctor of Education Program in Educational Leadership at CSUSB. The Research in Brief section in this issue includes Audrey Baca's examination of educational reform in a Hispanic community college and Lilia Lopez's study of inclusion practices for students with disabilities in Mexican universities.

We also pay tribute to our colleague, Dr. Sheng Chieh "Amy" Leh who passed in November 2021. Dr. Leh was a longtime faculty member in the Educational Technology Program and a leader in international education through her work with the Phi Beta Delta Honor Society for International Scholars.

We hope that you find something of value in this issue as we are committed to addressing important issues that impact educational practice. We would welcome your feedback and we solicit the submission of your work for publication consideration.

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The Start of a Conversation with Critical Friends: Can the CalTPA be Used as a Catalyst for Program and Professional Inquiry?

Lara Ervin-Kassab, Ed.D., Karen Escalante, Ed.D., and Daniel Soodjinda, Ed.D.

"...the language and logic of accountability have become so deeply embedded in the everyday discourse and practice of teacher education that they are now difficult to discern as policy and practice alternatives. Instead, they are often presumed to be self-evident and inevitable, more or less a "baked-in" part of teacher education." (Cochran-Smith, Carney et. al, p.15)

Performance assessments of teachers and/or teaching (TPA) are becoming part of the educational accountability landscape on an international scale. Whether they be used for initial teacher credentialing in the United States or Australia (Charteris, 2019), for review of higher education faculty in Portugal (Sánchez & Moreira, 2021) or for in-service teachers in Indonesia (Yenti & Sumarmin, 2020) the use of TPAs as part of a standards-based system is spreading internationally (Sato & Abbiss, 2021). The first TPA developed in the United States was created in Connecticut in 1986, and California was the first state to call for the development of required TPAs as part of credentialing in 1998 (Gurl, et. al, 2016). Three TPAs were developed for use in California - the first was called Performance Assessment for California Teachers (PACT), followed by the Fresno Assessment of Student Teachers (FAST) and later the California Teaching Performance Assessment (CalTPA). These have been in use in the credentialing system since 2008. In 2016, California updated the state adopted teaching standards, the Teaching Performance Expectations (TPEs). This revision resulted in a need to redevelop or revise the TPAs. The PACT was replaced with the edTPA, FAST was updated by the university that developed it, and the CalTPA was redeveloped by a design team consisting of teacher education experts, with the support of the California Commission on Teacher Credentialing (CTC) and Evaluation Systems personnel.

Professional teaching standards are situated in neo-liberal policies and approaches to globally reforming teacher education (Call, 2018; Lewis, Savage, & Holloway, 2020; Mockler, 2020) in the name of accountability. While this high-stakes use of standards can be seen as performative, some research has found that teacher candidates find professional teaching

standards useful as a “common language” for conversations about teaching practice. (Call, Christie, & Simon, 2021; Loughran and Ellis, 2016).

Programs participating in accreditation activities in California have been encouraged to utilize the TPEs and data from the TPAs for program review and revision since their adoption in 2008. Recent reviews of literature and practice (Peck, et.al, 2021) continue to encourage teacher education programs to utilize the structures and data of TPAs as critical reflection points for program improvement. While there are challenges in exploring the validity of scoring of TPAs such as initial data access for inter-rater reliability on the new TPAs (Lyness, Peterson, & Yates, 2021), programs and individual professors can utilize the TPA manuals as catalysts for reflection and conversation on necessary shifts in teaching practice.

At the beginning of the 2020-2021 academic year, three faculty from different California State Universities embarked upon a research journey to explore how the revised 2020 CalTPA might be an avenue for cultivating anti-racist teaching pedagogies in our personal and programmatic practices. We had been conducting a document analysis (Bowen, 2009) of the 2020 version of CalTPA cycle one using both critically reflective (Brookfield, 2017) and Critical Race Theory lenses.

Frameworks: CRT and Critical Reflection

Although we each teach at different institutions within a state university system, each of our institutions’ teacher education programs are dedicated to social justice and fostering emancipatory pedagogies in future generations of public school teachers. Additionally, we have all been involved in the development or alignment (to standards) processes of the development of the CalTPA. All three of us have, at some point, participated in the scoring process of the CalTPA as lead scorers as well. Each of us participated in the CalTPA processes with the intent to advocate for socially just practices being included in the assessment. In the ongoing work described in this article we are attempting to explore how the 2020 iteration of the CalTPA reflects and/or provides opportunities for us to explore practices that align with Critical Race Theory (CRT) and Brookfield’s (2017) methods for becoming critically reflective educators, especially those of being aware of and taking action on biases.

CRT positions racism in American legal and educational systems as the norm, not the exception (Ladson-Billings, 1998; Delgado & Stefancic, 2017). With this framing in mind, we committed ourselves to holding one another accountable for exploring the ways in which white supremacy is or could be present in our reading of the CalTPA and our reflection on our practices. Our goal was to confront systemic language that influences teacher practices that reinforce invisibility, self-doubt, and subordination of people of color (Ladson-Billings, 1998; Solorzano & Yosso, 2001). Our goal was to identify aspects of the CalTPA that could reinforce or confront the "whiteness" in educational policies and standards, with the intent of identifying opportunities for teacher educators and teacher education programs to challenge oppressive structures, interrupt current practices, and explore opportunities for more equitable approaches to education (Ladson-Billings, 1998). Solarzano (1997) challenges teacher education programs and educators to examine the ways in which racism pervades the structures of teacher education, perpetuating the continued oppression of students of color. We intentionally take up this call in our ongoing analysis and conversations around the assessment, our programs, and our personal pedagogical practices.

One of the greatest challenges in doing the work of applying CRT to the analysis of the CalTPA and our own practices is in recognizing internalized, racist, ableist, and patriarchal biases, which present themselves in assumptions about our work as well as in programmatic and state policies. To this end, we delved into the descriptions of different types of assumptions we might face as we continued deepening our discussions about the work. Brookfield (2017) outlines three types of assumptions to probe as we critically reflect on programmatic and personal practices and policies. The first type of assumptions we interrogated were paradigmatic. We discussed specific terms and phrases, and how they reflected the paradigms of systemic oppression present in educational policy and traditional teaching practices. As participants in the development and/or scoring of the CalTPA, the second set of assumptions we found ourselves discussing were prescriptive- assumptions about how we expected candidates, teacher educators, and program leadership "should" interpret and enact given activities and practices valued in the assessment. Our sharing of our programs' policies and practices provided us with insight into how our expectations could be erroneous assumptions.

Finally, we found our conversations began to unearth causal assumptions, we shared our programs' and personal expectations for what would happen when certain actions in the CalTPA were enacted juxtaposed with published research of diverse voices that pushed us to reflect on how these causal assumptions functioned through a CRT lens.

This article represents the transition in our research from an open-coded document analysis study and an upcoming collaborative self-study. The self-study was inspired when we realized that many of our conversations around specific terminology used in the CalTPA were designed to assess performance on several TPEs. These discussions prompted reflection on how standards language, utilized in the CalTPA is shaped by state and national policy, how research on standards/TPA in education could be used for pedagogical improvement, and how being a reflective educator converge to create opportunities for teacher education programs and professors to examine their own practices in pursuit of social justice, anti-racism, and equity.

Research into how teaching performance assessments (such as the EdTPA) can claim to be tools for change, but often points to the role of the program in contextualizing the changes that impacts the professional learning of candidates (Cochran-Smith, et. al., 2018; Peck, et. al, 2021; Sato & Abbiss, 2021). CalTPA leadership has consistently provided professional support to programs including virtual office hours, webinars, and in-person support trainings. These supports are invaluable, however they must lead to program-wide and personal reflections and conversations to explore how the assessment aligns with program missions and goals. To this end, the research questions we are currently exploring are:

- In what ways do we see the CalTPA providing a "common language" for discussing our programmatic practice and for critical reflection on educational policy?
- How do the conceptualizations of focus students in cycle one foster the shift from deficit to asset-based perceptions of students?

Note: The critiques present in this article are created from ongoing discussions around the CalTPA, however we want to recognize the constraints faced by the developers due to the need for TPE language being used as a foundation of the assessment. The TPE language is derived from state and national social conventions (such as "English Learner" to represent plurilingual

students “who have been designated by the system” as ELs) grounded in a system of supremacy and patriarchy. It is in the spirit of engaging in common language, while exploring the systemic issues of race, ethnicity, ableism, gender, and class entrenched in this language, that we present this article. This article is intended to connect the surfacing themes from our conversations with voices from critically important research. At the end of the article, we will be sharing the structures and questions we will be using in our upcoming self-study work.

The data presented in this article centers on the first cycle of a two-cycle CalTPA. In the first cycle, teacher candidates select three “focus students” who will function as “bellweather” students for exploring, developing, and reflecting on evidence to support student-centered practices. The first two focus students provide candidates opportunities to learn about, design for, and reflect upon their practices in teaching multilingual learners and students with dis/abilities or “gifted” designations. The third student is described as a student whose “life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support.”

Conversation Point 1: Common Language and Confronting Race in Language Acquisition and Disability

Within the US Department of Education, there is an office with “English Language Acquisition” in the title. In federal, state, and local conversations around bi(multi)lingualism, the common parlance tends to be centering English as the goal language for academic success. As Flores and Rosa (2019) call attention to, this framing fosters extremely deficit thinking about multilingual students of color. Both the TPEs and the CalTPA promote asset-based approaches to connecting with and teaching students, however the persistent use of “English Language Learner” as a student descriptor could directly confront this asset-based approach. One of us teaches a course in building learning communities, and was inspired by our collaborative conversations to create an activity in which teacher candidates read Flores and Rosa’s (2019) article, then have a rich discussion about how we might shift our own thinking and practice by utilizing alternate terms such as “multilingual,” “plurilingual,” or “designated as” when thinking about, planning for, and discussing our “English Language Learners.”

Our conversations have also centered on the opportunities present in CalTPA cycle one's "getting to know your students" activities. The first "focus student" assessment candidates "get to know" is an identified "English Learner." Research illustrates the power of teachers approaching their work with "EL" students with an asset-based lens (Umansky, Poza, & Flores Gutierrez, 2021) and of valuing students' bilingualism instead of focusing on English as the center (Umansky & Dumont, 2021). Our conversations have also delved into the subtle presence of hierarchical language valuing such as how Spanish and Japanese first-language speakers are viewed and valued (Umansky, Poza, & Fores Gutierrez, 2021), and how to guide our candidates to be aware of and act to counter this paradigmatic bias (Brookfield, 2017).

Our conversations around focus student 2, a student with an individual educational plan (IEP), 504 plan, or identified as gifted and talented (GATE) delved into causal assumptions about teacher perceptions of disability, race, and the intersections thereof with a focus on how perceptions would likely shape instructional practice. We discussed over-referral and under-support for students identified with learning disabilities and how race/ethnicity and language compounds these practices (Cooc, 2017; Morgan, 2020). We found common ground in our prescriptive assumptions when discussing the roles of race, gender, and language in who is identified as GATE and who is not. We discovered commonalities in how the paradigmatic assumptions underpinning access to IEP/504 plan information for teacher candidates with the realities of district and school policies limiting access for student safety and privacy.

Conversation Point 2: "At-Risk Student" and "Student Placed at Risk"

The selection of the third focus student (FS3) is less straightforward and provided us with a rich opportunity to unpack deficit-centered descriptions of FS3 as influenced by the TPEs. Our conversation led us to refining the description in the CalTPA from a list of potential qualities to realizing that FS3 is a student who is Placed at Risk by macro, meso, and micro contextual factors (see table 1 below).

Table 1

Examples of Factors of Students Placed at Risk

	Examples of factors placing TK-12 students at risk	
Macro (society writ large, national level)	White supremacy Ableism Religious Persecution Capitalism	Sexism Nationalism Homophobia Immigration
Meso (local and school community)	Homelessness Community Conflicts Bullying/being a bully	School Policies Lack of Representation Community Marginalization
Micro	Hunger Neglect	Abuse Exclusion

We discussed the importance of helping teacher candidates see beyond the situation to the person. To encourage connecting with students in order to not only connect them with services but to create a classroom community that is a truly safe environment socially, emotionally, physically and academically. We discussed how persistent deficit framing at the systemic level of education and society results in the continued lack of academic, social, and emotional support for students who have been placed at risk by life circumstances and a culture of white supremacy.

Studies of the effects of teacher perceptions and actions of students' life situations often reflect a disconnect. Teachers are often unaware of the needs for security, stable

relationships, understanding and support for trauma that foster and homeless students experience, and often perceive these students as less self-confident and engaged (LaCour, et.al., 2016; Lafavor, et. al., 2020; McGlawn & LaCour, 2018). Auwater et. al describe how teacher perceptions of socio- economic status, gender and race intersect and result in lowered expectations for boys who come from low SES backgrounds,when compared to girls and boys from higher SES backgrounds. There is a need to acknowledge how these paradigmatic assumptions result in potentially damaging actions when they influence causal assumptions.

Similarly, there is a dire need to foster the confronting of paradigmatic and causal assumptions candidates have around sexual minority students. Unsupportive educators in this area pose risks to motivation, clinical depression and suicidal thoughts (Simons & Russell, 2021). We discussed the need to take action in developing teacher candidates who see intersections and the whole student, and who act to support students. Swanson and Gettinger (2016) describe research results that indicate that knowledge of legal and ethical supports for LGBTQIA+ students isn't enough, that there needs to be additional supports in the form of Gay Straight Alliances (GSA) and action-oriented professional development to result in actively supportive school climates. Cycle 1 of the CalTPA requires teacher candidates to create "positive and safe learning environments." To this end, we began to consider how student-teaching placements might benefit by looking for schools that have GSAs, in-service teachers who are committed to acting in support and protection of students "placed at risk" by life experiences, and that foster confronting assumptions when considering practice.

As we move forward in our own programs, we are more extensively exploring the ways in which we can join our candidates in learning to cultivate genius and joy (Muhammad, 2020). Each of our programs has a goal of recruiting, supporting, and developing black, indigenous, people of color as future educators. Our conversations focus on how this goal is an urgent need (Redding, 2019) and how we interrogate our own assumptions to be able to foster the brilliance of our teacher candidates as they become educators.

Implications and Recommendations

As we have come together to discuss our findings, we have all grown as teacher educators. The opportunity to work across universities has led to us realizing that while we have a “common language” in the CalTPA and the TPEs, how each program operationalizes and interprets that language can vary widely. Our willingness as both a program and as individual teacher educators to be self-critical and to confront the assumptions we make about our educational system and students are essential to seeing the CalTPA as an opportunity to engage in anti-racist conversations. When we “push back” on almost invisible cultural norms, we are able to see ourselves and our students as agents of change. When we seek opportunities for collaborative dialogue, we can continue to wrestle with daunting challenges facing programs that value anti-racist, socially just, and abolitionist (Love, 2019) teaching and learning. We may find ourselves pushing against the foundational principles of our programs, such as social emotional learning (SEL) and ask how to make these foundational principles inclusive, anti-racist, and empowering rather than a perpetuation of white norms and values. These conversations are critical in order for us to rethink not only the theory, but our candidates' resulting actions and experiences in confronting systemic racism in their future teaching. How are we equipping our candidates to push against, for instance, SEL programs in districts that are more “white supremacy with a hug” (Simmons, 2019) and to create spaces in which SEL is culturally sustaining (Alim & Paris, 2017; Simmons, 2021).

To these ends, we share the following framework and practices we have found useful in our collaborative dialogues:

-Be purposeful in inviting all voices, and specifically the voices of those who have been historically silenced, to the table and ensure that they are heard as you define the terms and concepts in the TPE/TPAs.

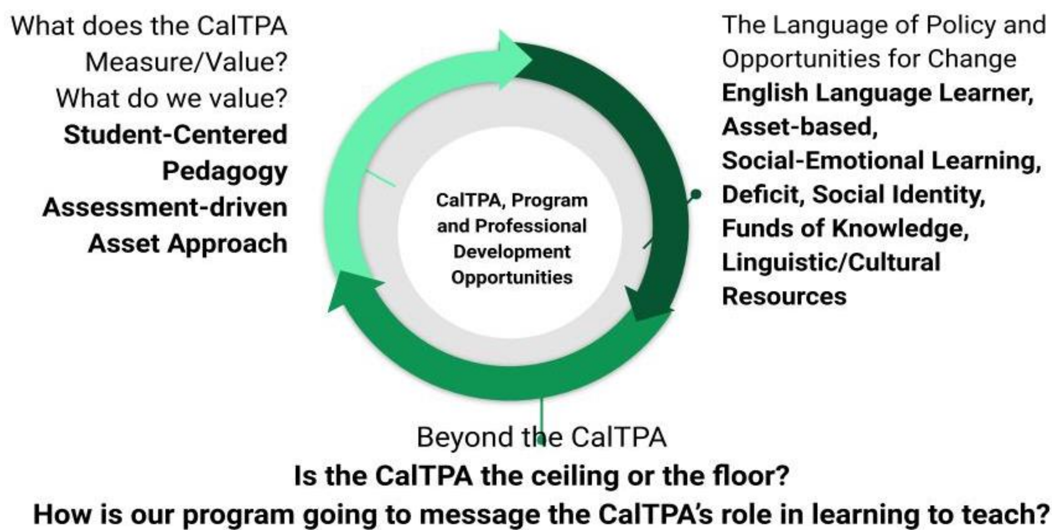
-Recognize the tension of utilizing a state- or nationally-generated common language while operationalizing and defining language and how you/your program will critically confront and determine how to use common language.

-Using Brookfield's (2017) framework of assumptions and how they interact with being a reflective educator was a helpful lens for unpacking "implicit bias" and internalized racism/sexism/ableism/etc. present in the ways we currently interpret and use common language in the CalTPA and TPEs.

We also designed this framework for planning program dialogues:

Figure 1

CalTPA, Program, Professional Development Opportunities Framework



Once your collaborative group or program has determined the broad overarching questions represented in figure 1, you can utilize the CRT-focused reflection questions our collaborative is currently exploring, found in table 2.

Table 2

Solorzano's Five Themes of CRT with Questions

Solorzano's (1997) five themes of CRT we used as critical inspiration for our interrogation and reflection on practice and program were operationalized as follows:

Theme	Question
Recognizing the centrality and intersectionality of race and racism.	How are the (micro) practices we utilize in supporting candidate progress towards the TPA (macro) centering or othering race, language, ability, class, and gender?
Challenging dominant ideology	How are we confronting, challenging, and countering institutional and individual conscious and unconscious forms of intersectional racism? How are we utilizing the TPA as a springboard or structure to challenge deficit-driven, white supremacist practices and (internalized) beliefs?
Actualizing the commitment to social justice	In what ways do we continuously circle back to our commitment to social justice? In what ways are we making this concept a reality for our teacher candidates?
Centering experiential knowledge	How are we listening to and centering our teacher candidates' experiences, especially those that might reinforce or counter institutional and individual beliefs and practices that perpetuate racism, ableism, classism, and sexism? How are we supporting them in developing agency to confront and transgress for social justice?
Maintaining an interdisciplinary perspective	How are we keeping historical and contemporary perspectives in mind as we cross boundaries by using interdisciplinary and nuanced perspectives in iterative cycles of reflection and practice?

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Critical Hope as Vehicle for Equity: Examining Teachers' Paradigm and Pedagogy

Heidi Strikwerda, Ed.D. and Jose Lalas, Ph.D.

Introduction

Presumably, with all the talks about equity and social justice in the field of education, it is common knowledge and well-understood that equitable solutions are needed to provide all students, especially the historically underserved, equal opportunities for success (La Salle & Johnson, 2019; Lalas & Strikwerda, 2021). Providing equal opportunity implies "treating everyone the same, even if they are starting from very different places and, have very different needs" while equity refers to "making sure that everyone has what they need to prosper, even if that means treating differently situated individuals or communities different" (Caliendo, 2022, p. 19). Our current research paper attempts to inform educators that effective teaching involves a moral obligation to provide each student with an equitable education infused with hopeful possibilities (Strikwerda, 2021). To teach equitably all students, especially the underserved without hope, "is a frivolous illusion" (Freire, 1997, p. 8).

In reality, doing true equity work is a hard, unenviable task and can be a long, lonely, and thankless road especially when many people within society refuse to acknowledge that they themselves are, in fact, a part of a racialized unjust system (Wise, 2005; Gorski, 2019). Inequity is not the result of one person, or even a group of people, but rather, it is the result of everyone involved within that system and it is unhelpful and untrue to place the blame of educational inequities on one entity because school systems are complex and consist of many interacting elements and relationships (Blankstein & Noguera with Kelly, 2015; La Salle Avelar & Johnson, 2019). Thus, equity work must be systemic and is both the responsibility of one person and of all people within that community (La Salle Avelar & Johnson, 2019; Westover, 2020).

While we acknowledge that it is not easy to provide the equitable pedagogical practices needed to combat the systemic oppression of students, it is even harder for those who have experienced success in the traditional educational system to recognize how these normalized

practices continually lead to the disenfranchisement and marginalization of racial and ethnic minorities who are not privy to the privilege they themselves receive (Wise, 2005; Gorski, 2019; Lalas, Charest, Strikwerda, & Ordaz, 2019).

In this paper, we put forth the stance that hope is needed to foster equitable solutions in addressing the disparity in student achievement and institute coherence in meeting the program and instructional needs of ALL students regardless of their social, cultural, and class identities (Lalas & Strikwerda, 2020). What does it mean to have critical hope drive equity work? Is hope a passive way of wishing for educational inequities to go away? Does it drive teachers' dispositions to serve students better and broaden their future possibilities? How do we, as educators, become agents of hope for those who are marginalized or the most vulnerable students in the school system? Similar to the achievement gap, wealth gap, and opportunity gap, does the hope gap among teachers exist? This study attempted to explore the notion of hope and hope gap that may be manifested in teachers' paradigm and pedagogy. We identified paradigmatic and pedagogical elements expressed and demonstrated by teachers that are applicable, relevant, and evident that can either create hope or perpetuate hopelessness in the classroom. We believe that hope is key in doing equity work, increases our commitment for equitable advocacy, and vigilantly demonstrates the notion that zip code does not have to define or determine who students are and how they become (Fortner, Lalas, and Strikwerda, 2021).

Hope and Hope Theory: What Is It?

Hope is commonly used to define an emotion or a feeling pertaining to a desire that something will happen in the future and is based on one's circumstances. When one hopes, they desire with anticipation for something to be true. One does not hope for what they already have, but rather, they hope for something they wish they had. However, research shows that simply having a feeling of hope does not create hope. Hope must be accompanied with the action (Stitzlein, 2018; Massey et al., 2021; Lalas & Strikwerda, 2021). When one hopes and does not participate in the events to bring about needed change or place effort towards their desired goal, their optimistic feelings can shift quickly into hopelessness or despair.

Consequently, an action-less person who does not put forth effort toward achieving their goals while remaining inside the struggle, often becomes avowedly hopeless (Freire, 1994, p. 2).

The hope theory is a research-based multidimensional construct consisting of goals, pathways, and agency and can be useful for making both positive and negative correlations for perceived capabilities to derive passageways towards goals in adults and children. Hope is defined by Edwards et al., (2007) as "a positive motivational state that is based on an interactively derived sense of successful agency and pathways" (83). Agency, also known as "willpower," is the motivational component that propels people along their imagined routes to goals and reflects the perceived ability to initiate and sustain movement toward a goal (Lalas, Charest, Strikwerda, & Ordaz, 2019). When one sets a goal, a personal cognitive mechanism occurs making a prediction of their ability to succeed (Lopez, 2013). Agency looks at all the options and considers if success is possible. When barriers arise, agency reflects a determination to meet the desired goal, and depending on one's level of hope, the intellectual process constitutes either positive representation in thoughts of "I can do this," or negative representations in thoughts of "I can't do this" (Edwards et al., 2007).

In order for goals to be pursued, they need to be clearly defined and "sufficiently important" to the individual. Additionally, one must perceive probable visual pathways involving the capability of one or more routes to attain their goals. When barriers arise, these imagined pathways provide flexibility in determining an alternative route towards success (Edwards et al., 2007). Once goals are identified, hope acts as the cognitive willpower and way-power to fulfill them (Stitzlein, 2018).

These separate and intertwined components of goals, agency, and pathways are learned through individual experiences beginning in childhood, which inform and influence one's beliefs pertaining to the attainment of success or of failure (Lalas & Strikwerda, 2021). According to hope theory, "successful goal pursuits of high-hope individuals cast a positive emotional set over the process in general. Likewise, individuals who lack hope may enter the thought sequence with negative feelings toward goal pursuits" (Edwards et al., 2007, p. 84). This is particularly true for our children who have experienced large amounts of trauma and failure as "hope is a learned behaviour generated through action towards a desired goal and belief in

one's ability to obtain it" (Lalas, Charest, Strikwerda, & Ordaz, 2019, p. 24). According to Lucas and colleagues (2019), "hope is one of the most powerful psychological predictors of success in youth. It is what enables people to set valued goals, to see the means to achieve those goals, and to find the drive to make those goals become a reality" (p. 199). Thus, it is vital for educators to understand that hope needs to be cultivated, modeled, instilled, and breathed into the lives of our youth within their educational settings.

Critical Hope and Other Types of Hope

Grounded in his seminal work on hope with diverse inner-city students, Duncan-Andrade (2009) conceptualizes critical hope from a socio-psychological perspective and describes three elements of educational practices that can build true hope in urban schools, namely, material hope, Socratic hope, and audacious hope. His use of "roses that grew from concrete" metaphor, captures how these three types of critical hope are significant in motivating and engaging the most historically underserved inner-city students to find their pathways to success. Material hope represents the important role of teachers in the lives of our most vulnerable students. Teachers, as purveyors of material hope, have the power to determine the most culturally and socially responsive resources and practices for their students. Their careful use of critical pedagogy in connecting their students' lives to their environment's harsh realities and using them as a motivating guide to teach for social justice connects the personal and material resources offered most effectively by teachers to the second type of critical hope – Socratic hope.

Employing the perspective of Socratic hope allows the teachers and the students to ask critical questions and examine the root causes of the society's problems and how they impact the many challenges students face, especially the students of color. Socratic hope provides the opportunity to put into practice what is being taught in carefully adopted academic standards. "To show the sermons rather than preach it" is the very essence of Socratic hope. Teachers in this mode of thinking view their students' failure as theirs.

Duncan-Andrade's audacious hope inspires teachers and students to examine inequalities based on social and cultural identities, understand inequities, and unite in solidarity with students who are traditionally sidelined and unrecognized. This mindset boldly rejects the

ideology of racial dominance, entitlement, and privilege and the oppression of the marginalized others. Teachers adhering to audacious hope view the struggles of all students as their struggles and that "their pain is our pain." Similar to Freire's assertion (1998), the three types of critical hope presented by Duncan-Andrade imply that teaching is not just the transfer of knowledge from the teacher to the students; effective teaching is driven by hope and a deep caring relationship between the teacher and the students.

Additionally, Duncan-Andrade discusses the three forms of false hope found in educational practices and beliefs: hokey hope, mythical hope, and hope deferred, which have decimated hope for children in urban schools and have been "an assault on hope, particularly in our nation's urban centers . . . including disinvestment in schools and overinvestment in prisons." (Duncan-Andrade, 2009, p. 182).

Earlier, Freire (1994) discussed the pedagogy of hope from a social and critical consciousness point of view describing how hope is an ontological need for humanity and without hope it is impossible to engage in the struggle. Freire (1994) states, "We need critical hope the way a fish needs unpolluted water" (p. 2). Without hope one is not really living, but rather, one becomes an object to the dominating powers that influence the world. Freire believes that people must collectively and continually engage in the act of freeing themselves from oppressive practices within society and that hope is developed more effectively within a community. For Freire, "the struggle for hope is permanent, and it becomes intensified when one realizes it is not a solitary struggle" (p. 59). The discourse of those involved in the struggle must be "hopeful, critically optimistic, and drenched in ethics" moving one towards action and liberation (Freire, 1997, p. 43).

More recently, Stitzlein (2018) discussed the differences between pragmatic hope and the individualistic attributes commonly taught in grit. She elaborated on the dire need to shift our educational focus away from grit, in general, and placed it onto the identified elements involved in cultivating hope in our youth, in particular, in order to transform the continual societal injustices they face. Grit, in Stitzlein's research, was defined as pursuing a goal while showing self-control and other traits such as resilience, tenacity, and other individual traits. In comparison, Stitzlein (2018) described hope as more "flexible, social, and political than grit as it

is driven to action that improves one's life and those of other people" (p. 1). Stitzlein's approach to hope encompasses social and political contexts and provides a philosophical vision where, "hope brings together truth, inquiry, and meliorism into a way of being that overcomes paralyzing or destructive forces of pessimism and anger insofar as it is a disposition that unites proclivities, emotions, and intelligent reflection to motivate one to act to improve one's conditions'' (p.14). She discusses how these attributes of hope are essential in instilling in our youth to help them overcome factors that impede their academic achievement and must be part of the informed education they receive inside the classroom. Thus, similar to Duncan-Andrade (2009) and Paulo Freire (1997), Stitzlein (2018) sees hope as an essential component that moves one towards action and is developed within a community.

Inspired by the work of Duncan-Andrade, Freire, and other critical theorists, Strikwerda (2019) completed her dissertation on critical hope by examining how teachers' paradigm and pedagogy manifested critical hope in low-income, trauma-sensitive middle school. She found evidence of critical hope related to Duncan-Andrade's material and audacious hope but broader in scope by way of *themes* that emerged from the authentic interview responses of teachers about their vocabulary expressions and written directions, written student tasks and assignments, and lesson plans manifesting optimism, trust, aspirations, high expectations, sense of community, humanizing practices, and other asset-based views of their students.

Defining Critical Hope

The definition of critical hope in Strikwerda's dissertation (2019) and that we conveniently used in this paper is deduced from "powerful conclusions from a small set of abstract basic principles" (Gee, 2013, p. 52). It was conceptualized by reviewing the foundational and current literature on hope and critical theories. Freire (1994) discussed the pedagogy of hope from a social and critical consciousness point of view and presented critical hope as a "new language - that of possibility, open to hope" (37). This language of hope includes a critical consciousness where one actively participates in their struggle towards humanization where they are liberated from the dominating powers that objectify them. Duncan-Andrade (2009) added to Freire (1997) a foundational view of critical hope from a socio-psychological perspective and notably stated that hope is inequitably decimated along

social class (Duncan-Andrade, 2009).

In this paper, critical hope has been defined as the "optimistic way of viewing and acting on the world from a critically historically conscious, socially and culturally situated perspective with a personal belief that inevitable change will inspire a sense of community, advocacy, liberation, and justice" (Strikwerda's dissertation, 2019). Figure 1 shows the evolving definition of critical hope that was initially introduced by Freire (1994; 1997), built upon by Duncan-Andrade (2009), and redefined by Strikwerda (2019).

Figure 1

Views of Critical Hope from Freire to Duncan-Andrade to Strikwerda's Dissertation

From Freire (1994;1997), to Duncan-Andrade (2008;2009), to Current Formulations of Critical Hope Based Upon Research Strikwerda (2019)

Freire (1994; 1997)	Duncan-Andrade (2008; 2009)	Strikwerda (2019)
Critical Hope defined as a new reading of my world requires a "new language-that of possibility, open to hope" (Freire, 1997, p. 37). This language of hope includes a critical consciousness of the injustices in the world expressed with words of goodness and peace by those who are engaged in the struggle, and are in search of permanent possibilities that may alleviate the inequities of the oppressed (Freire, 1997).	Critical Hope defined by hooks (1994 as cited in Duncan-Andrade, 2008) "the world can be a place opposed to domination and oppression and that Critical education can trigger all people, privileged and oppressed, to act in ways that liberate ourselves and others" (p. 37).	Critical Hope is defined as the optimistic way of viewing and acting in the world from a critically, historically conscious, socially, and culturally situated perspective with a personal belief that inevitable change will inspire a sense of community, advocacy, liberation, and justice.

Methodology

This qualitative research used narrative inquiry as a method in capturing how teachers' classroom paradigm and pedagogy in a middle school demonstrate their desire for their students to be hopeful in their education and ultimate quest for success. It employed critical theories in education such as Freire's (1974) education for critical consciousness, pedagogy of hope (1994), and pedagogy of the heart (1997), hooks' pedagogy of hope (2003), and other related critical theories (Brookfield, 2005; Murphy & Fleming, 2010; Freire, 1970; Giroux, 2011;

Ladson- Billings & Tate, 1995; Saltman, 2018), and the hope theory (Edwards et al., 2007) as the conceptual framework in order to establish a link between pedagogy, paradigm, and hope. The research design allowed to gather the authentic voices and storytelling of teachers on how they project hope in influencing students how "to set valued goals, to see the means to achieve those goals, and to find the drive to make those goals become a reality" (Lucas, 2019, p. 199).

This narrative inquiry sought answers to the following questions: (1) To what extent do the voices of teachers of low-income students reflect critical hope in their paradigm and pedagogy? (2) What themes emerged from the interviews of teachers about their language and behavior, instructional delivery, and lesson planning that reflect and imply the notion of critical hope? (3) What pedagogical and policy recommendations for educators can be made to reflect the manifestations of critical hope in teachers' paradigm and pedagogy?

Data Collection

Narrative inquiry allowed the in-depth analysis and understanding of the lived experiences of participating teachers through their storytelling and responses to interview questions (Connelly & Clandinin, 1990; Conle, 2001). As the questions were answered and stories were told and recalled from memory, themes emerged through the exploration and interpretation of these qualitative data sets of stories and interview responses (Conle, 2001). Conle (2001) describes that truth claims can be verified through theoretical discourse as narrative inquiry may assist in clarifying lived values and determining what may be good for a particular society or culture. She explains that narrative inquiry can serve to clarify lived experiences and be used as a method for change in a particular social context. The observation and interview research tools can be seen in Appendices A and B.

This qualitative study involved seven steps: (1) identification of teachers of students in a low-income middle school who are willing to share their experiences; (2) development of the interview questions that would draw out the lived experiences of teachers related to paradigm, pedagogy, and hope; (3) development of the instrumentation including the formulation of the elements of critical hope as facilitators that influence teachers' paradigm and pedagogy, and its impact on student engagement; (4) actual interviewing of teachers; (5) collection and reading of the transcribed narratives from stories and interview responses of the participants; (6)

description and analysis of the content of the teachers' stories and interview responses; and (7) reporting of findings and drawing out of conclusions emerging from the description and analysis.

Participants

Using purposive sampling, the selected participants are 10 classroom teachers with an average of 7.7 years of teaching experience across content areas of Science, History, Mathematics, English Language Development, and Special Education at a trauma-identified school site located in one of the highest crime neighborhoods in southern California. Purposive sampling ((Etikan, Musa, & Alkassim, 2016) was used to make sure that the participants are well informed about the purpose of the study and are experienced in teaching at a trauma-sensitive middle school. This trauma-sensitive school has employed teachers and staff who have undergone specific professional development related to adverse childhood experiences that may impact the behavior and academic performance of their students (Felter & Ayers, 2016). When the interviews of the 10 teachers were conducted from August 1, 2018 - June 7, 2019, there were over 3,500 crimes reported in a two- mile radius around the school. The teachers who were interviewed have been working in this trauma-sensitive school with low-income middle school students for several years and have awareness about the crime rate in the neighborhood and the impact it has on students.

Instrumentation and Interview Process

An Observation Matrix was created to record the evidence gathered only from the participants' storytelling and responses to oral interviews. The process of observation was conducted by listening, taking the actual notes, or transcribing all the field notes gathered, and recording them in the Observation Matrix. These gathered oral responses showed the manifestations of paradigm and pedagogy in teacher-participants' use of vocabulary expressions and written directions, written tasks and assignments, and lesson delivery. This tool can be seen in Appendix A. The set of Interview Questions can be seen in Appendix B.

Storytelling and Interview Responses

The participants were given the opportunity to tell their stories and were asked open-ended questions to explore and value their lived experiences (Seidman, 2006). The Seidman's

three-tiered approach to interviews the participants was used, in intervals of 30-45 minutes, spaced three days apart (Seidman, 2006). All the interviews were done in-person. The first interview focused on the participant's background as a teacher. The second interview focused on the details and experiences as a teacher related to hope in a low-income school. The third interview focused on the reflection of the first two interviews and their interpretations and implications.

During all interviews, audiotaping of the participants was completed with the individualized consent and approval from participants to ensure accurate transcriptions of their voices and accuracy of the interview data that was collected and analyzed. If interviewees declined the audiotaping, their answers during the interviews were jotted down and read the answers back to the participants to ensure the accuracy of the transcriptions. All interviewees were assigned alphanumeric codes to ensure protection of the participants' identities during interviews and audiotaping. When discussing the findings and reporting data, only the alphanumeric codes were used.

Data Analysis

Data gathered from the interviews of 10 teachers included interview transcriptions and other related field notes from oral exchanges with the teacher-participants. The primary investigator and co-author of this research study transcribed the interviews and hand-coded the data from the interview documents and field notes from oral exchanges. The primary investigator transcribed the interviews, storytelling through open-ended questions, and organized the data. NVivo hand coding process was used and the themes that emerged were identified. The transcripts of the 10 interviews and story narrations were then uploaded into the NVivo software program for data analysis. After identifying the preliminary codes and the themes that emerged from the qualitative data, the co-author, did a peer-check of the codes, revisited that data gathered, and reviewed the themes that emerged from the conducted interviews and participants' storytelling to avoid bias and validated the accuracy of the findings (Creswell & Poth, 2018). The preliminary data analysis was, then, reviewed by the participants for its accuracy to complete the process.

Findings and Discussion

The primary investigator first transcribed each of the 30-45 minute interviews as the stories were being told and saved on a password-protected file with each of the teacher's alphanumeric code and marked as participant 1 Interview, Participant 2 Interview, Participant 3 Interview, and so on for each interview. Each transcribed interview was then given to each interviewed participant to check for credibility and to ensure that the transcriptions were accurate and reliable.

After the primary investigator transcribed the 10 interviews and organized the data by participant into password-protected files using alphanumeric codes, each interview transcript was read, and the NVivo hand coding process was used while writing notes in the margin for unanswered questions or possible themes that may have emerged. The primary investigator then uploaded the 10 interviews into the NVivo software program and conducted a text and word query to determine the most common words and descriptions from all 10 interviews pertaining to the 10 interview questions that were asked. Evidently, Figure 2 shows the common words and descriptions that emerged in this initial coding process. During the interviews, the participants were asked to define hope, "What does hope mean to you?" The researcher then took all 10 participants' answers and put them into NVivo software to create a word wall of the Participants' definitions of hope.

The first overarching category of pertains to the notion of hope as it relates to teachers' language and behavior, instructional delivery, and lesson planning of hope. The second overarching category that emerged pertains to hopelessness as depicted in the teachers' language and behavior, instructional delivery, and lesson planning of hopelessness.

After reviewing the teachers' voices as reflected in this word wall, the word "something" appeared as the most frequently used word, implying that hope is very personal and is connected to a belief in something. Thus, critical hope reflects the voices of the teachers and included a personal belief in the definition. Consequently, critical hope is defined as the optimistic way of viewing and acting on the world from a critically, historically conscious, socially, and culturally situated perspective with a personal belief that inevitable change will inspire a sense of community, advocacy, liberation, and justice.

Figure 2

Words Related to Hope as Reflected by Teachers' Voices During the Interview

Themes and Categories

The themes identified using hand coding by the primary investigator and confirmed by the co-author of this research study led to the discovery of the manifestations of both positions of hope and hopelessness in teachers' paradigm and pedagogy. Table 1 summarizes the indicators, textual evidence, themes of critical hope, and elements or attributes of critical hope shared by the 10 teachers as they relate to the manifestations of critical hope in teachers' paradigm and pedagogy.

Table 1

Manifestations of Hope in Teachers' Paradigm and Pedagogy

Manifestations of Hope in Teachers' Paradigm and Pedagogy			
Indicators	**Evidence**	**Themes of Critical Hope**	**Elements of Critical Hope**
Paradigm of Hope	Asset based	Valuing Optimism	Optimism
	Faith	Valuing Optimism	Optimism
	Growth mindset	Valuing Optimism	Agency
	Possitive Mindset/Optimism/Possibilitites	Valuing Optimism	Optimism
Language and Behavior of Hope	Building Relationships/ Trust/Authentic/Buy In/Acceptence/Stability	Confronting Hopelessness	Humanizing Practices
	Teacher Roles: Councelor, Disciplinarian, Mentor, Role Model	Confronting Hopelessness	Humanizing Practices
	Visable -Teacher involvement/Investment	Confronting Hopelessness	Social And Historical Consciousness
	Modeling Behavior/Demonstartion/Models of Excellence from theCommunity	Confronting Hopelessness	Social And Historical Consciousness
	Citizenry/Respect	Critical Reflection, Advocacy, Citizenry, and Empowerment	Critical Citizenry
	Community involvement/Community Service	Critical Reflection, Advocacy, Citizenry, and Empowerment	Critical Citizenry
	Grit/Perseverance	Goal Oriented, Willingness to Act, and Persevere	Agency
	Goals/Purpose/Visualize	Goal Oriented, Willingness to Act, and Persevere	Goal Directed Thinking
	Self-Realization/Identity Development/Recognition	Humanizing Self-Identity and Sense of Community	Humanizing Practices
	Safe-Comfortable Environment/Lower Effective Filter/Conditions for Learning	Humanizing Self-Identity and Sense of Community	Sense of Community
	Parent Involvement/High Expectations at Home	Humanizing Self-Identity and Sense of Community	Social & Cultural Capital
	Fun/ humor	Humanizing Self-Identity and Sense of Community	Social & Cultural Capital
	Inspiration/Motivation/Engagement	Inspiring Motivation and Engagement	Engagement
	Accountability/Work Ethic/Professional Accountability	Personal Commitment to Ethical Responsibility	Ethics
	Relentless/Pushing/Consistently Reinforcing/Challenge/Whatever it Takes	Personal Commitment to Ethical Responsibility	Ethics
	Possitive Adult Attitude/New Start Each Day	Valuing Optimism	Optimism
	Driven: What drives you? What is your why for teaching?	Personal Commitment to Ethical Responsibility	Ethics
Instructional Delivery of Hope	Hopeful Climate/SEL/PBIS	Valuing Optimism	Sense of Community
	Focussed on Learning/Student Centered/Teacher as a Facilitator	Building Trust, High Expectations, and Caring Relationships	Caring Relationships
	Culture of Goal Setting/Cycle of Goals/Futuristic Thinking/College Going Culture	Goal Oriented, Willingness to Act, and Persevere	Goal Directed Thinking
	Believe/True believer/Competency	Inspiring Motivation and Engagement	Engagement
	Culturally Relevant	Confronting Hopelessness	Social And Historical Consciousness
	Criticality/Evidence Based/Analytical Thinking/Problem Posing	Critical Reflection, Advocacy, Citizenry, and Empowerment	Criticality
	Independent Learners/Students have body of knowledge	Critical Reflection, Advocacy, Citizenry, and Empowerment	Criticality
	Possitive feedback	Critical Reflection, Advocacy, Citizenry, and Empowerment	Criticality
	Autonomy/Student Choice	Inspiring Motivation and Engagement	Engagement
	Meaningfulness/Connection to Future Aspirations/Student Interest/Relevancy	Inspiring Motivation and Engagement	Engagement
Instructional Planning of Hope	Survey Student Needs	Building Trust, High Expectations, and Caring Relationships	Caring Relationships
	Discovery/Research Projects/Expeirential Learning/Creativity	Critical Reflection, Advocacy, Citizenry, and Empowerment	Criticality
	Conferences/Field Trips for Empowerment	Critical Reflection, Advocacy, Citizenry, and Empowerment	Social And Historical Consciousness
	Reachable Assignments/Managable/Obtainable	Goal Oriented, Willingness to Act, and Persevere	Goal Directed Thinking
	Exposure to College/Tools for College	Goal Oriented, Willingness to Act, and Persevere	Navigating Pathways
	Job skills:Learn how to fill out an application/resume/letter of rec	Goal Oriented, Willingness to Act, and Persevere	Navigating Pathways
	Meditation	Humanizing Self-Identity and Sense of Community	Humanizing Practices
	Collaboration /Discource	Humanizing Self-Identity and Sense of Community	Humanizing Practices
	High Expectations/No-Opt-Out	Building Trust, High Expectations, and Caring Relationships	Caring Relationships
	Structure/Consistency/Routine/Organized	Building Trust, High Expectations, and Caring Relationships	Caring Relationships
	Developing Social and Historical Consciousness	Confronting Hopelessness	Social And Historical Consciousness
	Individualized/Different Modalities/Adjustments/Adaptations	Humanizing Self-Identity and Sense of Community	Humanizing Practices
	Real Topics/Real Life Connections	Inspiring Motivation and Engagement	Humanizing Practices
	Sense of Community/Common Goals/Support System	Humanizing Self-Identity and Sense of Community	Sense of Community
	Intentionality	Personal Commitment to Ethical Responsibility	Agency
	Exposusure to Real World/Relevancy	Inspiring Motivation and Engagement	Social & Cultural Capital

The interviews of all 10 Participants demonstrated the themes as manifestations of Critical Hope in teachers' paradigm and pedagogy. Through teachers' storytelling and oral responses to interview questions, the data collected either exhibited "evident" or "not evident" of critical hope in teachers' behavior and use of language in the classroom, instructional delivery, and instructional planning. Overall, the themes that emerged from the analysis of the data gathered are the following:

1. **Building Trust and Caring Relationships:** It is important to note that all 10 Participants discussed building trust and caring relationships as the foundation for teaching. Without trust and an established relationship with the students, the teachers noted that no learning would occur. In addition, they all emphasized the role of setting high expectations with care for student success.

2. **Setting High Expectation and Willingness to Act:** This was discussed as an important aspect pertaining to hope. Teachers understood that hope was more than just belief in something, but that hope is connected to action and cycles of goal pursuits, the importance of setting a goal, and completing a goal. In addition, the teachers understood that failure is a part of the goal cycle and they addressed the need for students to look at failure as one more step closer to success.
3. **Advocating and Empowering Students:** This was demonstrated by the teachers who truly understood the social, cultural, economic, political, and historical life barriers the students face on a daily basis. However, there were textual evidence of responses in this study that not all teacher-participants were explicit in advocating for their students. Consciousness of the life barriers caused awareness for the need to engage students in critical reflection, advocacy, citizenry, and empowerment as a way to overcome the hopelessness that these life barriers can cause in students.
4. **Valuing Optimism:** The findings showed the emphasized importance the teachers demonstrated in connection to having an asset based, positive mindset, and hopeful outlook to combat the daily obstacles students in poverty face such as crime, trauma, depression, and hopelessness that is caused by these factors. The teachers felt like they had to be the hope and the positivity the students would need in order to be successful and to increase the hope and belief the students had for their own quest for success.
5. **Confronting Hopelessness:** All 10 participants noted the importance of sharing their own personal narratives in a way that is relevant and applicable to their students' lives. They expressed the importance of recognizing the models of excellence, which exist right in their own communities and that their stories needed to be told to raise the level of hope in students, so they can believe that success is possible. As Participant 4 stated, "Where you live doesn't define where you are going." In this way, using real-life examples are important ways

to confront hopelessness in students of poverty.

6. **Personal Commitment to Ethical Responsibility and Accountability:** This essential theme emerged as teachers mentioned the need for teachers to take on the personal and ethical responsibility for students' success. If the students were not successful, then the accountability was placed upon the teachers. This is connected to hope because it demonstrates their belief in their students' abilities to succeed and the accountability placed on the educator to ensure students believe they can be successful and that they demonstrate that success in their classrooms daily.
7. **Humanizing Self Identity and Sense of Community:** This vital theme emerged as teachers mentioned the importance of dialogue, valuing the students' experiences, and student voice. This theme was connected to sense of community, as it is a natural result of humanizing practices where teachers emphasized the need for community and sense of belonging in order for the dialogue to occur, which also connects to hope as in the ontological need for one's quest towards success through communal and humanizing practices (Freire, 1997).
8. **Consciousness of Economic, Social, Cultural, and Historical Life Barriers:** This is an imperative theme because teachers recognize what social, cultural and economic barriers students face in their daily lives, what systemic oppressions are currently in place, and what historic oppressions are relevant to the lives of their students. This theme is what makes Critical Hope really critical as the awareness of the social, cultural, economic, political, and historical factors influence one's level of hope and it is the process of reflection and acting in ways that bring transformation of the world.
9. **Inspiring Motivation and Engagement:** This was a natural theme from the outpouring of hope and optimism teachers inhabited. Their belief in their students' success and their relentless expectations for students to see their capabilities and to believe in their future inspired a meaningful language and

behavior, assignments, and lesson plans that provided multiple domains of engagement during instruction. All teachers noted the connection to hope and engagement by stating without hope, students would not be engaged as there would be no purpose to participate or to complete the task at hand.

Table 2 shows the themes that emerged and the examples of statements from the authentic voices of the participating teacher.

Table 2

Themes of Hope and Textual Evidence

Themes of Hope that Emerged	**Textual Evidence**
Building Trust and Caring Relationships	"I think it goes back to the building of the relationship, they build trust in me and they can feel that I am being authentic. Our students are very good at sensing when people are not authentic." "My family was my support system and I want to be their support system. I tell them even when you go to high school, come back and I will be here for you."
Setting High Expectation and Willingness to Act	"When they experience success outside my four walls that is when their desire for success grows tenfold." "I am a true believer in setting the expectations high and pushing my students to be there best and helping along the way."
Advocating for and Empowering Students	"I am an advocate for exposing my students to a culture that is not what they are used to being exposed to." "Then we spend a lot of time in the classroom figuring out how to get there. We look at college life and analyze the student body. The history of the school and what major is there." "I teach my students to not be afraid to use your voice when we have discussions. It's ok to have an opinion, but make sure with that opinion you have facts."
Valuing Optimism	"I try to approach them as already being successful because it's hard to think of ourselves that way." "I try to push them to be the best they can be. I tell them, I know you can do this, you just got to focus. I know they can do this."

Confronting Hopelessness	"Always talking to them and telling them that you are capable and you are able just as much as anyone else. I think those things are helpful." "I like to share my own experiences because I was a low-income student and I am from this community and I tell them that I have been where you are and if I can do it, you can do it to."
Personal Commitment to Ethical Responsibility and Accountability	"A lot of times they have to see that I am interested. The more I was engaged the more the kids bought in." "I think it goes with modeling behavior, so if I want them to be respectful to me, then I need to be respectful to them. If I want them to be involved in the community, then I need to be involved in the community.
Humanizing Self Identity and Sense of Community	"That is what triggers the students, They realize real quick. This again is without me. They do their own research. They discover." "One of the conversations I have with the 8th graders before they leave me has to do with their future. I tell them, ``When you leave that University, I want a pairing flag from your University because your success is my success."
Consciousness of Economic, Social, Cultural, and Historical Life Barriers	"As educators, I think we need to be aware of those factors. There are a lot of barriers they have to overcome in our community being low socio-economic and a lot of them come with issues that you would not expect of middle-schoolers." "A lot of them have tough lives at home and they share that with me.
Inspiring Motivation and Engagement	"We are dealing with real life." "I think hope is the biggest factor when it comes to engagement." "Acknowledging them and making them feel valued in the classroom and even out of the classroom like going to their games."

While you can gather the statements of hope from the participating teachers as presented in Table 1, the opposite expressions of hopelessness were also captured as shown in Table 3.

Table 3

Themes of Hopelessness and Textual Evidence

Themes of Hopelessness that Emerged	**Textual Evidence**
Mistrust, Low Expectations, and Deficiency in Social skills	"One of the worst things I see on campus is the lack of high expectations by all teachers." "One factor is that teachers look at statistics such as an assessment taken at the end of the year and base their expectations off of that one test that gives you a snapshot based off of one modality." "When my expectations are high and other teacher's expectations are low, they start to doubt their abilities."
No Willingness to Act and Raise Expectation	"I feel often that when kids feel they were abused, molested, or when they were given up for adoption, they can use that as an excuse, that they don't have to try anymore." This demonstrates that the students themselves have depleted willpower, as they often do not try inside the classroom."
Lack Advocacy for Students to Empower Them	"We get caught up in the mindset of making too many accommodations and by the end of the lesson, as the teacher you are doing a majority of the work for them. "They become copiers, not thinkers."
Learned Pessimism	"I feel a lot of them have learned hopelessness. They feel they cannot do things." "The hopeful students are working and completing tasks. The others, you are constantly working with a mindset that, I would rather have students make a distraction just to have some time lost. I have not shared this analogy with my students,but I was thinking that just like when your muscles stretch, sometimes our heads hurt when we are stretching, like that uncomfortable feeling you get when it just really is difficult."

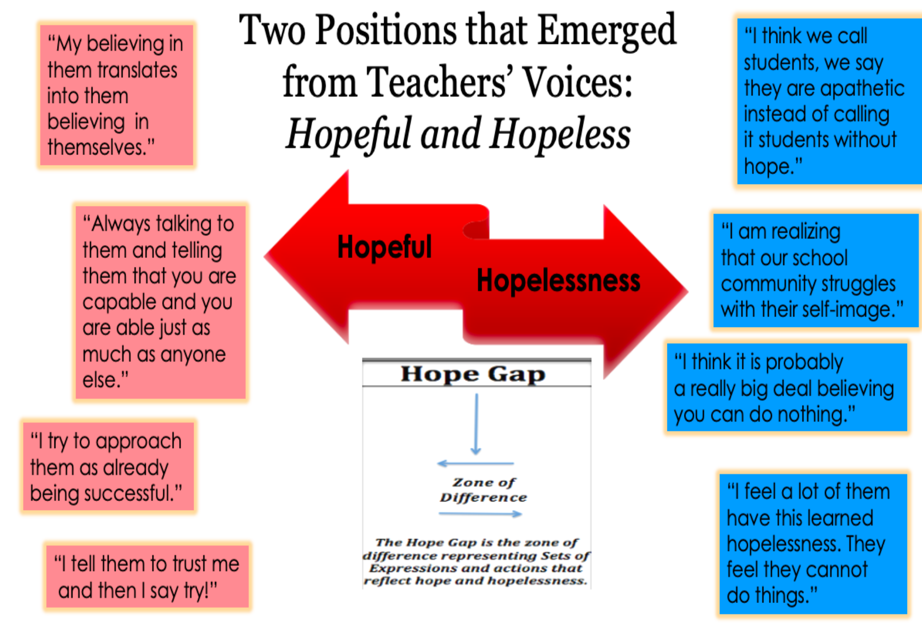
Ignoring and Reinforcing Hopelessness	"I think we call students; we say they are apathetic instead of calling it student's without hope." "I think every teacher on campus understands that the students are special because of their circumstances, but I do not think they know how to deal with those circumstances. Instead of acknowledging that, they talk past it, they don't speak to it."
Personal Deflection and Lacks Ethical Accountability	"Adults can feel that they have no bearing, they take no responsibility when they (students) are not doing well, and they take responsibility when they (students) are doing well." "I have to think of that in terms of History. I'm not sure directly, you know it's not a career class."
Dehumanizing, Low Self-Esteem and Disconnected	"If they feel they are the ones that are bad, instead of their behavior that is a poor choice, then that will hinder their aspirations." "I read about something called stereotype threat, which is not other people stereotyping, but it's themselves, how they see themselves that is limiting them from reaching their potential." "We label them as behavioral students instead of as a student who is making a poor choice."
Unconsciousness of Economic, Social, Cultural, and Historical Life Barriers	"It has a lot to do with the teachers and what they believe their students can do. Like I said, I came from nothing, so it's possible but I don't think all teachers understand this." "Here they are living that same generational curse. Their parents did not make it out, and yet they are ones expected to break the cycle."
Apathetic, Unmotivated and Disengagement	"I think that if you do not have any hope you will not be engaged in school because you will not feel any value in what you are doing." "You can't really read it from a book and when they do it's general, it's not my life."

In summary, according to the current study, teachers' paradigm and pedagogy reflect

what we call “hope gap,” the zone of difference representing sets of expressions and actions that reflect hope and hopelessness. Figure 1 shows our attempt to illustrate the evident hope gap.

Figure 3

Hope Gap of Hopeful and Hopelessness That Emerged from Teachers’ Responses



Recommendations

Three recommendations for educators are put forth in order to make hope visible in the lives of students in low-income schools. The first recommendation is for a professional development for all district educators to understand and practice what hope is and what hope is not, and the importance of embedding hope in teachers’ paradigm and pedagogy to facilitate student success. The second recommendation involves a deeper practical application of infusing asset-based or hopeful paradigm, in contrast with a deficit-based or hopeless paradigm, by educators in the use of language and demonstration of behavior, assigning tasks, and lesson planning. Lastly, the third recommendation is for a district-wide professional

development on embracing humanizing practices that aim to value and develop student identity by confronting hopelessness through dialogue, reflection, and praxis which ultimately may create a sense of community in the classroom.

Conclusion

Paradigm and Pedagogy are Inseparable

After examining the manifestations of critical hope in teachers' paradigm and pedagogy, we discovered that the paradigm of hope (asset based) drives the language and behavior of hope, the instructional delivery of hope, and the lesson planning of hope, and those with a paradigm of hopelessness (deficit based) drives the language and behavior of hopelessness, instructional delivery of hopelessness, and lesson planning of hopelessness. This discovery enforces the understanding that educators are driven to teach the way they think and believe, as those who have a hopeful paradigm will result in hopeful teaching practices and those who have a hopeless paradigm will result in hopeless teaching practices. Research has shown that human behaviors are driven by their ideology and influenced by their perceptions of the world (Johnson, 2007). The current study supports this view of the inseparability of paradigm and pedagogy even in the teachers' expression and demonstration of critical of hope when they work with all students especially with the students who are historically marginalized.

There is no Equity Without Hope

It has been shown in research that there are many out-of-school factors that may have an impact on student levels of hope, which can impact their student achievement (Berliner, 2006). Systemic oppression is a result of inequitable paradigms that drive policies and institutionalized practices within society, which ultimately is internalized by educators and the students who constantly face these inequities. Internalized oppression can lead to waves of horizontal violence and an acceptance of their place in this world (Freire, 1970), preventing students from believing that they can break out of the poverty cycle. Educators must be aware that their practice can reinforce the cycle of oppressive common practices, which creates hopeless paradigm-pedagogy, if not carefully attended to.

Evidently, this study reinforced that hope is very personal and it is connected to a belief in something that is valuable to the individual. What makes critical hope really critical is the

awareness of the social, cultural, economic, political, and historical factors that influence one's level of hope and the process of reflection and acting in ways that bring transformation upon the world and more importantly, how without a high level of hope one cannot begin to engage in the struggle (Freire, 1994). In essence, hope is a "galvanizer of action and can lead students to interpret pathways to solving problems, seek more challenging goals, and negotiate their agency" (Massey, Vaughn, & Herbert, 2021, p.1). Educators of all students and especially those living in poverty need to confront hopelessness through the cultivation and fostering of hopeful possibilities and equitable humanizing practices (Strikwerda, 2021). "One of the tasks of the progressive educator, through a serious, correct political analysis, is to unveil opportunities for hope, no matter what obstacles may be" (Freire, 1994, p. 3).

This study has added to the knowledge of critical hope by making it tangible and visible through evidence that emerged from the voices of teachers, implying very convincingly that it can be pragmatically taught and applied inside the classrooms. As hope is not simply an individual cognitive pursuit, but rather, "it is both something that individuals have some control to create AND something that is nurtured within community" (Massey, Vaughn, & Herbert, 2021, p. 1).

Hope anchors and drives the application of equity as an educational practice. Without critical hope or optimism that positive change is inevitable to inspire a sense of community, advocacy, liberation, and justice, "shattering inequities" is just wishful thinking. Hope is the galvanizer, the willpower for teachers to have social and cultural consciousness, to be aware of the influence of race and language in their interactions with students, to recognize and know who their students are in order to distribute or redistribute resources and attention, to be respectful of their backgrounds, and to motivate and engage them by providing ample opportunities for them to experience a sense of belonging, competence, autonomy, and relevant and appropriate academic and career experiences (Lalas & Strikwerda, 2021).

Let us not be people who collapse under the weight and weariness found in the obstacles ahead, but rather, let us be those educators who are equity-centered, removing barriers, raising hope, and moving beyond resistance towards transformation. As Dr. Martin Luther King states, "Out of a mountain of despair, a stone of hope" (Yorder, 2018, p. 14).

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Appendix A: Observation Matrix

Manifestations of Critical Hope Reflected in Teachers' Paradigm and Pedagogy Observation Matrix
(For observing elements of critical hope manifested in teachers' language and behavior of hope, teachers' instructional delivery of hope, and teachers' lesson planning of hope)

I. The Teacher
Time Observed: ________________________ Observer: ____________Date: _______

Manifestations of Critical Hope Elements in Teachers' Paradigm & Pedagogy	Manifestations of Critical Hope in:	General Indicators	Examples	Observed Evidence
✓ **Goal Directed Thinking** ✓ **Navigating Pathways** ✓ **Willpower or Agency** (Edwards, Rand, Lopez, & Snyder, 2007)	**Teachers use of vocabulary expression and written direction**	• Language and behavior that connect, connote, imply valuing and trusting optimistic aspirations	○ Positive reinforcements ○ Positive directives ○ Praises ○ Encouraging statements ○ Competence	
✓ **Optimism** (Freire, 1997) ✓ **Ethics** (Freire, 1997) ✓ **Criticality** (Freire, 1974, Giroux, 2011) ✓ **Social and Historical Consciousness** (Freire, 1974, 1997) ✓ **Humanizing Practices** (Freire, 1970, 1974,1994,1997)	**Teachers prepared written tasks and assignments**	• Teacher delivery in prompting critical thinking and aspirations to be caring socially conscious and ethical.	○ Higher levels of questioning ○ Making value judgments that show caring and ethical disposition based upon the criteria	
✓ **Sense of Community** (bellhooks, 2003, Freire, 1997) ✓ **Caring Relationships** (Knoddings, 2017, Freire 1997) ✓ **Knowledge of Social & Cultural Capital** (Bourdieu, 1986) ✓ **Critical Citizenry** (Giroux, 2011, Freire, 1997) ✓ **Democratic Advocacy** (Giroux, 2011)	**Teachers composed lesson plans**	• Teacher planning that may elicit a sense of community and humanizing practices.	○ Lesson plans that requires collaboration and creativity in manifesting voice and advocacy that reflect sense of community and humanizing practices	
	Other observations:			

Adapted from: Ongtengco, H., Villanueva, A., Domino, R., Munar, B., Caparoso, V., Lubrio, S., Silverio, R., and Lalas, J. (2017) (Strikwerda, 2019)

Appendix B: Interview Questions

Teacher	Questions	Comments
	Introduction: Thank you for agreeing to participate in my study on hope and the influence on student engagement for low-income middle school students. This interview will last approximately 20 to 30 minutes. I will be audio recording the interview to make sure I have all the information you give me. I will be asking you to review the transcript of the interview for accuracy. (PI's introduction to questions) START WITH an OPEN-ENDED QUESTION: JUST LIKE TELLING A STORY: 1. We already know through existing research that there is an achievement gap between low-income students and affluent students. Tellme, how do you make your low- income students aspire to be successful? **Follow-up questions to teacher's storytelling:** 2. In your experience,are you aware of factors that compliment students' desire to be successful? 3. Are you aware of any factors that would hinder these aspirations? 4. Why do you think on campus there is that disparity between high expectations and low expectations? 5. What learning opportunities do you provide your students that would strengthen their desire to be successful in the fields they are interested in? 6. What issues or topics of conversation will be helpful for low-income students to see themselves as an active member of society? **Second Interview Questions:** Thank you for agreeing to participate in my study on hope and the influence on student engagement for low-income middle school students. This interview will last approximately 20 to 30 minutes. I will be audio recording the interview to make sure I have all the information you give me. I will be asking you to review the transcript of the interview for accuracy. 7. How would you define hope? 8. Based on your definition, how do you facilitate hope in your students? 9. To what extent do you think being hopeful or having aspiration facilitates engagement in your classroom? 10. How importantly do you view community involvement and relationships as a factor for your students to achieve their goals?	

ABOUT THE AUTHORS

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Heidi Luv Strikwerda has been involved in education for 15 years as a teacher, administrator, and adjunct professor at the University of Redlands. She is a research-based intellect and is a passionate advocate in making equitable changes for all students. Heidi Strikwerda completed her Ed.D. in Leadership for Educational Justice at the University of Redlands. Her research is ground-breaking and needed immensely in education, as she has theoretically and pragmatically made hope visible.

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Jose Lalas, Ph.D., has been involved in teacher education for 31 years as a faculty in both public and private universities (14 years at CSU Dominguez Hills; currently, 17 years at University of Redlands). Prior to his teacher education experience, Jose has been a junior high school classroom teacher. He has served as an associate dean, director of teacher education, and coordinator of credential program.

Engaged Social Media in Higher Education While Avoiding the Label of "Striving"

Jessica Block Nerren, Ed.D.

Striving has become a word laden with problematic meanings in the world of higher education. For instance, if a university is too aligned with business, or becomes overly selective, or deviates from original purpose or mission, then, at times, those actions are seen as striving (O'Meara, 2007). O'Meara (2007) defines striving as participation in efforts to improve status and prestige in line with the hierarchy. Allen (2021) echoes the problematic nature of this practice witnessed abroad, equating striving educational practices with neoliberalism, potentially overshadowing primary purposes of the institution, such as learning and teaching, or drowning out important parts of institutional culture, such as integrity and equity. It is an odd and problematic paradox, that as the institution strives to appear ranked higher, it, in fact, downgrades its connection to its mission and values. The practice of striving as an area of concern in higher education can be traced back to the California Master Plan (California State Department of Education, 1960), and the inception of higher education in the United States and abroad (Rudolph, 1990). Part of what can be problematic about striving is this - as an higher education strives for more status, it can leave behind those it purports to serve, thereby limiting the diversity of ideas, cultures and identities within the institution.

If an institution is attempting to address striving behaviors and be an inclusive campus community, there may be conflicts with social media programming related to striving behaviors that are inherent unless acknowledge and addressed. Each one is looked at more closely with the university function, the translation into a social mode of communication, and a community engaged solution to attempt to resolve.

Retain and Grow

The university function is that every department, college and program needs to keep number, keep people, increase enrollment, retention, graduation and more. These are student success-centered numbers looked at frequently by a university. Related to social media use, this

can translate out a number of different ways into the medium, including asking open ended questions, social media polling, hashtags, and other community building. This can be used in a community engaged way to counter striving by connecting to community efforts. As an example, instead of an Instagram poll about the location of the new climbing wall, maybe have a hashtag about the higher education community doing a community service day, or taking a poll on what nonprofit to serve next. It might be a striving behavior to talk about how many people were turned away this admissions cycle, while it might be a more inclusive growth opportunity to talk about the student mentoring and opportunities to volunteer on campus for commuters (O'Meara, 2007).

Promote to a younger audience

Given the primary audience of incoming students and the age demographics related to that audience, every university has an objective to stay connected with a younger audience. This audience receives media and messaging a different way on specific platforms. Generally, to reach the student audience, in a poll of students, they request to be engaged via Instagram. This is not in itself a striving behavior and effectively can run counter to striving since use of preferred student platforms may foster more two-way communication.

Inform

The university function reflected in this effort is to drive attendance, promote the department, unit, program or college, and to make sure that what is invested in has the maximum impact including events, info sessions and programming. The social media translation of this potential striving behavior is to create events, countdowns and reminders, items frequently seen on social media. It is important to stay engaged with the community in order to avoid potential conflicts with striving. So for instance, it might be a non-striving behavior to create an event related to a nonprofit walking distance away while also connecting students with meaningful high impact practices.

Increase ranking of program

Universities regularly compete for rankings and are scored and observed year round for these rankings. Ways this manifests itself in social media include having an interesting fact of the week related directly to ranking and judging criteria. For instance, if graduation rates are a criteria for ranking, the university social media might have a "fact of the day" or other themed

graphic on their social media talking about aspects of this scoring. Many of the scoring criteria are directly related to "striving" (O'Meara, 2007) and so it is important to note which scoring criteria are not. New in 2020, US News and World Report is considering high impact practices including capstones, internships and study abroad programs in their rankings (Morse, R., Brooks, E., & Mason, M., 2019), items not necessarily linked to striving and also known to be beneficial to students.

Celebrate successes

After rankings are acquired, universities and colleges tout those rankings. Social media is a place to personalize wins in the context of the people doing them, making this a space in social media rife with striving behaviors including celebrating awards of the department or unit, faculty, "research stars," grants won, or research at a large scale, all things not necessarily related to the teaching successes (O'Meara, 2007). One way to counter this can be to celebrate successes in a personal or community engaged way. How many hours of service did the program do and what impact did it have. How many times per day will someone get the assistance they need to complete their day in classes without distractions related to housing or food. These are huge successes, and are not striving successes, and there is an opportunity to further explore this area.

Conclusion

Overall, while the purpose of higher education is a conversation with longer implications than the purpose of this paper, social media use by higher education without insight linking the two can unintentionally affirm striving behaviors of the institution. Through awareness and exercising choice about how to complete the important functions of university and college social media accounts, much can be done in the way of neutralizing any unintended striving behaviors to more closely align with the intent of the institution, whatever they may be.

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"Now Let Us Shift": A Case Study of Developmental Education Reform in a Hispanic Serving Community College

Audrey Baca, Ed.D.

Objective

More than 2.1 million students are enrolled in the California Community College (CCC) system, which is predominately Hispanic-serving. The CCC system is the largest system of higher education in the United States. Latina/o/x students who persist in higher education are more likely to enter through community college.

Prior to the enactment of California Assembly Bill 705 (AB 705), Latina/o/x students, and other historically underserved students, would have been susceptible to placement in developmental education courses. Literature in the field has found that developmental education is identified as an obstacle to transfer and completion, particularly for students of color.

California Assembly Bill 705 required all 115 California Community Colleges to "maximize the probability" that entering students enroll and complete transfer-level English or mathematics within a one-year timeframe and within a three-year timeframe for students enrolled in English as a Second Language courses by Fall semester 2019 (A. B. 705, 2017, para. 2).

The purpose for this study was to explore the organizational changes that occurred in response to AB 705 at a Hispanic Serving Community College through the following research questions:

1. What organizational changes have occurred and continue to develop at a Hispanic Serving California Community College in response to recent developmental education legislation (AB 705)?
2. What are the supports and barriers for faculty, staff, and administration as they implement changes?

3. What are the perceived implications for equitable outcomes of students based on organizational changes?

Methods

This project utilized an instrumental case study research design. The theoretical framework was based on organizational change theory, also drawing from work that re-imagines organizational theories from a critical paradigm. Data sources included semi-structured interviews, document review, participant observation, and collection of physical artifacts.

The inquiry primarily focused on learning from eleven participants (faculty, staff, and administration) who were strategically involved in reform efforts. Document collection included the campus equity plan, organizational websites, committee agendas and minutes, and professional development proposals. All documents provided insight into organizational changes related to the implementation of AB 705. Observation occurred at an Equity Committee meeting as well as general campus observations to help answer research questions regarding structural and procedural changes. Physical artifacts, such as brochures, flyers, and pictures of the site setting, provided insight to the change processes and the campus culture. Artifacts such as student newspapers, the Fall 2018 and Spring 2019 Class Schedules, and the 2018-19 Course Catalog reinforced participant accounts and substantiated findings.

All data was coded to develop themes using eclectic coding, which utilizes a purposeful combination of coding methods, including process coding and in vivo coding. Pattern coding was used to construct categories which was used to identify major themes from the data.

Results

The findings to research question one identified structural and procedural changes to the placement process as well as existing supplemental supports and curriculum at the research site. Results demonstrated that the research site was at the implementation stage of its change process. While certain departments and staff had embraced AB 705 compliance, others resisted or delayed implementation for various reasons.

Findings for research question two further demonstrated a series of barriers and supports for faculty, staff, and administration which influenced the change process at the research site. In summary, participants referenced barriers which warranted more time, guidance and clarification, and inclusion in reform efforts. Findings confirmed a need for further profesional learning related to AB 705 and the importance of administrative support in implementing change processes.

For the third research question, findings indicated that the campus mission statement evolved to be more inclusive, and the campus equity plan was a foundation for reform efforts as it aligned with intent of AB 705. Ultimately, the results demonstrated threats to equitable outcomes for students which included fixed mindsets, unequitable practices, and deficit perspectives. Moreover, findings indicated that acts of sabotage, implicit biases, and race-neutral and color-blind approaches to understanding equity were also perceived threats to equitable student outcomes. Findings for this question illustrated the role legislative changes play in promoting equitable reforms while also bringing to light inequitable practices and deficit mindsets that persist in higher education.

Conclusions

Additional qualitative, quantitative, and mixed method studies are needed on the implementation of developmental reform efforts, such as AB 705 and Guided Pathways, to better understand the implications for equity for historically underserved students. As the CCC system is a majority Hispanic-Serving System, the statewide implementation of AB 705 lays the foundation for breaking down some of the systemic barriers that have long existed for Latina/o/x students and other historically underserved student populations.

This study highlights several model practices of equitable structures and strategies for the implementation of AB 705; alternatively, it also revealed how change efforts can be impeded by fear of change, race-neutral practices, and color-blind ideologies.

The following recommendations for change agents can be enacted to further progress reform efforts for California Assembly Bill 705, creating a more promising culture for implementing equity-focused change efforts.

Recommendations for Change Agents

System Level:

1. Improve alignment of CCC initiatives
2. Increase messaging at the grassroots level for available professional development, stipends, and incentives
3. Earmark funding to hire additional equity-minded personnel
4. Prioritize messaging and guidance for ESL departments
5. Incorporate ESL pedagogies into transfer-level English and math

Organizational Level:

1. Allow time for sensemaking
2. Institute collaboration and learning as a campus norm
3. Prioritize responsibility for student success
4. Inform students of their rights

References

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AUDREY BACA

Dr. Baca is a 2019 graduate of the CSUSB, Doctor of Education in Educational Leadership program and is currently a Program Specialist and Holmes Program Coordinator for the Ed.D. program. Her work was supervised by Dr. Nancy Acevedo, Dr. Edna Martinez, and Dr. Carmen Carrasquillo Jay.

An Analysis of Policies and Practices for the Inclusion of Students with Disabilities in Public Universities in Mexico

Lilia G. López Arriaga, Ed.D.

Objective

Efforts to provide accommodations and services to include and support students with disabilities have become a priority for institutions of higher education in Mexico. Currently these efforts have been isolated and not part of a larger plan to coordinate efforts or to share resources or experiences. Given this lack of coordination, this study considered current attitudes regarding inclusion and reviewed practices that might be used to centralize and inform efforts to promote the inclusion of students with disabilities.

This study included a review of research and practices in the United States and in Mexico. This is due to the interaction and historical influence of states on the southern border of the U.S. on practices in Mexico.

A primary objective of this study was to develop a set of recommendations regarding policy and regulations that might improve the inclusion and provision of services for students with disabilities in universities in Mexico.

This study was developed as an extension of earlier, preliminary work, "Inclusion of Students with Disabilities in Postsecondary Education" comparing practices in the United States and Mexico that support the inclusion of students with disabilities (Swartz, Lopez, Louque, & Swartz, 2018).

Methods

This study was designed to assess and analyze the current status of efforts to accommodate students with disabilities in selected state universities in Mexico. A variety of procedures were used to accomplish this, including:(1) an analysis of the various laws and regulations governing the inclusion of students with disabilities in Mexican higher education, (2) a comparison of the authority for inclusion in the United States and its implications for similar efforts in Mexico, (3) a review of governing documents used in Mexican state universities to organize and provide services to student with disabilities, (4) a survey of faculty involved in the

inclusion process relative to the current state of inclusion efforts, and (5) a survey of the administrators charged with the responsibility of implementing services for students with disabilities. In addition to the information regarding current efforts of implementation, data were collected regarding attitudes toward inclusion and perceived obstacles to accomplishing a comprehensive program of inclusion.

A variety of methods were employed to report and analyze data. Document analyses were reported in comparison matrices and narrative description. Similarly, results of administrator interviews were tabulated and compared to the written implementation plan. Survey results were analyzed using non-parametric statistical tests because assumptions were made about the population distribution of the participants and the sample size. Responses were recorded and analyzed using Pearson Correlation Coefficient.

Results

Policies and practices to include students with disabilities in the universities on the northern border of Mexico have a long way to go to become a reality. Inclusion of the groups identified as vulnerable is presented as more of a policy issue where nondiscrimination becomes an institutional commitment. What is clear are good intentions with a lack of any specific plans for implementation. Nondiscrimination is a mandate and the understanding and acceptance of that fact is critical. Inclusion of those with disabilities is an effort of a much higher order. Accommodating this group will require substantial changes in how services are provided. Access is not only attitudinal, but requires a vast array of services and supports. It is recommended that this group be targeted and planned for separately.

As for the Institutional Development Plans reviewed in this part of the study, the general conclusion is related to the lack of policies to guarantee inclusion. There are some practices that may serve some students with disabilities, even though they appear to be provided on demand and not as part of the university commitment to educate all Mexicans. This practice would be consistent with the Constitutional prohibition of discrimination and exclusion practices.

Administrator Interview

An administrator was interviewed and provided clarification for administrator survey responses. High commitment to the principles of inclusion was reported. All federal guidelines

were respected in the development of their plan. Specific procedures to accomplish this plan were less specific and, in some cases, appeared to be minimal. Lack of funding was identified as the major obstacle to implement accommodation necessary for the inclusion of students with disabilities. Training was also identified as a need for all personnel involved in the process.

Faculty Survey

It has been noted that psychology faculty have been given primary responsibility for designing accommodations for students with disabilities. Students are assigned to faculty as part of their workload on a case-by-case basis. These faculty members reported various levels of training and experience to perform this function.

Conclusions and Recommendations

The legislative process in Mexico relays in, once laws are passed, assigns the interpretation and implementation of laws delegated to state governmental offices and individual universities. It might be said that the federal government tells you what needs to be done and it is up to you to figure out how to do it, sometimes with extraordinary funds, and most of the time just with the policy enforcement.

Other conclusions drawn by this analysis leads to the next questions: Is there a clear definition of who qualifies as disabled? Who makes this diagnosis? What service criteria have been identified? Who is qualified to provide these services? And there are no clear answers.

Documents available for analysis demonstrated that a comprehensive plan to implement the federal law regarding the inclusion of students with disabilities is minimal. Mexico relies on a case-by-case configuration of services and it is difficult to identify who is in charge of providing services and support. There is no active recruitment of students with disabilities in Mexico. And results suggest that Mexico is reactive in regards to providing services to studentswith disabilities.

Issues of training are comparable between universities in Mexico and the U.S. though personnel in the specific office that serves students with disabilities are trained, the same is not true for faculty.

Based on the common barriers that students with disabilities face in their pursuit of higher education, there are a number of recommendations that might be considered:

1. It is a requirement of the public schools that students with disabilities receive services from highly qualified personnel.
2. The accommodations necessary for success in college have not been clearly identified and the need for research focused in this area is clear.
3. The identification of best practices for the inclusion of students with disabilities in higher education should be established as a high priority.
4. It is apparent that services provided by universities are separate from and not coordinated with the faculty.
5. Successful inclusion of students with disabilities will require a well-informed faculty who have the tools to accommodate the needs of these special learners.

The inclusion of students with disabilities in higher education is a moral imperative. If a society is measured by how they treat their members with the greatest needs, then providing equal access to all of the services and benefits of the society is both right and just. In addition, the evidence is clear. Students with disabilities flourish in higher education and the accommodations necessary for their inclusion are a reasonable expectation. Anything less than this full access and inclusion is discriminatory at best and inhumane at worst.

In Mexico's system of higher education, there is a need for leaders to develop the issue of inclusion from the legal and policy point of view, so those regulations can be supported by the appropriate implementation, with all the necessary resources.

References

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LILIA LOPEZ

Dr. Lopez is a 2020 graduate of the CSUSB Doctor of Education in Educational Leadership Program and is Professor, Faculty of Human Sciences, Universidad Autonoma de Baja California. Her work was supervised by Dr. Stanley Swartz, Dr. Angela Louque, and Dr. Esther Vazquez.

TRIBUTE

Dr. Sheng Chieh "Amy" Leh

Young Suk Hwang, Ph.D. and Eun-Ok Baek , Ph.D.

Professor Sheng Chieh "Amy" Leh passed away on November 22, 2021, after a long and courageous battle with pancreatic cancer.

Dr. "Amy" Leh was born in Taiwan, 1959. She earned a Bachelor's degree in English from Providence University, Taiwan. She came to the United States of America for graduate studies and received two master's degrees: Teaching English as a Second Language and Educational Media and Computers. Later, she moved to Arizona where she pursued and earned a Doctoral degree in Curriculum and Instruction from Arizona State University, Tempe.

In 1998, she joined the faculty of the College of Education at California State University, San Bernardino (CSUSB) as an assistant professor in the Department of Science, Mathematics, and Technology Education, which has been reorganized as the Department of Educational Leadership and Technology. Prior to coming to CSUSB, she was an assistant professor at Oklahoma State University.

During her tenure at CSUSB, Amy wrote more than 30 scholarly articles, and made more than 100 presentations at national and international educational conferences. Amy was committed to research focused on instructional technology in international contexts. Her other areas of research included online learning and instruction, interaction in web-based learning environments, computer-mediated communication and social presence, and telecommunication technologies for foreign (second) language acquisition.

Amy also excelled as a professor. She twice received the CSUSB College of Education Outstanding Professor Award in Professional Achievements. From the International Division of the Association for Educational Communications and Technology, she received two awards: the President's Service Recognition Award and the International Contributions Award. From the Association of the Computer Using Educators, she received the Technology in Learning Leadership Award.

Being a transformational leader, Amy had an innovating and visionary spirit. She served as the Instructional Technology program coordinator and the Interim Director of Academic Technologies and Innovation at CSUSB. She was Co-Founder and Lead Organizer of the Educational Technology Classroom Conference from 2005 to 2014. She served as the Liaison of Linked Learning Pathways project from 2006 to 2009, the Project Director of the National Council for Community Education Partnership AT&T grant from 2006-2007, the Project Director of Preparing Tomorrow's Teachers to Use Technology grant from 2001 to 2005, and the Technology Standard Review Panel of California Commission on Teacher Credentialing in 2000. She supported the Phi Beta Delta Honor Society for International Scholars for more than 20 years, serving as treasurer and president-elect of Gamma Lambda, the Phi Beta Delta chapter at its home institution, and as the chapter’s president.

Amy treasured and valued interacting with students, colleagues, and staff. All in the CSUSB campus are touched by Amy in many positive ways. Students described Amy as an amazing professor who had a passion for her job, loved to teach, and consistently worked to improve the lives of students. Staff described Amy as a wonderful, kind, and caring person that they will forever be grateful to. Faculty depicted Amy as a friend and colleague who always smiled and was dedicated to her work and her students. Her dedication to her students often ranged from being tenacious in her efforts to help them to offering patience when necessary. Amy will be missed tremendously because she left an everlasting impression on those who knew her, but never will she be forgotten.

Donations in memory of Amy Leh can be made to either the Pancreatic Cancer Action Network (pancan.org) or Doctors Without Borders (doctorswithoutborders.org).