



CCTE 2024 Talking Points

Legislative Visits
Spring Policy Action Network
in Sacramento, March 12, 2024

Team Lead:

Team Members:

NOTES:

Sharing the Talking Points with Legislators/Staff

1. Introduce everyone in the group, and the Lead
2. Lead gives some background about CTE, and of how we've prioritized these talking points this year; and about SPAN;
3. Walk through the Talking Points according to your team's plan.
 - a. State the talking point
 - b. Share the rationale - OK to elaborate on this if you've agreed as a team.
 - c. Share 2 stories related to the Talking Point, pre-selected as a team.
 - d. Leave a couple of minutes for questions and discussion.
 - e. Move to the next Talking Point.

Other legislation that may come up:

[SB 1263 \(Newman\)](#) This is a proposal to repeal the teaching performance assessments.

[Here is the EdSource piece on SB 1263.](#)

Here is a link to the new [CTC Secondary Passing Standards for Performance Assessments, allowing programs flexibility.](#)

[Here is the CCTE Policy Committee One-Pager, not for distribution \(yet\).](#)

[AB 2222 \(Rubio, B.\)](#) This is a proposal to mandate the teaching of the Science of Reading in Teacher Education Programs.

[Here is the EdSource piece.](#)



1. Investments in the teacher pathway are essential and have made a big difference for future teachers. **We support maintaining or expanding funding** for the Golden State Teacher grant, Teacher Residency Programs, and exam fee waivers. Include CTE in thinking about the future of these supports for the teaching profession.

Rationale:

CA has made historic investments in teacher education in the last five years. Funding for teacher residency programs and direct supports to future teachers through the paraprofessional grants, the Golden State Teacher Grant, and exam fee waivers are bright spots in addressing the teacher shortage. **They have sent a clear message to a diverse group of people that the teaching profession is attainable.** We note that almost 15,000 future teachers have received Golden State Teacher Grants (2020 to present).

Various institutions have now identified effective protocols for publicizing these opportunities and built processes and relationships necessary for seamless recruitment and resource distribution. The rate of grant distribution has exponentially accelerated with a 18X increase from 2020 to 2023. To make sure that these funds truly act as core investments in the Educator Workforce, we need long-term sustainability. We must normalize this level of support in order to fully address persistent staff shortages.



1. Stories of future teachers: These are prompts, teams can use their own.

Student Teacher:

- Long-time early childhood educator
- Completed BA in Child Development part-time over 6 years due to family and work obligations
- Residency and GSTG made it possible for her to give up FT employment and enter the credential program
- Receiving high marks as a student teacher
- Deeply committed to serving her community as a teacher (low income, African American)

Undergraduate Student:

- Year 3, Biology BS
- Switched from dental school aspirations to pursuing teaching
- Is bilingual and wants to be part of starting a bilingual HS track at his alma mater HS
- Regularly sees College of Education advisors
- Is counting on current levels of support so that enrolling in the credential program is financially feasible for him



2. The Ethnic Studies requirement and Model Curriculum are an important first step, and it's time for the **related infrastructure around teacher preparation and teacher support** to be built out and funded.

Rationale:

The Ethnic Studies requirement is already benefiting our students and communities greatly, but the overall workforce development plan must be developed, implemented, and well-supported. We advocate for:

A credentialing structure that would ensure high quality instruction of this new required course (e.g., an added authorization, a new credential area, etc.).

Regional technical assistance centers, preferably as collaborations between Ethnic Studies and Education departments at universities, to support high school teachers teaching the course and the administrators at their school (who may have to defend the course). These centers can also curate a state-wide repository of promising lessons (e.g., the CA Department of Education's Brokers of Expertise model).



2. Stories of Ethnic Studies: These are prompts, teams can use their own.

Story 1:

A student teacher is completing his student teaching with a teacher that has been assigned a section of Ethnic Studies. Though he has a History degree with additional social science coursework, he never took any Ethnic Studies courses. He sees how in-depth and dynamic the discussions are during this class, but fears he doesn't have the content knowledge to teach the class effectively, even if he would just be teaching it as a student teacher.

Story 2:

A history/social studies teacher was assigned to teach Ethnic Studies. She's in her second year of teaching and this will be the 4th new class she has had to learn to teach. Though she is pursuing (and funding) her own professional learning plan (books, articles, podcasts, short courses, etc.), she still feels like she is in a crash course on Ethnic Studies. She remains very worried about her own background knowledge for Ethnic Studies. As a newer teacher, she is still fine-tuning her classroom management strategies, so she's also anxious about how to keep students engaged in ways that are positive and deepen a sense of belonging and engagement. She is stressed!



3. Mentor teachers are essential in the learning-to-teach continuum, and it's time to **recognize, support, and compensate them** within our P-12 and higher education systems.

Rationale:

Mentor teachers model best practices, coach candidates, and help candidates understand the complex ecosystems of classrooms and schools. They are essential partners to university-based pre-service teacher preparation programs.

Mentor teachers are not formally recognized in the contract, are rarely compensated beyond a very small stipend from the university program, and cannot be used to advance on the salary scale. The infrastructure to support mentor teacher selection, professional learning for the role, and recognition of the role is currently haphazard, at best.

The State places importance on mentors in Residency Programs, in induction programs, and in Peer Assistance and Review-PAR Programs. All of these teacher leadership roles also increase retention and a sense of efficacy for teachers.

It is time to formalize the important role of mentor teacher!



3. Stories of mentor teachers: : These are prompts, teams can use their own.

Story 1: This mentor accepted an invitation to be part of a Residency program, and receives a stipend of \$1500 per year that allows her to participate in summer professional learning sessions and a community of practice for mentor teachers. With compensation, she is able to take the time to stay very connected to the Residency program, leading to some valuable coaching strategies for her teacher candidate. As a result, she has had more success integrating her student teacher into her classroom routines - she feels that her students now have 2 teachers in the classroom, which truly benefits them and their learning.

Story 2: This mentor got word she'd have a teacher candidate the week before school started, with no compensation offered. Given this, it's hard for her to find the time to invest in this role. She let her principal know she is serving as a mentor teacher but they haven't had any follow up conversations. She is committed to supporting her student teacher, but is struggling to balance many demands on her time and expertise.

Student teachers in these two host classrooms are having very different experiences. With formal recognition and support for the mentor teacher role, Story 1 could be the norm for all student teachers.