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# Fall 2019 CCTE Conference Announcement

Theme:

**“Integrating Social Emotional Learning & Culturally Responsive  
and Sustaining Teaching Practices into Teacher Education”**

## The Fall 2019 Conference of the California Council on Teacher Education

Jointly Co-Sponsored by  
Association of Independent California Colleges and Universities-ED (AICCU-ED)  
California Alliance for Inclusive Schooling (CAIS)  
California Association for Bilingual Teacher Education (CABTE)  
California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)

**October 17-19, Kona Kai Resort, San Diego**

Please join us for the Fall 2019 Conference of the California Council on Teacher Education this October 17-19 at the Kona Kai Resort in San Diego around the theme “Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education.” It will be a provocative and exciting Conference. The Aspen Institute’s *Pursuing Social and Emotional Development Through a Racial Equity Lens: Call to Action* (2018) states,

In an equitable education system, every student has access to the resources and educational rigor they need at the right moment in their education, irrespective of race, ethnicity, gender, sexual orientation, language, disability, family background, family income, citizenship, or tribal status. Equity is not just about resource allocation, however. While there is a need for additional resources to allow schools serving students of color to provide rich educational experiences, merely ensuring more equitable resource allocation won’t ensure that schools are affirming of students’ background and cultural and linguistic heritage. (p. 1)

Teaching practices that are responsive to and assist with sustaining cultural and linguistic heritage are essential to creating an environment where ALL students can learn. The effectiveness of these practices is predicated on social emotional learning, and in particular positive relationships between teachers, students, and the learning community. Thus the Aspen Institute (2018) recommends, “Rather than being pursued as two separate bodies of work, the field needs to identify ways in which equity and social, emotional, and academic development can be mutually reinforcing” (p. 1).

The Collaborative for Academic, Social, and Emotional Learning (2018) defines Social Emotional Learning (SEL), . . . as the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

A meta-analysis of over 270,000 students (Durlack, et al., 2011) indicates that SEL not only increases prosocial behaviors, improves student attitudes toward school, and reduces depression and stress among students, but also increases academic achievement by an average of 11 percentile points.

Knowing the importance of acknowledging students’ social, emotional and academic needs as well as sustaining their cultural and linguistic heritage the state of California has integrated these concepts into the 2016 Teacher Performance Expectations. But how do teacher educators receive the training and support they need to integrate them into their practice?

Nancy Lourié Markowitz, Wendy Thowdis, and Zaretta Hammond will be keynote speakers at the Fall Conference, and the theme will directly address the nexus of Social Emotional Learning (SEL) and Culturally Responsive and Sustaining Teaching (CRST). At the Conference these keynote speakers along with practitioner panels will provide resources and share insights regarding integrating SEL and CRST into teacher education.

The Conference will be complemented by a Fall 2019 special issue of *Teacher Education Quarterly* on SEL and CRST. The content of this special issue is informed by data from a CCTE membership survey conducted by co-guest-editors Heidi Stevenson and Nancy Lourié Markowitz.

In addition to the speakers and panels, the Conference will also include meetings of associated organizations— Association of Independent California Colleges and Universities, ED (AICCU, ED); California Alliance for Inclusive

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# CCTE Fall 2019 Conference

## **“Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education”**

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Schooling (CAIS); California Association for Bilingual Teacher Education (CABTE); and California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)—meetings of the CCTE Special Interest Groups, the CCTE Graduate Student Caucus, a meeting for newcomers to CCTE, policy sessions, research presentations and roundtables and posters, a Thursday reception, a Friday awards luncheon, and other related meetings.

Saturday of the Fall 2019 Conference will feature two special sessions, one an institute coordinated by CABTE, and the other the first annual California Clinical Fellows Symposium, sponsored jointly by CCTE, the Association of Teacher Educators (ATE), the National Association of Professional Development Schools (NAPDS), and the Southern California Professional Development School Consortium (SCPDS). The CABTE institute will initially focus on the intersection of bilingual education and social emotional learning, and then feature speakers and discussions on issues of bilingual and biliteracy education with special attention to assisting and supporting teachers working with students whose primary language is different from that of the teacher. The California Clinical Fellows Symposium will offer the opportunity for higher education and K-12 partners to explore issues of clinical practice through in depth discussion. The CABTE institute is included for anyone registering for the Fall Conference, while others who wish to attend just the institute will need to pay the Saturday fee. All participants in the Clinical Fellows Symposium are to pay the Saturday fee, which may be paid along with the Conference registration or individuals may register just for Saturday if they are not attending the full conference.

If you would like to serve on the planning committee for the Conference or help in any other way please contact Heidi Stevenson, Chair of the Conference Planning Committee, at: [hstevenson@pacific.edu](mailto:hstevenson@pacific.edu)

### References

- Aspen Institute (2018). *Pursuing social and emotional development through a racial equity lens: A call to action*. Retrieved from: [https://assets.aspeninstitute.org/content/uploads/2018/05/Aspen-Institute\\_Framing-Doc\\_Call-to-Action.pdf?\\_ga=2.149242547.424277648.1542382656-1179881390.1537642415](https://assets.aspeninstitute.org/content/uploads/2018/05/Aspen-Institute_Framing-Doc_Call-to-Action.pdf?_ga=2.149242547.424277648.1542382656-1179881390.1537642415)
- California Commission on Teacher Credentialing. (2016). *California teaching performance expectations*. Sacramento, CA.
- Collaborative for Academic, Social, and Emotional Learning (2018) *What is SEL?* Retrieved from: <https://casel.org/what-is-sel/>
- Durlak, J. A.; Weissberg, R. P.; Dymnicki, A. B.; Taylor, R. D.; & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 474-501.

### Conference Logistics

The Fall 2019 CCTE Conference will be held October 17-19 at the Kona Kai Resort in San Diego. In addition to the thematic presentations, the program will include meetings of associated organizations, meetings of the SIGs, policy sessions, research presentations and roundtables, a Thursday evening reception, a Friday awards luncheon, the Friday evening poster session, and two special programs on Saturday.

The tentative program follows in this announcement.

Also following is the registration form for the Conference, which can be mailed in with payment or you can use the on-line form on the CCTE website at [www.cte.org](http://www.cte.org)

You are also invited to submit a proposal for the research and poster sessions. The call for proposals for the Fall 2019 Conference is also included with this announcement. The proposal deadline is August 15, 2019.

### *How To Register?*

Complete the accompanying registration form (pre-registration deadline is September 15, 2019) and return it with a check (payable to California Council on Teacher Education, spelled out in full) to: Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118. Or if you wish to pay by credit card, use the on-line registration form which can be accessed from the link on the “Conferences” page of the CCTE website—[www.cte.org](http://www.cte.org). For hotel guest rooms within the CCTE block, call the Kona Kai Resort at 800-566-2524 and indicate that you are attending the CCTE Fall 2019 Conference. Rooms must be reserved by September 15 to receive the Conference rate of \$179.

## CCTE Fall 2019 Conference Keynote Speakers

Nancy Lourié Markowitz and Wendy Thowdis will be the Thursday afternoon keynote speakers at the California Council on Teacher Education Fall 2019 Conference, while Zaretta Hammond will be the Friday morning keynote speaker. They will each directly address the nexus of Social Emotional Learning (SEL) and Culturally Responsive and Sustaining Teaching (CRST) and along with practitioner panels they will provide resources and share insights regarding integrating SEL and CRST into teacher education.

Nancy is a national leader on the topic of integrating so-



**Nancy Lourié Markowitz**



**Wendy Thowdis**

cial, emotional, and cultural (SEC) competencies in teacher preparation. As Founder and Executive Director of the Center for Reaching & Teaching the Whole Child, she focuses on integrating the SEC competencies into teaching and learning across the teacher professional development continuum. Together with the CRTWC Special Projects Director, she has developed and led the CRTWC Teacher Educator Institute (TEI), a year long professional development program supporting teacher educators to integrate SEC competencies into teacher preparation programs using the CRTWC Anchor Competencies Framework. She is also Professor Emeritus in the Department of Teacher Education at San José State University. classrooms, social studies methods, and literacy methods.

Wendy is the Special Projects Director at the Center for Reaching & Teaching the Whole Child, where her primary responsibilities are to create curriculum and provide professional development for pre-service and in-service educators to integrate social, emotional, and cultural competencies into their teaching. She is the Social Science Coordinator for the Single Subject Credential Program and teaches the United States History Methods course to K-12 undergraduate teacher preparation students at San José State University.

Zaretta is the owner and chief instructional strategist with Transformative Learning Solutions, a consultancy that focuses on educational equity, culturally relevant pedagogy, and literacy development. While based in the San Francisco Bay Area, she develops and facilitates learning experiences for teachers, administrators, instructional coaches, and teacher educators nationally.



**Zaretta Hammond**

# Tentative Fall 2019 CTE Conference Program

## *Tuesday, October 15:*

10:00 a.m. to 6:00 p.m. - Meeting of California State University Education Deans.

## *Wednesday, October 16:*

9:00 a.m. to 11:30 a.m. - Meeting of California State University Education Deans.

9:00 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators Forum.

10:00 a.m. to 5:00 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.

11:30 a.m. to 6:00 p.m. - Statewide Meeting of Education Deans, including luncheon and late afternoon reception.

## *Thursday, October 17:*

8:00 a.m. to 6:00 p.m. - Conference Registration/Exhibits Room Is Open.

8:00 a.m. to 10:00 a.m. - Meeting of the California Association for Bilingual Teacher Education (CABTE).

8:30 a.m. to 10:00 a.m. - Association of Independent California Colleges and Universities-ED (AICCU-ED).

8:30 a.m. to 10:00 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED).

10:00 a.m. to 11:30 a.m. - Joint Meeting of AICCU-ED, CABTE, and CAPSE/TED..

10:00 a.m. to 11:00 a.m. - Graduate Student Caucus Meeting (all students welcome).

11:00 to 11:30 a.m. - Newcomers' Meeting (for first-time or recent new attendees).

11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).

11:30 a.m. to 12:45 p.m. - First Set of Special Interest Groups: Arts & Education, Lives of Teachers, Special Education, & Teacher Induction.

12:45 p.m. to 1:00 p.m. - Break.

1:00 p.m. to 2:15 p.m. - Opening Session:

Introductions with CCTE President Virginia Kennedy (California State University, Northridge) presiding.

Conference Orientation by Heidi Stevenson (University of the Pacific), Conference Chair.

Thursday Keynote Address by Nancy Lourie Markowitz and Wendy Thowdis (Center for Reaching and Teaching the Whole Child).

Panel on "Changemakers in Action: Integrating Social, Emotional, and Cultural Competencies in Teacher Preparation Programs."

3:00 p.m. to 3:15 p.m. - Break.

3:15 p.m. to 4:15 p.m. - First Policy Session.

4:15 p.m. to 4:30 p.m. - Break.

4:30 p.m. to 5:45 p.m. - Concurrent Research and Practice Sessions.

5:45 p.m. to 6:00 p.m. - Break.

6:00 p.m. to 8:00 p.m. - Joint Presidents' Reception & Social Hour Sponsored by AUCCU-ED, CABTE, CAPSE/TED, CAIS, & CCTE.

With cash bar, complimentary hors d'oeuvres, and presentation by Mindful Self Compassion Group.

8:00 p.m. to 9:30 p.m. - Meeting of the California Alliance for Inclusive Schooling (all interested persons welcome).

The Alliance is co-sponsored by CCTE, CEEDAR, and the Thompson Policy Institute for Disability and Autism.

## *Friday, October 18:*

7:30 a.m. to 8:30 a.m. - *Teacher Education Quarterly* Editorial Board Meeting.

7:30 a.m. to 8:30 a.m. - *Issues in Teacher Education* Editorial Board Meeting.

8:00 a.m. to 6:00 p.m. - Conference Registration/Exhibits Room Is Open.

8:00 a.m. to 8:30 a.m. - Coffee, tea, juices, and pastries.

8:30 a.m. to 10:15 a.m. - Morning Session featuring Friday Keynote Address by Zaretta Hammond followed by question and answer period.

10:15 a.m. to 10:30 a.m. - Break.

10:30 a.m. to 11:45 a.m. - Workshop by the CRTWC on integrating SEL and CRT into Teacher Education..

11:45 a.m. to Noon - Break.

Noon to 1:30 p.m. - Conference Awards Luncheon.

1:30 p.m. to 1:45 p.m. - Break

1:45 p.m. to 3:00 p.m. - Roundtable Research Sessions.

3:00 p.m. to 3:15 p.m. - Break.

3:15 p.m. to 4:15 p.m. - Second Policy Session, featuring presentation from the Commission on Teacher Credentialing.

4:15 p.m. to 4:30 p.m. - Break.

4:15 p.m. to 5:30 p.m. - Second Set of Special Interest Groups: Coordinators of Credential Programs, Equity and Social Justice, Pedagogies for College and Career Readiness, Technology and Teacher Education, & Undergraduate Teacher Preparation.

5:30 p.m. to 5:45 p.m. - Break.

5:45 p.m. to 7:45 p.m. - Poster Session for Research and Practice Topics, with wine and cheese.

## *Saturday, October 19:*

8:00 a.m. to 9:00 a.m. - Conference Registration.

8:00 a.m. to 9:00 a.m. - Coffee, tea, juice, and pastries.

9:00 a.m. to 10:00 a.m. - CABTE Institute: Initial Speaker on Bilingual Education and Social Emotional Learning.

10:00 a.m. to 4:30 p.m. - CABTE Institute Ongoing Program.

10:00 a.m. to 4:30 p.m. - California Clinical Fellows Symposium.

4:30 p.m. to 5:00 p.m. - Closing Session with Conference Summary and Preview of Spring 2020 SPAN Conference.

## California Council on Teacher Education Fall 2019 Conference Registration

Please use this form to register for the Fall 2019 CCTE Conference, October 17-19, Kona Kai Resort, San Diego;  
Or if you wish to pay by credit card, use the on-line form in the "Conferences" page of the CCTE website ([www.ccte.org](http://www.ccte.org)).

Name \_\_\_\_\_

Preferred Mailing Address \_\_\_\_\_

\_\_\_\_\_ (include ZIP code)

Telephone \_\_\_\_\_

E-Mail \_\_\_\_\_

Institutional Affiliation \_\_\_\_\_

Registration Category: Each Category Includes Conference Registration and Meals (check the appropriate category):

- Basic Pre-Registration - \$345 (will be \$395 on site)
- Special for Retired Educators - \$200 (will be \$250 on site)
- Special for P-12 Educators - \$200 (will be \$250 on site)
- Special for Students - \$100 (will be \$150 on site)
- Special for 4 or more registrants from the same institution - \$325 each (submit a form for each with combined payment)

California State University Field Coordinators Forum Meeting and Refreshments (Wednesday)

- Special Fee for Those Attending - \$75

Statewide Meeting of Education Deans (includes Wednesday luncheon)

- Special Fee for Those Attending - \$150

California Association of Bilingual Teacher Educators (includes Thursday continental breakfast)

- Special Fee for Those Attending - \$25

California Association of Professors of Special Education (includes Thursday continental breakfast)

- Special Fee for Those Attending - \$25

Association of Independent California Colleges and Universities-ED (includes Thursday continental breakfast)

- Special Fee for Those Attending - \$25

Thursday SIG time (includes box lunch)

- Special Fee for Those Attending - \$40

Saturday CABTE Institute (Included without additional cost for those who pay conference registration)

- Special Fee for Saturday Only - \$150

Saturday California Clinical Fellows Symposium (not included in Conference registration)

- Special Fee for Those Attending - \$150

Total from above (please enclose check for this amount payable to California Council on Teacher Education): \$ \_\_\_\_\_

Special Interest Groups: You are urged to attend a SIG of your choosing (check the one you may attend):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Arts in Education                 | <input type="checkbox"/> Credential Program Coordinators  | <input type="checkbox"/> Equity and Social Justice                 |
| <input type="checkbox"/> Inclusive Education               | <input type="checkbox"/> Lives of Teachers                | <input type="checkbox"/> Pedagogies for College & Career Readiness |
| <input type="checkbox"/> Special Education                 | <input type="checkbox"/> Technology and Teacher Education | <input type="checkbox"/> Teacher Induction                         |
| <input type="checkbox"/> Undergraduate Teacher Preparation |   |  |

Please mail completed form with check payable to "California Council on Teacher Education" to:

Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118

For on-line registration and payment via credit card, use form on the "Conferences" page of the CCTE website: [www.ccte.org](http://www.ccte.org)  
Pre-registration deadline is September 15, 2019.

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# Call for Proposals for CCTE Fall 2019 Conference

## *“Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education”*

The California Council on Teacher Education (CCTE) Research Committee invites submission of research, practice, and policy proposals for concurrent presentations, research roundtables, and the poster session at the CCTE Fall 2019 Conference. Proposals on any topics in teacher education will be welcomed, and proposals that address the Conference theme “Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education” are particularly desired.

Proposals are sought for research presentation sessions, roundtables, and poster sessions. Accepted proposals will be assigned to whichever category the CCTE Research Committee feels is most appropriate (taking into account when possible the preference expressed in the proposal). The Fall 2019 CCTE Conference schedule includes time for presentation and roundtable sessions on Thursday and Friday afternoon and the poster session Friday evening.

### **How to Submit Proposals**

Proposals must be submitted as Word doc attachments (New Times Roman, 12 pt. font) via email, and include:

- File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research, practice, or policy analysis, and the preferred session format (roundtable or poster).

- The cover sheet form is available on and may be downloaded from the CCTE website.

the link is: <https://docs.google.com/forms/d/1SCBgrhMPfYGGTIIbvZd6vhUocSrlDmLTTxDMH4Ipb18/edit>

You are encouraged to use the on-line form although if necessary you may create a form that includes the same items.

- File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.

Proposals should be e-mailed to Cynthia Geary, Chair of the CCTE Research and Committee at: [ckgeary@cpp.edu](mailto:ckgeary@cpp.edu)

**Deadline** for proposals for the Fall 2019 Conference is August 15, 2019.

### **Content of the Proposal**

- A brief overview of the study/project/program session including purpose/objectives.
- Indication of significance to the field of teacher education.
- List 1-2 inquiry questions related to your work that could provoke thought and discussion during the session on the theme of the conference.
- For research proposals, describe theoretical framework, methodology, overview of results, and implications for teacher education; include references.
- For practice proposals, describe the key elements of the practice, conclusions and/or point of view, implementation of the practice, and an analysis of its impact; include a review of the literature and references.
- For policy analysis proposals, describe relevant literature, rationale for the policy (i.e., is it based on best practices, research, or political considerations?), strategies for analyzing, developing, or evaluating policy, and conclusion; include references.

### **Criteria for Selection**

The extent to which the proposal:

- Contributes to the theme of the conference or to other significant teacher education issues.
- Clearly states its significance for teacher educators at both the higher education and K-12 levels.
- Is grounded in major, salient, current research and/or practice in the field.

In addition:

- If a research proposal, is it methodologically and theoretically sound, with relevant findings and implications for the field?
- If a practice proposal, how well conceived and described is the practice? Were the ideas implemented and does the author provide an analysis of the impact of the practice?
- If a policy analysis proposal, describe relevant literature, rationale for the policy (i.e., is it based on best practices, research, or political considerations?), strategy for analyzing, developing, or evaluating policy, and conclusion; include references.

**Scheduling:** Accepted proposals will be assigned by the CCTE Research Committee to the presentation, roundtable, or poster session times based on content and where possible the request of the submitters.

Persons submitting proposals must register for and attend the Fall 2019 Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for bringing any audiovisual equipment they may need.