CCNews

Newsletter of the
California Council on Teacher Education

In This Issue of *CCNews* . . .

Keynote Speakers at CCTE Fall 2018 Conference

Ross Hall will be the keynote speaker on Thursday of the Fall 2018 CCTE Conference. Ross is a founder of The Global Change Leaders—and is also directing Ashoka's changemaking education strategy—in both roles aiming to transform education silos into learning ecosystems in which every young person is empowered to live for the greater good.

Lynn Gangone will be the keynote speaker on Friday morning of the Fall 2018 CCTE Conference. She is a seasoned higher education leader with both campus- and association-based senior leadership experience. She is president and CEO of the American Association of Colleges for Teacher Education (AACTE), for which CCTE is the California state chapter.

CCNews

What Do We See When We Look at California Through a National Lens?

A Message from CCTE President Virginia Kennedy

The American Association of Colleges for Teacher Education (AACTE), in its recently released report, *Colleges of Education: A National Portrait*, noted that as of 2015-2016 (the latest data available) there were 1,689 colleges of education in the U.S. These include education programs within other colleges, as well as stand-alone colleges of education. More than 275,000 education degrees and educator certificates, e.g., teaching credentials, were awarded that year.

Examining the many interesting statistics compiled from multiple sources, it is evident that we in California account for a large part of this pie. At 106, California has the highest number of educator preparation programs in the country (New York has 105.) In 2015-2016, California programs awarded 21,464 degrees and certificates, also the highest number among the states.

National trends cited that have caught our attention include the direction of candidate completion in teacher education programs. While it has been up and down in the last 10 years, there has been a net decrease of 23% from 2008 to 2016. Although the number of completers has declined in every type of program, alternative programs at colleges and universities have experienced the largest change by percentage. Simultaneously, teacher shortages continue to exist in certain fields and in certain areas of the country (Carver-Thomas & Darling-Hammond, 2017).

Other trends that are particularly relevant to California include:

• The use and usefulness of performance assessments as final evaluations of credential candidate competence.

• An emphasis on clinical experiences that are integrated with and into coursework.

• Movement toward preparing all teachers to work with PK-12 students with diverse needs.

• The sizeable proportion of teacher education faculties who are older than the traditional retirement age of 65 and are likely to step down at some point in the next decade.

Also of note to CCTE members:

• Professional journals are cited as part of a "robust" infrastructure that also includes organizations and public and private funders that support research conducted at colleges of education.

We now can add this comprehensive summary of numbers and trends to our knowledge of the present and future of educator preparation. What are the implications for California? What are the issues we see as most urgent? CCTE, as a professional community, is dedicated to learning from and collaborating with each other to support and strengthen educator preparation in California. Please respond to the survey to be sent out shortly that will ask you to weigh in with your insights and opinions about the state of teacher and educator preparation in California, and CCTE's role in advancing it.

Here's to a great start to the 2018-2019 academic year! See you in San Diego in October at the upcoming CCTE Fall 2018 Conference.

References

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—**Virginia Kennedy**, President
California Council on Teacher Education
(California State University, Northridge)
virginiakennedy@calcouncil.com

Message from the Editor

By **Laurie Hansen**
Editor of *CCNews*
California State University, Fullerton

Fall is always an exciting time, as P-12 students head "Back to School" and California Council on Teacher Education (CCTE) members prepare for another year of important work growing effective teachers and leaders for schools throughout California. There is something electric about the fresh possibilities awaiting all of us in teaching, learning, and research.

As the 2018-19 academic year begins, I am pleased to share with you as part of this Fall 2018 issue of *CCNews*, the quarterly CCTE newsletter, some of the most recent work resulting from our semi-annual CCTE conference presentations.

In the fourth section of this issue, Stephanie Biagetti (CSU Sacramento) and her colleagues, Annie Johnston (UC Berkeley), Corinne Martinez (CSU Long Beach), and Cheryl Ney (CSU Los Angeles), describe efforts to transform teacher education at their various institutions, with the goal that K-12 students are prepared for 21st century college and career opportunities.

In the second article, Phoebe Hechanova Manso (CSU Long Beach & Compton USD) turns her attention to teachers' and administrators' perceptions of teacher evaluation practices, describing research that focuses on the importance of leadership, support, and professional development undergirding the evaluation of teachers.

Finally, Donovan Moore and colleagues Lisa Simpson, Andrea Golloher, and Peg Hughes (San Jose State University) tackle the perennial issue of effectively managing challenging classroom behaviors, with a focus on special education settings.

As editor of *CCNews*, I appreciate the submissions from these authors, as well as those which were published in the Summer 2018 issue of the newsletter, all evolving from presentations at the 2018 CCTE SPAN Conference in Sacramento in March of this year. In the fourth "Voices from the Field" section of each of our quarterly issues (Fall, Winter, Spring, and Summer) published annually, our goal is to include two to three high quality articles based on the work presented at the San Diego and Sacramento Conferences.

This year's Fall Conference theme, "Changemaking in Teacher Education," is ripe with possibilities, as CCTE attendees will explore ways to develop teachers as change agents who embody key attributes of empathy, teamwork, leadership, and creative problem-solving. I look forward both to participating in the Fall Conference and to reviewing manuscripts that result from this essential work for publication in future issues of *CCNews*. See you in San Diego!

Upcoming CCTE Conferences

Fall 2018

**Kona Kai Resort, San Diego
October 18-20**

Theme: ***"Changemaking and Teacher Education"***

Spring 2019

**The Citizen Hotel, Sacramento
March 21-22**

Theme: ***"SPAN: Spring Policy Action Network"***

From the Desk of the CCTE Executive Secretary

With the 2018-2019 California Council on Teacher Education (CCTE) membership year now underway, please enjoy the following information about our ongoing CCTE activities.

Time to Renew Memberships

Overall CCTE membership exceeded our expectations during the 2017-2018 year and we hope to experience similar success in 2018-2019. Some 70 colleges and universities and other educational institutions and agencies joined as institutional members this past year along with almost 50 individuals members. Renewal information was emailed to all individual and institutional members in May and to date we are about halfway towards having everyone rejoin for this year. If you have not already, we encourage you to submit your renewal quickly to assure that no members or institutional delegates miss any of the membership benefits.

It should also be noted that in the process of submitting CCTE institutional memberships there are options for institutions to join three associated organizations—the California Association of Bilingual Teacher Educators (CABTE), the California Association of Professors of Special Education (CAPSE), and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET)—as well as the new CCTE Intersegmental Collaboration. All institutions are encouraged to join and support these associated organizations and activities.

Annual Sponsorship Program

In addition to institutional memberships, CCTE invites colleges, universities, and other organizations to sign on as annual sponsors of CCTE, with four levels of sponsorship available. To date in this 2018-2019 year we welcome California State University Long Beach, California State University Los Angeles, Chapman University, and the University of Redlands as annual sponsors and we hope other teacher education institutions in California will also offer this special support to CCTE. These sponsorships help assure that CCTE can maintain all of our activities on behalf of the teacher education community. Please contact me for additional information on becoming a CCTE sponsor.

CCTE Conferences

Be sure to check out the information in this newsletter on the upcoming CCTE Fall 2018 Conference in San Diego this October. All CCTE Conferences are open to all interested teacher educators and friends of teacher education and always feature exciting speakers, research presentations and posters, policy conversations, and plenty of opportunity to network with colleagues from across the state.

There will be two special activities at the Fall 2018 Conference related to new initiatives with which CCTE is involved. On Thursday evening there will be an organizational

meeting of the California Alliance for Inclusive Schooling, co-sponsored by CCTE, CEEDAR, and the Thompson Policy Institute for Disability and Autism. Then on Saturday morning there will be an information and planning session for the California Clinical Fellows Program, a cooperative effort between CCTE, ATE, NAPDS, and SCPDS. You are encouraged to attend these special meetings and become involved with these exciting new programs.

CCTE New Faculty Program and Graduate Student Support Program

Both the CCTE New Faculty Support Program and Graduate Student Support Program are again available to interested participants during 2018-2019. The New Faculty Support Program is open to any teacher education faculty member in their first five years of service at any of our CCTE member institutions. The benefits of the program include discounted CCTE membership and conference registration as well as mentorship from an experienced CCTE leader.

The Graduate Student Support Program is open to graduate students at any CCTE member institution. The program's benefits include discounted CCTE membership and conference registration, an opportunity to submit a proposal for one of our conference programs, mentorship from a CCTE leader, and participation in the CCTE Graduate Student Caucus.

Additional information on both programs appears in this issue of the newsletter.

CCTE Publications

All CCTE members and institutional delegates receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as each issue is published. So far in 2018 the Winter, Spring, and Summer issues of *Teacher Education Quarterly* have been published and distributed and editor Mary Christianakis reports that the Fall 2018 issue will be a special guest-edited volume. *Issues in Teacher Education* has appeared this year in Spring and a special guest-edited Summer issue, and the Fall issue, which will be the first under newly-appointed editor Terri Patchen, is due out in October.

And be sure to watch for future quarterly issues of *CCNews*, each of which is e-mailed to all CCTE delegates, members, and friends. If you have activities or items of interest or short articles related to teacher education, please submit them to the editor Laurie Hansen for consideration.

—**Alan H. Jones**
CCTE Executive Secretary
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e-mail alan.jones@ccte.org

Updates from the Commission on Teacher Credentialing

Special Education Credentialing Update

At its June 2018 meeting, the Commission on Teacher Credentialing took action to maintain the existing requirement for special education teachers to meet content knowledge requirements for their credential. Special education teachers in California satisfy content knowledge requirements in any one of the following:

1. a multiple subject,

or single subject in any one of the following content areas:
2. English
3. Mathematics
4. Science
5. Social Studies
6. Art
7. Music
8. World Languages

The Commission also adopted the Teaching Performance Expectations for Deaf and Hard of Hearing credential candidates, Early Childhood Special Education credential candidates, and Visual Impairments candidates.

At the August 2018 Commission meeting, the Commission took action to adopt program standards for all Education Specialist credential programs. They also decided on names for two of the credentials—Education Specialist: Mild to Moderate Support Needs and Education Specialist: Extensive Support Needs. In addition, they adopted TPEs for each of these two credential areas. Once regulations are passed, California will have five initial special education credentials:

• Education Specialist: Mild to Moderate Support Needs
• Education Specialist: Extensive Support Needs
• Education Specialist: Deaf and Hard of Hearing
• Education Specialist: Early Childhood Special Education
• Education Specialist: Visual Impairments

Work is continuing to determine what appropriate authorization statements will accompany each credential. The Standards will be posted on the Commission's Program Standards web page.

**Social-Emotional Learning
and Culturally Responsive Teaching**

In 2016, the Commission approved a revised set of Teaching Performance Expectations (TPEs) that reflect a renewed focus on preparing future teachers to individualize instruction and meet the needs of all California students.

These new TPEs require that education preparation programs provide candidates with opportunities to learn and master competencies in social-emotional learning (SEL) and culturally responsive teaching (CRT). SEL practices lead to a classroom and school culture of caring and support. CRT competencies help new teachers use the cultural assets of their students to build and strengthen relationships.

Programs looking for resources on how to integrate SEL and CRT into their curriculum may look on the Commission's website under the "Additional Resources" section of the Commission's Multiple/Single Subject Webpage, and on a similar webpage that is being developed for Education Specialist Programs. To contribute additional resources and/or content for sharing with the field, please contact Commission staff through your cohort email.

**Approval of Teaching Performance Assessments
for Use in 2018-19**

At the August 2018 meeting the Commission approved three TPA models for continued use in California teacher preparation programs. The models approved were CalTPA, edTPA, and FAST, the last of which is used only at California State University, Fresno. The Commission adopted new TPA Assessment Design Standards in 2015 and new TPEs in 2016, and TPA models were required to meet these new standards and measure this new content by 2018. Commission approval of the revised TPA models was informed by the ongoing TPA comparability study, part of which included a review of the revised models by an independent panel of California teacher preparation experts, who found that each of the models appropriately meets the requirements of the Commission's Assessment Design Standards and sufficiently measures the TPEs.

**Field Testing Completed
for Both CalTPA and CalAPA;
Operational Administration Begins Fall 2018**

The field test of the CTC's two educator performance assessments has concluded, data has been analyzed, and improvements made in preparation for operational administration this fall. A total of 851 candidates and 27 programs participated in the CalTPA field test and 250 candidates and 25 programs participated in the CalAPA field test. In July, the CTC and Evaluation Systems staff met with the Design Teams for their final meeting to celebrate two years of work to redevelop the CalTPA and to design the CalAPA and to share field test findings and revised materials. For details about the performance assessments, please see www.ctcpa.nesinc. At the August CTC meeting, CTC staff presented Item 2C to update the commission on the redeveloped CalTPA.

Updates from the Commission on Teacher Credentialing
(continued from previous page)

CalTPA

The redeveloped CalTPA will be required for preliminary teacher candidates starting a preliminary preparation program as of July 2018. A passing standard study will be conducted in spring 2019 and a permanent passing standard will be set by the Commission in summer 2019 meeting. For the first year of the administration, the passing threshold set for the pilot and field tests will remain in place. To meet the threshold, candidates must score at least a 2 on each of 17 analytic rubrics, with a score of 1 only allowed on one rubric for each of the two instructional cycles. More information about the passing threshold can be found in the CalTPA items 2C and 2D.

CalAPA

At its June 2017 meeting, the Commission granted a non-consequential administration period for the CalAPA for 2018-19 for up to 3,000 candidates. Enrolled candidates (June 1, 2018-May 31, 2019) will be required to complete the CalAPA but they will not be required to pass the CalAPA as a requirement for earning a preliminary administrative services credential. A passing standard study for the CalAPA will be conducted in spring 2019 based on the results of the non-consequential administration period and a permanent passing standard will be set by the Commission in summer 2019. Passing the CalAPA will be required for preliminary administrator candidates starting their program on or after June 1, 2019. For more information on the Commission's performance assessments for teachers and leaders or to apply to be an assessor for either the CalTPA or the CalAPA, please visit www.ctcpa.nesinc.com.

Recruiting Assessors

The Commission is actively recruiting assessors for both the CalTPA, particularly for low incidence Single Subject submissions including Music and Physical Education, and for the CalAPA. Assessors for the operational administration of both performance assessments will be compensated for their training time and for scoring submissions by the Commission's technical contractor, Evaluation Systems group of Pearson. Assessor training will be conducted in person with some preliminary online preparation; all scoring during full operation will be completed online. The Commission thanks the individuals who participated in the pilot and field test scoring. All individuals interested in participating in the operational scoring, including those who may have participated in the pilot and field test scoring, will need to reapply. Training dates and expectations for assessors are posted at www.ctcpa.nesinc.com and is also available through the Professional Services Division's weekly Friday, e-News. To

subscribe to the PSD e-News, use the following link: https://www.ctc.ca.gov/commission/newsletters/psdnews Assessors must be current educators or faculty preparing new educators and will be employees of Evaluation Systems and compensated for training and for scoring submissions.

The California Center on Teaching Careers

The California Center on Teaching Careers (the Center) is undertaking a number of exciting endeavors in alignment with its mission to elevate the teaching profession by attracting, placing, and retaining more teachers across California to curb the effects of the statewide teacher shortage. Donna Glassman-Sommer of the Tulare County Office of Education leads the Center's daily work to impact teaching and learning in California's 21st Century classrooms.

One way the Center executes its mission is by hosting Virtual Open Houses—an online platform that facilitates an effective link between education agencies with open positions and teacher candidates, automatically matching the candidate with the positions for which they are qualified. This free, convenient tool allows agencies and candidates to explore their matches, select and rank the candidates or positions in which they're most interested in a digital dashboard format, and even conduct virtual interviews via chat rooms!

Are you a teaching candidate? Or, are you interested in the teaching profession?
Did you recently earn your teaching certificate? Do you feel like you might have missed the boat for 2018-19 teaching positions? Are you thinking about pursuing a career in teaching? As back to school season kicks off across California, there are still many open opportunities for prospective teachers to find the perfect teaching job or preparation program. Visit californiateach.org to create your custom profile today ahead of upcoming Virtual Open Houses and Virtual Job Fairs.

Are you a district or agency representative in charge of hiring? Or, do you offer a program to prepare aspiring teachers?
It's never too early to share what your program offers to aspiring teachers looking for a pathway into an education career. Now is a great time to get ahead and set up your online profile in the Center's vortal. Visit californiateach.org and establish your entity's recruitment profile. We can take the rest from there and ensure that you connect with teaching candidates that are a good fit for your organization or program. And don't forget to participate in upcoming Virtual Open Houses!

Updates from the Commission on Teacher Credentialing
(continued from previous page)

How can you prep for upcoming Virtual Open Houses and Virtual Job Fairs? It's easy!

Prospective candidates: Make sure your profile is up to date and register for any upcoming Center-sponsored events within the vortal. Review your resume and practice giving the elevator speech about your educational and professional background and what calls you to the teaching profession.

Agencies and Districts: Make sure your organization's job opportunity postings are up to date and prep any materials about your organization ahead of upcoming Center-sponsored events. Remember: Promoting upcoming events at your school is a great way to maintain connections with interested teaching candidates.

University Programs: Come share about your unique teacher preparation programs for prospective teachers.

Pro tip: The Center's unique, customized Virtual Open House dashboard ensures that the matches between agencies and prospective candidate qualifications are made automatically upon registration. The Center's dashboard even sends candidates and agencies the contact information for their matches in case they were unable to connect during the Virtual Open House. This allows both agencies and educators to more effectively target their outreach efforts, increasing the likelihood that open teaching positions will be filled by promising teachers.

The Center is an ongoing resource for teaching candidates and district agencies alike. If you would like to participate in the next Virtual Job Fair or Virtual Open House, or have any questions about the Center's ongoing work, please reach out to Donna Glassman-Sommer at

donnags@tcoe.org

or visit californiateach.org

And, be sure to follow @Cal_Center on Twitter for the latest in Center updates!

CCNews Call for Articles and News

The goal of *CCNews* continues to be to create a forum for CCTE members to share information and celebrate our successes. We encourage all SIG chairs and concurrent session, roundtable, and poster session presenters at CCTE semi-annual conferences to write about their sessions and presentations for the newsletter. Just e-mail your submissions as an attachment to the editor:

lahansen@fullerton.edu

The deadline for materials for the Winter 2018 issue is November 15.

We look forward to reports from CCTE officers and committees, from the associated organizations and SIGs, as updates on upcoming CCTE events and activities, plus brief articles on new programs, research, and other events in the California teacher education community.

Laurie Hansen
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Association of Teacher Educators Update

By **Michael Cosenza**
CCTE Vice President for ATE
California Lutheran University

As your California Council on Teacher Education (CCTE) Vice-President for the Association of Teacher Educators (ATE), I am delighted to provide you with this update of our CCTE work as the California state chapter of ATE.

During the past few months, an ad hoc committee has been meeting which consists of members of CCTE, ATE, the National Association of Professional Development Schools (NAPDS) and the Southern California Professional Development School Consortium (SCPDS). This group has joined forces to bring the ATE Clinical Practice Fellows program to California, potentially as a yearly event during the CCTE Fall conference.

The members of the committee are: Lisa Bennett (CCTE), Elizabeth Brown (SCPDS), Rebecca Burns (ATE, NAPDS), Cynthia Coler (NAPDS, SCPDS), Michael Cosenza (ATE, CCTE, NAPDS, SCPDS), Nancy Dana (ATE), Victoria Graf (CCTE), Karen Hassell (NAPDS), Robin Johnson (ATE, NAPDS), Alan Jones (CCTE), Virginia Kennedy (CCTE, SCPDS), Helene Mandell (ATE, CCTE), Donnan Stoicovy (ATE, NAPDS), and Elizabeth Yomantas (CCTE).

The committee is planning a morning workshop to be held on Saturday October 20, 2018, the final day of the CCTE Fall conference. This workshop will explain the concept of the Clinical Practice Fellows program, as well as its format and benefits. The workshop will be designed to provide a short "teaser" experience for what is otherwise a full-day program.

In short, the concept is that the Clinical Practice Fellows program serves as a forum of professional educators from both institutions of higher education (IHEs) and P-12 schools collaborating to creatively think about what it means to provide high quality clinical experience in teacher education programs. This includes some emphasis on the importance of the relationship between P-12 schools and IHEs in both the preparation of new teachers and the ongoing professional development of veteran teachers.

There will be guests, both in-person and virtually, joining us on October 20 who have participated in the program at the national level. These guests will share their experiences and the benefits they believe they have received from participating. It is our hope that this workshop will spark interest among our membership so that CCTE can host a full day Clinical Practice Fellows program in October 2019.

On another note, recently the membership of CCTE approved an update of the association's by-laws specifically to be in alignment with the affiliation expectations of ATE (see the related article about the by-law amendments on this page). Now that this has been completed, a major-

ity of the CCTE board members are also members of ATE. Our by-laws now also provide for CCTE to have a second delegate to ATE in addition the to the Vice-President for ATE. Both will represent CCTE and the state of California at the ATE annual national conference as well as in other ways throughout the year. This is an important step because it will give CCTE two votes at the National Delegate Assembly each year during the ATE conference. The National Delegate Assembly is where ATE programs, policy, and public statements are ratified by affiliate delegates from across the country.

Finally, I would like to encourage all CCTE members to also become a member of ATE. Presently only 21 members of CCTE are also active members of ATE. As an affiliate of the ATE, our numbers should be greater. Having more members of both organizations increases the opportunities for meaningful collaborations between CCTE and ATE. Please consider becoming a member of ATE and attending their annual conference in Atlanta in February 2019. Information can be found on the ATE website (www.ate1.org).

If you have any questions about ATE or the ad hoc committee working on the Clinical Practice Fellows project, please feel free to contact me at:

mcosenza@callutheran.edu.

CCTE By-Laws Amended to Conform to ATE Expectations for State Chapters

Through an on-line vote by the California Council on Teacher Education (CCTE) membership this summer, the CCTE By-Laws were amended in response to a request from the Association of Teacher Educators (ATE) for conformity with the expectations and requirements that ATE has for its state chapters. CCTE has served as the California state chapter of ATE since 2001. The vote was held in July, with all CCTE delegates and members receiving an email announcement and a link to an on-line ballot, and the amendments were approved by 98% of those who cast a vote.

The By-Law changes were essentially cosmetic, dealing with such issues as the length of terms of CCTE representatives to ATE, assuring that a majority of the members of the CCTE Board of Directors are members of ATE, and the procedures for selecting CCTE delegates and alternates to ATE meetings. These changes were initially approved by the CCTE Board of Directors in June prior to authorization of the on-line vote by the membership, all in the interest of strengthening the relationship between CCTE and ATE.

Preview of CCTE Fall 2018 Conference
"Changemaking and Teacher Education"

By **Reyes L. Quezada** (University of San Diego)
& **Paul Rogers** (George Mason University & Ashoka Fellow)
Co-Chairs, of the CCTE Fall 2018 Conference

All across the world, educators are revolutionizing the ways they teach and learn, and together we are working to shift entrenched paradigms that no longer meet the needs of today's students and teachers. These schools, programs, departments, and classrooms are united by a common thread: a shared vision of teachers, teacher educators, and students as changemakers—that is, as powerful agents of social change.

The Fall 2018 Conference of the California Council on Teacher Education (CCTE) will bring together researchers and practitioners who will share presentations as well as workshops that focus on teacher educators, teachers, and students as agents of change, as well as on the ways that the teacher education curriculum supports or can support the development of social emotional intelligence, leadership, collaboration, and creative thinking that will lead to changemaking. We must realize that in order to support young people as changemakers, teachers themselves must see themselves as changemakers, and we as educator preparation programs have a responsibility to prepare the best changemaker teachers in the world.

Around the world, across the teaching profession, and in our local communities we have many examples of teaching innovation in educational settings both in our K-12 public, private, and charter schools as well as in institutions of higher education led by change leaders and changemakers. When we look closely at these leading social innovators and changemakers we see four key attributes at work:

1. *Empathy*—The ability to put oneself in another's shoes, to think and feel what they feel in the foundation of changemaking. While a component of social emotional learning and intelligence, empathy is unique in the way it transcends the individual and immediately brings into play interpersonal skills.

2. *Teamwork*—The ability to collaborate with others is a hallmark of change leaders.

3. *(A new kind of) Leadership*—In a world of constant change, everyone must lead.

4. *Creative and critical problem solving*—This attribute involves the ability to identify problems, experiment with solutions, and tolerate failure (a growth mindset). Most importantly, it is the sense of agency, self-efficacy, and the ability to give oneself permission to solve problems large and small that rests at the heart of this ability.

Conference Logistics

The Fall 2018 CCTE Conference will be held October 18-20 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, a Thursday evening reception, a Friday awards luncheon, the Friday evening poster session, and special sessions on Saturday morning. The tentative program follows in this newsletter. 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.ccte. org. The call for proposals for the Fall 2018 Conference is also follows.

How To Register. Complete the accompanying registration form (pre-registration deadline is September 21, 2017) 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 on the "Conferences" page of the CCTE website—www. ccte.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 2018 Conference. Rooms must be reserved by September 16 to receive the Conference rate of $169.

See the next few pages of this newsletter for anticipated Conference highlights, the tentative program, and registration form.

Preview of CCTE Fall 2018 Conference
"Changemaking and Teacher Education"

Anticipated Highlights

First Keynote Address by Ross Hall, Opening Session, Thursday, October 18, 1:00 p.m.

Ross Hall, Director of Ashoka Educational Strategy and a member of Ashoka's Global Leadership Team, will introduce and discuss changemaking and education from an international perspective.

Organizational Meeting of the California Alliance for Inclusive Schooling, Thursday, October 18, 8:00 p.m.

Initiated by the CCTE SIG on Inclusive Education and under the sponsorship of the Thompson Policy Institute for Disability and Autism at Chapman University, an organizational meeting will be held to create the new California Alliance for Inclusive Education and develop plans for the future of the Alliance.

Second Keynote Address by Lynn Gangone, Morning Session, Friday, October 19, 8:30 a.m.

Lynn Gangone, President and CEO of the American Association of Colleges for Teacher Education, will discuss the activities of AACTE and the role that CCTE can play as the California state chapter of AACTE.

Changemaking Partnerships and Implementing Changemaking in Teacher Education, Saturday, October 20, 9:00 a.m.

In an interactive workshop, university faculty, K-12 school administrators, and teachers will facilitate a discussion on planning and implementing changemaking in K-12 schools and teacher education programs. Participants will leave the morning with ideas for changemaking initiatives to take back to their colleges and schools.

Creating the California Clinical Practice Fellows Program, Saturday, October 20, 9:00 a.m.

This will be a planning meeting for those interested in developing and implementing the California Clinical Practice Fellows Program, following a national model initiated by ATE and NAPDS. The program will be implemented during 2019, with applications sought from clinical practice pairs from K-12 and higher education who will work together during the coming year and then attend the first California Clinical Practice Fellows symposium which will be attached to the CCTE Fall 2019 Conference next October. The planning meeting will welcome individuals who wish to help develop the program, K-12 and higher education partners who are potentially interested in applying for and participating in the program, and anyone else interested in the role of clinical practice in teacher education.

Meetings of Associated Organizations at Fall 2018 Conference

Statewide Meeting of Education Deans, Wednesday, October 17, 11:30 a.m. to 6:00 p.m.
Meeting will start with a luncheon, move through an afternoon program, and conclude with a reception.

California State University Field Coordinators Forum, Wednesday, October 17, 9:00 a.m. to 3:00 p.m.

California Association of Bilingual Teacher Educators, Thursday, October 18, 8:00 a.m.

California Association of Professors of Special Education/Teacher Education Division, Thursday, October 18, 8:30 a.m.

Independent California Colleges and Universities Council on the Education of Teachers, Thursday, October 18, 8:30 a.m.

Combined Meeting of CABTE, CAPSE/TED, & ICCUCET, Thursday, October 18, 10:00 a.m.

CCTE Graduate Student Caucus, Thursday, October 18, 10:00 a.m.

Newcomers Meeting (for first-time or recent new attendees), Thursday, October 18, 11:00 a.m.

Tentative Fall 2018 CCTE Conference Program

Wednesday, October 17:

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 18:

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 of Bilingual Teacher Educators (CABTE).

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

8:30 a.m. to 10:00 a.m. - Meeting of the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET).

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

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, Coordinators of Credential Programs, 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 Reyes Quezada (University of San Diego) and Paul Rogers (George Mason University), Co-Chairs.

    Thursday Keynote Address by Ross Hall (Director of Ashoka Educational Strategy & Member of Ashoka's Global Leadership Team).

    Audience Response—Interactive Reflective Activity and Examples from the Field with Viviana Alexandrowicz (University of San Diego).

2:15 p.m. to 3:00 p.m. - Changemaker Panel of K-12 and University Pertnerships.

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. - First Set of 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 CABTE, CAPSE/TED, ICCUCET, & CCTE. With cash bar, complimentary hors d'oeurves, presentations, and entertainment, followed by Songfest.

8:00 p.m. to 9:30 p.m. - Organizational 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 19:

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 10:00 a.m.. - Morning Session featuring Friday Keynote Address by Lynn Gangone (President and CEO of American Association of Colleges for Teacher Education). followed by question and answer period.

10:00 a.m. to 10:30 a.m. - Changemaking Interactive Experience..

10:30 a.m. to 10:45 a.m. - Break.

10:45 a.m. to 11:45 a.m. - Two concurrent workshops on Changemaking with Ross Hall and Lynn Gangone.

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. - Second Set of Concurrent 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: Equity and Social Justice, Inclusive Education, 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 20:

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

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

9:00 a.m. to 11:45 a.m. - Planning Meeting for the California Clinical Practice Fellows Program.

9:00 a.m. to 11:45 a.m. - Implementing Changemaking: Interactive Workshop of University Faculty, K-12 Administrators, and Teachers, with focus on planning and implementing changemaking in K-12 schools and teacher education programs.

11:45 a.m. to Noon - Closing Session with Conference Summary and Preview of Spring 2019 SPAN Conference.

California Council on Teacher Education Fall 2018 Conference Registration

Please use this form to register for the Fall 2018 CCTE Conference, October 18-20, 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).

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 - $300 each (submit a form for each with combined payment)

California State University Field Coordinators Forum Meeting and Refreshments (Wednesday)
- ❏ Special Fee for Those Attending - $50

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

Independent California Colleges and Universities Council on the Education of Teachers (includes Thursday continental breakfast)
- ❏ Special Fee for Those Attending - $25

Thursday SIG time (includes box lunch)
- ❏ Special Fee for Those Ordering Box Lunch - $40

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):

Meeting on Thursday:
- ❏ Arts in Education
- ❏ Credential Program Coordinators/Directors
- ❏ Lives of Teachers
- ❏ Special Education
- ❏ Teacher Induction

Meeting on Friday:
- ❏ Equity and Social Justice
- ❏ Inclusive Education
- ❏ Pedagogies for College and Career Readiness
- ❏ Technology and Teacher Education
- ❏ 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

Pre-registration deadline is September 21, 2018.

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 2018 Conference. Rooms must be reserved by September 16 to receive the Conference rate.

CCTE Seeks Your Participation

The California Council on Teacher Education (CCTE) is your organization—its strength comes from the delegates from each member institution, from the additional individual members, and from many other CCTE friends who attend our conferences and collaborate with us in other ways.

All CCTE officers, members of the Board of Directors, committee chairs and committee members, journal and newsletter editors, and leaders of the associated organizations are volunteers, giving of their time and energy to help move forward the CCTE agenda of seeking the highest quality in teacher education for California and advocating for support and recognition of the importance of teaching and all levels of education from policymakers and the public.

The work of CCTE takes place at our semi-annual conferences, through our several standing committees (see listing on next page), in our publications efforts, and through cooperation and collaboration with the associated organizations. There are at least 100 or more deeply involved and committed CCTE delegates and members who are either elected, appointed, or have volunteered to carry out these many important roles. And this is an evolving body of participants, always open to additional volunteers.

All CCTE delegates, members, and friends are continually invited to join in. If you have not already done so, take a look at the list of CCTE committees on the next page, find your area of interest, and volunteer to be a committee member. Any and all of the committees will welcome your participation. Many of the committees operate on a continuing basis, while the planning committees of each semi-annual Conference are one-time activities. Nearly all of the elected officers and members of the Board of Directors started their involvement with CCTE through working on one of the committees, so this is a natural way to become more engaged and active with the organization.

Both of the scholarly journals sponsored by CCTE— *Teacher Education Quarterly* and *Issues in Teacher Education*—are in constant need of peer reviewers, which typically involves reviewing a couple of manuscripts each year in your areas of expertise. Journals can not function without an adequate number of committed and expert reviewers, so your involvement with either or both journals is an important way to serve the profession. Being a reviewer may also lead to service on the editorial board of either journal or otherwise getting involved in the editorial process.

All CCTE delegates, members, and friends are also encouraged to join and participate in any or all of the three associated organizations, again depending on your areas of interest and scholarship. The California Association of Bilingual Teacher Educators (CABTE), which is associated with both CCTE and the California Association of Bilingual Education, is growing in institutional membership and influence as more teacher educators are engaged in supporting and expanding the teaching and maintenance of bilingualism in our schools and society.

The California Association of Professors of Special Education (CAPSE) has been actively associated with CCTE for many years and is in the forefront of monitoring, influencing, and recommending state policy in this important area of education. CAPSE membership, which is open to both institutions and individuals, also overlaps with the Special Education SIG that also meets at each CCTE conference. CAPSE is also engaged in helping with the creation of the new Inclusion SIG which will held its initial meeting at the CCTE Spring 2018 SPAN Conference.

The Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) is an institutional membership organization that involves nearly all of the private and independent campuses in California that have teacher education programs. ICCUCET works closely with the Association of Independent California Colleges and Universities, an organization that advocates on behalf of private and independent colleges and universities across the state.

All three organizations—CABTE, CAPSE, and IC-CUCET—meet at each CCTE semi-annual conference and the presidents of all three groups serve as ex officio members at meetings of the CCTE Board of Directors. Getting involved with these associated organizations is also an excellent entry to broader involvement with CCTE.

There are also 10 Special Interest Groups (SIGs) that meet at each CCTE conference. The SIGs are open to any interested teacher educators, and many conference attendees will regularly participate in two SIGs, since they are scheduled at different times within the conference program.

Please consider getting involved in any of these several ways. The strength and future of CCTE depends on broad membership involvement in everything that we do.

CCTE Committees

Committees involved with ongoing CCTE activities are:

Awards Committee

Committee Chair: Mary Soto, California State University, East Bay
email: mary.soto@csueastbay.edu

Communications Committee

Committee Co-Chairs: Laurie Hansen, California State University, Fullerton
Sarah Johnson, Fresno Pacific University
& Lyn Scott, California State University, East Bay
emails: lahansen@fullerton.edu, sarah.johnson@fresno.edu, & lyn.scott@csueastbay.edu

Membership Committee

Committee Co-Chairs: Deborah Hamm, California State University, Long Beach
Mona Thompson, California State University, Channel Islands
& Susan Westbrook, California Federation of Teachers
emails: deborah.hamm@csulb.edu, mona.thompson@csuci.edu, & suew447@aol.com

Nominations and Election Committee

Committee Chair: Sharon Russell, CalStateTEACH
email: sharonrussell@calcouncil.com

Policy Committee

SPAN Co-Chair: Cindy Grutzik, California State University, Long Beach,
Policy Planning Co-Chair: Nicol Howard, University of Redlands
Legislative Action Co-Chair: Pia Wong, California State University, Sacramento
emails: cynthia.grutzik@csulb.edu, nicol_howard@redlands.edu, & wongp@csus.edu

Research Committee

Committee Chair: Cynthia Geary, California State Polytechnic University, Pomona
email: ckgeary@cpp.edu

Fall 2018 Conference Planning Committee

Committee Chair: Reyes Quezada, University of San Diego
email: rquezada@sandiego.edu

Fall 2019 Conference Planning Committee

Committee Chair: Heidi Stevenson, University of the Pacific
email: hstevenson@pacific.edu

Most CCTE committees are composed of volunteers from the membership.
If you are interested in joining any of these committees, please e-mail CCTE Executive Secretary Alan Jones:
alan.jones@ccte.org or contact the relevant committee chairs.

CCTE New Faculty Support Program
Available for Interested and Qualified Applicants

Each academic year the California Council on Teacher Education (CCTE), through its New Faculty Support Program, assists new faculty to become CCTE members, to attend CCTE semi-annual conferences, and to receive mentorship about the teacher education community from experienced members of the CCTE organization.

For purposes of this support program, a new faculty member is defined as a person who is in the first five years of employment as a teacher educator at a CCTE member institution and who has not previously received support from the CCTE New Faculty Support Program. The purpose of the program is for new faculty to become a member and a participant in CCTE during any membership year, which annually run from July 1 through June 30.

Applications and nominations are encouraged from or on behalf of new faculty, and those who are selected for the program will receive the following benefits and will commit to the associated responsibilities:

Participants in this program will receive a CCTE individual membership for the 2018-2019 year at a 50% discount, so that the individual dues are reduced to $60.

Participants in this program will attend at least one CCTE Conference during the year (either the Fall 2018 Conference in San Diego or the Spring 2019 Conference in Sacramento) and the registration fee will be discounted 50%. Participants will be responsible for all other costs involved in attending the Conference.

Participants will submit a proposal for a research or poster session at the Conference they decide to attend.

Participants will each be linked with CCTE veterans who will meet with and mentor the participants prior to and at the Conference.

To be considered for this program, please use the application/nomination form available on the CCTE website or request a copy from CCTE Executive Secretary Alan H. Jones at alan.jones@ccte.org.

While potential participants for 2018-2019 are encouraged to apply as soon as possible, appliations will be accepted and considered at any time during the academic year.

CCTE Graduate Student Support Program
Welcomes New Applications

Graduate students at any CCTE member institution interested in the field of teacher education are encouraged to apply for support from the CCTE Graduate Student Program for any academic year.

The CCTE Graduate Student Support Program was established to provide financial assistance to encourage greater involvement of graduate students in CCTE activities. The program operates in the following manner:

1. Each year the opportunity to apply for support from the CCTE Graduate Student Fund is disseminated to all CCTE members and delegates, with the request that such information be shared with graduate students at all institutional member campuses. Applications will be accepted at any time throughout the membership year until all available and appropriate awards have been made.

2. Students seeking support from the CCTE Graduate Student Fund will submit their application to the CCTE Executive Secretary, accompanied by an endorsement from their graduate advisor. In making application the student will commit to attending one of the CCTE semi-annual Conferences during the coming year and submitting a proposal for a research or poster session at that conference.

3. The only limitations on students wishing to make application are that they be doctoral or masters candidates at a CCTE member institution, that they are considering the field of teacher education as a career goal, and that they be endorsed by a faculty advisor on their campus. Students are asked to indicate their graduate field of concentration, the degree they are pursuing, and the expected date when they will complete that degree.

4. Program participants are awarded the following benefits: (a) The applicant will become a CCTE student member for the year, with 50% of the $60 membership dues waived; and (b) The student registration fee for the Conference the applicant chooses to attend will be reduced 50%. Other expenses related to attending the Conference will remain the responsibility of the student. In years when more students apply than there are funds available for support in the CCTE Graduate Student Fund, priority will be given to doctoral students over masters students, and additional preferences will be based on how close students are to completing their degree program.

5. No more than five students will be awarded support per year from any given institution, again with preferences among applicants based on level of degree sought and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.

6. It is not guaranteed that all of the Conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all participants in the program will still be committed to attend the Conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the Conference poster session, and the Research Committee is asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

Please use the form on the CCTE website to apply for participation in the program, or request the form from CCTE Executive Secretary Alan H. Jones at alan.jones@ccte.org

Students interested in participating in the program during this 2018-2019 membership year are encouraged to apply as soon as possible, although applications will be received and considered at any time during the year.

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CCTE Reader on Social Justice
Available for Course and Individual Orders

The California Council on Teacher Education produced a special *CCTE Reader on Social Justice* in conjunction with the Fall 2017 Conference. The volume, which is available in electronic (PDF) format, includes 18 outstanding articles selected from issues of the two CCTE journals—*Teacher Education Quarterly* and *Issues in Teacher Education*—pub-lished during the period 2004 to 2015. The collection was edited by Juan Flores, CCTE Past President, and Donald Cardinal, CCTE Board Member, in association with Thomas Nelson, editor of *Teacher Education Quarterly* from 1999 to 2010, and Suzanne SooHoo, co-editor of *Issues in Teacher Education* from 2009 to 2015.

The CCTE Reader on Social Justice

Edited by Juan Flores & Donald Cardinal

With Associated Editors Thomas Nelson & Suzanne SooHoo

Published in 2017 for the California Council on Teacher Education
by Caddo Gap Press, Alan H. Jones, Publisher

Containing 18 Outstanding Articles
about Social Justice and Teacher Education
Selected from
Teacher Education Quarterly
& Issues in Teacher Education

From the introduction to the reader by Juan, Don, Tom, and Suzi: "It is our hope that this *CCTE Reader on Social Justice* will give our teacher education faculty an opportunity to invigorate social justice dialogues in our classrooms and offer our credential candidates and graduate students tools and frameworks to move beyond the bystander model and enact and realize the social justice theories, lessons, skills, and goals that must be acquired in our classrooms."

The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

The *Reader* was officially introduced at the Fall Conference during a special research session which featured the editors and graduate students at the University of the Pacific who used the volume with their class this summer.

In addition, preview copies of the reader are available to any CCTE members who wish to look it over for possible adoption for use with classes or programs. If you are interested in obtaining a preview copy, please contact Alan Jones at alan.jones@ccte.org with your request.

All CCTE members and delegates were emailed information about the publication and how to order the *CCTE Reader on Social Justice* last summer and information remains posted on the CCTE website at www.ccte.org where there is an on-line order form if you wish to purchase via credit card or a form that can be downloaded and submitted with payment by check.

Orders to date have already netted CCTE over $1,500 in sales proceeds. Please join in with your individual or class order.

Reports from CCTE Conference Presentations

Presenters at concurrent, roundtable, and poster sessions and Special Interest Groups at California Council on Teacher Education semi-annual conferences are invited to submit reports on their research and practice for publication in *CCNews*. The newsletter also welcomes other articles from the California teacher education community

On the following pages:

From the Spring 2018 CCTE SPAN Conference sessions:

*"*Preparing Teachers for 21st Centuyry Classrooms"
    By Stephanie Biagetti, Annie Johnston, Corinne Martinesz, & Cheryl Ney (See pages 19-23).

"Practitioners' Perceptions on the Impact of the Evaluation Process on Teachers' Professional Growth"
    By Phoebe Hechanova Manso (See pages 24-26).

"Teacher Confidence in Managing Challenging Behaviors"
    By Donovan Moore, Lisa A. Simpson, Andrea N. Golloher, & Peg Hughes (See pages 27-30).

Other reports and articles will appear in future issues of the newsletter.

Be Sure to Check
the CCTE Website Regularly

www.ccte.org

The CCTE website offers information and background on all of our activities. All delegates, members, and friends of the organization are encouraged to visit the site regularly.

You will find news, announcements, membership information, previews and retrospectives on our semi-annual conferences, policy updates, and invitations for participation in such programs as the CCTE New Faculty Support Program, CCTE Graduate Student Support Program, and the CCTE Quest for Teacher Education Research.

A continuing feature of the website is a listing of teacher education position openings and special events at our member institutions. The link to this listing is at the top of the right hand column of the home page.

Be sure to check it all out frequently.

Preparing Teachers for 21st Century Classrooms

By **Stephanie Biagetti**
(California State Universuity, Sacramento)
Annie Johnston
*(University of California, Berkeley
College and Career Academy Support Network)*
Corinne Martinez
(California State University, Long Beach)
& **Cheryl Ney**
(California State Unversity, Los Angeles)

As the teacher shortage crisis in California has become more acute due to teacher turnover and retirement rates, the desperate need for credential programs to prepare additional teachers can overshadow the need to equip preservice teachers with the tools to support K-12 student preparation for success in the 21st century, including readiness for college and career. There is no question, however, that we must not only prepare necessary numbers of teachers, but also prepare them well. The authors have each taken on this challenge in different contexts, but with a single vision: Prepare teachers and educational leaders to nurture students' career goals and provide real-world experiences and systemic supports that allow them to achieve career goals as they transition toward adulthood. In this article, we first describe the research and policy shifts that have been driving increased integration of academic and Career Technical Education (CTE) at the heart of the college and career school redesign effort. Next, each of the authors describe their efforts to transform teacher education, and then we conclude with an argument for changes colleges of teacher education should consider in preparing the next generation of teachers and educational leaders for 21st century classrooms.

California's teacher education programs are changing to address the dramatic expansion of Linked Learning, a high school reform movement that integrates academic and career-technical coursework in career-themed, college-preparatory pathways (Farnan, Hudis, & LaPlante, 2014). In 2008, the California Legislature defined the components of such Linked Learning pathways as integrated core curriculum that meets college eligibility requirements, "delivered through project-based learning and other engaging instructional strategies that intentionally bring real-world context and relevance to the curriculum where broad themes, interest areas, and CTE are emphasized." (California Department of Education, 2017, p. 4). The California Legislature directed districts to integrate academics and CTE in pathway core curriculum, infuse work-based learning into instruction, and embed the support services and supplemental instruction needed to ensure that all students can be successful in both college and careers.

Based on research-documented improvements in achievement outcomes (Kemple & Willner, 2008; Social Programs That Work, 2017; Visher & Stern, 2015), Califor-nia invested heavily to expand Linked Learning pathways in Grades 9-14 in high-need, high-growth economic sectors, with a 2014 infusion of $500 million in California's Career Pathways Trust (CCPT) grants. Across the state, K-12 and community college leaders made tremendous strides in developing and aligning career pathways in high wage, high demand industry sectors. This pathway expansion coincided with and supported Common Core implementation, as interdisciplinary pathway teams could provide authentic performance tasks and assessment contexts for the incorporation of practical applications of academic concepts mandated by Common Core (Castellano, Sundell, & Richardson, 2017; Meeder & Suddreth, 2012).

As K-12 districts increased their emphasis on college and career pathways, demand for integrated courses that address both academic and CTE standards also increased (University of California Admissions, 2015). Finding sufficient numbers of competent teachers for integrated CTE/academic courses emerged as a significant obstacle to the creation of college-preparatory pathway programs of study. Nearly two thirds (65%) of the leads at high school sites with Career Pathways Trust-funded pathways reported that finding faculty with appropriate credentials for dual Academic/CTE courses was challenging or very challenging (CDE Career and College Transition Division, 2017). These shortages particularly impact pathways serving large low-income and second language learner populations, as such schools have proportionally greater difficulty attracting and keeping qualified teachers (Darling-Hammond, 2017). California's College and Career Indicators now hold schools accountable for providing all students access to both college and career readiness, (Cardichon & Darling-Hammond, 2017), prompting a further increase in demand for teachers who can integrate academic and CTE instruction, work in college and career pathways, and deliver career education throughout all K-12 educational contexts (Farnan et al., 2014).

By **Corinne Martinez**
CSU Collaborative for the Advancement of Linked Learning, California State University, Long Beach

As California's and the nation's largest producer of teachers, the California State University (CSU) is playing an integral role in revolutionizing teacher education to prepare students for 21st century career and college-going success. The CSU Linked Learning Initiative develops teacher leaders equipped to spread and advance the practices of Linked Learning—an academic approach that engages students by linking learning with the real-world workplace experiences that excite them. Linked Learning has been proven to contribute to academic achievement, improved attendance

Preparing Teachers for 21st Century Classrooms
(continued from previous page)

and graduation rates in both high school and college (Warner & Caspary, 2017). By effectively implementing Linked Learning, educators prepared in the CSU can help students who might typically fall through the cracks to get a quality education.

Since the launch of the program in December 2013, the CSU has infused Linked Learning into the educator preparation curriculum. Several CSU campuses have introduced pre-service teachers, counselors, and doctoral students in educational leadership programs to Linked Learning. In California State University Long Beach's (CSULB) credential program, secondary education teacher candidates are immersed in a Linked Learning Lens program, and taught how to integrate all aspects of Linked Learning into a classroom. They are later able to apply what they have learned by student teaching at a local school. For example, CSULB credential students participate in a "clinical" at a school in the Long Beach Unified School District where they have opportunities to develop and implement assignments that integrate Linked Learning principles. More recently, CSULB established a pathway to obtaining the Preliminary CTE Credential for teachers with prior industry experience, who hold a Valid California Education Specialist, Multiple Subject, or Single Subject Teaching Credential with an English Learner Authorization.

In 2017, CSULB successfully launched a Master's of Arts program that retains the more traditional Curriculum & Instruction elements while advancing the skills and knowledge needed to teach, excel, and lead in a Linked Learning setting. This M.A. program provides rigorous academic scholarship using Linked Learning principles, including interdisciplinary collaborations between academic and CTE teachers, project-based learning, and the integration of work-based learning experiences. The first cohort of 19 Master's candidates completed a series of courses designed to: (a) increase competence in designing meaningful instructional tasks based on real-world problems, (b) expand their learning through real-world externships, and (c) develop skills in coordinating school- and work-based learning. Faculty members teaching in the program are finding new opportunities to collaborate in curriculum-related work integrating CTE and academic core subjects through the creation of cross-curricular integrated projects. Our ongoing mission is to support students' acquisition of rigorous academic skills to successfully pursue industry- and career-related coursework. We do this by providing access to professional development in the following areas: standards alignment to career themed pathways, CTE and academic integration, and tools for developing projects and integrated units. The establishment of the Master's degree in Curriculum & Instruction with a specialization in Linked Learning serves as a model of quality standards for advanced recognition of Linked Learning teacher leaders.

By **Stephanie Biagetti**
Chair of Teaching Credentials,
California State University, Sacramento

Teaching courses that integrate both academic and CTE standards, such as Medical Biology, or Engineering Physics, requires competence in academic and CTE standards and instructional practices. Single subject teachers cannot qualify for CTE funding unless they are dual credentialed in both the single subject content area and CTE. The requirements for a preliminary single subject credential and a preliminary CTE credential are quite different. While candidates seeking a preliminary single subject credential must hold a bachelor's degree, meet basic skills and subject matter competency, take a U.S. Constitution course, and complete a Commission on Teacher Credentialing (CTC) teacher preparation program, those seeking a preliminary CTE credential must hold a high school diploma, have a minimum of three years of work experience (3,000 hours) in the career field aligned with the credential sought, and be apprised of the requirements for both the preliminary and clear CTE credentials. However, a candidate who holds a single subject credential can have two years of work experience waived toward a preliminary CTE credential, leaving a minimum work experience requirement of 1,000 hours. Consequently, teacher preparation programs within the CSU system have begun to create pathways through their single subject programs that enable candidates to apply for a preliminary CTE credential at the same time they apply for a single subject credential.

At California State University, Sacramento, when candidates apply to the single subject program, they are asked on the application if they have work experience in any of the industry sectors listed in the CTC's (2009) leaflet for a designated subjects career technical education credential. If so, the applicant indicates how much work experience they have in years and in which industry sector. Toward the end of the single subject program, these candidates are provided with step-by-step information about how to apply for a preliminary CTE credential as well as the process to obtain a clear CTE credential after several years of CTE work experience.

CSU Sacramento applicants with industry work experience can also opt to complete the Career Pathways certificate program, a cohort-based avenue through the single subject program that uniquely prepares candidates for teaching in secondary level Linked Learning environments. Candidates complete their student teaching in Linked Learning classrooms that allow them to experience first-hand how career

Preparing Teachers for 21st Century Classrooms
(continued from previous page)

pathway themes are incorporated into the core curriculum. In addition, the candidates complete structured fieldwork that includes observations in CTE classroom and interviews with CTE teachers as well as core pathway teachers. Coursework includes activities and projects associated with Linked Learning teaching such as classroom management for project-based learning. Candidates create a multi-disciplinary integrated unit of study in collaboration with colleagues across subject areas. They develop curriculum addressing a career-themed essential question that includes a project, technology, inclusive practices, and English Language Development ((ELD) methods. Finally, candidates complete a work-based learning course that includes a 30-hour internship in an industry workplace along with curriculum development to incorporate what was learned in the internship experience into the core curriculum. While participating in the Career Pathways certificate program is not required to be recommended for a preliminary CTE credential, it does provide extensive opportunities to partake in activities associated with Linked Learning and especially dual-credentialed teaching. With the current focus in school districts on preparing students for both college and career, it would make sense that more teacher preparation programs offer information to their candidates about how to qualify and apply for a preliminary CTE credential and perhaps even work toward becoming a program sponsor for CTE credentials. In addition, teacher preparation programs that are strategically located near districts with numerous functioning career pathways should consider developing their own Career Pathways pre-service teacher certificate program.

By **Annie Johnston**
Statewide Technical Assistance Provider
for California Community College Teacher Preparation Programs,
University of California, Berkeley

An essential strategy for expanding and diversifying teacher preparation is to align programs of study across K12, community college and four-year institutions of higher education (Bragg, 2007). Aligning college and career pathways across segments, and emphasizing early college credits, has been shown to exert significant positive effects on college persistence (Alfeld & Bhattacharya, 2013). Community colleges provide the vast majority of early college experiences, and account for 55-60% of teacher candidates enrolled in the CSU system (J. Bissell, personal communication, April 25, 2018).

Community colleges have already instituted significant systems changes to facilitate student transitions and persistence (Career Ladders Project & Jobs for the Future, 2015), including expanded student support systems and counseling. Both are essential components of community college Teacher Preparation Programs (TPP), as described on the TPP

website, teacherprepprogram.org. Serving students across many departments and programs, TPPs support and prepare future teachers in all subject areas and specializations, while also engaging faculty in teaching about high quality instructional practices, and in mentoring tomorrow's teachers. The California Community Colleges have prioritized the integration of TPP programs into college core operations through a "Guided Pathways" redesign.

Community college TPPs are now working to develop regional communities of practice with key education partners to expand and diversify the teacher workforce. With K-12 and CSU partners they emphasize dual enrollment and articulation to facilitate student transitions and accelerate the pathway into teaching. TPPs address the needs of a wide range of student populations, and serve to connect teacher pipelines to diverse, low income communities underrepresented in teaching professions. They provide supports and services essential to student success, from counseling, to academic supports, to internships and mentors. They reach into high school pathways and support transitions to four-year institutions. Collaborative, cross-system alignment thus serves not only to improve student success in transitions into teaching careers through student supports, articulation and curriculum development, but also to address disparities in education outcomes more broadly, by diversifying the teacher workforce.

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In Los Angeles County, 20 of 80 school districts offer industry/employment sector pathway programs, and approximately 150 pathway programs are served by instructors credentialed in subject matter and CTE areas (Linked Learning, 2017). Efforts are currently underway to increase recruitment into teaching careers for these pathway programs, accelerate time to credential completion, and encourage dual credentialing (single subject and CTE). CSU Los Angeles is collaborating with Teacher Academies in area high schools to foster dual enrollment with our community college partners so that students can accelerate the path into teaching. At CSU Los Angeles, we offer the single subject teaching credential in 11 subject areas, including an integrated teacher preparation pathway to the Math credential as well as offering an Industrial and Technology Education (ITE) credential (California State Los Angeles, 2017). This is the only offering of the ITE credential in the region, a single subject credential that authorizes CTE teaching in four broad industry sectors. Holders of the ITE credential often specialize by obtaining

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CTE credentials in specific sectors ranging from energy, environment and utilities, engineering and architecture, information and communication technologies to manufacturing and product development. Recruitment efforts also focus on current CTE credentialed teachers in these technical areas to encourage and support their pursuit of the single subject ITE credential. Professional learning opportunities are provided to prepare them for the California Subject Examinations for Teachers (CSET; M. Castillo, personal communication, February 21, 2016).

As technological advances rapidly remake the K-12 landscape, the skills required for K-12 STEM educators must also be revisited. The ITE credential provides a solid foundation of STEM academic concepts and practical applications which, if integrated with a science or math credential and the industry experience required for a CTE credential, has tremendous potential for preparing 21st century STEM teachers. While the standards for ITE predate the Next Generation State Standards and California's 2016 Science Standards (CDE, 2016), they are founded upon the same integration of engineering and technology concepts (CTC, 2010). Revisiting them would provide an opportunity to develop new models for teacher preparation credential programs that truly integrate academics and career technical education.

Call to Action

Current standards for teacher preparation programs do not adequately address the competencies required to prepare students for both college and career. Because historically college and career education have functioned as sorting mechanisms, integrating academics and CTE to make both accessible to all students requires considerable systems change in the education sector. To tackle academic and CTE integration, as well as to diversify and expand access to teaching professions, teacher preparation programs should consider several strategic approaches:

• Bachelor degree completion programs could use prior learning credit to accelerate bachelor degree completion for current CTE teachers, facilitating single subject teaching credential acquisition, as is done at CSU San Bernardino.

• New credential program approaches that overlay CTE induction with Single Subject induction could be developed to allow teachers to clear both their CTE and Single Subject credential at the same time. These could be developed using the CTC's Experimental Teacher Credential Program standards in key areas of high demand, such as health and STEM.

• Finally, to recruit more and more diverse credential candidates, as well as to affect policies on teacher preparation, impact the development of new credential programs, and access funding for this work, colleges of teacher education need a forum for inter-segmental collaboration. The authors recommend energetic efforts to collaborate with community college and K-12 systems through regional networks, consortia and communities of practice.

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Practitioners' Perceptions on the Impact
of the Evaluation Process on Teachers' Professional Growth

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Overview

This study was developed in line with underlying concerns that teacher evaluation is an imperative but meaningless process (California Teachers Association, 2012), and "an activity that purports to support professional growth but does not and cannot" (Danielson & McGreal, 2000, p. 2). The flaws in the implementation of teacher evaluation in schools are well-documented in literature, but there are not enough opportunities for input on its impact from among its active participants. Peterson and Peterson (2006) believe that teachers' increased participation and involvement in the teacher evaluation process can help improve their teaching practices which could lead to improved teaching quality and performance. The authentic voices of practitioners captured in this study are significant in formulating educational leadership policies related to teacher evaluation.

Carver-Thomas and Darling-Hammond (2017) report that 90% of available teaching positions each year are left open by teachers who either retire or leave the profession due to dissatisfaction with the job. Among key influencers on turnover is the lack of administrative support, lack of opportunities for advancement, and dissatisfaction with working conditions. In this study, teacher evaluation practices based on teachers' and administrators' perceptions are reviewed and analyzed. Insights could help shape a better understanding on how the teacher evaluation process could be an effective tool in supporting teachers' job performance and satisfaction.

Theoretical Framework

The theories of constructivist leadership (Lambert, 2002; Walker, 2002) and Community of Practice (Wenger, 2000; Wenger & Snyder, 2000) were combined to form the Constructivist Professional Community (CPC) Model. This model is centered on the culture of Constructivism that could leverage professional growth through the Community of Practice's social learning environment. The CPC Model designed for this study is aimed to identify and develop growth-producing or growth-promoting practices for teachers through teacher evaluation.

Constructivism

Constructivism as a learned behavior of self-analysis and self-reflection systematically "addresses the need for sense-making, coherence, and seeing educational communities as growth-producing entities" (Lambert, 2002, p. 35). Lambert sees these characteristics of constructivism as an agent of change that would transform school communities through a reciprocal process of knowledge construction, learning, shar-

ing, inquiry, and reflection among its participants. The study aimed to capture the potential of teachers and administrators as constructivists who will lead in the transformation of the teacher evaluation system into a sustainable growth-producing system integrated in the day-to-day efforts of schools to improve teacher quality through a teacher evaluation system that targets teacher development.

Community of Practice

The Community of Practice framework revolves around a connection between administrators, who represent school leadership, and teacher practitioners. Such connection is grounded on the elements of a forward-moving, forward-thinking social learning system. Teacher evaluation participants are expected to function along the norms of Community of Practice, which include shared expertise, passion, and purpose; a clear focus, social competence, and creativity; and the ability to problem-solve.

When applied within the educational and sociocultural perspective, Community of Practice activities focus on professional development and resources that improve teacher quality (Feiman-Nemser, 2001; Interstate Teacher Assessment and Support Consortium [InTASC], 1992; Interstate School Leaders Licensure Consortium [ISLLC], 1996; National Board for Professional Teaching Standards [NBPTS], 2016; Printy, 2008).

In this study on growth-producing practices through teacher evaluation, Community of Practice is deemed more feasible when developed and practiced within the culture of Constructivism. This occurs when shared purposes of teaching and learning lead to a coherent and focused professional constructivist culture that would eventually sustain the growth-producing practices in teacher evaluation.

Methodology

This qualitative interview study design provided an opportunity for participants to engage in approximately 60-minute in-depth individual interviews which explored their perceptions on teacher evaluation practices based on their experiences, observations, and insights. To collect diverse perspectives and experiences, the purposive sampling applied the maximal variation type when invitations were sent to active and retired elementary and middle school principals and teachers.

Ten administrators and 16 teachers representing 20 different schools within one school district participated in the interview. Administrators included first-time principals, some with Master of Arts degrees in education, others with Doctorate degrees in education, and with years of experience as educators ranging from 14-20 years. Teachers included retir-

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ees, curriculum specialists, and middle school and elementary school teachers with experience as educators ranging from 12-43 years. Teachers' educational attainment ranged from earned Ph. D. units, Master of Arts degrees, Doctor of Education and Doctor of Laws degrees, and National Board Certification. The number of years as educator and educational attainment signified some relevance in the study's findings as it pertained to the practitioners' overall perception on the teacher evaluation system and the presence of growth-producing practices, or the lack thereof.

Analysis of Findings

The overall findings show that administrators and classroom practitioners have different ways of looking at teacher evaluation, especially in terms of how the system is perceived to promote professional growth.

Administrators' Perceptions

Administrators' desire to support teachers through teacher evaluation is hindered by their over-adherence to rules and legal structures which limit their role into mere compliance. The findings validated what the literature says about teacher evaluation: that its execution is brief, superficial, and pro-forma and culminates with the signing and filing away of evaluation forms (Stiggins & Duke, 1988; Wise et al., 1985). Administrators referred to how the California Education Code (California Legislative Information [CLI], 2015) on teacher evaluation and their district's Collective Bargaining Agreement protocols set the tone in executing the evaluation process.

Administrators believe that the prevalent reason for evaluating teachers is to give them support to improve their practice and yet, there is a dissent within the principals' own voices suggesting that professional growth is not achieved through teacher evaluation. Inconsistencies on how they implement and follow through teacher evaluation practices within their schools pose as a challenge to the growth model. Administrators perform more towards their managerial and administrative functions, more than their role as instructional leaders.

While there is an attempt to veer away from the accountability aspect of teacher evaluation, the findings provided evidence that administrators were very much focused on the summative and disciplinary aspect of the teachers' professional performance. Teacher tenure as well as confidentiality issues that accompany any evaluation process were part of the legal parameters that emerged. Some participants decried the impact of the tenure system in moving the teacher evaluation process forward. Despite the provisions of the Peer Assistance and Review (PAR) program, the perception was that not enough was done to impact and achieve professional growth, both on the part of the individual teacher as well as the PAR program. In

fact, the district's and teacher union's practice of moving teachers from school to school, either because of incompetence or dissatisfaction with evaluation issues contributed to the seemingly meaningless exercise of teacher evaluation. The "dance of the lemons" or "passing of trash" have been mentioned in teaching evaluation literature (Pullin, 2010), as well as in this research study. This goes to show that nothing has been done about the practice for quite some time.

Teachers' Perceptions

The teachers' underlying message towards improving practice is for administrators to provide holistic instructional support that is purposeful, consistent, collegial, and that is evident throughout the year. The findings reflect feedback as a pivotal element, especially on how it is given in terms of quality, timeliness, and tone. These include comments and suggestions that are purposeful in terms of specificity, detail, and depth; feedback that are consistent, on-going, and immediate; and comments that are collegially supportive, constructive, and fair. For teachers, feedback becomes a purposeful instructional support when it is accompanied by practices that translate into positive outcomes. Teachers also expect to be treated more as professionals, with administrators providing feedback that is founded on sound knowledge of the subject matter.

The effectiveness of the evaluation tool and that of the evaluator were also perceived to have an impact on teachers' professional growth. How the evaluation tool is valued by teachers, how it is being communicated, and used in a professional dialogue is also key in improving practice. In this district, where the California Standards for the Teaching Profession (CSTP; Commission on Teacher Credentialing, 2009) is the basis for evaluating teacher performance, some of the participants observed that while they considered the CSTP as their constant guide in both practice and self-reflection, it should be revisited regularly. The contention was that most teachers could have probably studied the teaching standards during their years in the credential program, but that there were no ongoing trainings to refresh or extend their knowledge of its component and elements. In parallel, not all administrators could have gone through proper training and exposure on how to use the evaluation tool and criteria, let alone familiarize themselves with the CSTP.

Conclusion

With the growth-producing potential of the teacher evaluation process, the remedy is not to penalize teachers who are performing below standards through a summative evaluation process with drastic measures such as termina-

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tion. The goal is to utilize the teacher evaluation process as a formative tool by identifying growth-producing practices that promote professional growth. Based on teachers' perception, the role of administrators as instructional leaders is very important; and that PAR and National Board Certification could augment the need for supporting teachers who are seeking to improve their practice or go beyond and above the norm. Teacher turnover can be minimized and even prevented when a systemic and sustainable approach to the teacher evaluation process is adopted in schools. A transformational culture bounded on the Constructivist Professional Community (CPC) Model can help shape the future narrative not only in teacher evaluation but also in teacher preparation programs and in instructional leadership forums.

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Teacher Confidence in Managing Challenging Behaviors

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There is an ongoing shortage of teachers in America, particularly in special education (Cook & Boe, 2007). At the same time, the number of children who receive special education services has increased from 4.7 to 6.5 million since 1990 (National Center for Education Statistics, 2015). Of the students receiving special education services, those who exhibit challenging behaviors have the poorest life outcomes of all the individuals with special needs served under the Individuals with Disabilities Educational Improvement Act (IDEA; Kauffman & Landrum, 2009).

Challenging behaviors can take many forms including physical aggression (e.g., harming others, destroying property), verbal aggression (e.g., hurtful communication to peers, abusive to staff), self-injurious behavior (e.g., hitting self, biting hand), hyperactivity (e.g., inability to sit still, unable to focus on task), and depression (e.g., overwhelming feeling of sadness, feeling of hopelessness). Managing challenging behaviors is frequently what special education teachers find most difficult about their jobs and often results in them leaving the profession after a brief period in the classroom (Conroy, Akter, Boyd, & Bettini, 2014).

Not having adequate preparation for managing behaviors can lead to special educators being placed in situations for which they are underprepared and overwhelmed by the challenging behaviors their students may display (Conroy et al., 2014). Without support teachers may resort to misuse of physical restraint and holds, which can result in students becoming more agitated, and can put them at risk for serious injury (Adams, 2015). To effectively reduce the occurrence of students' maladaptive behaviors and increase teacher confidence in using methods of behavior management that do not involve physical restraints, teachers must be adequately prepared.

Research suggests teachers may lack fundamental knowledge on how to approach challenging behaviors, including strong behavior management and classroom organization skills (Oliver & Reschly, 2010) and understanding of how to develop strategies based on the function of a behavior (Adera & Bullock, 2010). Functional behavior assessments (FBA) and behavior intervention plans (BIP) are great resources to determine interventions to help manage challenging behaviors, yet teachers are not always aware of how to implement FBAs and BIPs to deter challenging behaviors (Van Acker, Boreson, Gable, & Potterton, 2005). When teachers are prepared to create and implement FBAs and BIPs properly, they are more successful in choosing an intervention to manage challenging classroom behaviors (Zirpoli, 2012), which can increase their confidence level in managing challenging behaviors.

Furthering the problems associated with classroom management, paraprofessionals are not prepared to manage challenging behaviors (Patterson, 2006) and often do not have the training in function-based interventions to adequately assist the teacher in managing challenging behaviors in the classroom (Walker, 2016). Teachers rely on paraprofessionals to support them in the classroom and when para-educators are untrained this can make the special education teacher's job even more difficult. Training in behavior management would make paraprofessionals more prepared to work with students with special needs (Patterson, 2006) and potentially reduce stress and attrition in special education teachers.

The growing numbers of students with special needs, coupled with a lack of teacher and instructional assistant preparation, may undermine special educators' confidence to address students' challenging behaviors. The purpose of this study was to understand whether special education teachers feel confident in managing the types of challenging behaviors their students demonstrate and to examine what factors influence teacher confidence in managing challenging behavior. The research question was: *How does pre-service preparation in behavior management, knowledge of functional behavior assessment and behavior intervention plans, and the behavior management knowledge of support staff affect special education teachers' overall confidence in managing challenging behaviors of their students?*

Methodology

This study used a cross-sectional design to assess teacher confidence in managing challenging behavior using a researcher-created survey with Likert scale responses.* The survey consisted of 28 questions examining demographic information, perceptions of challenging behavior, perceptions of paraprofessional support, perceptions of intervention plans, and perceptions of preservice training. To increase reliability the survey was first piloted with five teachers in the field while a content expert reviewed the survey to ensure questions adhered to researcher-identified constructs. To analyze the data, we calculated frequency of responses to each survey question and compared these across various groups within the sample.

Participants

Seventy special education teachers with Education Specialist Early Childhood, Mild/Moderate, or Moderate/Severe credentials from across the San Francisco bay area participated in this survey. Most participants were either novices (i.e., 1-5 years of experience; 46%) or mid-career teachers (i.e., 6-15 years of experience; 44%), while 10 percent had 16 or more years on the job. Participants' caseloads varied from 1-6 students (17%), to 7-10 students (30%), to more than 10 students (30%). The number of instructional assistants that participants managed ranged from 1-2 (82%), to 3-4 (4%), to five or more (4%). Most participants did not have a behavior therapist assigned to their classroom (63%).

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Results

   Challenging behaviors. Table 1 presents teacher perceptions of challenging behavior. As can be seen from the table, the most frequent challenging behaviors reported by the participants included physical or verbal aggression, hyperactivity, depression, non-compliance, apathy, and disrespect. While the majority indicated they experienced challenging behaviors frequent or very frequently (80%) and this was the most challenging aspect of the job (71%), they also reported feeling confident in managing challenging behaviors (85%).

   Confidence in managing challenging behaviors. Table 2 presents factors identified as contributing to teacher confidence in managing challenging behavior. As can be seen

from the table, special educators' confidence in managing challenging behaviors is affected more by their years of experience than any other factor, with a full 90 percent of participants indicating their years of experience in teaching contributed to their confidence to manage challenging behaviors. Following experience, the knowledge of paraprofessionals working with teachers was identified by the next highest number of participants as contributing to confidence in managing challenging behaviors (60%). Finally, less than half of participants felt knowledge of FBAs and BIPs (47%) and preservice education in general (44%) contributed to their confidence in managing challenging behavior. Sixty-six percent of participants felt they would be more confident if they had additional behavior management training.

   Table 3 presents teacher perceptions of paraprofessional support. While 60 percent of participants felt that the behavior management knowledge of their paraprofessionals was a contributing factor in their own confidence in managing challenging behaviors, 85 percent of participants agreed that paraprofessionals were an essential part of behavior support in the classroom. Nearly all participants (91%) felt having paraprofessionals trained in behavior management would help them manage challenging behavior in the classroom.

   Finally, Table 4 presents teacher perceptions of intervention plans. As can be seen from the table, 67 percent of participants felt confident in creating and implementing behavior intervention plans (BIP) as well as implementing the BIPs that other professionals had written, though only 40 percent felt not having the support of a functional behavior assessment (FBA) or BIP made managing challenging behaviors more difficult.

Implications for Teacher Education

   The results of this study suggest important implications for teacher education. To begin with, less than half of the

Table 1
Teacher Perceptions of Challenging Behaviors

	Number indicating as challenging
Physical aggression	23
Verbal aggression	18
Hyperactivity	32
Depression	10
Non-compliance	37
Apathy	17
Disrespect	17
Other	13

Participates were asked to check all behaviors they perceived as challenging. Other included write-ins of self-deprecation, lacking self-motivation, poor organization skills, cell phone distraction, and ASD behaviors.

Table 2
Factors Identified as Contributing to Teacher Confidence in Managing Challenging Behavior

Factor	Agreed	Neutral	Disagree
Experience teaching	90% (n=63)	7% (n=5)	3% (n=2)
Behavior management knowledge of the paraprofessionals in my classroom	60% (n=42)	17% (n=12)	23% (n=16)
Preservice training in behavior strategies	53% (n=37)	21% (n=15)	26% (n=18)
Preservice behavior management courses	50% (n=35)	24% (n=17)	26% (n=18)
Knowledge of creating and implementing FBAs and BIPs	47% (n=33)	35% (n=25)	17% (n=12)
Preservice education	44% (n=31)	23% (n=16)	33% (n=23)
Would feel more confident if had additional training in behavior management	66% (n=46)	17% (n=12)	17% (n=12)

Table 3
Teacher Perceptions of Paraprofessional Support

	Agreed	Neutral	Disagreed
Having paraprofessionals trained in behavior management would help me manage challenging behaviors	91% (n=64)	6% (n=4)	3% (n=2)
Paraprofessionals are an essential part of behavior support in my classrooms	85% (n=59)	11% (n=8)	4% (n=3)
My paraprofessionals effectively manage the challenging behaviors in my classroom	50% (n=35)	19% (n=19)	23% (n=16)

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(continued from previous page)

participants felt their preservice education provided them with the confidence to manage challenging behaviors in the field, which is concerning given that most participants felt managing challenging behavior was the most difficult part of their job. In addition, most participants reported they would feel more confident if they had additional training in behavior management. Clearly, specific training in behavior management is important to increasing special education teacher confidence in their ability to manage challenging behaviors and consistent with other research, results of this study suggest that not enough behavior management training is being provided to special education teachers at the preservice level (Oliver & Reschly, 2010). Special education teacher preparation programs must ensure that all special education preservice candidates are provided with this important preparation component and may need to look at increasing the overall preparation in behavior management to meet the needs of teachers.

When comparing the areas that contribute to confidence in managing challenging behaviors (knowledge of paraprofessionals, knowledge of FBA and BIPs, and preservice preparation) preservice preparation was reported by the fewest teachers as contributing to their confidence in managing challenging behaviors. With nearly half of the participants identifying as novice teachers, this statistic is especially concerning. Special education teachers need to enter the field fully prepared to manage the behaviors of all children on their very first day in the classroom. Neither teachers nor students can afford to wait while the teacher's years of experience in behavior management is accumulated.

With preservice education reported as the lowest of the three areas, it seems that it would be beneficial to take a more in depth look at the behavior management preservice education course(s) that teachers complete. The behavior management strategies participants acquire in their preservice education should have a greater influence on special education teachers' confidence in managing challenging behaviors. Preparation programs may need to revise current behavior management courses to make sure they effectively address the types of severe behaviors teachers are facing, and/or infuse behavior management training throughout the preparation program.

Finally, the second highest percentage of teacher agreement was with the perception that the paraprofessional's knowledge of behavior management made the teacher confident in managing challenging behavior. Perhaps this is not surprising given that most participants indicated they were responsible for managing one or two paraprofessionals. When paraprofessionals have the knowledge to manage challenging behaviors themselves the teacher's work can seem less daunting and the paraprofessional can support the behavior techniques the teacher is using rather than inadvertently thwarting the teacher's efforts due to lack of knowledge. Though special education teacher preparation programs are not usually responsible for training paraeducators, it might behoove them to partner with local education agencies to provide this type of training, especially if ensuring paraeducators have adequate knowledge to support teachers is a means to reduce special education teacher attrition. Preparation programs may also need to provide more training to preservice teacher candidates in ways to improve the knowledge and skills of paraeducators with whom they work once in the field.

Limitations

The outcomes of this study may have been influenced by several limitations. First, intern teachers were excluded from the study because intern teachers are finishing course work while teaching and would not be able to provide adequate responses in the preservice education area. Including intern teachers in the participant pool may have resulted in different outcomes. The further teachers get away from their preparation experience the more difficult it may be for them to recall how those experiences impact their present-day confidence in the job. Overall, the study was limited by small sample size and participant location. The perceptions of teachers in rural areas surrounding San Francisco Bay may differ from the sample pool, as may the perceptions of teachers in other areas of the state and country.

In conclusion, the results of this study suggest teaching experience may be the most important contributor to special educators' confidence in managing challenging behaviors. Therefore, it is fair to say that the teachers who stay in the

Table 4
Teacher Perceptions of Intervention Plans

	Agreed	Neutral	Disagreed
I feel confident creating and implementing BIPs for my students with challenging behaviors	67% (n=47)	19% (n=13)	14% (n=10)
I feel confident implementing BIPs someone else has created for my student such as a BCBA, Psychologist, or the previous teacher	67% (n=47)	23% (n=16)	10% (n=7)
I feel confident conducting FBAs to determine the function of challenging behaviors	54% (n=38)	19% (n=13)	27% (n=19)
Not having the support of a FBA or BIP is what makes managing challenging behaviors the most difficult	40% (n=28)	30% (n=21)	30% (n=21)

Teacher Confidence in Managing Challenging Behaviors
(continued from previous page)

profession long enough eventually learn to manage challenging behaviors effectively. However, with the current high rate of teacher attrition, particularly in special education, expecting teachers to "hang in there" until they gain more experience is not a viable option. With fewer than half of the participants in this study indicating that preservice education made them the most confident in managing challenging behaviors, there may be a disconnect between what teachers are learning in their preservice preparation and what they are experiencing in their classrooms. It would be beneficial to have a better understanding of the most beneficial content offered in behavior management courses and whether there needs to be a revamp of program curricula and expectations.

Note

*Survey is available by request from the lead author.

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