CCNews

Newsletter of the
California Council on Teacher Education

In This Issue of *CCNews* . . .

CCTE Spring 2019 SPAN Conference

Cindy Grutzik addresses the audience at the CCTE Spring 2019 SPAN Conference at The Citizen Hotel in Sacramento.

CCNews

On the Town — CCTE in Sacramento

A Message from CCTE President Virginia Kennedy

SPAN: Spring Policy Action Network III, the California Council on Teacher Education Spring 2019 Conference, came into Sacramento town on March 21-22 and the conference immediately sprang into action.

The day before the conference featured a meeting of the CCTE Board of Directors, and that afternoon state leaders from the California Department of Education, the California Commission on Teacher Credentialing, and the Department of Rehabilitation joined with teacher educators and other interested parties from throughout the state at the Disability Policy Summit, sponsored by the Thompson Policy Institute for Disability and Autism, Chapman University and the California Alliance for Inclusive Schooling.

Policy and advocacy learning and action were enthusiastically pursued throughout the following two days. As noted by CCTE's Policy Committee retrospective on pages 14-15 of this newsletter, SPAN III demonstrated a maturing of our knowledge of the legislative process and of our advocacy skills. We're learning how to share CCTE's purposes and values with decision-makers, and we're becoming a known presence in Sacramento.

Highlights of the Conference included:

• Setting the stage: A overview and preview of major and upcoming teacher education policy issues in California.

• Policy perspectives from our Policy Allies Panel, representing the Association of California School Administrators, California Alliance for Inclusive Schooling, California School Boards Association, California Teachers Association, and the Carlston Family Foundation.

• How to make friends and influence people in our state legislature: led by Mary V. Sandy, Executive Director, Commission on Teacher Credentialing, Chelsea Kelly, Principal Consultant, Assembly Education Committee, and Kevin Powers, Senior Consultant, Assembly Higher Education Committee.

• Scheduled visits by teams of CCTE members to offices of representatives of the Assembly and Senate Education Committees.

• An enthusiastic workgroup that refined CCTE's Policy Position Papers, finalized CCTE's Policy Expertise Resource Sheet, and analyzed current legislation.

• A Statewide Meeting of Education Deans at the Capitol with presentations by Government Relations Staff from CSU, UC, and AICCU.

• "Next steps for CCTE's legislative and policy action," moderated by Deborah Koolbeck, Senior Director for Government Relations at AACTE.

We also engaged in eye-opening discussions, learning of new ideas, and programmatic updates, including:

• Two accreditation work shops facilitated by CTC leaders, for faculty and program directors, and for deans.

• Compelling addresses on issues impacting the diversity of teachers by Dr. Rita Kohli, University of California, Riverside, on recruiting and supporting teachers of color in the California teaching force, and by Dr. Cassandra Herring, Branch Alliance for Educator Diversity, on innovations and supports provided by BranchEd's national network of high-impact educator preparation programs at Minority Serving Institutions (MSIs).

Virginia Kennedy (third from left) with CCTE colleagues at the State Capitol during SPAN 2019

CCTE President's Message

(continued from previous page)

• Wide-ranging presentations of research and practice in the round-table and poster sessions, including designing doctoral programs for teacher educators, data use in teacher preparation, coaching in induction programs, and teacher self-efficacy.

And, of course, there was great community-building and networking!

• Meetings of our associated organizations—CABTE, CAPSE/TED, and AICCU-ED, of our Special Interest Groups, of the California State University Field Coordinators Forum (Wednesday prior to the conference), and of the CCTE Intersegmental Project.

• The always-fun Sponsored Reception in the Scandal Lounge.

Thank you again to CCTE's Policy Committee, the SPAN Conference Committee, the CCTE Board and other members who created and coordinated the conference!

CCTE's Fall 2019 conference theme is "Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education." I encourage you to submit proposals and participate in the conference at the Kona Kai Resort in San Diego, October 17-19 (for specific information see pages 8-13 of this newsletter).

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

Message from the Editor

As the 2018-19 academic year ends, I am pleased to share with you the two articles in this issue that report on presentations from the SPAN 2019 Conference in Sacramento.

The first article by Sarah Johnson (Fresno Pacific University) describes the results of a qualitative study on pre- and in-service special education teachers' self-efficacy. In the second article, Melissa Meetze-Hall (Riverside and San Bernardino County Offices of Education) examines the impact of video-aided reflection in a qualitative study of induction mentors and their mentees. Each article highlights examples of the important work that CCTE members engage in throughout California. In that vein, *CCNews* seeks submissions for the Fall 2019 issue and presenting at a CCTE conference is not required for acceptance. Please see the *CCNews* Call for Articles and News in this issue.

Summer 2019 also marks the end of my first year as editor of *CCNews*. I wish to thank Alan Jones for his dedication to making the newsletter not only look great, but also include excellent content for our readers. His leadership is always appreciated. Thank you also to Sarah Johnson for being a fantastic Communications Committee Co-chair and for supporting efforts to expand our social media presence. As always, up-to-date information on the latest articles and news is available at CCTE's Twitter, FaceBook, and Instragram accounts. Please visit us there soon!

—**Laurie Hansen**, Editor, *CCNews*
California State University, Fullerton
lahansen@fullerton.edu

Upcoming CCTE Conferences

Fall 2019

Kona Kai Resort, San Diego, October 17-19

Theme: "Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education"

Spring 2020

The Citizen Hotel, Sacramento, March 19-20

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

Fall 2020

Kona Kai Resort, San Diego, October 22-24

Theme: *"The Future of Teacher Education"*

CCTE Board of Directors Meets
at Spring 2019 SPAN Conference

The Board of Directors of the California Council on Teacher Education met on March 20, the day prior to the CCTE Spring 2019 SPAN Conference, at The Citizen Hotel in Sacramento. Pictured here left to right are those who attended the meeting: Eric Engdahl, President Elect (California State University, East Bay); Mary Soto, Board Member & Chair of Awards Committee (California State University, East Bay); Don Cardinal, Board Member (Chapman University); Kimberly White-Smith, Board Member (University of La Verne); Lisa Bennett, Board Member (California State University, Fresno); Virginia Kennedy, President (California State University, Northridge); Jill Hamilton-Bunch, President of Association of Independent California Colleges and Universities-ED (Point Loma Nazarene University); Alan Jones, Executive Secretary (Caddo Gap Press); Monica Boomgard, Board Member (California State University, Northridge); Sarah Johnson, Co-Chair of Communications Committee (Fresno Pacific University); Pia Wong, Board Member & Co-Chair of Policy Committee (California State University, Sacramento); Michael Cosenza, Vice President for ATE (California Lutheran University); Vicki Graf, Board Member & President of California Association of Professors of Special Education (Loyola Marymount University); Laurie Hansen, Editor of *CCNews* & Co-Chair of Communications Committee (California State University, Fullerton); Mona Thompson, Vice President for AACTE & Co-Chair of Membership Committee (California State University, Channel Islands); and Deborah Hamm, Board Member & Co-Chair of Membership Committee (California State University, Long Beach). Roles listed are as of that March 20 Board meeting, and thus do not reflect changes resulting from the CCTE 2019 election. The CCTE Board will meet next in a two-day retreat and Board meeting on June 28-29 at California State University, Northridge, and then again on October 16, the day prior to the CCTE Fall Conference, at the Kona Kai Resort in San Diego.

From the Desk of the CCTE Executive Secretary

We are completing the 2018-2019 membership year for the California Council on Teacher Education (CCTE) this month, so this is an opportune time to reflect on the past year as well as look ahead to the 2019-2020 membership year.

Membership

CCTE has experienced a strong membership year in 2018-2019 with 70 colleges and universities and other educational institutions and agencies enrolled as institutional members along with another 50 individual members. We are hoping to repeat that success in 2019-2020, and renewal notices were sent to all institutional and individual members last month, encouraging everyone to renew either before or soon after the July 1 start of the new membership year.

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 for Bilingual Teacher Education (CABTE), the California Association of Professors of Special Education (CAPSE), and the Association of Independent California Colleges and Universities-ED (AICCU-ED)—as well as the CCTE Intersegmental Collaboration. All CCTE member 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. During the 2018-2019 year we welcomed 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 during the coming 2019-2020 year. These sponsorships help assure that CCTE can maintain all of our activities on behalf of the teacher education community. Please contact CCTE Executive Secretary Alan H, Jones for additional information on becoming a CCTE sponsor.

CCTE Annual Election

Congratulations to Ernest Black (CalStateTEACH), Anaida Colon-Muniz (Chapman University), and Betina Hsieh (California State University Long Beach) upon their election to the CCTE Board of Directors in the 2019 annual election. And special thanks to Don Cardinal (Chapman University), Deborah Hamm (California State University Long Beach), and Pia Wong (California State University, Sacramento) for their service on the Board these past three years. We are fortunate that all three of them will be remaining active with CCTE as committee or associated organization co-chairs. The 2020 CCTE annual election will again select three members of the Board of Directors, as well as a President Elect and the Vice Presidents for AACTE and ATE.

CCTE Conferences

You will find a preview of the CCTE Fall 2019 Conference in San Diego around the theme "Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education" in this newsletter, along with the tentative program, registration form, and call for proposals. Please also note that the Saturday of the Fall Conference will feature two special activities—an institute sponsored by CABTE and the first California Clinical Fellows Symposium. Additional information on both appears elsewhere in this newsletter.

A retrospective on the CCTE Spring 2019 SPAN Conference also appears in this issue of the newsletter. This was our third annual SPAN (Spring Policy Action Network) Conference in Sacramento, continuing the focus on establishing CCTE as the policy voice of teacher education in California. The fourth annual SPAN Conference is scheduled for March 19-20, 2020. Further details will appear in future newsletters.

Planning is also underway for the CCTE Fall 2020 Conference in San Diego around the theme "The Future of Teacher Education."

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 2019-2020. Information on both programs appears in this issue of the newsletter.

Please also note the announcement seeking nominations for the CCTE Outstanding Dissertation Award.

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 issues are published. The Spring 2019 issues of both journals were distributed to the CCTE membership in early April and the Summer 2019 issue of Teacher Education Quarterly will be emailed out the first of July.

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 newsletter editor, Laurie Hansen, for consideration. You will find a call for such items in this issue.

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

Updates from the Commission on Teacher Credentialing

Commission Adopts Updated Program Standards and Performance Expectations (PEs) for Pupil Personnel Services (School Counseling, School Psychology, and School Social Workers)

At the April 2019 Commission on Teacher Credentialing meeting the Commission adopted updated program standards and performance expectations for the three full PPS credentials. The Child Welfare and Attendance (CWA) content has been integrated into all three PPS credentials and any candidate that undertakes a minimum of 150 hours of clinical practice focused on CWA will be eligible for the CWA authorization in addition to the specific PPS credential.

The new standards focus on what the program must do and provide to candidates while the performance expectations define what each candidate must know and be able to do at the time of recommendation for the credential. Current PPS programs will need to transition to the updated standards and ensure that all candidates meet the PEs beginning with the 2021-22 candidates.

Commission Adopts Authorization Statements for the New Mild to Moderate Support Needs (MMSN) and the Extensive Support Needs (ESN) Teaching Credentials

Also at the April 2019 meeting, the Commission adopted new authorization statements and definitions for both the MMSN and ESN teaching credentials. The Commission is preparing to begin the regulatory process to place the new authorizations and credentials into regulations. At this time, no program is required to meet the revised program standards or have candidates meet the revised TPEs until fall 2021. The adopted program standards and TPEs are available on the Commission's Educator Preparation Program Standards webpage.

Commission Updates the California Educator Supply Data Pages

The Commission has updated the following dashboards with recent data (2017-18):

- Teacher Supply – Credentials, Interns/Permits/Waivers

- Other Teacher Supply – Bilingual authorizations, Designated Subjects

- Other Educator Supply – Services, Child Development Permits, Substitute Permits

CalTPA Standard Setting Study

The Commission hosted a group of California educators in May 2019 and staff from Evaluation Systems group of Pearson facilitated a standard setting study for the CalTPA. At the June 2019 Commission meeting, the Commission will review the group's recommendation and set the passing standard for the CalTPA for the 2019-20 year. The CTC will also establish when the passing standard will go into effect for candidates.

Developing a TPA for Preliminary Education Specialist Candidates

The proposed budget for 2019-2020 includes funding for the Commission to support the development of a teaching performance assessment for prospective education specialist teachers. An announcement that includes the application for the design team is being developed and will be noticed in the *PSD E-News*. Faculty and teachers with expertise in special education as well as educators who have prior experience with performance assessment development are the types of individuals who are appropriate to serve on the Design Team.

Support for Teacher Residency Programs

The new California Teacher Residency Lab hosted its inaugural event in late April at CSU Sacramento. Over 30 teacher residency teams—both LEA and IHE members—attended the event to share best practices in relation to preparing new teachers in a high quality residency model. The Residency Lab plans to serve as a place for those interested in teacher residencies to meet, share questions, information, and best practices, and strengthen California's focus on preparing effective new teachers through a residency model. For more information, contact Christian Michael or Shari Dickstein-Staub:

cmichael@ctc.ca.gov
sdickstein-staub@ctc.ca.gov

ATE Update

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

The Clinical Fellows Symposium is coming to California. This program was initially created by the Association of Teacher Educators (ATE) in response to the NCATE Blue Ribbon Report which was published in 2010 and emphasized the importance of high quality clinical practice in teacher preparation. The program, now in its fourth year, most recently took place in Atlanta, Georgia, last February with over 160 participants. The success of this program at the national level has sparked interest in holding similar symposia regionally. The California Council for Teacher Educators (CCTE), which is the state affiliate of ATE, will be hosting this event in collaboration with the Southern California Professional Development Schools Consortium (SCPDS). The Symposium will take place on October 19, the Saturday of CCTE's Fall 2019 conference in San Diego.

If you are interested in discussing real issues and challenges related to developing strong P-12 school-university partnerships, the Clinical Fellows Symposium will provide the opportunity to dialogue about putting clinical practice at the center of teacher education. A downloadable flyer is available for more information on the home page of the CCTE website. Applications are now being accepted and are due no later than July 1, 2019; a link to the on-line application is also available on the CCTE website. For questions, please contact Michael Cosenza.

On another note, ATE and NAPDS announced that their back to back conference will take place in Anaheim, California, in February 2020. This will be a wonderful opportunity for ATE and CCTE to strengthen their affiliate relationship. Though it is almost two years away, ATE has already identified a conference chairperson to begin the planning process. We are seeking CCTE members to work with us in creating a host team that will assist in planning the conference with ATE's 2020 Conference Committee. This team will help ATE in several ways including:

• Volunteering to work during the conference at registration tables, directing attendees to rooms, and helping with ATE's various information tables.

• Helping ATE find both California based university and business sponsors.

• Helping ATE find local vendors interested in selling merchandise, books and other items during the conference.

• Work with the conference committee over the next two years in overall planning.

This really is a great time to reinvigorate our relationship with ATE and for CCTE members to show their support in our home state of California. You can contact Michael Cosenza at mcosenza@callutheran.edu

AACTE Day on the Hill and State Leaders Institute

The American Association of Colleges for Teacher Education will hold its annual Washington week from June 2 through June 5 in Arlington, Virginia.

Included will be the "Day on the Hill" program involving visits to offices of members of the House of Representatives and Senate and the "State Leaders Institute" involving participants from the state chapters of AACTE.

CCTE is the California state chapter of AACTE, and we hope that as many of the colleges and universities in California as possible will send their deans or faculty to participate in these events.

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. Other brief (5-6 single-spaced pages or 1,500-2000 words maximum, excluding reference list) articles about teacher education are also welcomed. Just e-mail your submissions as an attachment to the editor:

lahansen@fullerton.edu

The deadline for articles for the Fall 2019 issue is August 1.

We also look forward to reports from CCTE officers and committees, from the associated organizations and SIGs, plus updates on upcoming CCTE conferences and activities, and brief articles on new programs, research, and other events in the California teacher education community. The deadline for news updates is August 15.

—Laurie Hansen
Editor of *CCNews*
California State University, Fullerton
lahansen@fullerton.edu

Preview of CCTE Fall 2019 Conference

Theme: Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education

By Heidi Stevenson
CCTE Fall 2019 Conference Chair
(University of the Pacific)

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

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

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

The Collaborative for Academic, Social, and Emotional Learning (2018) defines Social Emotional Learning (SEL),

> . . . as the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

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

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

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

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

In addition to the speakers and panels, the Conference will also include meetings of associated organizations—Association of Independent California Colleges and Universities-ED (AICCU-ED); California Alliance for Inclusive Schooling (CAIS); California Association for Bilingual Teacher Education (CABTE); and California Association of Professors of Special Education (CAPSE)—meetings of the CCTE Special Interest Groups, the CCTE Graduate Student Caucus, a meeting for newcomers to CCTE, policy sessions, research presentations and

Preview of CCTE Fall 2019 Conference

**Theme: Integrating Social Emotional Learning & Culturally Responsive
and Sustaining Teaching Practices into Teacher Education**
(continued from previous page)

roundtables and posters, a Thursday reception, a Friday awards luncheon, and other related meetings.

Saturday of the Fall 2019 Conference will feature two special sessions, one an institute coordinated by CABTE, and the other the first annual California Clinical Fellows Institute, sponsored jointly by CCTE, the Association of Teacher Educators (ATE), the National Association of Professional Development Schools (NAPDS), and the Southern California Professional Development School Consortium (SCPDS).

The CABTE institute will initially focus on the intersection of bilingual education and social emotional learning, and then feature speakers and discussions on issues of bilingual and biliteracy education with special attention to assisting and supporting teachers working with students whose primary language is different from that of the teacher.

The California Clinical Fellows Symposium will offer the opportunity for higher education and K-12 partners to explore issues of clinical practice through in depth discussion.

The CABTE institute is included for anyone registering for the Fall Conference, while others who wish to attend just the institute will need to pay the Saturday fee. All participants in the Clinical Fellows Symposium are to pay the Saturday fee, which may be paid along with the Conference registration or individuals may register just for Saturday if they are not attending the full conference.

If you would like to serve on the planing committee for the Conference or help in any other way please contact Heidi Stevenson at: hstevenson@pacific.edu

References

Aspen Institute (2018). *Pursuing social and emotional development through a racial equity lens: A call to action*. Retrieved from: https://assets.aspeninstitute.org/content/uploads/2018/05/ Aspen-Institute_Framing-Doc_Call-to-Action.pdf?_ga=2.1492 42547.424277648.1542382656-1179881390.1537642415
California Commission on Teacher Credentialing. (2016). *California teaching performance expectations*. Sacramento, CA.
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Durlak, J. A.; Weissberg, R. P.; Dymnicki, A. B.; Taylor, R. D.; & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 474-501.

Conference Logistics

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

The Fall Conference tentative program follows on page 11, while background information on the keynote speakers appears on page 10.

Also following on page 12 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

You are also invited to submit a proposal for the research and poster sessions. The call for proposals for the Fall 2019 Conference is also included on page 13.

How To Register

Complete the accompanying registration form (pre-registration deadline is September 15, 2019) and return it with a check (payable to California Council on Teacher Education, spelled out in full) to: Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118. Or if you wish to pay by credit card, use the on-line registration form which can be accessed from the link on the "Conferences" page of the CCTE website—www.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 2019 Conference. Rooms must be reserved by September 15 to receive the Conference rate of $179.

Planning Underway for Fall 2020 Conference

Are you interested in the *Future of Teacher Education*? The CCTE Fall 2020 Conference, to be held October 22-24 at the Kona Kai Resort in San Diego, will focus on that theme—"The Future of Teacher Education." CCTE delegates, members, and friends are invited to join the Planning Committee for this Conference. Please contact CCTE President Elect Eric Engdahl to volunteer or for more information. His email address is:

eric.engdahl@csueastbay.edu

CCTE Fall 2019 Conference Keynote Speakers

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

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

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

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

Nancy Lourié Markowitz

Wendy Thowdis

Zaretta Hammond

Tentative Fall 2019 CCTE Conference Program

Wednesday, October 16:
9:00 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators Forum.
10:00 a.m. to 5:00 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.
11:30 a.m. to 6:00 p.m. - Statewide Meeting of Education Deans, including luncheon and late afternoon reception.

Thursday, October 17:
8:00 a.m. to 6:00 p.m. - Conference Registration/Exhibits Room Is Open.
8:00 a.m. to 10:00 a.m. - Meeting of the California Association for Bilingual Teacher Education (CABTE).
8:30 a.m. to 10:00 a.m. - Association of Independent California Colleges and Universities-ED (AICCU-ED).
8:30 a.m. to 10:00 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED).
10:00 a.m. to 11:30 a.m. - Joint Meeting of AICCU-ED, CABTE, and CAPSE/TED..
10:00 a.m. to 11:00 a.m. - Graduate Student Caucus Meeting (all students welcome).
11:00 to 11:30 a.m. - Newcomers' Meeting (for first-time or recent new attendees).
11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).
11:30 a.m. to 12:45 p.m. - First Set of Special Interest Groups: Arts & Education, 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 Heidi Stevenson (University of the Pacific), Conference Chair.
     Thursday Keynote Address by Nancy Lourié Markowitz and Wendy Thowdis (Center for Reaching and Teaching the Whole Child).
     Panel of Exemplar Teacher Education Programs Integrating Social Emotional Learning
          and Culturally Responsive and Sustaining Practices..
3:00 p.m. to 3:15 p.m. - Break.
3:15 p.m. to 4:15 p.m. - First Policy Session.
4:15 p.m. to 4:30 p.m. - Break.
4:30 p.m. to 5:45 p.m. - Concurrent Research and Practice Sessions.
5:45 p.m. to 6:00 p.m. - Break.
6:00 p.m. to 8:00 p.m. - Joint Presidents' Reception & Social Hour Sponsored by AUCCU-ED, CABTE, CAPSE/TED, & CCTE.
     With cash bar, complimentary hors d'oeurves, and presentation by Mindful Self Compassion Group.
8:00 p.m. to 9:30 p.m. - Meeting of the California Alliance for Inclusive Schooling (all interested persons welcome).
     The Alliance is co-sponsored by CCTE, CEEDAR, and the Thompson Policy Institute for Disability and Autism.

Friday, October 18:
7:30 a.m. to 8:30 a.m. - *Teacher Education Quarterly* Editorial Board Meeting.
7:30 a.m. to 8:30 a.m. - *Issues in Teacher Education* Editorial Board Meeting.
8:00 a.m. to 6:00 p.m. - Conference Registration/Exhibits Room Is Open.
8:00 a.m. to 8:30 a.m. - Coffee, tea, juices, and pastries.
8:30 a.m. to 10:15 a.m.. - Morning Session featuring Friday Keynote Address by Zaretta Hammond followed by question and answer period.
10:15 a.m. to 10:30 a.m. - Break.
10:30 a.m. to 11:45 a.m. - Workshop with CRTWC on integrating SEL and CRT into Teacher Education..
11:45 a.m. to Noon - Break.
Noon to 1:30 p.m. - Conference Awards Luncheon.
1:30 p.m. to 1:45 p.m. - Break
1:45 p.m. to 3:00 p.m. - Roundtable Research Sessions.
3:00 p.m. to 3:15 p.m. - Break.
3:15 p.m. to 4:15 p.m. - Second Policy Session, featuring presentation from the Commission on Teacher Credentialing.
4:15 p.m. to 4:30 p.m. - Break.
4:15 p.m. to 5:30 p.m. - Second Set of Special Interest Groups: 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 19:
8:00 a.m. to 9:00 a.m. - Conference Registration.
8:00 a.m. to 9:00 a.m. - Coffee, tea, juice, and pastries.
9:00 a.m. to 10:00 a.m. - CABTE Institute: Initial Speaker on Bilingual Education and Social Emotional Learning.
10:00 a.m. to 4:30 p.m. - CABTE Institute Ongoing Program.
10:00 a.m. to 4:30 p.m. - California Clinical Fellows Symposium.
4:30 p.m. to 5:00 p.m. - Closing Session with Conference Summary and Preview of Spring 2020 SPAN Conference.

California Council on Teacher Education
Fall 2019 Conference Registration

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

Name _____

Preferred Mailing Address _____

_____
(include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Registration Category: Each Category Includes Conference Registration and Meals (check the appropriate category):
 ❏ Basic Pre-Registration - $345 (will be $395 on site)
 ❏ Special for Retired Educators - $200 (will be $250 on site)
 ❏ Special for P-12 Educators - $200 (will be $250 on site)
 ❏ Special for Students - $100 (will be $150 on site)
 ❏ Special for 4 or more registrants from the same institution - $325 each (submit a form for each with combined payment)

California State University Field Coordinators Forum Meeting and Refreshments (Wednesday)
 ❏ Special Fee for Those Attending - $75

Statewide Meeting of Education Deans (includes Wednesday luncheon)
 ❏ Special Fee for Those Attending - $150

California Association of Bilingual Teacher Educators (includes Thursday continental breakfast)
 ❏ Special Fee for Those Attending - $25

California Association of Professors of Special Education (includes Thursday continental breakfast)
 ❏ Special Fee for Those Attending - $25

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 Attending - $40

Saturday CABTE Institute (Included for those who pay conference registration)
 ❏ Special Fee for Saturday Only - $150

Saturday California Clinical Fellows Symposium (not included in Conference registration)
 ❏ Special Fee for Those Attending - $150

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

Special Interest Groups: You are urged to attend a SIG of your choosing (check the one you may attend):
 ❏ Arts in Education   ❏ Credential Program Coordinators   ❏ Equity and Social Justice
 ❏ Inclusive Education   ❏ Lives of Teachers   ❏ Pedagogies for College & Career Readiness
 ❏ Special Education   ❏ Technology and Teacher Education   ❏ Teacher Induction
 ❏ 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 15, 2019.

Call for Proposals for CCTE Fall 2019 Conference
*"Integrating Social Emotional Learning & Culturally Responsive
and Sustaining Teaching Practices into Teacher Education"*

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

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

How to Submit Proposals

Proposals must be submitted as Word doc attachments (New Times Roman, 12 pt. font) via email, and include:
• File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research, practice, or policy analysis, and the preferred session format (roundtable or poster).
• The cover sheet form is available on and may be downloaded from the CCTE website; you are encouraged to use the on-line form from the website although you may create a form that includes the same items.
• File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.
Proposals should be e-mailed to Cynthia Geary, Chair of the CCTE Research and Committee at: ckgeary@cpp.edu
Deadline for proposals for the Fall 2019 Conference is August 15, 2019.

Content of the Proposal

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

Criteria for Selection

The extent to which the proposal:
• Contributes to the theme of the conference or to other significant teacher education issues.
• Clearly states its significance for teacher educators at both the higher education and K-12 levels.
• Is grounded in major, salient, current research and/or practice in the field.
In addition:
• If a research proposal, is it methodologically and theoretically sound, with relevant findings and implications for the field?
• If a practice proposal, how well conceived and described is the practice? Were the ideas implemented and does the author provide an analysis of the impact of the practice?
• If a policy analysis proposal, describe relevant literature, rationale for the policy (i.e., is it based on best practices, research, or political considerations?), strategy for analyzing, developing, or evaluating policy, and conclusion; include references.
Scheduling: Accepted proposals will be assigned by the CCTE Research Committee to the presentation, roundtable, or poster session times based on content and where possible the request of the submitters.
Persons submitting proposals must register for and attend the Fall 2019 Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for bringing any audiovisual equipment they may need.

SPAN 2019 Retrospective and Looking to 2020
Spring Policy Action Network

By **Nicol R. Howard**, **Cynthia Grutzik**, & **Pia Wong**
Co-Chairs, CCTE Policy Committee
& Spring Policy Action Network Conference

The third annual CCTE SPAN Conference took place on March 21st and 22nd at The Citizen Hotel in Sacramento. If you were one of the attendees you once again experienced the positive energy and productive interactions that have characterized CCTE's Spring Policy Action Network. Accord-

SPAN Co-Chair Cynthia Grutzik Addresses the Conference

*CCTE President Virginia Kennedy
and SPAN Guest Speaker Rita Kohli*

ing to one attendee, "this year's SPAN conference did not disappoint and raised awareness of key policy issues that continue to impact teacher educators and future P-12 educators."

Our guests this year highlighted significant changes in the teacher education policy agenda based on the November 2018 elections and other legislative activity. We enjoyed repeat appearances by our colleagues at CSBA, CTA, and the Carlston Family Foundation. ACSA was a very welcome new policy ally. The Thompson Policy Institute also joined us to discuss commonalities in current policies and how to best support movement towards an educational coalition. Participants were actively engaged in conversations and collaborative policy analysis related to various topics addressed in Governor's Newson's budget proposal, such as teacher quality, educational equity, special education, and educating for 21st century professions.

We returned to the Capitol again this spring for appointments with staffers who serve members on the Assembly Education Committee, the Assembly Higher Education Committee, and the Senate Education Committee. The Education Deans met with AICCU's Vice President Thomas Vu and legislative advocates Tyler Anthony Aguilar and Maggie White. The deans also had the honor of meeting with Lynn Lorber, Chief Consultant to theSenate Education Committee, Nick Romero, Chief of Staff to Senator Connie Leyva, and Jennifer Johnson, Deputy Legislative Secretary (early childhood education) to Governor Newsom. Chelsea Kelley, Asssemnly Education Committee Consyltant, Kevin Powers, Assembly Higher Education Committee Consultant, Dr. Mary Vixie Sandy, Executive Director of CTC, and Audri Gomez from the California Alliance for Inclusive Schooling also addressed the Conference and shared highlights of their respective policy portfilios.

Another highlight this year was our guest speaker, Dr. Rita Kohli from the University of California at Riverside. At the opening session on Thursday she discussed the need for

Education Deans Meeting at the Capitol

CCTE 2019 SPAN

(continued from previous page)

diversity in the California teaching force and highlighted ways that teacher education programs can make their instruction and curricula more supportive and inclusive of the experiences and voices of candidates of color. Additionally Dr. Cassandra Herring, the Chief Executive OIfficer of the Branch Alliance for Educator Diversity, presented at the Friday President's Networking Breakfast on why diversity matters, and Deborah Koolbeck from AACTE shared thoughts on Thursday afternoon about the importance of teacher educators as advocates for sensible and research-based policy work.

The Conference also included meetings of the CCTE Special Interest Groups, meetings of our associated organizations—AICCU-ED, CABTE, and CAPSE—and a poster session and four roundtable research presentations.

Planning for SPAN 2020 is already underway and the work of the Policy Committee continues. Please watch your email inbox for important updates about official CCTE policy briefs and SPAN 2020, which will be held next March 19-20, again at The Citizen Hotel in Sacramento.

Thank you to all who helped plan and carry out such a successful SPAN 2019, and to the CCTE Board for its ongoing vision and support. We look forward to seeing everyone at CCTE SPAN 2020. Please join us in growing the CCTE policy presence and making CCTE the "voice of California educator preparation."

If you are interested in joining our CCTE Policy Committee and participating in its activities, log on to this link:

http://bit.ly/CCTEpolicy2019

For questions or comments, please contact any of the SPAN and Policy Committee Co-Chairs:

Cynthia Grutzik (San Francisco State University)
cgrutzik@sfsu.edu
Nicol R. Howard (University of Redlands)
nicol_howard@redlands.edu
Pia Wong (California State University, Sacramento)
wongp@csus.edu

One of many policy discussions at the Conference.

*CTC Executive Director Mary Sandy
Addresses the Conference*

SPAN Co-Chairs Pia Wong, Cynthia Grutzik, & Nicol Howard

*Members of CCTE Board of Directors
and Friends at Dinner During SPAN*

CCTE 2019 Election Results

The 2019 California Council on Teacher Education (CCTE) annual election involved three seats on the Board of Directors. Ernest Black (CalStateTEACH, Anaida Colon-Muniz (Chapman University), and Betina Hsieh (Califonria State University, Long Beach) were elected to serve three-year terms from this Spring through Spring 2022.

They replaced Donald Cardinal (Chapman University), Deborah Hamm (California State University, Long Beach), and Pia Wong (California State University, Sacramento) whose terms expired this Spring.

Ernest Black

Anaida Colon-Muniz

Betina Hsieh

If you have any questions about CCTE election procedures, please contact CCTE Executive Secretary Alan H. Jones (email address alan.jones@ccte.org). If you have an interest in being nominated for a CCTE office in 2020 or other future years, please share that information with the Nominations and Elections Committee. All CCTE officers are volunteers, and persons interested in such service are encouraged to initially volunteer for and participate on any of the various CCTE committees.

The 2020 CCTE election will involve three more seats on the Board plus President-Elect and the Vice Presidents for AACTE and ATE.

Next CCTE Board Meeting

The California Council on Teacher Education Board of Directors will hold its annual June leadership retreat and Board meeting at California State University, Northridge on June 28 and 29.

Friday, June 28, will be the leadership retreat day when officers, Board members, committee chairs, and editors of CCTE publications will meet to discuss both short and long range organizational goals and plans for the coming year.

Then on Saturday, June 29, the Board of Directors will hold its quarterly business meeting. The Board agenda that day will include adoption of a budget for the 2019-2020 year and planning of upcoming CCTE conferences and related activities.

Greetings from the CCTE Communications Committee!

We are pleased to provide an update on our work in communicating with CCTE delegates, members, and conference attendees, which includes publishing *CCNews* via email four times per year and providing information via Twitter, FaceBook, and Instagram. If you are interested in joining the Communications Committee, contact Sarah Johnson at

sarah.johnson@fresno.edu

The Committee meets via Zoom on the first Monday of each month. One of the committee's goals is to increase our social media presence, so please look for California Council on Teacher Education on FaceBook, and follow us on Twitter at @CalCouncil and on Instragram at @cctecommunication-scommittee.

—**Laurie Hansen** & **Sarah Johnson**
Co-Chairs, CCTE Communications Committee
lahansen@fullerton.edu
sarah.johnson@fresno.edu

Report
from *Issues*
in Teacher Education

Seeking Submissions

Issues in Teacher Education (ITE), one of the two scholarly journals sponsored by the California Council on Teacher Education, seeks manuscript submissions on topics related to teacher education. Not sure your manuscript is a good fit? Email the editors a 120-word abstract, and let them know why you think your manuscript will make a contribution to ITE. Check out our submission guidelines for more information (https://www.itejournal.org/how-to-submit/Manuscripts.html). We look forward to reading your work.

Email addresses for editors:

tpatchen@itejournal.org
noelj@csus.edu

Appointment of Associate Editor

Issues in Teacher Education is pleased to announce that Jana Noel, Professor of Education at California State University, Sacramento, has been selected as our Associate Editor. The recipient of a Ph.D. in Philosophy of Education from UCLA, Dr. Noel teaches at the undergraduate, credential, Masters, and Doctoral levels, publishes actively, and is nationally recognized for her work in teacher education. Her publication record includes many journal articles and several books, and she has worked as a reviewer for numerous journals related to teacher education and multicultural education, as well as serving as a co-editor of a special issue of *Teacher Education Quarterly*.

Jana's 2013 book, *Moving Teacher Education into Urban Schools and Communities: Prioritizing Community Strengths* (Routledge) received a national Critics Choice award from the American Educational Studies Association, and her Urban Teacher Education Center (which moved a teacher education program into a school serving public housing) was honored with a 2008 Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers from our very own CCTE.

Beyond all of these honors, Dr. Noel is also a prolific grant writer, generating over $13 million in external funding for student support over the past four years. Please join us in welcoming Dr. Noel to *Issues in Teacher Education*.

—Terri Patchen
Editor, *Issues in Teacher Education*
California State University, Fullerton
tpatchen@fullerton.edu

Update
from CABTE

As the need for credentialed TK-12 teachers with a Bilingual Authorization continues to grow across the state since Proposition 58, the *California Multilingual Education Act*, went into effect in July 2017, the California Association for Bilingual Teacher Education (CABTE) has been working closely with California Council on Teacher Education (CCTE) member institutions, Commission on Teacher Credentialing (CTC) staff, Californians Together (CalTog), and the California Association for Bilingual Education (CABE) to assure that bilingual teacher pathways from recruitment through pre-service, induction, and in-service are well-articulated and free of barriers that could impact teacher quality.

Focal areas of recent CABTE work include a refresh of the CTC Bilingual Authorization standards through an expert working group, including CABTE Treasurer Grace Cho and CABTE Board member Michelle Soto-Peña, hosted by the Center for Equity for English Learners (CEEL) at Loyola Marymount University; continuing to advocate for the immediate suspension of the RICA based on 1996 standards; development of Bilingual Authorization programs for middle school and high school (single subject) teacher candidates; allowing all bilingual teacher candidates to submit the CalTPA in any language with scoring completed by bilingual assessors; development of a post-secondary Seal of Biliteracy; and assuring that the CTC's newly approved Early Childhood TPEs include asset-based language promoting dual-language development for young dual-language learners.

For over 20 years, the mission of CABTE has been to unite the efforts of bilingual teacher preparation faculty across the state to speak as one voice, to share our expertise, and to support each other through challenging times. CABTE President Lyn Scott currently represents CCTE on the CalTog Board and, along with Ivannia Soto of CABE, provides public comments on issues concerning English learners and bilingual teacher candidates at meetings of the CTC in Sacramento. Board member Nirmla Flores represents CABTE at the CABE and CCTE Board meetings, and CABTE Secretary Rhianna Casesa represents IHE bilingual faculty on matters of biliteracy as a member of the CTC's expert literacy panel revising the literacy TPEs and RICA.

This October the CCTE Fall 2019 Conference will include a Saturday institute presented by CABTE showcasing strategies that all teachers not in a bilingual setting can use to support the home language development and biliteracy of their TK-12 students.

—**Lyn Scott**
President of CABTE
California State University, East Bay
lyn.scott@csueastbay.edu

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, to become active with CCTE activies and committees, 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 2019-2020 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 2019 Conference in San Diego or the Spring 2020 SPAN 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 a CCTE veteran who will meet with and mentor the participant 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 2019-2020 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 the 2019-2020 membership year are encouraged to apply as soon as possible, although applications will be received and considered at any time during the year.

Announcing the CCTE 2019
Outstanding Dissertation Award Competition

The California Council on Teacher Education has since 2012 offered an award to honor authors of outstanding doctoral dissertations in the field of teacher education in California. The deadline for nominations for the award in 2019 is August 1. Following are specifics related to this award:

(1) CCTE has established the annual "CCTE Outstanding Dissertation Award" to recognize the authors of dissertations in the field of teacher education which have been accepted for the doctoral degree at a member institution of CCTE.

(2) This award will be made annually (when appropriate) as part of the CCTE awards luncheon at the Fall Conference.

(3) A special sub-committee of the CCTE Awards Committee will be created to review nominations for this award and to make the annual selection, with the understanding that such selection will be made only if the sub-committee views a nomination to be worthy of the award. Members of the sub-committee will be faculty at doctoral granting institutions in California who work with candidates for doctoral degrees related to the teacher education field.

(4) The criteria for the award include: (a) the dissertation must have been prepared at a member institution of CCTE; (b) the dissertation must have resulted in the awarding of a doctoral degree during the most recent academic year (i.e., for an award at the Fall 2019 Conference, the degree would have been awarded during the 2018-2019 academic year); (c) the dissertation must be nominated for the award by a faculty member at a CCTE member institution; (d) the author of the dissertation must be or must become a paid student member of CCTE; (e) the topic of the dissertation must be directly related to teacher education; and (f) the dissertation must be of such quality that it may be considered by the subcommittee to be a significant contribution to the knowledge base of teacher education.

(5) The current nomination deadline is August 1, 2019. Those nominations received will be reviewed for potential selection of an awardee at the Fall 2019 Conference. Similar annual deadlines will occur on August 1 of each future year, again with potential presentations at the Fall Conference each year.

(6) Nominations for the award are to be made via e-mail with the following attachments: (a) a cover letter from the faculty member making the nomination with background information on the author and dissertation topic, including a rationale of why the dissertation meets the above award criteria, and (b) the full dissertation text as a Word file. Nominations are to be submitted to Alan H. Jones, CCTE Executive Secretary, by e-mail at:

alan.jones@ccte.org

(7) The recipient of the award will be honored at the Friday awards luncheon at the CCTE Fall 2019 Conference, will be reported on in the next issue of *CCNews* following the Conference, will be offered the opportunity to present information about the dissertation during one of the research presentation or poster session slots at the Fall Conference, and will receive an award plaque from CCTE. The faculty member who served as adviser and chair for the dissertation will also be recognized at the awards luncheon.

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.

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 so- cial 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 theo- ries, lessons, skills, and goals that must be acquired in our classrooms."

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

The *Reader* was officially intro- duced 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.

A second session featuring another group of graduate students at the Uni- versity of the Pacific presented their experiences with the *Reader* at the Fall 2018 Conference.

Preview copies of the *Reader* are available to any CCTE members who wish to look it over for possible adop- tion for use with classes or programs. If you are interested in obtaining a pre- view 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 sub- mitted with payment by check.

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

Articles and 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:

"An Examination of Special Education Teachers' Self-Efficacy Ratings by Certification Status, Credential Type, Age, Gender, Previous Experience in Special Education, and Years Taught"
by Sarah R. Johnson - see pages 23-26.
(from the poster session at the CCTE Spring 2019 SPAN Conference)

"Video-Aided Reflection as an Instructional Tool for Educative Mentors"
by Melissa Meetze-Hall - see pages 27-30
(from the roundtable sessions at the CCTE Spring 2019 SPAN Conference)

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 near the top of the right hand column of the home page.

A recent addition to the website is a PowerPoint presentation offering an overview of CCTE, initially prepared for and presented at the Newcomers Meeting at the Fall 2018 Conference, and now available to any other interested parties seeking basic information about CCTE. You will find this at the top of the right hand column on the home page. The power point was created by the CCTE Membership Committee.

Be sure to check it all out frequently.

An Examination of Special Education Teachers' Self-Efficacy Ratings by Certification Status, Credential Type, Age, Gender, Previous Experience in Special Education, and Years Taught

By Sarah R. Johnson
Fresno Pacific University

Introduction

All across the United States, a teacher shortage exists in most grade levels and subject areas. The shortage is especially great in the area of special education. As early as 1999, special education experienced the greatest shortage of teachers in the largest 200 cities in the U.S. (Miller & Markowitz, 2003; Mueller, 2002). And in 2000, Fielder, Foster, and Schwartz reported that the greatest shortage of teachers was in special education. The scarcities have continued to the present time. During the 2015-2016 academic year, 48 states (and the District of Columbia) reported shortages in special education (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). As a result of these shortages, teacher education institutions, districts, and states have identified special education as the number one educational field with severe shortages (Sutcher et al., 2016).

Many individual states are affected by the national teacher shortage; California is among them. As is true across the U.S., California schools have had difficulties filling teacher vacancies, with persistent complications in filling special education positions (Carver-Thomas & Darling-Hammond, 2017). In the academic year of 2015-2016, California's teacher shortages mainly impacted filling teaching positions in the following subjects: English, drama, humanities, history, social science, math, computer education, science, self-contained classes, and special education (Strauss, 2016). Over 3,900 open teacher positions existed in 2014; these have since doubled (Darling-Hammond, Furger, Shields, & Sutche, 2016). In 2017, the Learning Policy Institute surveyed over 200 representative California school districts and found three out of four are currently facing teacher shortages (Carver-Thomas & Darling-Hammond, 2017). Districts reported the teacher shortage has rapidly reached critical proportions and is getting worse (Carver-Thomas & Darling-Hammond, 2017).

Many factors contribute to the teacher shortage, with attrition and burnout being an epidemic in special education (Wasburn-Moses, 2005). Thornton, Peltier, and Medina (2007) found high attrition levels, new demands placed on special education teachers, and high turnover has created a crisis for this educational specialty (Fall, 2010; Thornton et al., 2007). The attrition rate of teachers overall in the U.S. is high, hovering near 8% for the past decade (Sutcher et al., 2016). In 2010, the national attrition rate for special education teachers was reported to be 13.5% with up to 9% (22,000) educators exiting special education within their first year of teaching (Fish, Wade, & Stephens, 2010).

Professionals and educators have researched, examined relationships, and implemented numerous strategies to address these teacher shortages. Strategies have included: providing extra support and/or higher salaries, examining the relationships between job satisfaction, job commitment, levels of motivation, and self-efficacy, and creating alternate certifications (California Commission on Teacher Credentialing, 2015; Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012; Fall, 2010; Thornton et al., 2007). Research shows that special education teacher burnout and their resulting departure from the profession are a result of many factors, with the main factor being stress. Stress experienced by special education teachers leads to chronic burnout, which can include feelings of powerlessness, depersonalization, and exhaustion (Maslach, 1982).

Additional sources of stress and teacher burnout for special education teachers include lack of advancement opportunities, excessive paperwork, unsuccessful administrative meetings (Roach, 2009), high workload and poor teaching conditions (Whitaker, 2001), and insufficient certification (Miller, Brownell, & Smith, 1999). These factors contributed to lower self-efficacy. Researchers have found teachers' self-efficacy influences their students' motivation, achievement, and their behavior (Skaalvik & Skaalvik, 2016). Teachers with lower self-efficacy reported lower levels of job satisfaction (Klassen et al., 2009), as well as increased difficulties in higher levels of job-related stress and teaching (Betoret, 2006). Klassen and Chiu (2016) found teachers with greater classroom stress had lower job satisfaction and lower self-efficacy. Teachers with lower self-efficacy were also more apt to leave the field when compared to teachers with higher self-efficacy (Wasburn-Moses, 2005).

Teacher Shortages and Self-Efficacy

Due to the shortage and high attrition rate, numerous studies have researched relationships and differences in teachers' self-efficacy ratings. In investigating teachers' self-efficacy studies from 1998-2009, Klassen, Tze, Betts, and Gordon (2011) found more than three times as many studies on teacher efficacy in 1998-2009 than compared to the previous 12 years. Their overall results showed increases in research on teachers' efficacy. Teacher efficacy is considered

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a key motivational belief influencing student learning and teachers' behavior. It is the belief and/or confidence teachers hold about themselves and their capabilities to influence student learning (Klassen et al., 2011). Klassen and Durksen (2014) report that pre-service teachers with higher self-efficacy have a higher commitment to teaching at the end of their teacher preparation programs.

Chestnut and Cullen (2014) found a significant and positive correlation with preservice teacher self-efficacy and commitment to the profession ($r = 0.35$, $p < .01$). In their study utilizing additional variables (self-efficacy, emotional intelligence, and satisfaction with expectations of FEW), all variables were found to be significant, with self-efficacy accounting for 3.53% of the variance (to commitment). Hoy and Spero (2005) found that teachers who reported more optimism and less stress stated they would remain in the teaching profession after their first year of teaching.

While somewhat dated, Coladarci's (1992) research indicated that women tend to have higher commitment to the field than male teachers; however, he found no significant differences in self-efficacy ratings (Coladarci, 1992). Sarfo, Amankwah, Sam, and Konin's research results in 2015 were consistent with Coladarci's findings in 1992. Conflicting studies found women teachers to have higher self-efficacy than male teachers, but a significant difference was not found (Arbabisarjou, Zare, Shahrakipour, & Ghoreishinia, 2016).

Teacher self-efficacy has been associated with many educational outcomes (Tschannen-Moran & Hoy, 2001a). Some positive educational outcomes of teachers with higher self-efficacy include teachers' enthusiasm, persistence, instructional behavior and commitment, as well as student outcomes such as motivation, self-efficacy beliefs, and achievement (Tschannen-Moran & Hoy, 2001a). Additional positive outcomes included fewer referrals of students to special education (Coladarci, 1992; Meijer & Foster, 1988; Podell & Soodak, 1993), and teachers' willingness to try new methods (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977).

Teacher self-efficacy is positively related to motivation in both students and teachers (Scherer, Jansen, Areepattamannil, & Marsh, 2016). Positive student outcomes have also been related to higher teacher self-efficacy (Ashton & Webb, 1986; Baker, 2004) and related to their classroom behavior.

The national teacher shortage and high attrition rates are troubling. Research found up to 20% of new teachers leave the profession within three years, and 50% of teachers from urban school districts leave the profession within

the initial five years of teaching (California Commission on Teacher Credentialing, 2015). The California Teachers Association (CTA) reported a 13% attrition rate of new teachers at the conclusion of their second year of teaching, and one third of new teachers leave the field of teaching within the first 7 years (California Commission on Teacher Credentialing, 2015). In 1992, Coladarci found general self-efficacy emerged as one of the two strongest predictors of teaching commitment, school-climate, and teacher-student ratio. Teachers with higher efficacy expressed greater commitment to teaching (Coladarci, 1992).

In 2015 in California, due to the alternate credentials, Sutcher et al. found that almost half of new special education teachers (48%) lacked full preparation for teaching. To address the problem of teacher shortages in California, the California Commission on Teacher Credentialing (CTC) created alternate certifications that allow individuals to be hired and work as teachers in the classroom prior to earning a valid teaching credential. California's alternate certifications include: PIP, STSP, and Intern Credentials. These three alternate certifications can be used during the first four years of teaching (PIP for a year, STSP for a year, and Intern Credential two years) before a teacher is required to have completed a Preliminary Education Specialist Credential in the specified type (M/M, M/S & ECSE).

Purpose of the Study

Teacher attrition and burnout are high during the first four years of teaching. Research has evidenced positive characteristics/outcomes when teachers have high self-efficacy ratings and positively relates to their commitment to the teaching profession and the field (Chestnut & Cullen, 2014). Little is known of the differences and relationships between pre-service and in-service special education teachers' self-efficacy ratings, particularly for California teachers on alternate permits (PIP, STSP, or Intern Credential), valid Preliminary and Clear credentials along with type of certification (Mild/Moderate, Moderate/Severe, and Early Childhood Special Education), and demographics (gender, age, previous experience in special education and, number of years teaching special education).

This study explored differences and relationships between pre-service and in-service special education teachers' self-efficacy ratings. These educators taught in California

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on alternate permits, Provisional Intern Permit (PIP), Short-Term Staff Permit (STSP), Intern Credential, valid Preliminary, and Clear credentials along with type of certification (Mild/Moderate, Moderate/Severe, and Early Childhood Special Education). The differences and relationships were examined across several demographic variables (gender, age, previous experience in special education, and number of years teaching special education). The study participants were employed in one of two large school districts as special education teachers on a PIP/STSP, Intern, Preliminary, or Clear Credential in Central Valley of California.

Study Design

This study used a quantitative non-experimental correlational survey design. The Teachers' Sense of Efficacy Scale (TSES) created by Megan Tschannen-Moran and Anita Hoy (2001b) was the selected instrument to measure special education teachers' self-efficacy ratings. Independent t tests and one-way ANOVAs were conducted to determine the difference (if any) between groups.

Results

Significant differences were found in special education teachers' self-efficacy by credential classifications including teachers with Preliminary and Clear credentials and those with substandard permits (PIP/STSP). Significant differences were found in special education teachers' self-efficacy ratings and age between the age categories of 20-29 years and 50-59 years. Significant differences were also found in special education teachers' self-efficacy ratings and years taught in several categories assessed.

No statistically significant differences were found between special education teachers' self-efficacy ratings and credential type, gender, and previous experience as a substitute or para-educator in special education. This indicates that special education teachers who have persisted in the field longer are valuable assets and more efficacious.

Conclusion

The results of this study add to the limited research on special education teachers' self-efficacy ratings and certification status, credential type, gender, age, previous experience in special education, and years taught.

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Video-Aided Reflection
as an Instructional Tool for Educative Mentors

By **Melissa Meetze-Hall**
Riverside and San Bernardino County Offices of Education

Introduction

As teachers have the largest school system impact on student achievement (Alton-Lee, 2003; Nye et al., 2004) and as the number of new teachers has increased, greater interest has been focused on the development of new in-service teachers. Most states (New Teacher Center, 2016) now include induction as a way to support those new to the profession. In this study, I have introduced the problem of educative mentor skill development and the connection between mentor practice and new teacher development. This study proposed that uneven mentor skill could affect the application of scaffolded support for novice teachers. The purpose of this qualitative case study was to understand the experience and impact of video-aided reflection by induction mentors.

Understanding how induction mentors develop expertise in feedback and reflection can guide efforts to foster the development of mentor practice. This qualitative case study focused on the use of video and self-reflection to support mentor development practices within a regional induction program in Southern California. The study explored the experience of induction mentors who used both video-aided self-reflection and video-aided peer feedback during the 2017-2018 school year. Data collection methods included mentor self assessment documents, interviews, and observations. In researching the impact of video-aided reflection and feedback on mentor practice, the results of this study demonstrate and link the potential of video to impact new teacher practices. In addition, the study presents details of the observed changes in mentor practice. These findings provide preliminary support for an alternative model for developing educative mentors, including suggested recommendations to the educator preparation community as induction program leaders work toward developing mentor expertise.

Theoretical Framework

Although theories about teaching and learning abound, most preservice teachers graduate with exposure to experiential learning, as posited by Dewey (1933) or concepts of discovery learning by Bruner (1960) and social learning Bandura (1977). Administrators in training are also likely to encounter the theories of Wenger (1998), Schön (1983), or Mezirow (1991). In the current era of Common Core State Standards, constructivism and experiential learning are evident in teacher preparation and increasingly practiced in classrooms of in-service teachers.

Constructivism and Social Learning in Students

Dewey (1933) is often associated with both pragmatism and constructivism. Regardless of label, Dewey was concerned with the social importance of school and the necessity of facilitated learning activities, where the learner is the focus. Bruner (1960) built upon the theory of active learning with his development of discovery learning and suggestions for scaffolding. One of the guiding principles was that learning takes place "in situ" (p. 28). To support a learner, Bruner suggested the concept of a scaffold, where supports are in place until they can be removed for greater autonomy. He argued that educators should consider the difference between learning and thinking and defined thinking as the "operation of utilizing information to go beyond the information" (p. 29).

Bandura's (1977) social learning theory sought to explain the phenomena of how individuals process via observational learning. Bandura contended that behavior modeling could include students observing students for social clues and norms as well as how to function in the school environment. The theory has also has been applied to mentor and mentee roles, where the mentor provides the model and the mentee is the observer. In either of these relationships, reality is reinforced, and the observer can be acculturated to the context. The combined impact of Dewey's constructivism, Bruner's discovery learning, and Bandura's social learning supports the important role that observation, feedback, and reflection, which contribute to successful induction experiences.

Reflection and Social Learning in Adults

The theories of Schön (1983) and Mezirow (1991) were built upon research with adult learners. The work of Mezirow (1991) was based on a more general population of adult learners, while Schön (1983) was interested in reflective learning by professional practitioners, particularly in the medical field. The field of education quickly adopted the importance of reflection in developing the skills and knowledge of teacher practice. What has perhaps been lost is the distinction that Schön (1983) made between the structure for reflection in action versus reflection on action. Schön (1983) argued that professionals learn while doing when they may need to improvise in the moment. Especially important is the iterative nature of learning cycles and the resultant application of experience-based learning.

Mezirow's (1991) theoretical distinction centered on knowledge learning versus perspective learning. According to Mezirow, transformational learning (TL) is a change in perspective or beliefs (a paradigm shift). The first step in TL requires a disorienting dilemma and a resulting exploration and action plan. In supporting new teacher development, both

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knowledge learning and perspective learning are necessary. Without a change in paradigm, educators might not consider the necessity of reflecting on knowledge learning, which represents the how and what of their professional practice.

Built upon the work of these seminal theorists, the field of educator preparation has been dramatically altered by the debate about learning as a socially constructed activity and the importance of reflection. The elements of teacher preparation and the attributes of teacher induction have been studied extensively (Cherubini, 2009; Darling-Hammond, 2000; Delaney, 2012; Feiman-Nemser, 2001; Ingersoll, 2014).

One area of research that appears to be under addressed in the literature is the role of reflection and video use when mentors learn to mentor. With constructivism, discovery learning, and social learning as its foundation, this study used the theories of reflective practice, transformative learning, and communities of practice to understand mentor video reflection from the perspectives of experienced induction

mentors as they engage with teachers new to the profession. Collectively, these learning theories inform mentor development and provide a framework to understanding educative mentoring in the induction context (see Figure 1).

Methodology

This qualitative case study relied on documents, observations (video), and interviews as the evidence sources.

Interviews. Interviews consisted of semistructured individual and focus group sessions. The data were collected in phases, or rounds. The documents included mentor self-assessment and peer feedback forms collected between October and November 2017. Individual mentor interviews began in December; the mentee focus group interviews were concluded in March 2018.
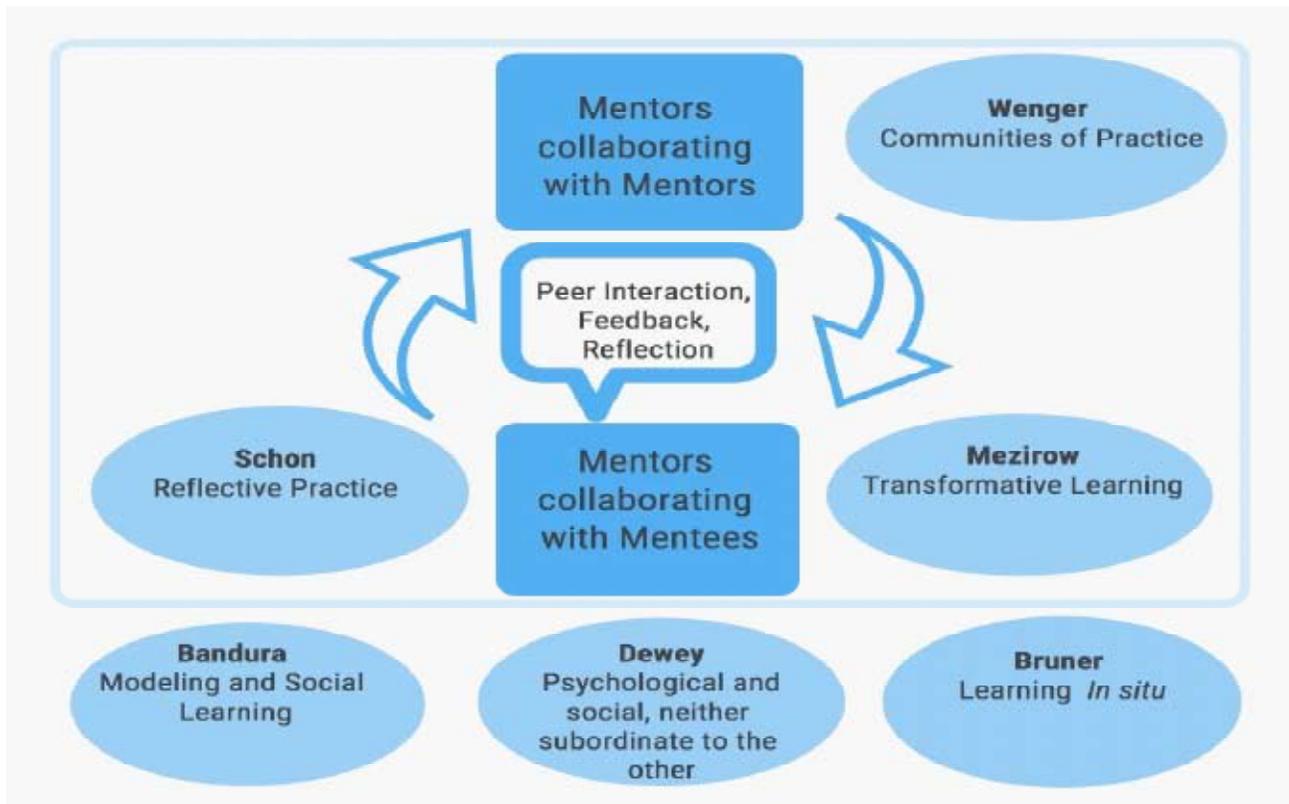
Figure 1. Theoretical framework.
Schematic representation of the theoretical framework for this study. The seminal theorists listed along the lowest horizontal line represent foundational constructs of how people learn. The squares and arrows indicate the iterative interaction pattern of feedback and reflection between mentor and mentee; the interactive pattern is surrounded by adult learning theorists who support the structure and design of mentor and teacher development. Created by author using Vengage.

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Documents. The mentor self-assessment and the peer feedback forms were the first data sets collected. These documents were collected during the first mentor training session of the year. The follow-up feedback form was collected after the second round of video reflection.

Observation (video). Mentors uploaded videos of themselves interacting with their mentees. Two phases of video uploads were called for in this study. The first video upload took place before the initial mentor training session of the year. The first video was used for the mentors to watch themselves before attending training. The first video was also used to provide feedback to one another during the training. After the training, mentors were asked to engage in another recorded mentoring conversation and then upload a second video

Interviews (individual). Individual mentor interviews began in early December 2017. There were five individual mentor interviews in all, and these were all completed by the beginning of January 2018.

Results

Using the full range of data collection methods, the presented case study findings are based on analysis of data from all participants. At the foundation level, or at the beginning of the experience, video provided a vehicle for noticing behaviors. Evidence of video as a vehicle for noticing was present in the cases when mentors watched their own videos and when they watched videos from other mentors. The act of watching the video encouraged awareness and multiple opportunities to discern mentor behaviors. Video also provided opportunities for reflection for the mentors. From the resultant feedback and reflection, mentors implemented a change in professional practice. In summary, video-aided reflection made an impact on mentor practice by providing empirical evidence for reflection and feedback.

The study data provided insights on how participants discussed their growth and implementation goals. The mentors crafted their implementation plans during their collaborative training sessions. These implementation plans flowed from conversations with peers and continued across the phases of data collection during the study. Participants' implementation plans strongly substantiated the impact that this experience had on mentor practice. Video observation further indicated that mentor practice had changed over the time of the study (e.g., more listening, less talking). This leads to the finding that mentors had a change in practice when engaging in video-aided reflection and peer feedback.

Patterns from study data suggest that mentors who participated in the study not only reflected on their practice but also recognized the importance of new teacher reflection within the induction program. For the mentors, reflection on their practice was more closely tied to the changes they planned to make in mentoring practice. However, mentors were not in complete agreement about which was more valuable to them, video-aided self-reflection or video-aided peer feedback. Several mentors indicated that they would like to increase the use of video for their own reflection.; several mentioned that their goal was to help the new teacher learn to reflect on practice.

Regardless of which type of reflection they thought was more valuable, the mentors' reflection guided their subsequent interactions with their mentees, suggesting that the change(s) that the mentors enacted varied based on their own self-reflection, and therefore their self-reflection skills were important.

Mentors reported that during training sessions, they received and provided feedback on practice. Mentors felt that during training, they came together as colleagues, forming a collaborative community. Some mentors acknowledged that they provided more affirmations than suggestions. Other mentors discussed the challenges they experienced when trying to provide feedback and maintain professional friendships. Mentors wanted to help one another but more often chose to maintain the peer relationship at the expense of specific constructive feedback, suggesting that mentors were challenged by providing feedback, potentially affecting the quality of mentors' reflections.

Implications for Coaches Supporting New Induction Candidates

While the induction coaches experienced changes in their coaching practice, the coaches also grew in their comfort of using video. This seems an important consideration, given that new induction candidates will have completed and passed one of the three teacher performance assessments approved for California teacher credentialing. The new candidates will enter the profession having used video to capture they classroom instructional practices, assessment of student work, and reflect on their practice as a novice in the profession. With increased coaching expertise, increased comfort in using video for reflection, and novice teacher experience with video, these educators may be poised to continue making important changes in practice.

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