



2025 BERKELEY SCHOOL OF EDUCATION RESEARCH DAY

CONFERENCE PROGRAM

Friday, March 21, 2025 - 10:00am - 4:00pm

25 YEARS OF BSE RESEARCH DAY: *Going the Distance to Renew and Advance Equity and Justice in Education*

Registration

9:00AM
1st Floor Lobby

Participants will check in, receive name tags and the conference program.
Light breakfast and beverages will be served.

Welcome Address

10:00AM
Room 1102

Dr. Michelle D. Young, Dean and Professor
Berkeley School of Education - University of California, Berkeley

Keynote Session

10:15AM
Room 1102

Going the Distance: The Teaching Profession in a Post-Covid World

Presented by Authors:

Judith Warren Little, Dean Emerita, UC Berkeley

Lora Bartlett, Associate Professor, UC Santa Cruz

In Conversation with:

Travis Bristol, Associate Professor, UC Berkeley,
and Chair, National Board for Professional Teaching Standards

Enikia Ford Morthel, Superintendent, Berkeley Unified School District

Jeffrey Freitas, President, California Federation of Teachers

Soraya Sablo Sutton, Director, UC Berkeley Principal Leadership
Institute

Mary Sandy, Executive Director, California Commission on
Teacher Credentialing

Moderated by:

Glynda Hall, BSE Associate Dean and Professor, UC Berkeley

Lunch

12:00-12:55PM
4th Floor Atrium

Lunch and beverages will be served at the 4th Floor Atrium.

Lunch Seminar

12:10-12:55PM
Room 4101

Navigating Educational Conferences

This seminar features:

Honey Walrond, Chair, AERA Graduate Student Council, and
Postdoctoral Scholar, BSE Center for Research on Expanding
Educational Opportunity (CREEO)

Aukeem Ballard, SEGC Team, PhD Candidate, BSE, and Graduate
Fellow, Center for Ethnographic Research

Ekene Azuka, PhD Student, BSE School Psychology Program

Hosted by: School of Education Graduate Coalition (SEGC)

Paper Presentations - Session I

1:05-2:00PM
4th Floor

Diversity and Belonging - Room 4101

Mind-Body Ability and Education - Room 4401

Cultural Identity, Schooling and Cognitive Development - Room 4500

Please see the program for the list of presenters, abstracts, and moderators.

Paper Presentations - Session II

2:05-3:00PM
4th Floor

Equity and Educational Alternatives - Room 4101

Race and Higher Education - Room 4401

Technology and Education - Room 4500

Please see the program for the list of presenters, abstracts, and moderators.

Poster Presentations & Reception

3:00-4:00PM
4th Floor Atrium

Take a gallery walk and learn from our student presenters about their
research posters. *Snacks and beverages will be served.*

Please see the program for the list of presenters and abstracts.

Closing Remarks will be made at 3:45pm. Conference will conclude at 4:00pm.

Paper Presentations - Session 1

1:05 pm to 2:00 pm

Room 4101	Diversity and Belonging <i>Moderators: Karen Draney, Lloyd Goldwasser</i>
Mariana Olivo UC Davis	Understanding the Role of Institutional Resources in the Sense of Belonging for Latino STEM Students This research aims to investigate the relationship between institutional resources and the sense of belonging among Latino college students pursuing majors in Science, Technology, Engineering, and Math (STEM). The study seeks to identify the challenges and opportunities that stem from the availability or absence of resources and their role on the sense of belonging within the STEM academic environment. By using qualitative research methods, the study aims to provide valuable insights into the factors influencing the retention and success of Latino students in STEM fields.
Noah Sanchez UC Davis	Extending jotería-muxerista epistemologies into student affairs: Queering the gap between the classroom, student organizing, and student success centers In recent years, researchers and theorists have developed multiple pedagogical and theoretical frameworks for serving queer Chicanxs/Latinxs within academic spaces. Drawing on foundational works of Chicana feminist researchers in educational spheres, theories like muxerista pedagogy, jotería pedagogy, jotería consciousness, and jotería-muxerista epistemology emerged. Though such theories captured community-based and classroom-based pedagogies for serving queer Chicanxs/Latinxs, further study is needed to examine the utility of such theories and epistemologies within the realm of Student Affairs. Utilizing jotería-muxerista epistemology as a guiding framework, I survey extant literature and trace gaps between the classroom, student organizing efforts and student organizations, and student success centers to interrogate existing theories within Higher Education and Student Affairs. I then narrow my scope onto a student-initiated and student-run success center – a part of the larger fabric of community resource and retention centers within an emerging-Hispanic Serving Institution/Research 1 University – to demonstrate that jotería-muxerista epistemologies and pedagogies hold potential to support student identity formation, sustain leadership developments, and foster senses of belonging within student success centers. Finally, I offer queered-raced-gendered implications for theory and practice in Student Affairs work, particularly in serving queer Chicanxs/Latinxs in post-secondary educational spaces.
Royce Olarte UC Santa Barbara	Masculine Discourses in Graduate Mathematics Education Graduate programs in mathematics play a critical role in preparing students for faculty positions, yet higher education institutions have not always provided the necessary support to facilitate this transition. Moreover, broadening access and participation for underrepresented students—such as women, LGBTQ+ individuals, and students of color—remains a pressing concern. Prior scholars have called for further examination of doctoral programs in mathematics, as the discipline's unique cultures, norms, and values shape the professional socialization of graduate students. Many of these norms are entrenched in dominant masculine discourses, which marginalize or devalue the experiences of women and other underrepresented groups. These discourses construct mathematics as a domain characterized by independence, competitiveness, and detachment—qualities culturally aligned with masculinity—while dismissing alternative approaches, such as collaboration and relational methods of teaching and learning, that women often navigate. Investigating these discourses is crucial for understanding how systemic inequities persist in graduate mathematics education. I centered the lived experiences of women in mathematics graduate programs to uncover the subtle and overt forms of oppression that dominant masculine discourses reinforce.

	Using a multiple-case study and narrative inquiry approach, I examined the stories of two graduate students, Kayla and Morgan, to understand how they encountered masculine discourses in the program structures, policies, and everyday interactions. The study was guided by two research questions: (1) How did women-identifying graduate students reflect on their experiences navigating graduate education and pursuing mathematics faculty positions? (2) How did masculine discourses shape the discursive practices and policies of mathematics graduate education? I employed a (re)storying approach to make sense of the key events, experiences, and actors in Kayla's and Morgan's narratives. A subsequent cross-case analysis revealed three dominant discourses: (1) women are not good at mathematics, (2) women must constantly prove themselves, and (3) supportive and affirming connections are rare yet impactful. These discourses emerged in various contexts, such as qualifying exams and interactions with peers and faculty. The notion that "women are not good at mathematics" pervaded Kayla's and Morgan's doctoral experiences, shaping how they were perceived by faculty, peers, and students. Despite their achievements, they frequently faced skepticism about their mathematical abilities. The pressure to "constantly prove themselves" was particularly evident in the qualifying exam process, which served as a gatekeeper and a source of emotional distress. Additionally, supportive and affirming connections were scarce, underscoring the isolating nature of their experiences. However, when such connections did occur—through faculty mentorship, peer networks, or initiatives like the Association for Women in Mathematics—they provided essential validation and encouragement. Despite encountering pervasive masculine discourses, Kayla and Morgan exhibited resilience and resistance. Kayla sought affirming connections with faculty and peers, while Morgan transformed her frustrations into advocacy by founding an AWM chapter to support women-identifying students. Their stories highlight the systemic challenges women face in graduate mathematics education, as well as their agency in resisting exclusionary norms. Understanding how women navigate and challenge these discourses offers critical insights for disrupting inequities and fostering inclusive academic environments.
Room 4401	Mind-Body Ability and Education <i>Moderators: Dor Abrahamson, Erin Murphy-Graham</i>
LT Darryl D. Diptee UC Berkeley	Who Feels It, Knows It: Mind-Body Awareness Boosts STEM Performance In this study I explore the interrelationships among emotional intelligence (EI), interoceptive awareness (IA), and academic performance, measured by semester grade point average (GPA), within a STEM student population. A diverse undergraduate sample completed the Multidimensional Assessment of Interoceptive Awareness (MAIA2) and the Emotional Quotient Inventory 2.0 (EQ-i 2.0), and academic and demographic data were obtained from university records. Hierarchical multiple regression analyses revealed socioeconomic status (SES) was positively associated with GPA; however, the strength of this relationship weakened for students with higher emotional intelligence. The association between SES and GPA was not present at higher levels of EI, suggesting that elevated EI compensates for limited socioeconomic resources. Stress was negatively and significantly associated with GPA, consistent with previous research demonstrating its harmful cognitive and academic effects. For students with higher IA levels, stress had no significant effects on GPA, whereas students with lower IA had sharp GPA declines under stress. Results showed significant indirect effects of stress-reduction strategies, such as mindfulness, yoga, and meditation, on academic outcomes. These strategies enhanced IA, which subsequently reduced stress and indirectly improved GPA. This research expands the literature by showing how emotional regulation and physiological awareness influence academic performance in the presence of stress and low SES. By showcasing the protective roles of EI and IA, this study lays a foundation for interventions that move beyond traditional cognitive approaches in STEM education. The findings highlight the moderating and mediating roles of EI and IA on the effects of socioeconomic status and stress in academic outcomes, revealing underexamined psychosomatic pathways that have the potential to contribute towards equitable academic achievement.

Anne Marie Gallagher UC Berkeley	A Case Study of Varsity Student-Athletes with Diabetes Mellitus in Higher Education Settings: Institutional Challenges and Recommendations Type 1 Diabetes (T1D) is a well-researched disability shared by 9.4 million people globally (Type 1 Diabetes Index, 2024). It is diagnosed at an escalating rate worldwide (Lawrence, et. a. 2021) with notable increases observed related to Sars-CoV-2 infections (Barrett, et al, 2022). Biotech breakthroughs in the last 10 years now provide T1D individuals with tools to engage in more extreme activities, including high-level competitive athletics. FDA approval processes for such devices have generated many medical studies focusing on benefits such as glycemic control during exercise. As the number of people diagnosed with T1D continues to increase, and the number of people with T1D competing in high-level athletics increases, institutions such as universities must be ready to safely support these students. The majority of research on T1D focuses on medical and biological models, however, and not on social behavioral supports for thriving. Furthermore, beyond published standards for athletic trainers, (Jiminez, et al., 2007) there is very little research or published best practice guidance for coaches and trainers working with competitive athletes with T1D. There is also a gap in research on institutional and social behaviors that help student-athletes with T1D to thrive. Social media engagement on this issue within the T1D Community is wide and deep, however, indicating a hunger for evidence-based recommendations. By examining the experiences of athletes with Type 1 Diabetes, this pilot study sheds light on the complex interactions of disability, athletics, and institutional responsibility. The findings of this exploratory research reveal more commonality in support gaps than in support provided, perhaps due to institutional apathy and individual athletes subscribing to ableism, but it also reveals protective themes of self-identity and delicate webs of surveillance. Interpreting these results at the intersection of disability support and varsity athletics furthermore invokes broader discussions about higher education's institutional and ethical responsibility to embrace diversity through dynamic support that helps all students to thrive. This research provides a window into the challenges faced by a subset of individuals with disabilities transitioning to a higher education setting, and shows that within privileged identities (i.e. college varsity athletes), invisible, deprivileged, intersectional identities silently exist. Adherence to a medical model of disability is, ironically, a root cause for the lack of acknowledgement and services for these students. This capstone project identifies tactical opportunities for improvement in the transition to college, and areas of organizational friction/decoupling that could be improved. Most importantly, it aspires to open avenues for further discussion and debate of these multifaceted and interdisciplinary areas of inquiry.
Tyler Ogata University of California, Berkeley & San Francisco State University	The Evolution of Dyslexia as a Constitutional, Educational, and Social Concept: A Conceptual Analysis of Dyslexia Phenomena relating to reading difficulties assume many names but none more controversial than dyslexia. Previous historical accounts of the so-called “dyslexia debates” (Critchley, 1970; Elliott & Grigorenko, 2024b; Kirby, 2020) draw special attention to the disagreement about whether a definition of dyslexia ought to incorporate the assumption that dyslexia results from some specific, albeit not completely understood, neurobiological etiology of specific reading challenges. Despite this attention, the disagreement persists through present debates about how to best define dyslexia (see Odegard et al., 2024). In response, the present conceptual analysis examines dyslexia according to its past, present, and possible future conceptualizations. It highlights the varied contexts in which dyslexia evolved, namely the fields of medicine, education, and disability studies, thereby revealing that the concept of dyslexia has become entangled between the paradigmatic differences between these contexts. Furthermore, these differences threaten to continue ensnaring present conceptualizations of dyslexia within the same old debates. It is proposed that dyslexia's future be guided by a framework that integrates perspectives from an ecological model of disability, developmental psychopathology, and a universal design approach to learning.

Room 4500	Cultural Identity, Schooling and Cognitive Development <i>Moderators: Jabari Mahiri, Özge Hacifazlıoğlu</i>
Samuel Burmester UC Santa Cruz	On Descent and Becoming This study examines Descent, a student-led storytelling and arts zine created to amplify Asian, Pacific Islander, and South Asian (APISA) voices. The founders of Descent deliberately created this space outside of formal classes and existing university structures because they found traditional educational settings too constraining—too focused on rigid definitions of literacy, standardized forms of knowledge, and institutional gatekeeping that limited how APISA students could express their identities and experiences. They sought to build a space where storytelling was not dictated by external expectations, where students could engage in self-authored, pluralistic meaning-making that resisted dominant narratives. Through participatory qualitative approaches, this study investigates how Descent’s creative and editorial processes offer a model for how teachers can learn from student-driven knowledge production, particularly when it challenges dominant expectations of schooling. Findings reveal how Descent fosters an ethic of deep care, relationality, and pluralism, illustrating how storytelling, play, and artistic experimentation serve as powerful modes of sense-making that often diverge from traditional educational paradigms. Key themes that emerged from the research include the role of relational ethics in fostering storytelling spaces, the importance of play in resisting rigid academic and artistic norms, and the ways in which Descent facilitates a reimagining of identity, belonging, and representation. The study also examines how Descent’s editorial and creative choices reflect broader socio-political dynamics, particularly in the context of Covid-19 associated rise in anti-Asian sentiment and the heightened visibility of racial justice movements. The founders of Descent articulate a commitment to narrative sovereignty—claiming the right to tell their own stories on their own terms—while also navigating tensions between personal expression and the pressures of institutional recognition. The Founders’ decision to establish Descent outside institutional boundaries underscores a key tension between formal schooling—where knowledge is often standardized, assessed, and controlled—and the open-ended, student-led inquiry that unfolds within creative, self-directed spaces. In traditional classrooms, dominant literacy frameworks often privilege linear, structured narratives that reinforce specific cultural norms and epistemologies. Descent, by contrast, provides students with a space to engage in fluid, multimodal storytelling that resists prescriptive models of literacy and challenges essentialized representations of APISA identities. The zine’s creative process demonstrates how students construct knowledge through relational storytelling, experimentation, and collaborative authorship—methods that are often undervalued in rigid educational settings. Finally, the paper offers Key implications for educators in formal and informal spaces, including the need to create dialogic, student- and youth-centered learning environments that allow for narrative sovereignty, experimentation and multiplicity, rather than reinforcing rigid, outcomes-based models of assessment. The study suggests that attunement to student-driven storytelling requires educators to move beyond top-down instructional approaches that don’t prefigure young people’s identities and theories of change. This includes fostering spaces that welcome ambiguity, encourage play as a form of inquiry, and disrupt hegemonic notions of literacy, learning, and justice.
Josh Medrano UC Berkeley Dana Miller-Cotto UC Berkeley	The Asian American Child: Insights on School Readiness from the ECLS-K:2011 Cohort Asian American child and youth outcomes (e.g., achievement) are systematically linked with developmental contexts (e.g., immigration, socioeconomic status, poverty) and cultural processes (e.g., socialization practices, number of siblings and close grandparents; Mistry et al., 2016). Yet, while researchers have examined differences among Asian American children, such analyses have often been in comparison to White children, in the context of the Asian advantage in STEM. Furthermore, few researchers have acknowledged how socioeconomic differences can impact the Asian-White gap (e.g., Gibbs et al., 2017; Hsin & Xie, 2014) but not within the context of Asian American children alone. Using the Early

	Childhood Longitudinal Dataset 2010-2011 (ECLS-K:2011) dataset, we sought to examine 1) the heterogeneity of social and cognitive outcomes in Asian American kindergartners and 2) what predicts this heterogeneity. The current study consists of 962 children identified as Asian Americans in the ECLS-K:2011 dataset, which itself consists of 18,200 kindergartners. While 1211 children identified themselves as Asian-Americans, we were only able to extrapolate 962 children's subgroups from their parents' birth country (841), primary language at home (71), and child's birth country (50). From this extrapolation, we made six subgroups (see Table 1). A multigroup path analytical model was tested with variables representing developmental contexts and cultural processes as predictors. Social skills, approaches to learning, executive functioning, and Fall math scores served as the outcomes. We also controlled for gender differences, and region served as the grouping variable. The model provided an adequate fit to the data from the full sample, $\chi^2(105) = 1429.98$, $p < .001$, as did the multigroup model, $\chi^2(630) = 1769.24$, $p < .001$. For the full sample, being a first or second generation immigrant, children's reading activity, SES, and the number of structured activities predicted children's outcomes. By subgroup, Vietnamese, Chinese, and Other Southeast Asian children had 2-3 significant predictors, with children being read books (by a family member or relative) and SES as common among Chinese and Other Southeast Asian groups. Other East Asian, Indian, and Other Asian (groups not represented in aforementioned countries/groups) children had 4-8 predictors, with structured activities shared among them. The results are consistent with previous research. Socioeconomic background and poverty are typically linked to EF, working memory, and academic performance (Blair, 2010; Hackman et al., 2015). Some children are also more likely to partake in structured and nonstructured activities, reading activities, and bedtime routines, demonstrating the importance of home environment (Hackman et al., 2015). The findings also reveal a previously-shown link between immigration status and working memory in Chinese children (Hsin & Xie, 2014; Mauer et al., 2023) and new links, such as TV/bedtime rules and structured activities predicting cognitive and math scores in Indian children. It is possible that parental expectations manifest through these activities. These differences might matter when considering policies that are assumed to make an impact on a huge group but, in reality, only on a subgroup of people.
Ilke Bayazitli UC Berkeley Frank C. Worrell UC Berkeley	Psychometric Properties of the Adolescent and Adult Time Inventory-Turkish Time perspective refers to feelings and thoughts about time and is posited to have five dimensions: time meaning, attitudes, frequency, relation, and orientation (Mello & Worrell, 2015). The Adolescent and Adult Time Inventory (AATI; Mello & Worrell, 2007) was developed to assess several dimensions of time perspective. The AATI has been translated into numerous languages and cultures across the globe, including Turkish. However, whereas only one scale on the measure, AATI-Time Attitudes (AATI-TA) has been validated in Turkish, the scales on the other four dimensions have yet to be psychometrically examined. Moreover, multiple studies on the Turkish version of the AATI-TA have yielded results that were not comparable, requiring further efforts in the validation of the scale. As such, in the current paper-in-progress, we are investigating the psychometric properties of the five scales on the Turkish AATI. In Fall 2024, we collected data from 197 academically talented Turkish adolescents. We are examining the convergent and discriminant validity, and internal consistency of the scales on the AATI. Regarding validity, we are considering the associations between the scores on the scales of the AATI and other psychosocial and academic constructs, including but not limited to hope, subjective well-being, self-esteem, academic achievement, and academic self-concept. Our results will help finalize a validated version of the complete AATI that can be used in research with Turkish-speaking populations. Furthermore, the findings will illuminate important associations of different time perspective dimensions with numerous psychosocial and academic variables in a sample of academically talented Turkish adolescents.

Paper Presentations - Session 2

2:05 pm to 3:00 pm

Room 4101

Equity and Educational Alternatives

Moderators: Michelle Wilkerson, Erin Murphy Graham

Safiyyah Kent Alsabri

Graduate Theological Union,
Berkeley

Navigating Islamic Identity in Education: Parents' Experiences in an Islamic Homeschooling Co-op

As Muslim families navigate an Islamophobic educational landscape, many turn to alternative schooling models to preserve their religious and ethical values. This paper explores the motivations of parents who participate in an Islamic homeschooling co-op, analyzing their decision through the lens of the Islam-Iman-Ihsan framework and Syed Muhammad Naquib Al-Attas' concept of ta'dib (holistic education). Using a qualitative case study approach, this research draws on semi-structured interviews with participating parents, analyzing coded themes to uncover their educational priorities.

Findings indicate that while academic rigor remains a concern, parents overwhelmingly prioritize the tarbiyyah (moral and character development) and tazkiyyah (spiritual development) provided by the co-op. Their decision is deeply rooted in the need to cultivate not just intellectual growth (ta'lim) but also a comprehensive ethical and spiritual formation in their children. This emphasis reflects a broader critique of conventional schooling models, which many parents perceive as marginalizing the soul and neglecting holistic development.

By framing their educational choices through Islam-Iman-Ihsan, parents in this study illustrate an approach to learning that integrates knowledge, faith, and spiritual refinement. The co-op serves as a means of fostering a sense of community while resisting epistemological fragmentation, ensuring that education remains an avenue for wholeness and self-actualization, rather than mere information attainment. This research contributes to discussions on alternative Islamic education models and underscores the importance of revitalizing holistic educational frameworks in contemporary Muslim contexts.

Future research could explore the feasibility of such a model for lower-income socio-economic groups, given that access to homeschooling often requires financial and social capital. Additionally, with 95% of Muslim children attending public schools, it is crucial to consider how the findings of this study can inform broader educational strategies to support Muslim students. Given that Muslim students face bullying at higher rates than any other religious group in America, this research raises important questions about how elements of tarbiyyah, tazkiyyah, and ta'lim might be integrated into public schooling environments to foster resilience and well-being among Muslim youth.

Irma Muñoz Daniels

UC Berkeley

Alternative Schools, Leadership, and Resilience: Understanding How School and Systems Leaders Create Conditions for Student Success in Alternative School Settings

Alternative schools offer marginalized students opportunities to support their learning beyond the traditional comprehensive schools. Hill Collins (2009) states, "Despite tremendous variability in their goals, pedagogy, and overall organization, one reason that alternative schools of all sorts...are successful is that they create safe and free spaces for kids" (p. 95). According to the California Department of Education, more than 158,000 students attended alternative schools in California during the 2023-24 school year. Of these students, approximately 74% were students of color (California Department of Education, 2023).

In the United States educational system, alternative schools are positioned to serve marginalized students and, as such, serve as places where social justice leadership can be enacted. This pilot study explores how school and systems leaders create the conditions to support student success in alternative high school settings. Informed by risk and resilience theory (Fergus & Zimmerman, 2005) and an Inclusive Educational Leadership

	framework (Young & Arnold, 2020), this pilot study examines the experience of alternative school leaders and the strategies and actions they enact to advocate for their students. This study involves a single case analysis that utilizes semi-structured interviews to collect detailed insights from participants. The findings include three central themes to address how participants create conditions for student success in alternative schools. First, participants actively challenge stereotypes and stigma surrounding alternative schools, emphasizing their similarities to traditional schools to counter negative perceptions. Second, participants advocate for a needs-based approach, promoting the allocation of resources that are tailored to the unique challenges and opportunities found in alternative schools. Lastly, they describe a need for flexibility in curriculum, instructional strategies, and school structures, which allows school leaders to adapt to the diverse needs of their student populations The research question is: In what ways, if any, do school and systems leaders describe how they create conditions for student success in alternative school settings? This pilot study is a foundation for exploring how school and system leaders create conditions for student success in alternative school settings. Alternative schools serve as essential spaces of learning and belonging for marginalized students. As such, they must be led by school and system leaders who can assess the current context, understand opportunities and challenges, and create the conditions for student success. As Ruiz de Velasco et al. (2008) stated over a decade ago, “[alternative] high schools remain among the most understudied sub-sector of secondary education in California (and nationally)” (p. 8). Future research can examine the role of alternative schools in providing marginalized youth opportunities for success.
Juan Barrera Alcázar UC Santa Barbara	Implementing at the Street Level: A Case Study of Academic Advisors’ Perspectives and Experiences with Academic Probation and Dismissal Policies Many colleges and universities use academic probation and dismissal to identify students who are not meeting academic standards. Despite the abundant literature examining the effects of academic probation on students’ academic performance and persistence, little is known about the experiences of higher education professionals working with students who are placed on academic probation or about the process of reviewing cases for academic dismissal. This case study of 15 advisors and 3 advising directors at one public research institution employs Lipsky’s theories of a street-level bureaucrat to explore their behaviors and perspectives on working in conditions of constraint with some degree of discretion. Interviews with academic advisors and advising directors about their experiences implementing the academic probation and academic dismissal policies produced novel evidence about (a) how they perceive their role in these processes, (b) how the process makes it possible for them to advocate for a student’s reinstatement, (c) the constraints and challenges they experience because of the process, and (d) how directors respond to the constraints and challenges their staff identify. This case sheds light on gaps in existing institutional support for staff who are tasked with making decisions that can impact students’ educational trajectories and identifies potential interventions to improve their working conditions and well-being.
Room 4401	Race and Higher Education <i>Moderators: Özge Hacifazlıoğlu, Karen Draney</i>
Miriam Burnett UC Santa Barbara	Exploring Legacies of Higher Education and Its Impact on Black Student Experiences at Predominately Non-Black Institutions (PNBIs) At PWIs and HWIs, Black students frequently encounter hostile campus climates characterized by systemic racism, racial microaggressions, and stereotype threats, which adversely affect their academic identities and overall sense of belonging. These experiences are compounded by a lack of institutional support, leading to feelings of isolation and hypervisibility. Furthermore, generalizing the Black student experience perpetuates the false narrative that there exists an authentic Black identity. This

	literature exploration critically examines the experiences of Black American minority students across various types of higher education institutions, specifically Predominantly White Institutions (PWIs), Historically White Institutions (HWIs), and Minority-Serving Institutions (MSIs) where Black students are often in the minority. The review highlights persistent trends in research that underscore the differential and oftentimes negative experiences faced by Black students in these settings, shaped significantly by institutional contexts and prevailing attitudes toward race. Academic articles, journals, and peer reviews of PNBI and Black experiences in higher education are collected to investigate underlying assumptions that Black student experiences may be homogeneous at PNBI. Gaps in the literature witness an underserved area of scholarship and provide room to critique current methods and methodology within this context to advance a comprehensive understanding of the diversity of thought and valued Black experiences at predominantly non-Black institutions (PNBIs). Navigational barriers stem from the failure to acknowledge systemic injustices that ignore considerations of intersectional identities within the Black experience that shape the unique perspectives of this student group at PNBI. With the exclusion of Historically Black Colleges and Universities (HBCUs), this paper's guiding research questions are as follows: (a) how does institutional type shape Black students' experiences at PNBI? (b) How do racism and anti-blackness, in particular, shape Black student experiences at such PNBI (e.g., PWIs, HWIs, and MSIs where Black students are the minority)? This review may assist with shaping an anti-deficit framework for understanding systemic barriers within this diverse student group at PNBI for all students impacted by various forms of marginalization. Moreover, this paper emphasizes institutions' need to move beyond mere enrollment figures and foster an educational environment that actively supports Black students academically and socially to promote better overall wellbeing. Recommendations include creating more inclusive spaces include hiring more Black faculty and staff, integrating culturally relevant curricula, and enhancing support for Black student organizations. Ultimately, the findings in this exploration highlight the urgent need to address systemic barriers faced by Black students and promote a commitment to anti-racism in higher education by amplifying Black student voices and experiences, and working collectively in policy and practice to cultivate value and supportive academic landscape at PNBI. Keywords: Black students, higher education, Predominantly White Institutions, anti-Blackness, Minority-Serving Institutions, educational experiences
Dede Esther Adote University of San Francisco	Beyond the Cost: Examining the Challenges Faced by Black African International Students (BAIS) in a Neoliberal, Racially-Exclusionary Education System: A BAISCrit Analysis This study examines how Black African International Students (BAIS) have become a significant source of income for the American neoliberal and racially driven capitalist economy. It explores the ways in which the marginalization of Black bodies transcends national borders, with African nations experiencing political instability, weak institutions, and economic underdevelopment, creating conditions of exploitation that capitalist countries like the U.S. capitalize on. Using the theoretical framework of BAISCrit—a blend of Black African student perspectives, critical race theory, and neoliberal analysis—this research delves into the racial, economic, and geopolitical pressures shaping the experiences of BAISs. It highlights the exploitation of BAISs within neoliberal educational frameworks, which prioritize profit over fairness and inclusion, leading to systemic inequalities. The study emphasizes the need to shift the narrative to recognize BAISs as active agents in their educational journeys, advocating for systemic reforms in U.S. higher education to address racism, economic precarity, and exclusion. The paper contributes to discussions on social justice, Black migration studies, and higher education by calling for structural changes that better support BAISs and dismantle oppressive systems. Keywords: Black African international students (BAIS), neoliberalism, racial capitalism, BAISCrit, systemic oppression, economic development, social justice.
Room 4500	

Technology and Education <i>Moderators: Jabari Mahiri, Libby Gerard, Lloyd Goldwasser</i>	
Sasha Osorio UC Davis	Developing a Robust Antiracist Curriculum in a Digital-rich Environment This study aims to build upon the works of scholars by first acknowledging that current events affect students' composition in the classroom and, second, by attempting to measure the depth and breadth of students' current event knowledge. Through a set of activities, I invite students to write about a current event, reflect on how they understand it through ideological lenses, and then consider how those lenses affected their writing. Last, students participate in small group and whole class discussions about the material and our experiences. Based on practical class activities, this research project investigates a possible gap in our literature by focusing on how the intersection of antiracist teaching practices and digital literacy affects students' writing (Alexander & Rhodes 2018; Lockett et al. 2021). Essentially, I'm asking what current event knowledge students bring into the classroom, how it connects with their ideologies, and how those affect their writing and world-building. Then, I ask, how can we use that knowledge to build a robust antiracist curriculum that converges with the digital literacies our 21st-century students engage in? Last, how can writing about, with, and for contemporary events furthered by digital creation assist students in speaking back to power? Scholars (hooks 1994, 2000, 2010; Berlin 1988; Thelin 1990; Darder 2018) recognize that historical, current, and cultural events significantly affect students' foundational knowledge from which they compose. Most, if not all of us, are aware of the often-solitary composing process—research, critical reading, and drafting—and I believe we could agree that solitary processes can reinforce and build upon foundational knowledge. Further, Paulo Freire's scholarship showed us that such knowledge contributes to our literacy practices. Ira Shor's work exhibited how literacy practices and critical pedagogy can converge in U.S. rhetoric and composition classrooms and some of the effects. Then, a pivotal tension questioned the appropriate study topics in the composition classroom (Hairston 1992; Thelin et al. 1993). Antiracism as a theory, teaching practice, and methodology (Lockett et al. 2021) recently furthered the scholarly conversation about what is "appropriate," productive, and ethical in the composition classroom. Now, societal movements are urging the higher education system to address our nation's critical issues, with writing being a fundamental aspect of this engagement. It's not so much that any one pedagogue or scholar is vehemently opposed to antiracist practices in the composition classroom and engagement with contemporary issues. Rather, many writing teachers can be apprehensive about the tensions and uncomfortableness that antiracist pedagogical practices can bring into the classroom—this is understandable. Challenging the status quo, asking your students to challenge power structures, is difficult and unsettling. However, more unsettling is the widespread national academic issues that continually create detrimental state policies such as defunding diversity, equity, and inclusion programs and encouragement to monitor classroom curriculum— a dangerous step for academic freedom. Our unstable and uncertain future makes it critical to study how these issues influence classroom communities, including students' production of knowledge and the effect on students' writing. Our students are the future.
Brian Simmons UC Berkeley	Challenging Assumptions: A Preliminary Critical Inquiry into Educational Technology Leadership in the Era of Artificial Intelligence The rapid expansion of educational technology (edtech) in U.S. public schools—accelerated by the COVID-19 pandemic—has created unprecedented challenges for school district leaders. These challenges have been compounded by the rise of generative artificial intelligence (GAI), which introduces new complexities in decision-making about instructional technology. This pilot study explores how secondary school district leaders in the San Francisco Bay Area navigate EdTech investments and implementation, particularly concerning equity, through the theoretical lenses of Applied Critical Leadership (ACL) (Santamaria & Santamaria, 2013) and Educational Systems Change Theory (Elmore, 2001; Fullan, 2023).

	Utilizing a case study methodology (Yin, 2018; Small, 2009), this study draws on interviews with three secondary school district leaders and an analysis of district-level technology investments. Three key questions guide the research: 1. How does equity inform leaders' decisions regarding adopting and implementing educational technology? 2. How do system leaders understand and navigate AI's potential benefits and risks in schools? 3. What competing priorities shape district leaders' decision-making in selecting and supporting instructional technology tools? Preliminary Findings: Findings suggest that while leaders express a strong commitment to equity, they often struggle to align their equity vision with the realities of edtech implementation. The study identifies three primary tensions: 1. Balancing Vision and Implementation – Leaders recognize the potential of instructional technology to bridge achievement gaps, yet limited evaluation frameworks and teacher professional development resources constrain them. Technology decisions are made reactively rather than strategically, often driven by external pressures such as vendor marketing or teacher demand. 2. Equity Considerations in Generative AI Adoption – While leaders acknowledge AI's potential to personalize learning and reduce teacher workload, they also express concerns about algorithmic bias, student data privacy, and academic integrity. Some view AI as a transformative tool for equity, while others worry that it may exacerbate existing disparities by benefiting already tech-savvy students more than those with limited digital literacy. 3. Structural and Cultural Barriers – Leaders report that teacher resistance, technological infrastructure issues, and administrative burdens make it challenging to ensure equitable technology use. Many describe EdTech as an “add-on” rather than an embedded instructional tool, underscoring the need for deeper integration into culturally responsive pedagogy. Implications and Future Research: This study highlights the urgent need for district-wide equity frameworks to guide EdTech decision-making, structured professional development that integrates technology with culturally responsive teaching, and more explicit policies on AI ethics and student data privacy. Future research will expand on these preliminary findings by investigating how leaders' positionality and cultural backgrounds influence technology-related decisions and exploring adaptive leadership strategies for sustainable, equity-driven edtech implementation. This pilot study contributes to the growing conversation on critical technology leadership, emphasizing the importance of equity-driven, adaptive strategies in an era where educational technology and artificial intelligence are reshaping public education.
Peng Zhang Peking University Visiting Scholar, UC Berkeley	Timing Matters: Effects of Augmented Reality Game on Students' Learning Achievement, Satisfaction and Acceptance Augmented reality (AR) games offer significant potential to enhance learning experiences, yet the impact of when these games are introduced during the educational process remains underexplored. This study explored how the timing of providing the AR game influenced learners' achievement, satisfaction and acceptance. Using a quasi-experimental design, 68 second-graders engaged with the AR game AR Easy Sign Language: Grams and Kilograms, either before class or in class. Additionally, perspectives from eight students, one teacher and 24 parents (from the before-class group) were collected. Results indicated that providing the AR game in class significantly improved learners' achievement and acceptance compared to providing it before class. While overall satisfaction was unaffected by timing, students' cognitive focus differed: in-class participants emphasized the game's educational value, whereas those using it before class viewed it more as an entertaining tool with educational functionality. Both the teacher and parents acknowledged the educational value of AR games but expressed concerns regarding the cost and potential health issues. This study contributes to theoretical understanding and practical implementation strategies for AR games in education, particularly in optimizing their timing for maximal impact.

Poster Presentations

4th Floor Atrium

3:00 pm to 4:00 pm

EDUC 222C “Design-Based Research Forum,” Fall 2025

Dr. Dor Abrahamson, Professor and Course Instructor, Berkeley School of Education

Design-Based Research Forum is a practicum course offered every Fall. It is a forum for people interested in educational design to build something for someone to learn something, try it out with someone(s), analyze their recording of the session, write up a project paper and, along the way, learn a thing or two about learning, by drawing on the Learning Sciences literature on theory and methodology. This course usually attracts graduate as well as undergraduate students from throughout the BSE but also from other Cal departments and programs, such as BID, iSchool, Architecture, and so on, and other universities such as UCSF or Stanford. The objective is to “re-invent” design-based research through collaboratively negotiating the discursive constraints of sharing and reviewing projects from across diverse disciplines.

There will be three presenters this year:

Ter Booth, Reinventing Symmetry: An Embodied Design for Collaborative Discovery

Connie Gu, Wearable Time: A Design for Time Perception Through Emotion and Structure

Micah Josiah Mok, Achieving Fluent Speech by Enacting Spatial–Temporal Syllabification

Implementing at the Street Level: A Case Study of Academic Advisors’ Perspectives and Experiences with Academic Probation and Dismissal Policies

Juan Barrera Alcazar, University of California, Santa Barbara

Many colleges and universities use academic probation and dismissal to identify students who are not meeting academic standards. Despite the abundant literature examining the effects of academic probation on students’ academic performance and persistence, little is known about the experiences of higher education professionals working with students who are placed on academic probation or about the process of reviewing cases for academic dismissal. This case study of 15 advisors and 3 advising directors at one public research institution employs Lipsky’s theories of a street-level bureaucrat to explore their behaviors and perspectives on working in conditions of constraint with some degree of discretion. Interviews with academic advisors and advising directors about their experiences implementing the academic probation and academic dismissal policies produced novel evidence about (a) how they perceive their role in these processes, (b) how the process makes it possible for them to advocate for a student’s reinstatement, (c) the constraints and challenges they experience because of the process, and (d) how directors respond to the constraints and challenges their staff identify. This case sheds light on gaps in existing institutional support for staff who are tasked with making decisions that can impact students’ educational trajectories and identifies potential interventions to improve their working conditions and well-being.

Time Perspective and Academic Outcomes Among Latinx Adolescents

Ilke Bayazitli, Emely Lugo and Frank C. Worrell, University of California, Berkeley School of Education and Zena R. Mello, San Francisco State University

Adolescence was posited to be a salient developmental stage to examine academic outcomes (Guryan et al., 2023). Given the disproportionately high risk of unfavorable academic outcomes among Latinx adolescents, it is particularly crucial to examine the factors that may be relevant in supporting these outcomes in this population. Scholars suggested that time perspective may be a potential mechanism to foster academic outcomes (Mello, 2019; Pawlak & Moustafa, 2023). However, there is limited research regarding time perspective and its correlates

among Latinx adolescents. As such, the current study examined the associations between time perspective and academic outcomes among Latinx adolescents.

Time perspective was defined as feelings and thoughts about time and consisted of four conceptual dimensions (i.e., time attitudes, time frequency, time relation, and time orientation; Mello & Worrell, 2015). Participants included a sample of 317 Latinx adolescents (Mage = 15.85, SD = 1.13) from a larger sample of 758 adolescents in a western region of the United States. The measures were self-reported by adolescents and included time perspective, academic achievement, educational expectations, and the Big Five personality traits (i.e., agreeableness, conscientiousness, emotional stability, extraversion, and openness to experience).

Correlational analyses indicated that holding positive attitudes toward time was positively associated with academic achievement and educational expectations, whereas negative attitudes were negatively associated with these outcomes. Sequential regression analyses indicated that some of the identified associations between time perspective and academic outcomes remained significant above and beyond personality traits. In particular, time attitudes and time relation were associated with academic achievement. Further, time attitudes, time frequency, and time relation were associated with educational expectations. Although analyses of variance did not yield any between-group differences in time relation and time orientation, sequential regression analyses showed that perceiving time periods separate from one another was associated with lower academic achievement, controlling for personality traits.

Overall, results showed that many dimensions of time perspective were associated with academic outcomes, and several of these associations were significant above and beyond personality traits. The findings may inform interventions targeting specific dimensions of time perspective to promote academic outcomes among Latinx adolescents.

From Policy to Practice: Implementing AB 1645

Deyaneira Daniza Chic, Isabelle Soledad Escobar, and Mariah Paige Del Bosque, University of California, Berkeley School of Education

While California has the most progressive legislation to promote higher education attainment for undocumented students, often implementing these policies falls short of their intended goals and outcomes. Previous research has highlighted that Undocumented Student Resource Centers (USCRs) are under-resourced but in high student demand. Similarly, preliminary data analysis reveals significant limitations centers have on fully supporting the growing population of undocumented students on campuses in California. Thus, we focused on the following: (a) What does servingness look like within Undocumented Student Resource Centers in California, and (b) How do California public higher education institutions implement AB 1645?

The Assemblywoman, Blanca Rubios, introduced Assembly Bill 1645 on 22 February 2019 to increase enrollment and graduation rates for undocumented students in California. Thus, Governor Newsom approved the bill on 12 October 2019. Under AB 1645, California public higher education institutions are required to have “Dreamer Resource Liaisons and not require but encourage the creation of Dream Resource Centers. AB 1645 sought to address the need to inform undocumented students about their higher education resources. AB 1645 acknowledges that undocumented students encounter educational inequities in California despite the state’s ‘effort’ to make higher education more accessible. Thus, California’s solution to increase enrollment and graduation rates for undocumented students was to encourage all their public higher education institutions to establish Dream Resource Centers in their respective campuses.

This research study adopts a data content analysis approach to examine the effectiveness of AB 1645 being implemented across 147 California’s public higher education institutions: CCCs, 115; CSUs, 23; UCs, 9. We examined the support provided across the following dimensions: academic resources, financial aid, emotional and mental health assistance, and professional development opportunities, as well as whether they have a designated full-time professional staff. Findings highlight that institutional practices differ significantly. The implementation of AB 1645 was not consistent with the established institutional practices. This research will contribute to understanding how policies overlook the various intersections affecting undocumented students.

A Case Study of Varsity Student-Athletes with Diabetes Mellitus in Higher Education Settings: Institutional Challenges and Recommendations

Anne Marie Gallagher, University of California, Berkeley School of Education

Type 1 Diabetes (T1D) is a well-researched disability shared by 9.4 million people globally (Type 1 Diabetes Index, 2024). It is diagnosed at an escalating rate worldwide (Lawrence, et. a. 2021) with notable increases observed related to Sars-CoV-2 infections (Barrett, et al, 2022). Biotech breakthroughs in the last 10 years now provide T1D individuals with tools to engage in more extreme activities, including high-level competitive athletics. FDA approval processes for such devices have generated many medical studies focusing on benefits such as glycemic control during exercise.

As the number of people diagnosed with T1D continues to increase, and the number of people with T1D competing in high-level athletics increases, institutions such as universities must be ready to safely support these students. The majority of research on T1D focuses on medical and biological models, however, and not on social behavioral supports for thriving. Furthermore, beyond published standards for athletic trainers, (Jiminez, et al., 2007) there is very little research or published best practice guidance for coaches and trainers working with competitive athletes with T1D. There is also a gap in research on institutional and social behaviors that help student-athletes with T1D to thrive. Social media engagement on this issue within the T1D Community is wide and deep, however, indicating a hunger for evidence-based recommendations.

By examining the experiences of athletes with Type 1 Diabetes, this pilot study sheds light on the complex interactions of disability, athletics, and institutional responsibility. The findings of this exploratory research reveal more commonality in support gaps than in support provided, perhaps due to institutional apathy and individual athletes subscribing to ableism, but it also reveals protective themes of self-identity and delicate webs of surveillance.

Interpreting these results at the intersection of disability support and varsity athletics furthermore invokes broader discussions about higher education's institutional and ethical responsibility to embrace diversity through dynamic support that helps all students to thrive. This research provides a window into the challenges faced by a subset of individuals with disabilities transitioning to a higher education setting, and shows that within privileged identities (i.e. college varsity athletes), invisible, deprived, intersectional identities silently exist. Adherence to a medical model of disability is, ironically, a root cause for the lack of acknowledgement and services for these students.

This capstone project identifies tactical opportunities for improvement in the transition to college, and areas of organizational friction/decoupling that could be improved. Most importantly, it aspires to open avenues for further discussion and debate of these multifaceted and interdisciplinary areas of inquiry.

Equity in Practice: Exploring Representation of Ethnic Backgrounds in University-Community Links Programs in a Post-Affirmative Action Era

Eros Najera, John Cano and Mara Mahmood, University of California, Berkeley School of Education

This poster explores representation of ethnic backgrounds in the University-Community Links (UC Links) network of programs through historical data analysis.

Starting from the current historical moment – a national post-affirmative action era - we look back over almost 30 years to learn from the innovative responses of exemplary university-community partnerships involved in the UC Links network (Cole & Distributed Literacy Coalition, 2006; Underwood et al., 2021; Vásquez, 2003; Welsh Mahmood et al., 2024). UC Links was established in 1996 as a statewide strategy to overcome institutional racism and support the academic and social development of minoritized P-20 students after the University of California Regents, and later the voters of California, eliminated the consideration of race and ethnicity in admissions. Since then, UC Links university and community partners both in California and beyond have forged alternative equity

strategies by working collaboratively to develop and sustain programs that connect young people from historically marginalized communities with university students from diverse backgrounds in innovative learning activities that prepare P-12 students for higher learning while preparing university students for graduate and professional training and future careers (Underwood et al., 2021; Welsh Mahmood et al., 2024). The engagement of P-12 students with higher education students and faculty, helps create a college-going mindset from an early stage in their lives, as well as developing a sense of belonging in higher education institutions.

This poster builds on work originally conducted by Professor Michael Cole (UCSD) and UC Links Executive and Associate Directors Charles Underwood and Leann Parker. It uses data collected by programs supported by UC Links and aligned with UC Office of the President Student Academic Preparation and Educational Partnerships requirements, which included ethnic backgrounds of undergraduate and P-12 participants. By combining all historical data into one place, we were able to graph data points by year and track the historical trends related to representation of ethnic backgrounds of P-12, undergraduate, and graduate student participants over time.

This research revealed that there was a significant increase in the percentage of Latinx undergraduate students and Asian P-12 students participating in UC Links, and a significant decrease in the percentage of White/SWANA undergraduate and P-12 participants. Combined with the constant number of undergraduates in the program since 2013, this shows that the number of Latinx undergraduate students has increased over time and is slowly starting to reflect what we see with P-12 Latinx participants. As a result, these findings seem to indicate that the UC Links strategy is making progress in addressing institutional racism given the loss of affirmative action and has a positive impact on representation for minoritized P-20 students.

The phenomenon observed in the data needs further research to corroborate the findings and explore the reason as to why this might be the case. Questions still remain as to if there is a correlation between participation in P-12 and coming into higher education, and why this seems to be the case for only some student demographics (Asian, Latinx, White/SWANA) and not others (African American).

Knowledge About Dyslexia Among California Teachers

Tyler Ogata and Jill Yochim, University of California, Berkeley School of Education and San Francisco State University

Dyslexia, a neurological disorder affecting word reading skills (Lyon et al., 2003), has been the focus of recent legislation in California. As of July 2024, in addition to other reading related requirements, preservice teachers seeking a credential must be prepared to utilize the California Dyslexia Guidelines (California Department of Education, 2017/2018) and focus on prevention of dyslexia through screening and early intervention for potential reading difficulties (Teacher Credentialing: Reading Instruction, 2021). It is unknown how prepared current California teachers are to address the needs of dyslexic individuals. To gauge knowledge of dyslexia, a purposive sample of California early elementary general education teachers (n=136) was surveyed using the Knowledge and Beliefs About Dyslexia Scale (KBDDS; Soriano-Ferrar et al., 2016). The construction of the KBDDS is unique in that each item's answers are true, false, and don't know, allowing for differentiation between teachers who hold misconceptions (incorrect answers) and those who recognize that they are unaware of the correct answer (don't know).

We additionally aimed to discover demographic correlates of dyslexia knowledge, including specialized training in dyslexia or reading, access to and training in dyslexia screeners, and years of experience. In addition to teacher knowledge and predictive demographics, we examined feelings of confidence, preparation, and responsibility to teach, as well as self-reported knowledge about dyslexia in general and the use of screeners specifically.

We also sought to understand individual item functioning by utilizing an Item Response Modeling approach (Wilson, 2023), which has not yet been attempted with the KBDDS. We discuss uses of the measure for creating professional development that caters to the needs of particular groups of teachers (e.g. knowledgeable but not confident, etc.), as well as implications for teacher preparation programs.

Understanding the Role of Institutional Resources on the Sense of Belonging for Latino STEM Students

Mariana Olivo, University of California, Davis

This research aims to investigate the relationship between institutional resources and the sense of belonging among Latino college students pursuing majors in Science, Technology, Engineering, and Math (STEM). The study seeks to identify the challenges and opportunities that stem from the availability or absence of resources and their role on the sense of belonging within the STEM academic environment. By using qualitative research methods, the study aims to provide valuable insights into the factors influencing the retention and success of Latino students in STEM fields.

Striving for Equitable Measurement in Educational Tests: A Literature Review of Test Accessibility for English Language Learners

Xiaochen Xu, University of California, Davis

Equity in education is a critical issue that affects millions of students worldwide. This literature review investigates the current state of research on test accessibility for English Language Learners (ELLs) in the United States, identifying key challenges and proposed solutions in the field. The paper systematically reviews existing literature to examine the theoretical frameworks and methodologies employed in test accessibility, explore historical challenges, and propose innovative approaches for the future of ELL test accommodations. By emphasizing the importance of fairness and accessibility, and the meticulous approaches to test accommodation and modification, this paper argues that an equitable assessment system can be established. As previous studies also addressed Universal Design for Learning (UDL), this study advocates for comprehensive learning and assessment framework within the context of inclusive education for all children. Additionally, this research will serve as a preliminary investigation for a future study focusing on providing test accommodations in early math education for the ELL population. Through a detailed examination of past and present accommodation strategies, this review aims to contribute to the ongoing discourse surrounding effective and equitable testing practices for ELLs.

Closing Remarks & Conference Conclusion

4th Floor Atrium - 3:45 pm

Thank you for participating in the 2025 Annual UC Berkeley School of Education Research Day!

Thank you to all of our wonderful BSE Faculty who volunteered to be session moderators, our BSE Staff Volunteers for supporting us in every way possible, SEGC Team for their partnership, Rian Whittle for his technology support, Hannah Cho and Allyson Cesario for their administrative support, and to our dean, Dr. Michelle D. Young, for her vision and leadership at the BSE.

A special thanks to the members of our BSE Research Day Organizing Committee:

- **Francis Rojas - RDOC Chair**, EdD Candidate - Leaders for Equity and Democracy (LEAD), Berkeley School of Education
- **Dr. Lihi Rosenthal - RDOC Staff Advisor**, Director, Leadership Programs, Berkeley School of Education
- **Rosanna Ayers**, EdD Student - Leaders for Equity and Democracy (LEAD), Berkeley School of Education
- **Nicole Cedillo**, PhD Student - Critical Studies: Race, Class, Gender, Berkeley School of Education
- **Ben Fils**, EdD Candidate - Leaders for Equity and Democracy (LEAD), Berkeley School of Education
- **Hoyun Kim**, PhD Student - Policy, Politics, and Leadership, Berkeley School of Education
- **Brian Simmons**, EdD Student - Leaders for Equity and Democracy (LEAD), Berkeley School of Education

To learn more about RDOC, please visit: www.ocf.berkeley.edu/~rdoc

Please join us again next year!
Save the date for Friday, March 13, 2026.

