CCNews

Newsletter of the California Council on Teacher Education

In This Issue of *CCNews* . . .

CCTE Spring 2020 SPAN Conference Coming Soon

CCTE President Virginia Kennedy, President Elect Eric Engdahl, Executive Secretary Alan Jones, and Policy Committee Co-Chair Cindy Grutzik (left to right) in front of the iconic bridge during a visit to Sacramento early this year to scout plans for future SPAN Conferences. See pages 7-9 for information on SPAN 2020.

CCNews

CCTE 2020 SPAN Conference Next

See You in Sacramento!

A Message from CCTE President Virginia Kennedy

Very soon we will convene in Sacramento for the 4th year of SPAN, the California Council on Teacher Education's (CCTE) Spring Policy Action Network Conference. The importance of policy and advocacy activism on a state-wide basis is clearly evident to us now. By mutually supporting the goals and activities of our members, our affiliated organizations AACTE and ATE, and our associated organizations, we coordinate our voices to advance the field of teacher and educator preparation.

CCTE is a big tent! We have active involvement from community college teacher education programs, independent and public college and university Liberal Studies/blended undergraduate programs, 5th year/post-BA credentials, graduate credentials and degrees, and induction programs. Participation by teacher preparation and P-12/IHE partnerships in districts and county offices of education provide an essential focus on local context and needs.

CCTE members' contributions to teacher education are current and influential. Conference presentations as well as keynote speakers and panels are both responsive and proactive when relevant and important societal issues and advances arise—from technology, climate change, and the effects of trauma to social emotional learning, high leverage instructional practices, and VAPA.

CCTE members, SIGs, and associated organizations are both unique and intersectional in the lenses they use when preparing teachers. The current educational climate is one in which individual as well as collective student assets and needs are the focus. We welcome and value our collaboration with the Commission on Teacher Credentialing as policies are de-veloped that affect standards for teacher education programs, teacher candidate assessment, and many other aspects.

Thank you in advance to the SPAN co-chairs, their committee members, and the CCTE Board for the many efforts to make SPAN 2020 an outstanding learning, networking, and engaging experience!
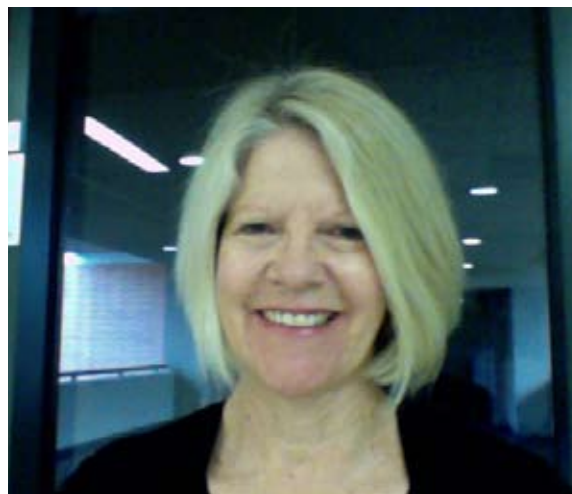
See you in Sacramento!

—**Virginia Kennedy**
President
California Council
on Teacher Education
*(California State University,
Northridge)*
virginia.kennedy@csun.edu

Virginia Kennedy

From the Desk of the CCTE Executive Secretary

Following are some highlights as we pass the midpoint of this 2019-2020 membership year for the California Council on Teacher Education (CCTE):

Membership

CCTE is experiencing a very successful membership year again in 2019-2020, with institutional and individual memberships already exceeding our membership goals for the year. We currently have 73 institutional members and an additional 23 individual members. Our Membership Committee continues to follow up on the few members who have not yet renewed from the previous year as well as reaching out to invite new memberships.

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 this 2019-2020 year we are enjoying the Charter College of Education at California State University Los Angeles, the Attallah College of Educational Studies at Chapman University, and the Graduate College of Education at San Francisco State University as annual sponsors and we hope that others will join in offering similar support as the year continues. These sponsorships help assure that CCTE can maintain all of our activities on behalf of the teacher education community. Please contact me for additional information on how to become a CCTE annual sponsor.

CCTE Conferences

Our 2019 Fall Conference was the largest in attendance and one of the richest in content in our 75-year history. We hope to continue that pattern of success with the CCTE Spring 2020 SPAN Conference in Sacramento and you will find a preview, tentative program, and registration form in this issue of our newsletter. If you have not yet registered for SPAN 2020 please do so as soon as possible.

Planning is also underway for the CCTE Fall 2020 Conference in San Diego around the theme "The Future of Teacher Education" with Linda Darling-Hammond as the keynote speaker. If you are interested in helping plan this Conference, or if you have suggestions on that theme, please email co-chairs of the planning committee Eric Engdahl or Vicki Graf: eric.engdahl@csueastbay.edu & victoria.graf@lmu.edu

CCTE New Faculty Program and Graduate Student Support Program

Both the CCTE New Faculty Support Program and the Graduate Student Support Program are again available to interested participants during 2019-2020. Information on both programs appears in this issue of the newsletter. These programs offer an excellent opportunity for new faculty and graduate students to get involved with CCTE, to participate in our research presentations at the conferences, and to receive advice and assistance from a personal mentor appointed from among the CCTE leadership.

CCTE Publications

All CCTE individual members and institutional delegates receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as each journal issue is published. The Winter 2020 issue of *Teacher Education Quarterly* was distributed in early January and the Spring 2020 issues of both journals will be published and distributed in April or May.

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. Her email address is lahansen@fullerton.edu. You will find a call for such items in this issue of the newsletter.

Communications and Website

CCTE has an innovative and active Communications Committee co-chaired by Laurie Hansen of California State University Fullerton and Sarah Johnson of Fresno Pacific University. The Committee oversees *CCNews*, social media activities, and the organization's website, and holds Zoom meetings the first Monday of each month to plan and coordinate activities. Additional volunteers are always welcomed so if you wish to get involved with our communications efforts please contact Laurie or Sarah: lahansen@fullerton.edu & sarah.johnson@fresno.edu. The CCTE website, at www.ccte.org, provides information on all of our activities and all members, delegates, and friends of CCTE are encouraged to check the website regularly for updates and announcements.

Nominations and Elections

CCTE holds annual elections and in 2020 the election will involve the offices of President Elect and the Vice Presidents for AACTE and ATE as well as three seats on the Board of Directors. The CCTE Nominations and Elections Committee, chaired by Past President Sharon Russell, issued its initial report around the first of the year and the final call for the election in February, both via email to all members and delegates. Voting is now underway through an on-line ballot. Results will be announced at the conclusion of the Spring 2020 SPAN Conference.

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

Association of Teacher Educators Update

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

As the California Council on Teacher Educartion (CCTE) liaison to the Association of Teacher Educators (ATE), I attended the ATE 2020 Conference February 16-19 in Atlantic City, New J.ersey. ATE celebrated its 100th anniversary and chose the Atlantic City location because it was the site of its very first conference in 1920. It was very exciting to be part of a centennial celebration and the energy and excitement was very high.

During the delegate assembly on Sunday, February 16, it was announced that two longtime leaders of ATE—Dr. David Ritchey, the Executive Director of the Association for the past 14 years, and Dr. Billy Dixon, the Director of ATE Meetings and Conferences since 1969—were retiring as of March 2020. They were acknowledged by the delegates with formal proclamations which highlighted their accomplishments over their tenure. Both were present to accept the proclamations and both said a few words of gratitude.

The individuals taking on these roles were announced and introduced to the delegate assembly. Dr. Alisa Chapman has been hired to serve as the new Executive Director and Dr. John McIntyre will be serving in the role of Director of Meetings and Conferences.

Several resolutions were debated and passed dealing with issues including ATE's involvement with the National Coalition of Educators, furthering ATE's commitment to on-line and print journals, and an acknowledgement of the importance of dealing with childhood trauma. Lastly, nominations were made for first vice president, a P-12 school-based board member, and university-based board member.

During the conference I met with the 2021 ATE conference planning committee which was also joined by CCTE member Cynthia Coler (in person), and CCTE Executive Secretary Alan Jones and CCTE member Babette Benken (both via ZOOM). This committee is responsible for all the planning and implementation of the ATE annual conference which will take place in Anaheim, California, February 14-17, 2021—mark your calendars, we want CCTE to have a proud showing at the conference.

One aspect of support that was discussed was the idea that CCTE and ATE would co-sponsor the 2021 Clinical Fellows Symposium which would be billed as both a National and State event. In addition to me, our CCTE team currently consists of Babette Benken, Cynthia Coler, Eric Engdahl, Bettina Hsieh, and Virginia Kennedy. We are still seeking additional CCTE members to join this group to assist ATE in planning the 2021 national conference in Anaheim.

This CCTE 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.

• Assist in facilitating and promoting the Clinical Fellows Symposium.

This really is a great opportunity to reinvigorate our relationship with ATE and for CCTE members to show their support in our home state of California. Please contact me if you would like to help:

mcosenza@callutheran.edu

CCNews Call for Articles and News

The goal of *CCNews,* the quarterly newsletter of the California Council on Teacher Education, continues to be to serve as 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 and an abstract) articles about teacher education are also welcomed. Just e-mail your submissions as an attachment to the editor:

lahansen@fullerton.edu

The deadline for article submissions for the Summer 2020 issue is May 1.

We also look forward to reports in each issue 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 these news updates for the Summer 2020 issue is May 15.

Each issue of the newsletter is emailed in PDF format to all CCTE individual members and institutional delegates as well as other California teacher educators who have attended recent CCTE Conferences, and each issue is also posted to the CCTE website (www.ccte.org). Check the newsletter section of the website for the current issue as well as back issues.

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

Updates from the Commission on Teacher Credentialing

Credentials Chat Line Opened!

The new Certification Chat Line was launched Tuesday, December 10, 2019, and can be used to chat directly with a Certification Credential Analyst. Chat is available between the hours of 12:00 p.m. – 4:00 p.m. Monday through Friday. You can access the chat portal via the link to the Commission's "Contact Us" page (https://www.ctc.ca.gov/commission/contact-the-commission/CERT-contact). Look to the bottom right of the page for the "Live Chat" bubble.

Special Education Teaching Performance Assessment

At the January 2020 Commission meeting, an agenda item (https://www.ctc.ca.gov/docs/default-source/commission/agendas/2020-01/2020-01-2f.pdf?sfvrsn=cae52cb1_2) presented information collected during the Special Education TPA Focus group meetings held in fall 2019 as well as the plan for development of the Special Education version of the CalTPA. The plan is to begin development for the Mild to Moderate Support Needs and the Extensive Support Needs credentials early in 2020 and for the other three specialty content areas (Early Childhood Special Education, Deaf and Hard-of-Hearing, and Visual Impairments) in the 2020-21 year. The Design Team for the work was identified in the agenda item. There will be additional agenda items updating the Commission as the work progresses.

Accreditation Data System (ADS)\ Is Open for 2020 Reporting

The ADS opened for the 2020 reporting year on January 31, 2020. A number of enhancements were put in place for this year's reporting, see PSA 20-02 (https://www.ctc.ca.gov/educator-prep/ps-alerts) for the specific changes. All institutional contacts must be reviewed and updated if appropriate and all program reports need to be created by March 31, 2020. Visit the ADS webpage (https://www.ctc.ca.gov/educator-prep/program-accred/annual-data-submission) for support.

Updates to the Accreditation Framework

The Accreditation Framework was shared with the Commission at the January 2020 meeting (https://www.ctc.ca.gov/docs/default-source/commission/agendas/2020-01/2020-01-2e.docx?sfvrsn=cbe72cb1_6) for information. The Commission is updating language and clarifying its policies. The Framework will be available for review by faculty and institutional leadership. Please see the PSD E-news to provide input (see subscription information at the end of this article).

Performance Assessment Information
CalTPA and CalAPA Implementation Conferences

The Commission will be facilitating an Implementation Conference for both the CalTPA and the CalAPA. Registration information will be available in the PSD E-News (see subscription information at the end of this article). Save the date:

- CalTPA Implementation Conference, May 28 at University of San Diego

- CalAPA Implementation Conference, June 4th at San Diego State University

CalTPA and CalAPA Regional Faculty Workshops

The Commission is pleased to sponsor one-day regional workshops for practitioners who prepare and support preliminary educators. Workshops will be facilitated by practitioners; participants will gain a deeper understanding of the performance expectations assessed in the CalTPA and CalAPA. Mileage to the workshop will be reimbursed by the Commission; additional travel support is available for extraordinary travel needs; for specific information, email CalTPA@ctc.ca.gov or CalAPA@ctc.ca.gov.

Registration will be from 8:30 to 9:00 a.m. and the workshops will be held from 9:00 a.m. to 3:00 p.m. A continental breakfast and lunch will be provided. Registration is currently open. Please register for the CalTPA workshops at https://tinyurl.com/regCalTPA and register for the CalAPA workshops at https://tinyurl.com/regCalAPA. Institutions are encouraged to bring small teams that will (1) serve as a leadership team that will be able to take information back to additional faculty and personnel and (2) allow for all programs in the geographic region to attend.

Workshops will be held at the following locations and dates:

- San Diego Area: workshops will be held at National University, Claremont-Mesa Campus on March 10 for CalAPA and on March 11 for CalTPA.

- Inland Empire Area: workshops will be held at the San Bernardino, West End on April 7 for CalTPA and on April 8 for CalAPA.

Professional Services Division E-News

Information is available from PSD on a weekly basis regarding new program standards, examinations, and other work of the Professional Services Division. To subscribe, complete the subscription request available at this link: https://www.ctc.ca.gov/commission/newsletters/psd-news

---

CTC Presentations
at CCTE Spring 2020 SPAN Conference

Commisison on Teacher Credentialing staff will be presenting two concurrent workshops at the CCTE Spring 2020 SPAN Conference on the morning of March 20, one for teacher education program faculty and the other for deans and directors.

Preview of CCTE Spring 2020 Conference
Theme: Spring Policy Action Network

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

The fourth annual CCTE Spring Policy Action Network (SPAN) Conference will take place March 19th and 20th at The Citizen Hotel in Sacramento with an additional policy session on the afternoon of the 18th. If you attended SPAN 2019 you experienced the productive interactions that characterize CCTE's Spring Policy Action Network. We anticipate the same productivity this year as we engage with policy experts, researchers, and agency allies.

The SPAN goals were set by the CCTE Board of Directors long before any conference planning started: position CCTE as the key teacher education resource for California, build relationships and expand our policy network, develop our capacity for advocacy, and affirm CCTE's expert influence at the state level. We are excited to continue this work and we continue to invite wider collective participation in the upcoming 2020 SPAN conference..

The two-day conference structure originally established in 2017 will again frame our SPAN 2020 activities. Anticipated highlights are as follows.

Wednesday, March 18:
 ◆ Policy Session on Disability.

Thursday, March 19:
 ◆ Meet and Greet Breakfast with SIG Meetings.
 ◆ CA Priorities Meeting: Speakers will highlight changes in teacher education policy and other legislative activity. SPAN participants will use this information in preparation for the afternoon sessions (legislative visits, policy analysis/policy response work).
 ◆ Guest speaker Louis Freedberg from EdSource will discuss the process for understanding the policy budget and the importance of telling our teacher preparation stories in pursuit of policy goals.
 ◆ Advocacy lunch with invited speakers.
 ◆ Legislative Visits: Participants will have a choice to join a team to visit a Legislator during a scheduled appointment, with planned talking points and materials to leave behind, or

 ◆ Deans/Directors Meeting at the Capitol.
 ◆ Policy Analysis/Policy Response Session with new features this year—an interactive session on understanding how a bill becomes law and how the public discourse interacts with this process.
 ◆ Debrief Meeting With Chelsea Kelly, Principal Consultant to the Assembly Education Committee.
 ◆ Reception at The Citizen Hotel, for the networking that we value as CCTE members.

Friday, March 20:
 ◆ President's Networking Breakfast.
 ◆ CTC Concurrent Sessions aimed at engaging all of us in important policy work.
 ◆ Associated group meetings: ACCTEP, AICCU-ED, CABTE, & CAPSE;
 ◆ Research, Practice, and Policy Roundtables and Poster Session featuring teacher education scholarship by CCTE members and the CA Teacher Education Research and Improvement Network (CTERIN).
 ◆ SPAN Wrap-up..

If you are planning to be part of a legislative visit team or simply want more information about current policy issues, please confirm your interest in Policy Committee membership here: http://bit.ly/CCTEpolicy2019

Please feel free to follow us on Twitter @CCTE_SPAN and check out the #ccteSPAN20 hashtag to learn more about what we are planning for the upcoming conference.

As a two-day meeting, with all meals and the reception included in the registration fees, SPAN will once again be a policy-focused and interactive experience. For questions or comments please contact the SPAN co-chairs: Cynthia Grutzik, San Francisco State University (cgrutzik@sfsu.edu), Nicol R. Howard, University of Redlands (nicol_howard@redlands.edu), or Pia Wong, California State University, Sacramento (wongp@csus.edu).

The tentative program for the Conference appears on the next page of this announcement. Registration remains open for the CCTE 2020 SPAN Conference. Mail in the registration form that follows in this newsletter with a check or use it combined with the on-line form on the CCTE website, www.ccte.org (see the conferences page) if you wish to pay by credit card.

Tentative Spring 2020 CCTE SPAN Conference Program

Wednesday, March 18:

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

10:00 a.m. to 1:00 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.

1:00 p.m. to 4 p.m. - Disability Policy Session, with heavy hors d'oeuvres and desserts,
    sponsored by the Thompson Policy Institute on Disability and Autism at Chapman University, the California Alliance
    for Inclusive Schooling, and the California Council on Teacher Education.
    (there is no charge for the Summit; anyone registering for the CCTE Spring 2020 SPAN Conference is urged to attend).

Thursday, March 19:

9:00 a.m. to 10:00 a.m. - Meet and Greet Continental Breakfast.

9:00 a.m. to 10:00 a.m. - Roundtable Meetings of CCTE Special Interest Groups during the Meet and Greet Time.

10:00 a.m. to Noon - Setting the Policy Agenda:
        Guest speakers and a Policy Allies Panel will highlight the teacher education policy agenda.
        Policy framing by Louis Freedberg, Executive Director of EdSource.
        Conference attendees will use this information in preparation for the afternoon sessions.

Noon to 1:00 p.m. - Advocacy Luncheon with Invited Speakers.

1:00 p.m. to 1:15 p.m. - Break.

1:15 p.m. to 1:30 p.m. - Afternoon Policy Activity Options:
        (All Conference participants will have indicated their preferred option upon registration).
    1:30 p.m. to 4:00 p.m. - Option One: Legislative Office Visits at the Capitol:
        Visiting teams led by trained facilitators; Scheduled visits with members and staff of Assembly & Senate
        Education Committees; Visiting teams will vary in size and consist of participants from different regions.
    1:30 p-.m. to 4:00 p.m. - Option 2: Policy Analysia/Policy Response Session:
        An interactive session on understanding how a bill becomes law and how the public discourse interacts with this
        process..
    2:00 p.m to 4:00 p.m. - Option 3: Statewide Education Deans' Meeting at Capital:
        Organized by government relations staff from the three segments; Presentations by legislators; Identification and
        discussion of policy priorites.

4:00 to 4:15 p.m. - Break.

4:15 p.m. to 5:30 p.m. - Policy Debrief with Chelsea Kelly, Principal Consultant to the Assembly Education Committee.

5:30 p.m. to 7:00 p.m. - Sponsored Reception.

7:00 p.m. - Dinner on Your Own.

Friday, March 22:

8:00 a.m. to 9:00 a.m. - President's Networking Breakfast, with focus on CCTE and its associated organizations.

9:00 a.m. to 10:15 a.m.. - CTC policy workshop on important and relevant aspects of accreditation.

9:00 a.m. to 10:15 a.m. - CTC leadership workshop for deans and directors.

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

10:30 a.m. to Noon - Associated Organization Meetings:
    Association of California Community Colleges Teacher Education Prograns (ACCCTEP).
    Association of Independent California Colleges and Universities-ED (AICCU-ED).
    California Association for Bilingual Teacher Education (CABTE).
    California Association of Professors of Special Education (CAPSE).

Noon to 12:30 p.m. - Buffet Lunch.
    Deadline for Voting in CCTE Annual Election.

12:30 p.m. to 3:00 p.m. - California Teacher Education Research Sessions:
    Research Roundtables (Four sessions, three presentations each).
    Research and Practice Poster Session.

3:00 p.m. to 3:30 p.m. - President's Conference Wrap-Up:
    Announcement of New CCTE Board Members.
    Preview of Fall 2020 CCTE Conference in San Diego.
    Closing comments.

3:30 p.m. - Conference Adjourns.

California Council on Teacher Education
Spring 2020 SPAN Conference Registration

Please use this form to register for the CCTE Spring 2020 SPAN Conference and return by mail with payment by check; if you wish to pay by credit card, use the on-line form in the "Conferences" page of the CCTE website (www.ccte.org) to make payment and then email this completed form to alan.jones@ccte.org. Thank you.

Name _____

Preferred Mailing Address _____

_____

(include ZIP code)

Telephone _____

E-Mail Address _____

Institutional Affiliation _____

Registration Category: Each Category Includes Conference Registration and Meals (check the appropriate category):
- ❏ Basic Pre-Registration - $295 (will be $320 on site)
- ❏ Special for Retired Educators - $150 (will be $175 on site)
- ❏ Special for P-12 Educators - $150 (will be $175 on site)
- ❏ Special for Students - $50 (will be $75 on site)
- ❏ Special for 4 or more registrants from the same institution - $275 each (submit a form for each with combined payment)

California University Field Coordinators Forum Meeting with Breakfast & Lunch (Wednesday)
- ❏ Special Fee for Those Attending - $100

Policy Summit on Disability (Wednesday)
- ❏ Please check box if you plan to attend (no additional fee beyond CCTE Spring registration above)

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
- ❏ Equity and Social Justice
- ❏ Pedagogies for College and Career Readiness
- ❏ Technology and Teacher Education
- ❏ Undergraduate Teacher Preparation
- ❏ Credential Program Coordinators/Directors
- ❏ Lives of Teachers
- ❏ Special Education
- ❏ Teacher Induction

Indicate your option for Thursday afternoon policy activities:
- ❏ Scheduled visits to legislative offices in the Capitol.
- ❏ Policy analysis session at The Citizen Hotel.
- ❏ Statewide meeting of education deans (for deans & directors).

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 and after submitting on-line payment please email this completed form to alan.jones@ccte.org

For hotel guest rooms call the The Citizen Hotel at 916-492-4460 or 877-781-8559 to see if any rooms are still available. Indicate that you are attending the CCTE Spring 2020 Conference. If no rooms are available at The Citizen Hotel they may be able to refer you to nearby alternatives.

CRTWC Yearlong Teacher Educator Institute

By **Nancy Lourié Markowitz**, Ph.D.
Center for Reaching & Teaching the Whole Child

The genesis of the Fall 2019 California Council on Teacher Education Conference was to address the growing need in the field of teacher education for programs that respond effectively to the new California Teaching Performance Expectations (TPEs) related to Culturally Responsive Teaching (CRT) and Social and Emotional Learning (SEL).

Along with my Center for Reaching & Teaching the Whole Child (CRTWC) colleague Wendy Thowdis, it was my pleasure to be one of the Conference keynote speakers and to share the CRTWC Social, Emotional and Cultural Anchor Competencies Framework as one way to develop a lens which facilitates seamlessly integrating SEL and CRT into teacher education.

To address these very important changes in the TPEs, CRTWC is again offering a yearlong Teacher Educator Institute (TEI). This program provides in-depth professional development about how to integrate, not add-on, social, emotional, and cultural competencies into teacher preparation programs. Participants will each receive a copy of our new book *Teaching with a Social, Emotional, and Cultural Lens: A Framework for Educators and Teacher Educators* (from Harvard Education Press) as well as the CRTWC Anchor Competencies Framework and Resource Guide as part of their participation. The Institute includes two on-site professional development workshops (total of five full days) and four group video conference calls during the 2020-2021 academic year, as follows:

• Wednesday, June 17, 2020 to Friday, June 19, 2020 from 9:00 am - 3:30 pm

• Thursday, June 17, 2021 to Friday, June 18, 2021 from 9:00 am - 3:30 pm

• Four 90-minute group video conference calls throughout the year that provide continuing support, sharing of ideas, and professional development. Dates to be announced.

A letter of support from either the College Dean or Department Chair is requested. Preference will be given to teams of at least two participants per institution.

Registration is limited. Don't miss the opportunity for early bird pricing which is available until February 29, 2020! For more information and registration, please visit

www.crtwc.org

Comments from previous Teacher Educator Institute Participants...

I believe both [SEL and CRT] lenses, when blended, rise above others that I have used in the past in terms of immediate relevance in designing and delivering coursework.

Very empowering, supportive, engaging, informative and life changing learning opportunity!

This [Institute] was an enormously helpful, focused, substantive dive into teaching and learning.

CRTWC works to integrate the social, emotional, and cultural dimensions of teaching and learning into teacher preparation programs. We have created an Anchor Competencies Framework and Guide as a roadmap to this integration both in teacher preparation programs and in the field. We scale our work through our CRTWC yearlong Teacher Educator Institute, using our framework to support teacher preparation programs around the country. CRTWC creates systemic change by developing new teachers equipped with a social, emotional, and cultural lens that changes the kinds of questions they ask, the kinds of data they gather, and consequently, the ways in which they respond to their students. Our approach is to develop both the teachers' and the students' social, emotional, and cultural competencies and to encourage teacher educators to examine assumptions and beliefs and to model, practice, and reflect on the best social, emotional, and cultural teaching practices using the CRTWC Anchor Competencies Framework.

Betina Hsieh, Wendy Thowdis, Kirk Kirkwood, Nancy Lourié Markowitz, Patricia Swanson, and Dena Sexton (left to right) following panel discussion on social and emotional learning and culturally responsive teaching at CCTE Fall 2019 Conference.

Spring 2020 Meeting of California University Field Coordinators Forum

By **Kara Ireland D'Ambosio**
Chair, California University Field Coordinators Forum
San Jose State University

Once again this Spring, the California Council on Teacher Education (CCTE) has graciously provided a space for University Field Placement Coordinators to meet together biannually to discuss current credential program concerns, challenges, and insights on the Wednesday before the CCTE Spring 2020 SPAN Conference. Our Spring 2020 meeting will be on March 18 at The Citizen Hotel in Sacramento.

If you are a Field Placement Coordinator for Student Teaching at your university, I want to invite you to join us for this meeting of the CA University Field Coordinators Forum. Our rich conversation and sharing has supported all of us as we address CTC Accreditation topics, CalTPA/EdTPA, and the day-to-day considerations for Field Placement Coordinators. Please send your topics or questions via email to Kara. IrelandDAmbrosio@sjsu.edu to be added to our March agenda. We look forward to coming together again to learn from each other, as well as, get a direct connection to the CTC.

The fee for the meeting is $100, which helps pay for the room rental and continental breakfast and lunch (CCTE subsidizes any remaining costs). We begin the day at 9 a.m. with breakfast and start our meeting agenda at 9:30 a.m. with a working lunch around noon. We end between 2:30-3 p.m. depending on the number of items on the agenda. Kara Ireland D'Ambrosio, meeting chair, manages our google folder (shared documents) and agenda. Feel free to contact her with any questions at: Kara.IrelandDAmbrosio@sjsu.edu We hope you will join the discussion with us this semester.

You can register for the meeting by checking the appropriate box on the CCTE Spring 2020 Conference registration form and sending it in by mail with a check (or through the on-line registration portal on the CCTE website at www.ccte.org). Registration for the Field Coordinators Forum can be in addition to registration for the SPAN Conference or just for the Forum.

California Alliance for Inclusive Schooling (CAIS) Policy Session at SPAN

By **Audri Sandoval-Gomez**
Thompson Policy Institute on Disability
Chapman University

Please join us for the California Alliance for Inclusive Schooling (CAIS) Policy Session on Wednesday, March 18, 2020 from 1:00-4:00pm in the Metropolitan Terrace Room of The Citizen Hotel in Sacramento, the day prior to the California Council on Teacher Education (CCTE) Spring 2020 SPAN Conference at that same location. This policy session will focus on the intersection of inclusion and transition to college and career for all.

This Policy Session is co-sponsored by CAIS, CCTE, and the Thompson Policy Institute on Disability and Autism in the Attallah Colege of Educational Studies at Chapman University.

We invite all interested parties to attend. Heavy hors d'oeuvres will begin at 1:00 p.m. with desserts later in the afternoon. There is no charge for this session. Anyone registering for the CCTE Spring 2020 SPAN Conference is urged to attend. We look forward to seeing you there!

The Purpose of CAIS

The California Alliance for Inclusive Schooling (CAIS) is an intersegmental group of professionals dedicated to the development of inclusive schools for all students. Our mission is to support, unify and promote efforts to increase inclusive schooling in California. The Alliance focuses on practices in schools, policy for state recommendations, and preparation of school professionals and is comprised of three working groups: Practice, Policy, and Preparation.

CAIS is an associated organization of CCTE and holds meetings at CCTE conferences and collaborates with CCTE in other mutually beneficial ways.

Plans Developing for Fall 2020 Conference

By **Eric Engdahl** & **Vicki Graf**, Co-Chairs, CCTE Fall 2020 Conference

Teacher Education is at a crossroads. There are challenges and opportunities for all programs in the very near future. Shortage of teachers in high need areas, enrollment issues, the changing demographic of California's students, new teacher pipelines, inclusion of students with disabilities, technological changes, and evolving standards for the professional to name a few. Join us for an exciting Fall 2020 CCTE Conference at the Kona Kai Resort in San Diego on October 22-24 as we explore "The Future of Teacher Education."

Keynote speaker Dr. Linda Darling-Hammond, Chair of the State Board of Education, will kick off the conference on Thursday. Dr. Fred Korthagen, Professor Emeritus at Utrecht University in the Netherlands, is our Friday Keynote. This is a dynamic period in teacher education and we anticipate that the research, presentations, and conversations will enable us to be leaders in the changing world of teacher education. Saturday sessions are still being worked out but possible topics include: Transition Plans for Special Education, Building Action Plans to Meet the Challenges of the Future, and Strengthening Teacher Preparation Pipelines. If you have an idea for a Saturday session please contact the Conference Chairs: eric.engdhal@csueastbay.edu & victoria.graf@lmu.edu. Proposals for research sessions will be due mid-August.

Southern California Professional Development Schools Consortium

CCTE's Newest Associated Organization

By **Elizabeth Brown**
President
Southern California Professional Development Schools
California Lutheran University

It all began during the Annual Conference of Professional Development Schools in the spring of 2010 in Orlando, Florida. A few California-based institutions found each other during the conference luncheon and began talking about creating a local Professional Development Schools (PDS) network. The conversation focused on how delightful the annual conference was at the national level, but that funding wasn't always available for travel and our P-12 partners rarely had funding or released time to attend. The group agreed that there would be great value in a local consortium for networking and for the sharing of best practices.

After surveying more than 80 institutions in California, it was discovered that some 12 universities, mostly in southern California, were using the PDS model or some version of a structured school-university partnership. An invitation was extended to the universities from our survey to attend a roundtable discussion at California Lutheran University, and on June 2, 2010, an "ad hoc" Southern California PDS networking group was born.

We began with small meetings which were hosted by the different universities. During these meetings we toured each organization's PDSs and shared strategies and practices. We sought advice from one another and became a PDS support group. Since that time, we have grown from an "ad hoc" group to a formal 501(c)3 professional organization.

Then in 2012 we renamed and branded ourselves as the SCPDS Consortium (www.scpds.org). Without losing sight of our humble beginnings, we continue to strive to be an organization that advocates and provides support for the PDS model and strong clinical partnerships between universities and P-12 schools.

Currently, SCPDS has five university consortium members and ten P-12 partner schools, located in San Diego, Ventura, Los Angeles, and Fresno Counties. Our annual spring conference—held each March—continues to be a hallmark event for SCPDS—bringing together university faculty and fieldwork supervisors, P-12 administrators, classroom teachers, and teacher candidates—all committed to the sharing of best practices within the PDS model, effective strategies for teacher preparation, and successful school-university partnership collaborations. The annual conference this year will be March 20-21 at California Lutheran University and registration remains open for that event (see www.scpds.org).

This past October SCPDS partnered with the California Council on Teacher Education (CCTE) to present the first state-level Clinical Fellows Symposium, modeled after the national Clinical Fellows Symposia held at Association of Teacher Educators (ATE) annual meetings. The California symposium was attended by some 40 educators and provided a forum for productive dialogue and collaborative problem solving for school-university partnerships across the state.

Based on that collaborative effort further discussions between CCTE and SCPDS led to a request from SCPDS to become an associated organization of CCTE, and that request was approved by the CCTE Board of Directors at its January 2020 meeting.

What does the future hold for SCPDS? Our consortium continues to support, advocate, and nurture collaborative relationships across the P-12 and higher education communities. As the first official affiliate of the National Association of Professional Development Schools (NAPDS) and now an associated organization with CCTE, our regional consortium is recognized at both the national and state levels as a partner in advocacy for excellence in teacher preparation. For the coming 2020 year, our SCPDS board is working to develop a broader state-wide presence—beyond just southern California—and our new partnership with CCTE is an integral part of that goal.

We look forward to a productive future together!

Report from AICCU-ED

By **Anita Flemington**
President, AICCU-ED
University of La Verne

The Association of Independent California Colleges and Universities-Education (AICCU-ED) Board met virtually to discuss our upcoming plans for the CCTE Spring 2020 SPAN conference. Our major points of interest and concern are teacher shortage, the 10 hours of training for school site mentor teachers, and the new SPED standards related to inclusion programs.

Initially, we had planned to hold virtual meetings in February on the above listed topics. But upon reflection, we decided to gather more information at our SPAN Conference AICCU-ED meeting on Friday, March 20, 2020. If you have information or want more information on the SPED/Gen ED inclusion program, the teacher shortage including bilingual teacher shortage, and/or updates on the Intersegmental Project, please attend our meeting on March 20. The AICCU-ED meeting will be from 10:30 a.m. to noon that day, and if you would like to share at our meeting, please feel free to contact me at aflemington@laverne.edu. I will also make copies of any information, if you want to share at our meeting.

After gathering more information at our meeting at the SPAN Conference, we will then create and schedule virtual meetings on the above-mentioned topics plus any other topics that emerge as issues.

I encourage all of you to attend the SPAN Conference in Sacramento and to participate in our AICCU-ED meeting that Friday. We want stay current on the changing legislation a both the state and federal level. Personally, I feel energized when speaking with policymakers and/or their staff. It is important for our voices to be heard.

On a final note, Margo Pensaville of the University of Southern California, who has been serving on our Board for many years as Southern Representative, will be stepping down. If you are interested in joining the AICCU-ED Board as the Southern Representative, please contact Jill Hamilton-Bunch of Point Loma Nazarene University. Her email address is jhamilto@pointlome.edu

I hope to see all of you at our March SPAN Conference in Sacramento.

News from CABTE

By **Sharon Merritt,** President-Elect, CABTE, *Fresno Pacific University*

This year is going to be a busy and productive one for the California Association for Bilingual Teacher Education (CABTE) and bilingual educators all over the State of California. In addition to our work on many initiatives related to bilingual teacher preparation, CABTE and its Board continue to meet with members monthly over Zoom and at statewide events. We are looking forward to our March meeting with the Board and general membership at the CCTE Spring 2020 SPAN conference in Sacramento, March 19-20. And in April, we will meet up with members at the California Association for Bilingual Education (CABE) conference in San Francisco, where CABTE will participate with CABE leadership in a one-day institute focusing on "Bilingual Educator Research: Teachers Claiming Agency: Language Practices and Power Dynamics in Bilingual Communities" on Wednesday, April 8, from 9 a.m. to 3:30 p.m. During the conference, we will also sponsor our Second Annual Graduate Research Poster Session. We look forward to seeing many of you at these events and our regular meetings.

CABTE Board members (left to right) at July 2019 retreat: Lyn Scott, President; Eduardo Muñoz Muñoz, Board member; Sharon Merritt, President-Elect; Grace Cho, Treasurer; Ivannia Soto, Board member & CABE Liaison; and Nirmla Flores, Secretary.

Announcing the CCTE 2020
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 2020 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 five academic years (i.e., for an award at the Fall 2020 Conference, the degree would have been awarded between 2016 and 2020); (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, 2020. Those nominations received will be reviewed for potential selection of an awardee at the Fall 2020 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:

<div align="center">

alan.jones@ccte.org

</div>

(7) The recipient of this year's award will be honored at the Friday awards luncheon at the CCTE Fall 2020 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 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 activities 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 any person who is in their 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 runs 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 current membership 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 conference 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.

Applications will be accepted and considered at any time during the academic year, and new participants will be included in the program for either the current or the upcoming year.

Update from CAPSE/TED

By **Vicki Graf**, President, CAPSE/TED, *Loyola Marymount University*

The California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED) is looking forward a very informative meeting on Friday, March 20, at 10:30 a.m. to Noon, during the CCTE Spring 2020 SPAN Conference. Speakers at the meeting will include: Kristin Wright, Director, Special Education Division, California Department of Education; Naomi Ondrasek, Senior Researcher and Policy Advisor, Learning Policy Institute; and William Hatrick and Sara Solari Colombini, Consultants, CTC. The outcome of voting on the revised CAPSE/TED By-Laws will also be shared.

The CCTE Special Education SIG is requesting that universities bring their draft for transitioning to the new Education Specialist standards to the SIG time on Thursday, March 19, at 9 a.m.. There will be an opportunity for programs to share their progress and challenges.

Council for Exceptional Children Teacher Education Division (TED) will hold its national conference in Long Beach on Tuesday, November 3 until Friday, November 6. Keynote speakers include Marquita Grenot-Scheyer, Assistant Chancellor, CSU Office of the Chancellor, and Jane West, Federal Education Policy Consultant. For more information, please email: tedconference@tedcec.org

Nominations will be requested this spring for new CAPSE/TED Board members. New officers will take office July 1, 2020. Please check your email for nominations!

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.

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 an 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 an 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 programs.

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 current membership year are encouraged to apply as soon as possible, although applications will be received and considered at any time during the year, and those accepted to the program will be rolled over to the next membership year as appropriate to assure they receive the full benefits of the program.

CCTE Reader on Social Justice
Available for Course and Individual Orders

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

The CCTE Reader on Social Justice

Edited by Juan Flores & Donald Cardinal

With Associated Editors Thomas Nelson & Suzanne SooHoo

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

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

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

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

The *Reader* was officially introduced at the Fall 2017 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 that summer.

A second session featuring another group of graduate students at the University 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 adoption for use with classes or programs. If you are interested in obtaining a preview copy, please contact Alan Jones at alan.jones@ccte.org with your request.

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

CCNews

Newsletter of the
California Council on Teacher Education

Articles and Reports
from CCTE Conference Presentations

CCNews features articles based on presentations at concurrent, roundtable, and poster sessions and Special Interest Groups at California Council on Teacher Education semi-annual conferences by presenters who submit reports of their conference presentations. The newsletter also welcomes other articles from the California teacher education community. On the following pages you will find:

"Examining Universal Design: Looking at a Hands-on Opportunity for Learning"
By **Kimiya Sohrab Maghzi,** *University of Redlands,* **James St. Amant**, *Apple Valley Unified School District,*
& **Marni E. Fisher***, Saddleback College*
(see pages 18-20)
Article based on poster presentation at the CCTE Fall 2019 Conference.

"Pedagogy for the Whole Child: A Prismatic Exploration of Educational Theory and Practice"
By **Kimiya Sohrab Maghzi,** *University of Redlands*, **Marni E. Fisher**, *Saddleback College*, **Gregory Warren**,
Chapman University, **Meredith A. Dorner**, *Irvine Valley College*, **Elizabeth Burke**, *Concordia University Irvine*,
& **Tina Jenkins**, *Saddleback College* (see pages 21-25)
Article based on poster presentation at the CCTE Fall 2019 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, the CCTE Graduate Student Support Program, and the CCTE Intersegmental Project.

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 updated since. It is 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 and regularly updated by the CCTE Membership Committee.

Be sure to check it all out frequently.

Examining Universal Design:
Looking at a Hands-on Opportunity for Learning

By **Kimiya Sohrab Magzhi** (University of Redlands),
James St. Amant (Apple Valley Unified School District),
& **Marni E. Fisher** (Saddleback College)

Introduction

Culturally responsive and sustainable teaching practices support multicultural education as well as diversity, which includes race, culture, and dis/ability. Through a technology grant, the School of Education obtained eight 360 cameras for use in the teaching credential program. This project explored how Universal Design (UD) can be taught to pre-service teachers by using these cameras, providing hands-on tools to explore existing spaces and environments affecting students' lives and learning.

With these cameras, pre-service teachers applied the concept of Universal Design and critically critiqued their campus's accessibility and limitations in terms of the school's architectural design and analyzed how the space and design of educational settings affect students, with a particular focus on students with dis/abilities. This developed pre-service teachers' understanding of how to establish universal design to support all students, which creates space to differentiate academic instruction as well as integrate non-academic, but equally important, social emotional learning and culturally responsive practices that enhance teaching methodology and pedagogy.

Purpose/Objectives

In our society and in the university and classroom setting, accessibility is often forgotten and remains outside of the consciousness of many, including the institutions themselves. Universal Design is a design concept that is integral to having increasingly accessible spaces, atmospheres, and environments for everyone (Ceresnova, 2014). Therefore, this practice based idea calls for change in how we approach teaching the concept of universal design and instead hopes to bring understanding and awareness of accessibility and universal access to the forefront of pre-service teachers consciousness so that they can be socially aware and just in providing an atmosphere of accessibility for all the diverse students in their classroom.

Significance to the Field of Teacher Education

All individuals in society can benefit from Universal Design due to its inherent increase in usability. In addition, the application of Universal Design principles has reduced the need for individual, retrofitted accommodations, providing environments that are accessible for all people regardless of age and physical limitations (Center for Universal Design, 1997 as cited in McGuire, Scott, & Shaw, 2006). Many theorists acknowledge that the influences of Universal Design can be seen in the development of ramps, elevators, curb cuts, automotive doors, and closed captioning on television (Spooner, Baker, Harris, Ahlgrim-Delzell, & Browder, 2007). One of the most commonly cited examples of Universal Design is the curb cut, which has benefited individuals who use wheelchairs, baby strollers, bikes, scooters, razors, skateboards, roller skates/blades (McGuire et al., 2006). Furthermore, safety, design, space, and accessibility are part of the California Professional Standards for Education Leadership (CPSEL) standards for climate (Commission on Teacher Credentialing, 2014, CPSEL 3C).

When teachers apply Universal Design strategies into their curriculum they are more effective at delivering content to a higher percentage of their students, thus allowing them space/opportunities to incorporate other elements into the curriculum (Moore, 2007). Additionally, focusing on culturally responsive and sustainable teaching practices needs to support all forms of diversity, including the intersection of race, culture, and dis/ability (Pearson, 2010).

Universal Design and its Educational Applications

The educational application of UD gained its impetus from the implementation of its principles in public spaces and in product design (McGuire et al., 2006). At the same time, through the reauthorization of legislation like IDEIA (Gargiulo & Metcalf, 2010) an attempt is being made to integrate the idea of UD into the creation of educational standards, assessments, curriculum and teaching techniques in order to meet the needs of students with unique needs (Jiménez, Graf, & Rose, 2007).

Through a multi-modal approach to teaching universal design, pre-service teachers developed a new lens to make learning accessible to all students. In addition, as a result of this project, pre-service teachers can apply mindfulness and awareness they gained from this project into their daily lives as educators.

Review of the Literature

The concept of UD originally emerged from architectural design (Delaware State Department of Education, 2004). In the 1970s a growing progressive movement in Britain gave rise to the Social Model of Disability (Shakespeare, 2010). This model emphasized that people were disabled by society itself and by the social barriers existent in it (Shakespeare, 2010). This idea supported the need for barrier removal in making environments accessible to all. Yet, there remain theorists who believed that a barrier free environment is an "unsustainable myth" (Finkelstein, 1981, as cited in Shakespeare & Watson, 2001), claiming that eliminating environmental

Examining Universal Design:
Looking at a Hands-on Opportunity for Learning
(continued from previous page)

barriers for one individual with impairment can result in another obstacle for another individual, thus being "impossible to remove all the obstacles to people with impairment, because some of them are inextricable aspects of impairment, not generated by the environment" (Shakespeare & Watson, 2001, p. 18).

In 1987, Ronald Mace, an architect who became the director for the Center for Universal Design at North Carolina State University coined the term "universal design" (UD; Jiménez et al., 2007). Mace exhorted various fields such as architecture and landscape to study the needs of diverse consumers and utilize this information and awareness into developing an improved and more functional product that would allow a broad range of people to gain access to daily living requirements (McGuire et al., 2006).

Point of View

To examine the effectiveness of this practice, a prismatic lens was paired with DisCrit. Prismatic inquiry explores concepts from numerous perspectives with the intent of creating change (Fisher, 2016). A prismatic approach was also used to examine the effectiveness of the teaching practices through the viewpoints of one of the professors teaching the course, a newly credentialed teacher who was a student, and an outside observer. The prismatic lens (Fisher, 2016) emerges out of Deleuze and Guattari's (1987) ideas of mapping the inside and outside, rhizomatic exploration, deterritorialization, nomadic thought and multiplicity to break away from hegemonic patterns of thought to change educational practices and educational research (Fisher, 2013).

DisCrit (Annamma, Connor, & Ferri, 2016) combines critical race theory (Delgado & Stefancic, 2017) and disability studies (Goodley, 2011). DisCrit emerges from the concept of dis/ability studies, and, as a framework, adds an additional layer of analysis that focuses on race.

DisCrit recognizes the unique aspects of dis/ability culture and builds upon a dis/ability studies perspective while considering multidimensional identities and diversity (Annamma et al., 2016). Therefore, DisCrit "seeks to disrupt the tradition of ignoring the voices of traditionally marginalized groups and instead privileges insider voices" (Annamma et al., 2016, p. 21). Furthermore, the DisCrit framework allows the researcher to look at situations and settings without assuming the attitudes and experiences of the "Other."

Key Elements of the Practice

The project encouraged pre-service teachers to work together and support one another to learn to use different technology. The experience also deepened their understanding of the concept of universal design on campus and brought awareness to issues students might face.

The walkthroughs brought awareness to issues. Brainstorming ideas that could potentially be lifesaving, pre-service teachers then presented their findings and recommendations to the institution via ThingLink and Google Street View to critique and suggest adaptations to the university environment to make the space accessible to all students and individuals on campus.

Implementation of the Practice

The steps of implementation included: writing the grant that acquired the technology for the course, pre-service teachers' learning of theory about UD, pre-service teachers' mastery of the technology, and collaborative team presentations. Having learned about UD theory through readings and class discussions, pre-service teachers then walked the campus without technology to explore spaces. Walking around campus as a whole class, we discussed and applied our understanding of UD and the limitations, challenges and supports of our school's architectural design and accessibility.

After exploring the University, preservice teachers were given class time to learn how to connect their Theta 360 cameras to their phones, link photos in Google Street view, blur people's faces, and use ThingLink and YouTube to create walk-throughs of the explored spaces for their final project. After a technician worked with students to troubleshoot, they were set free to visit their chosen university location. During their exploration, they took photos of entrances, exits, widths of doorways, access to stairs/elevators, paths to access wheelchair accessible bathrooms, common pathways, and any obstructions to mobility. Aerial views of locations from Google maps were also available for global mapping of the university. After photos were analyzed, real world solutions were developed by the pre-service teachers to address any inaccessible areas identified. Each group then presented their findings with peers.

Analysis of Impact

Overall, the teaching practice greatly benefited pre-service teachers' understanding, permanently impacting their viewpoint when looking at spaces. However, the first use of technology in a course also typically includes areas of improvement, the participating pre-service teachers would have benefited from further technology demonstration, and perhaps a video reference. Time to "play" and explore the equipment would have been helpful, including a low stakes activity.

Examining Universal Design:
Looking at a Hands-on Opportunity for Learning
(continued from previous page)

In University settings, a place of learning where all students are to feel welcome, some continue to face marginalization and experience exclusion based on not only factors of language, race, socio-economic status, but also due to lack of accessible university buildings (Raheja & Suryawanshi, 2014). While it was beneficial for pre-service teachers to explore the college, additional exploration in K-12 settings would have had an additional, beneficial impact.

By participating in the exploration of the University with the use of the technology, the preservice teachers were able to discover inaccessible features of the University that they may have not previously identified. By exploring, analyzing, and identifying solutions, the pre-service teachers were able to look at familiar physical spaces through the lens of a person who is differently enabled and identify real world practical solutions.

Eighteen participants completed a survey querying about their experiences. Using a Likert scale with 5 as the highest, 89% of the participants marked 4 or higher in the areas surveyed. In terms of how the projects assisted participant learning about UD, 72% marked it as highly educational for an average of 4.56. Seventy-eight percent found this approach to be highly effective for an average of 4.67. Eighty-nine percent found this process highly engaging, for an average of 4.67. Seventy-two percent reported that this experience highly inspired them to use technology with their own students in the classroom, for an average of 4.61.

Conclusion

The project allowed participants to learn and explore the concept of UD though a hands-on, technology-based medium. Participants not only learned about UD as a theory, but they also critically explored and considered the implications of this concept on the educational spaces for all students. This project led the participant preservice teachers to think differently about how classroom spaces are constructed and the obstacles some students are forced to navigate. This experience encouraged preservice teachers to use similar technology to teach their own students to critically explore beyond basic concepts.

References

Annamma, S. A., Connor, D. J., & Ferri, B. A. (2016). Dis/ability critical race studies (DisCrit). In D. J. Connor, B. A. Ferri, & S. A. Annamma (Eds.), *DisCrit disability studies and critical race theory in education*. New York, NY: Teachers College Press.

Ceresnova, Z. (2014). Studnet engagment in assessment of univer-

sal access of university buildings. In P. M. Langdon, J. Lazar, A. Heylighen, & H. Dong (Eds.), *Inclusive desingning: Joining usability, acessibility, and inclusion* (pp. 143-151). Switzerland: Springer International Publishing.

Commission on Teacher Credentialing. (2014). *California professional standards for education leaders (CPSEL)*. Sacramento, CA: Author.

Delaware State Department of Education. (2004). *Universal design for learning (UDL): Reaching all, teaching all*. Dover, DE: Author.

Deleuze, G., & Guattari, F. (1987). *A thousand plateaus: Capitalism and schizophrenia*. Minneapolis, MN: University of Minnesota Press.

Delgado, R., & Stefancic, J. (2017). *Critical race theory: An introduction* (3 ed.). New York, NY: New York University Press.

Fisher, M. E. (2013). *Here there be dragons: The initial defining of prism theory and prismatic inquiry*. (Doctoral dissertation), Chapman University, Orange, CA.

Fisher, M. E. (2016). *Here there be dragons: Initially developing prismatic theory and prismatic inquiry*. Paper presented at the American Education Research Association, Washington, DC.

Gargiulo, M. R., & Metcalf, D. (2010). *Teaching in today's inclusive classrooms a universal design for learning approach*. Belmont, CA: Cengage Learning.

Goodley, D. (2011). *Disability studies: An interdisciplinary introduction*. Thousand Oaks, CA: Sage.

Jiménez, T. C., Graf, V. L., & Rose, E. (2007). Gaining access to general education: The promise of universal design for learning. *Issues in Teacher Education, 16*(2), 41-54.

McGuire, J. M., Scott, S. S., & Shaw, S. F. (2006). Universal design and its applications in educational environments. *Remedial and Special Education, 27*(3), 166-175. doi:10.1177/074193250602 70030501

Moore, S. (2007). Teaching every student in the digital age: Universal design for learning. *Educational Technology Research and Development, 55*(5), 521-525. doi:10.1007/s11423-007-9056-3

Pearson, H. (2010). Complicating intersectionality through the identities of a hard of hearing Korean adoptee: An autoethnography. *Equity & Excellence in Education, 43*(3), 341-356.

Raheja, G., & Suryawanshi, S. (2014). Inclusive strategies for universal access in educational campus environments. In P. M. Langdon, J. Lazar, A. Heylighen, & H. Dong (Eds.), *Inclusive desingning: Joining usability, acessibility, and inclusion* (pp. 165-174). Switzerland: Springer International Publishing.

Shakespeare, T. (2010). The social model of disability. In L. J. Davis (Ed.), *The disability studies reader* (pp. 266-273). New York, NY: Routledge.

Shakespeare, T., & Watson, N. (2001). The social model of disability: An outdated ideology? *Research in Social Science and Disability, 2*, 9-28.

Spooner, F., Baker, J. N., Harris, A. A., Ahlgrim-Delzell, L., & Browder, D. M. (2007). Effects of training in universal design for learning on lesson plan development. *Remedial and Special Education, 28*(2), 108-116. doi:10.1177/07419325070280020101

Pedagogy for the Whole Child:
A Prismatic Exploration of Educational Theory and Practice

By **Kimiya Sohrab Maghzi** (University of Redlands),
Marni E. Fisher (Saddleback College),
Gregory Warren (Chapman University),
Meredith A. Dorner (Irvine Valley College),
Elizabeth Burke (Concordia University Irvine),
& **Tina Jenkins** (Saddleback College)

Introduction

In today's technology-rich world, it has become increasingly clear that students need more than just tracking of concept mastery to be successful in life. As Maslow's hierarchy of needs identify, there are a number of needs to be met before we can focus on reaching for enlightenment (Rottenberg & Winchell, 2015). Additionally, today's children may be digital natives, but their early exposure to technology (Cagle, 2012), coupled with modern safety concerns and changes in parenting over the past decade have changed the social development patterns in our children.

Therefore, education needs to use a pedagogy that considers the whole child, is culturally responsible (Lindsey, Campbell-Jones, & Roberts, 2005), and honors the student's voice. The focus on the whole child, however, needs to start with those who will be implementing change through both theory and practical tools and integrating them into the school culture. Areas explored include students' social emotional needs, psychological needs, safety, physical needs, cultural or diversity experiences, differences, dis/ability, gender, orientation, beliefs, socioeconomic status, past educational experiences, and history.

Purpose/Objectives

Using collaborative prismatic inquiry (Evensen et al., 2017) this study invited researchers from multiple backgrounds and disciplines with knowledge of a variety of educational, parental, and secular experiences to consider the needs of the whole child. This range of experiences covers kindergarten through higher education in order to identify patterns across age ranges while considering the academic, social emotional, and ability needs. Each researcher brings a unique perspective on both teaching pedagogy and methodology through exploration of student needs and methods used to target and develop skills in students.

Significance to the Field of Teacher Education

Due to changes in a global society as well as social changes relating to technology, safety, diversity, socioeconomics, and marital structures of today's parents, teaching needs to consider more than just what academic concepts a student has mastered. In order to develop educated, balanced students, education needs to consider the teaching pedagogy and methodologies that support, enrich, and teach the whole child in order to "maximize the educational opportunities provided to all of our children so that all may flourish and reach their true potential" (Guisbond et al., 2006, p. 1).

Point of View

Prismatic inquiry (Fisher, 2016) and prismatic collaborative inquiry (Evensen et al., 2017) build from Deleuze and Guattari's (1987) rhizomatic theory and their suggestions of *mapping*—as opposed to *tracing*—phenomena in order to deterritorialize paradigms and arborescent thinking. Prismatic inquiry identifies five areas to explore: (1) the call to action, to challenge and create change (Anderson, Herr, & Nihlen, 1996) in reductionism (Apple, 2006), hegemony, and oppression, (Darder, Baltodano, & Torres, 2003); (2) freedom and expression, which actively works to create space for voices (Fisher, 2016) and alternate *languages* (Eisner, 2002a); (3) mapping of the inside/outside (Deleuze & Guattari, 1987); (4) *praxis*, to create change through tying theory to action through reflection (Freire, 1986); and (5) convergence and divergence to consider "connection and dispersal, querying perspectives on the data and analysis and considering the definition and application of trustworthiness, validity, quality, and definition" (Fisher, 2016, p. 11).

Review of the Literature

Elliot Eisner (2002b) suggested a number of qualities needed in our schools, which are well supported as desirable qualities for teaching the whole child. These include deep conversations where students explore questions, which includes "encoding and decoding meaning" (p. 581), higher level thinking skills (Eisner, 2002b; Fisher, Stockbridge, et al., 2015), authentic problem solving (Ontario School Library Association, 2010) of wicked problems (Rittel & Webber, 1972), so curriculum is driven by student interest, and students can explore these interests in depth (Eisner, 2002b). Students should own their learning and be intrinsically motivated (Eisner, 2002b; Fisher, Stockbridge, et al., 2015), which, in turn, would promote, celebrate, and explore student voice (Eisner, 2002b; hooks, 1994). This type of learning could also include differentiation to meet each student's individual needs (Eisner, 2002b; Tomlinson et al., 2003; Whitaker, 2004). Most importantly, this type of education results in learning that carries outside of education, beyond the classroom/school (Eisner, 2002b).

To support this type of education, administrative leadership would need to be inside the classrooms at least a third of their time (Eisner, 2002b), which aligns with the concept of building learning centered leaders (DuFour, 2002). Teachers

Pedagogy for the Whole Child:
A Prismatic Exploration of Educational Theory and Practice
(continued from previous page)

would be given time for both collaboration and observing and sharing teaching strategies (Eisner, 2002b).

Key Elements of the Practice

There are several key elements of practice: the importance of active engagement, developing flexible thinking, integrating creativity, embracing diversity, addressing social skills and character integration, integrating mindfulness techniques, and application of restorative justice. All of these traits require an ongoing deliberate integration into the classroom culture through design, ongoing modeling and experiences, language, and expectations.

Active Engagement

Active engagement utilizes teaching methodologies that actively involve students in learning. As such, it might include: engaging alternative paradigms (Eisner, 1990), multimodal learning (Eisner, 2002b; Gardner, 2011; Guisbond et al., 2006), higher level thinking skills (Bloom, 1956); active learning (Dewey, 1916; Oros, 2007), debate (Moeller, 1985), argumentation (Duschl, Schweingruber, & Shouse, 2007), knowledge construction (Ford, 2008), and collaboration (Fisher, Dorner, & Evensen, 2015; Palloff & Pratt, 2005).

Flexible Thinking

Flexible thinking can include a variety of forms. These include: multimodal engagement (Gardner, 2011), higher level thinking skills (Bloom, 1956), creativity (Pink, 2006; von Oech, 2008), the celebration of diversity (Nieto & Bode, 2012), the valuing of cultures and differences while also affirming other modes of thought (Eisner, 1991), and developing flexible thinking (Dweck, 2015).

Creativity

Integrating creativity, according to Pink (2006), becomes more important as the world changes from the Information Age to the Conceptual Age. While education has a history of dropping the arts, the truth is that the integration of the arts into education improves the school experience, improves learning, and lays to groundwork for recognizing that there are ideas that can be *spoken* in other languages than words (Descollonges & Eisner, 2003; Eisner, 1979/2002).

Diversity

Embracing diversity starts by recognizing the complexity of culture (J. H. Davis, 2005) and creating authentic spaces and supports for all forms of diversity: gender, orientation, cultural, socioeconomic, multicultural, and dis/ability (Darder, Baltodano, & Torres, 2009).

Social Emotional

Addressing social skills, life skills, and character integration may include developing emotional intelligence (Goleman, Boyatzis, & McKee, 2004) and social competence (Garcia Winner, Crooke, & Dodd, 2016), while increasing skills that develop coping mechanisms (Carter & Kravats, 2011/2017) and grit for overcoming obstacles (Fisher, Maghzi, Dorner, & Cueto, 2019). At the same time, it is important to develop these skills in teachers and future teachers as well as educational leaders since the focus, character, and cultural proficiency of the leadership influence the entire school (Lindsey et al., 2005; Marshall & Oliva, 2010; Paul, 1998).

Mindfulness

Through mindfulness, students learn multiple beneficial techniques. Mindfulness has been described by Jon Kabat-Zinn as "the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally" (Kabat-Zinn, 2003, p. 145). By practicing mindfulness students can gain a greater sense of awareness of themselves and their surroundings. Mindfulness can improve students' skills including concentration and controlling their own feelings. Mindfulness can also providing students with tools that strengthening their executive functions, improving their ability to calm their bodies, increasing their sense of empathy, compassion and awareness towards others (Kane, 2018).

Restorative Justice

Applications of restorative justice consider the importance of developing mindfulness in students (T. S. Davis, 2014; Gold et al., 2010) as well as restorative skills for conflict and resolution in preventative rather than reactive forms. Restorative justice principles help develop responsibility and accountability in students and teaches students to work to rebuild relationships that have been broken creating excellent opportunities for learning (Karp, 2015).

Implementation of the Practice

Implementation balances the qualities of both universal design—what all students need to be successful (Benton-Borghi, 2013; L. J. Davis, 2010)—and differentiation—what *each unique student* needs to be successful (Kliebard, 1967; Tomlinson et al., 2003). All students need certain elements to address the whole child, but, at the same time, the unique qualities of each community must be taken into consideration when instigating change.

At the same time, we need to recognize that, after the millennial focus on high stakes testing (Au, 2011) and scripted

Pedagogy for the Whole Child:
A Prismatic Exploration of Educational Theory and Practice
(continued from previous page)

curriculum (Ede, 2006), pre-service teachers may need to learn and develop the same tools for themselves.

Implementation looks at a multi-layered focus on leadership, teachers, pre-service teachers, students, and parents to develop the skills and space in both current and future schools. The tools for students should first be developed with educational leaders and teachers in order to integrate pedagogy for the whole child into the school culture where there is ongoing, daily use of tools, resources, and common language for teachers, students, and parents. (see Figure 1)

Leadership

Leadership is key for shepherding change (Fullan, Cuttress, & Kilcher, 2005), and concerns about the whole child align with the California Professional Standards for Education Leaders (CPSEL) Standards (Commission on Teacher Credentialing, 2014). Working with current teachers to develop the supports for the current student body will help teachers take ownership of the change. Building supports for faculty will aid educational leaders to build school-wide expectations out of student and group values (Gill, 2011; Senge, Scharmer, Senge, Jaworski, & Flowers, 2008) while involving all voices (Nieto, 2010).

Teachers

Coaching teachers to use tools through their Professional Learning Communities (PLC), and ensuring the tools used are offered to aid teachers with balance, mindfulness, cultural proficiency, social-emotional skills, flexible thinking, coping strategies, and restorative justice will encourage them to integrate effective strategies with their own students. Similarly, teaching strategies to pre-service teachers allows them to experience and develop strategies for themselves, which can be carried into their future classrooms (Maghzi & Fisher, 2019).

Figure 1
Balancing Voices for Change

Pre-Service Teachers

Providing strategis not only for teachers, but also pre-service teachers allows them to experience and develop strategies for themselves, which can be carried into their future classrooms (Maghzi & Fisher, 2019). The modeling of these strategies is key in both pre-service teacher curriculum and their student teaching experiences.

Students

Student voice is typically left out of discussions about education (Nieto, 2002). Skills that target the whole child should always remember that the student is the heart of the matter. Students need skills that teach the whole child (Eisner, 2002b; Guisbond et al., 2006), and this education should be differentiated to meet the needs of each individual student (Whitaker, 2004).

Parents

Respecting cultural knowledge inherent to families is important (Berryman, SooHoo, & Nevin, 2013). At the same time, in order to shift the deep structures (Tye, 2000), parent education is important in understanding the many facets of educating the whole child. Therefore, a culturally responsible approach should be taken when providing information and parent education.

Conclusion

It is vital to recognize the importance of teaching the whole child and recognize the capacities latent within all children. In today's society, we are seeing an increasing need to support our children in multiple ways, so they thrive. As educators, the important task with which we are charged calls for developing mindful, well balanced, educated individuals who recognize the important role they can play in society. Re-focusing education on the whole child takes a multifaceted approach that both educates and includes the voices of leaders, teachers, pre-service teachers, students, and parents.

References

Anderson, G. L., Herr, K., & Nihlen, A. S. (1996). What does practitioner research look like? *Teaching and Change, 3*(2), 173-206.

Apple, M. W. (2006). *Educating the "right" way: Markets, standards, God, and inequality* (2nd ed.). New York: Routledge.

Au, W. (2011). Teaching under the new Taylorism: High-stakes testing and the standardization of the 21st century curriculum. *Journal of Curriculum Studies, 43*(1), 25-45. doi:10.1080/00220 272.2010.521261

Benton-Borghi, B. H. (2013). A universally designed for learning (UDL) infused technologicalpedagogical content knowledge

Pedagogy for the Whole Child:
A Prismatic Exploration of Educational Theory and Practice
(continued from previous page)

(TPCK) practitioners' model essential for teacher preparation in the 21st century. *Journal of Educational Computing Research, 48*(2), 245-265.

Berryman, M., SooHoo, S., & Nevin, A. (2013). *Culturally responsive methodologies* (1st ed.). Bingley, UK: Emerald.

Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals* (1st ed.). New York: Longmans, Green.

Cagle, K. (2009/2012). As the internet rewires our brains. In A. T. Rottenberg & D. H. Winchell (Eds.), *Elements of Argument: A text and reader* (10th ed., pp. 513-520). Boston, MA: Bedford/St. Martins.

Carter, C., & Kravats, S. L. (2011/2017). *Keys to effective learning: Habits for college and career success* (7th ed.). Boston, MA: Pearson.

Commission on Teacher Credentialing. (2014). *California professional standards for education leaders* (CPSEL). Sacramento, CA: Author. Retrieved from https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cpsel-booklet-2014.pdf?sfvrsn=0

Darder, A., Baltodano, M., & Torres, R. D. (2003). *The critical pedagogy reader*. New York, NY: RoutledgeFalmer.

Darder, A., Baltodano, M., & Torres, R. D. (2009). *The critical pedagogy reader* (2nd ed.). New York, NY: Routledge.

Davis, J. H. (2005). *Framing education as art: The octopus has a good day.* New York, NY: Teachers College Press.

Davis, L. J. (2010). Constructing normalcy. In L. Davis (Ed.), *The disability studies reader* (pp. 4-19). New York, NY: Routledge.

Davis, T. S. (2014). A literature review exploring the potential of mindfulness as a tool to develop skills and qualities for effective consultation. *Mindfulness, 5*(6), 669-681.

Deleuze, G., & Guattari, F. (1987). *A thousand plateaus: Capitalism and schizophrenia. Minneapolis*. MN: University of Minnesota Press.

Descollonges, H., & Eisner, E. W. (2003). Protecting our children from the arts. *American School Board Journal, 190*(10), 28-31. Retrieved from http://libproxy.chapman.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=aph&AN=11049871&site=eds-live

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York, NY: Macmillan.

DuFour, R. (2002). The learning centered principal. *Educational Leadership, 59*(8), 12-15.

Duschl, R. A., Schweingruber, H. A., & Shouse, A. E. (2007). *Taking science to school: Learning and teaching science in grades K-8*. Washington DC: National Academies Press.

Dweck, C. (2015, Sep. 23). Growth mindset, revisited. *Education Week, 35*(5), 20, 24.

Ede, A. (2006). Scripted curriculum: Is it a 'prescription for success?' *Childhood Education, 83*(1), 29+. Retrieved from http://find.galegroup.com.libproxy.chapman.edu/gtx/infomark.do?&contentSet=IAC-Documents&type=retrieve&tabID=T002&prodId=AONE&docId=A153706369&source=gale&srcprod=AONE&userGroupName=chap_main&version=1.0

Eisner, E. W. (1979/2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Eisner, E. W. (1990). The meaning of alterntive paradigms for practice. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 88-102). Thousand Oaks, CA: Sage.

Eisner, E. W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. New York, NY & Toronto, Canada: Macmillan.

Eisner, E. W. (2002a). *The arts and the creation of mind*. New Haven, CT: Yale University Press.

Eisner, E. W. (2002b). The kind of schools we need. *Phi Delta Kappan, 83*(8), 576-584.

Evensen, C. A., Fisher, M. E., McKee, A., Gomez, A., Stockbridge, K., Dorner, M. A., & Maghzi, K. S. (2017). Changing educational lenses: Prismatic collaborative inquiry. *CCNews: Newsletter for the California Council on Teacher Education, 28*(1), 24-27.

Fisher, M. E. (2016). *Here there be dragons: Initially developing prismatic theory and prismatic inquiry*. Paper presented at the American Education Research Association Conference, Washington, DC.

Fisher, M. E., Dorner, M. A., & Evensen, C. A. (2015, March 7). *Building student engagement through community, collaboration, and technology*. Paper presented at the Career Technical Education Mini Conference, Mission Viejo, CA.

Fisher, M. E., Maghzi, K. S., Dorner, M. A., & Cueto, K. (2019, March 20-23). *Flexible thinking: A prismatic look at developing a flexible mindset*. Paper presented at the California Association of Bilingual Education Conference, Long Beach, CA.

Fisher, M. E., Stockbridge, K., Dorner, M. A., Evensen, C. A., Maghzi, K. S., Pearson, H., & Cuddy, E. (2015). Mapping joyful teaching and learning: Multiple perspectives in an active, collaborative learning environment. *CCNews: Newsletter for the California Council on Teacher Education, 23*(4), 23-26.

Ford, M. (2008). Disciplinary authority and accountability in scientific practice and learning. *Science Education, 92*(3), 404-423.

Freire, P. (1986). *Pedagogy of the oppressed*. New York, NY: Continuum.

Fullan, M., Cuttress, C., & Kilcher, A. (2005). Eight forces for leaders of change. *National Staff Development Council, 26*(4), 54-58, 64.

Garcia Winner, M., Crooke, P., & Dodd, J. (2016). Beyond skills: The worth of social competence. *ASHA Leader, 21*(9), 50-56. Retrieved from https://ezproxy.saddleback.edu/login?url=https://search.proquest.com/docview/1856586928?accountid=39855

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.

Gill, R. (2011). *Theory and practice of leadership*. Thousand Oaks, CA: Sage.

Gold, E., Smith, A., Hopper, I., Herne, D., Tansey, G., & Hulland, C. (2010). Mindfulness-based stress reduction (MBSR) for primary school teachers. *Journal of Child and Family Studies, 19*(2), 184-189.

Goleman, D., Boyatzis, R., & McKee, A. (2004). *Primal leadership: Learning to lead with emotional intelligence* (ebook ed.). Boston, MA: Harvard Business Review Press.

Guisbond, L., Dunphy, P., Johnson, J., Kaplan, K., Neill, M., Segal, M., . . . Valentine, L. (2006). *The campaign for the education of the whole child*. Boston, MA: Alliance for the Education of the Whole Child.

Pedagogy for the Whole Child:
A Prismatic Exploration of Educational Theory and Practice
(continued from previous page)

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.

Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice, 10*, 144-156. doi:https://doi.org/10.1093/clipsy.bpg016

Kane, M. (2018). Creating a culture of calm: Minfulness unfolding in the classroom. *Gifted Education International, 34*(2), 162-172. doi:10.1177/0261429417716350

Karp, D. R. (2015). *The little book of restorative justice for colleges and universities: Repairing harm and rebuilding trust in response to student misconduct*. New York, NY: Good Books.

Kliebard, H. M. (1967). Curriculum differentiation for disadvantaged. *Educational Forum, 3*2(1), 47-54. Retrieved from <Go to ISI>://WOS:A1967ZC10800006

Lindsey, R. B., Campbell-Jones, F., & Roberts, L. M. (2005). *The culturally proficient school: An implementation guide for school leaders*. Thousand Oaks, CA: Corwin Press.

Maghzi, K. S., & Fisher, M. E. (2019, March 20-23). *Mindfulness in education: Creating mindful communities*. Paper presented at the California Association of Bilingual Education Conference, Long Beach, CA.

Marshall, C., & Oliva, M. (2010). *Leadership for social justice: Making revolutions in education* (2nd ed.). Boston, MA: Pearson/Allyn & Bacon.

Moeller, T. G. (1985). Using classroom debates in teaching developmental psychology. *Teaching of Psychology, 12*(4), 207.

Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: Lawrence Erlbaum Associates, 2002.

Nieto, S. (2010). *The light in their eyes*. New York, NY: Teachers College Press.

Nieto, S., & Bode, P. (2012). *Affirming diversity: The sociopolitical context of multicultural education* (6th ed.). Boston, MA: Pearson Education.

Ontario School Library Association. (2010). *Together for learning: School libraries and the emergence of the learning commons*. Retrieved from https://sites.google.com/site/titanicinquiry/lesson-plans

Oros, A. L. (2007). Let's debate: Active learning encourages student participation and critical thinking. *Journal of Political Science Education, 3*(3), 293-311.

Palloff, R. M., & Pratt, K. (2005). *Collaborating online: Learning together in community*. San Francisco, CA: Josey-Bass.

Paul, K. (1998). Lead with the heart. *Emergency Librarian, 25*(3), 6.

Pink, D. H. (2006). *A whole new mind: Why right-brainers will rule the future*. New York, NY: Riverhead Books.

Rittel, H. W. J., & Webber, M. M. (1972). *Dilemmas in a general theory of planning*. Berkeley, CA: Institute of Urban & Regional Development, University of California.

Rottenberg, A. T., & Winchell, D. H. (2003/2015). *Elements of argument: A text and reader* (11th ed.). Boston, MA: Bedford/St. Martins.

Senge, P. M., Scharmer, C. O., Senge, P., Jaworski, J., & Flowers, B. S. (2008). Presence. In *Presence: Human purpose and the field of the futur*e (pp. 213-234). New York, NY: Crown Business.

Tomlinson, C. A., Brighton, C., Hertberg, H., Callahan, C. M., Moon, T. R., Brimijoin, K., . . . Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal for the Education of the Gifted, 27*(2/3), 119-145.

Tye, B. B. (2000). *Hard truths: Uncovering the deep structure of schooling*. New York, NY: Teachers College Press.

von Oech, R. (2008). *A whack on the side of the head: How you can be more creative*. New York, NY: Grand Central Publishing.

Whitaker, L. C. (2004). *Differentiating literacy centers*. Fullerton, CA: California State University Fullerton.