

Call for Research Proposals for CCTE Fall 2023 Conference

The California Council on Teacher Education (CCTE) invites submission of research (empirical or theoretical), practice, and policy presentations and workshop proposals for the CCTE Fall 2023 Conference to be held October 19-21 at the Kona Kai Resort in San Diego. The theme for the conference is “The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change.” The conference will involve both on-site and virtual attendees, but individuals submitting proposals must plan to register for and attend on site in San Diego.

In recent years, ethnic studies has served as a policy response to systemic racism and violence and generations of community efforts to diversify schooling in the United States. In California, this response is quickly transforming public education: The state’s institutions of higher education now require ethnic studies as an undergraduate admissions or graduation requirement and, beginning with the class of 2030, secondary students must also complete a course on the subject. Furthermore, many schools and districts around the state are adopting initiatives to integrate ethnic studies across all grade levels and subject matter areas. Increasingly, teacher educators and education leaders are called to guide or support these efforts as well as facilitate changes to their programs. However, expertise in ethnic studies varies significantly. The wide array of views on and familiarity with ethnic studies has led to numerous challenges within and across institutions and systems. This year’s conference is organized in response to four areas of tension and possibility.

Strand One: The Sociopolitical Context of Ethnic Studies Education

The expansion of ethnic studies in schools coincides with growing political backlash to movements that address historic injustices and structural inequalities. This conference thread focuses on the sociopolitical origins of ethnic studies, pedagogical practices and concepts rooted in that history, and the field’s relevance to the contemporary moment. Questions aligned with this area include:

- What is ethnic studies pedagogy and how does it reflect the social and political movements that led to the field? How does ethnic studies humanize education?
- How and why do teachers and teacher educators engage in reflexive identity work as a critical dimension of ethnic studies pedagogy?
- How are schools, communities, and universities collaborating for ethnic studies? What is being learned through these partnerships about institutionalizing ethnic studies?
- How can teacher educators support new teachers to understand and respond to resistance to ethnic studies in schools?

Strand Two: Ethnic Studies and Teacher Preparation and Professional Learning

Integration of ethnic studies in PK-12 has significant implications for the preparation for and ongoing learning in the teaching profession. This area of the conference explores how teacher preparation programs and teacher educators are and can be directly engaged in the movement for ethnic studies. Questions that drive discussions in this area are:

- How can ethnic studies shift teacher preparation and professional learning in ways that promote anti-bias, anti-racist, and humanizing education?
- What personal, cultural, and linguistic assets, developmental experiences, and professional skills and dispositions are associated with effective ethnic studies pedagogy? How can preparation programs recognize and cultivate these attributes?
- How can undergraduate programs in ethnic studies integrate concepts in teacher education to prepare future teachers? What and how can teacher educators learn from ethnic studies scholars about their field and how to align with its principles?
- What forms of support do current and future teachers of ethnic studies need?
- How can ethnic studies help diversify the teaching profession?
- How are private higher education institutions responding to the movement for ethnic studies education?

—continued on next page—

Call for Research Proposals for CCTE Fall 2023 Conference—continued

Strand Three: The Policy-Practice Landscape of Ethnic Studies and Teacher Education

Ethnic studies pedagogy is driven in part by engaging local populations and dynamics. Contemporary policies, which often emphasize state content frameworks, standards and performance assessments, might constrain rather than equip ethnic studies teachers. An important conference focus involves exploring this and other tensions related to formalizing ethnic studies in schools. Guiding questions include:

- What complexities, possibilities, and drawbacks are associated with potential teacher education policies on credentials, authorizations, content standards, and other matters that directly impact classroom pedagogy?
- How should preparation to teach ethnic studies be assessed (i.e. TPEs, CalTPAs, induction standards, program standards, etc.)?
- How are university leaders such as deans, department chairs, and program directors shaping how academic units are addressing ethnic studies policies? When and how are they consulting disciplinary experts in ethnic studies and to what effect?
- How are policies within and across PK-12 and higher education systems influencing how the broader field of ethnic studies is conceptualized and implemented in practice?
- How is state-sponsored grant funding supporting or poised to support ethnic studies reforms? What emerging matters require additional resources?

Strand Four: Building District and School Capacity for Ethnic Studies

County and local school districts are increasingly engaged in efforts to support ethnic studies. Like colleges of education and teacher preparation programs, districts' expertise in ethnic studies varies widely. A fourth discussion explores how teacher educators can support districts' capacity to initiate and support ethnic studies in schools. Proposals in this area should consider the following questions:

- How can teacher educators support district and school ethnic studies initiatives?
- What models, frameworks, strategies, and practices are associated with effective design, implementation, and evaluation of ethnic studies at county or local district levels?
- How are schools partnering with ethnic studies scholars for support with professional development, curriculum, course design, teacher recruitment, etc.?
- How are districts and schools responding to efforts to undermine ethnic studies? How can teacher educators provide guidance in this area?

How to Submit Proposals

This year, in addition to presentation submissions, CCTE is also inviting proposals for workshops. Interested parties are encouraged to respond to one of the strands above; however any proposal that addresses the span of teacher education (PK-12/higher education) is welcome. Proposals must be submitted as a Word document (New Times Roman, 12 pt. font) via google form, and include:

- Google form cover sheet which lists the proposal title, names, affiliations, and e-mail addresses of all presenters, along with an indication of whether the proposal focuses on research, practice, or policy analysis. While there is no guarantee, authors may indicate their preference between concurrent presentations or workshops, roundtable presentations, or poster session presentations. Cover sheet and proposal upload may be accessed with the following link: <https://forms.gle/A1RjiQcrqBJ8YBba8>
- File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.
- Questions can be addressed to Kimiya Maghzi or Marni Fisher, Co-Chairs of the CCTE Research Committee, at: calcouncil.research@gmail.com

The authors of all accepted proposals will be asked to prepare a video presentation which will be posted prior to the

—continued on next page—

Call for Research Proposals for CCTE Fall 2023 Conference—continued

Conference on a CCTE Go-React platform where they can be viewed and commented on by Conference registrants both prior to and during the Conference; then the videos will be moved to the CCTE YouTube Channel following the Conference. Authors of accepted proposals will also be invited to present either in a concurrent session (presentation or workshop), roundtable session, or poster session at the on-site Conference.

Proposal Deadline

Deadline for proposals for the CCTE Fall 2023 Conference is August 15, 2023.

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;
- For research proposals, describe theoretical framework, methodology, and overview of results. For theoretical proposals, describe the central problem, mode(s) of inquiry, and findings.
- For practice proposals, describe the key elements of practice, with conclusions and/or point of view.
- For policy analysis proposals, describe relevant literature, strategy for analyzing, developing, or evaluating policy, and your conclusions.
- For workshop proposals, describe a particular problem or challenge, the practices that address the issue, and an overview of planned activities.

Criteria for Selection

- The extent to which the proposal:
- If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- If a practice proposal, how well conceived and described is the practice?
- If a policy analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
- If a workshop proposal, how well do the proposed practices address the stated problem or challenge? How well do the planned activities model approaches to addressing the problem or challenge?
- Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Qualifications

Persons submitting proposals must be CCTE members or delegates (information and a form for joining CCTE are available on the CCTE website at www.ccte.org and must register for and participate on-site at the Fall 2023 conference at the Kona Kai Resort in San Diego (registration information and a form are on a previous page of this announcement).

Publication

Prior to the Conference, those selected to presenters will have their abstracts published in a special issue of *CCNews*, the CCTE newsletter, which is emailed to the CCTE membership. Immediately following the conference, authors of the accepted proposals will be invited to submit a written version of their presentation to be published in the *CCTE Fall 2023 Research Monograph* later in the fall. In addition, some presenters will also be invited to submit manuscripts to be reviewed for publication in a special issue of *Teacher Education Quarterly*. For further information, please email rquezada@sandiego.edu or jfabionar@sandiego.edu

Duplicate Consideration for ATE Conference

The Association of Teacher Educators (ATE) will hold its 2024 national meetings in Anaheim, California, in February, and special provisions have been made for research presentations at the ATE meetings by California scholars. If you wish your proposal for the CCTE Fall 2023 Conference to also be considered for the 2024 ATE Conference please indicate as much when submitting your proposal as outlined above.