



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 31, Number 4, Winter Issue, December 2020

Laurie Hansen (California State University, Fullerton), Editor

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Upcoming CCTE Conferences

Spring 2021

Virtual, March 4 & 5

Theme: “SPAN: Spring Policy Action Network”

Fall 2021

Kona Kai Resort, San Diego, October 21-23

Theme: “Intersectionality—New Knowledge,
New Actions in Teacher Education”



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Moving Forward, Breathing Together

A Message from CCTE President Eric Engdahl

One of the managers at my local Trader Joe's likes old rock'n'roll. (Either that or he knows his demographic of shoppers). On a recent visit he was playing the Billy Joel song, "We Didn't Start the Fire," the lyrics of which list the headline events from 1948 to 1989. In my head, I began rewriting the lyrics to fit the headline events of 2020. I remembered that in January we were looking forward to a robust state budget with rumors of an announcement by Linda Darling-Hammond on a possible major initiative in education. Early in March, Breonna Taylor was shot by police in her own apartment. By the end of the month, California was in quarantine and we were teaching online. In May, George Floyd was murdered. At 3 a.m. on August 16, shortly after Sir Harry Hotspur, our 65 pound multi-Northern mix rescued fur ball, jumped into our bed terrified by the thunder, I stood on my back deck and marveled at the lightening show Nature was giving the Bay Area. Thus began the worst fire season (so far) in California history—and COVID-19 kept spreading. Fall brought us a Presidential election that highlighted the divisions in the nation. Now in November, we have an end to the Trump years and Linda Darling-Hammond leading Biden's education transition team. And Kamala Harris! But don't relax yet, we still have to make it through December. (Having recapped the year I now have the urge to go lie down for a while.)

What lies ahead for 2021? Having lived through 2020 I hesitate to make any major predictions but in Teacher Education I think our goals will focus on redesign, rebuilding, and reestablishing relationships within a severely constrained economic environment. Social justice and equity must remain in the forefront of our mission. The teacher shortage will continue to grow as will the need for a more diverse

educational workforce. Higher Education budgets are likely to shrink, even with a sympathetic administration in Washington. Given these circumstances, we need to look at what we have learned in 2020 and how we can use it to move forward. We need to avoid deficit thinking about Teacher Education and focus on the assets we have developed.

What gives me hope is that, paradoxically, COVID-19 and work-at-home provides more opportunities for learning, communication, and collaboration with colleagues statewide. I can name a number of folks who I used to see only at our biannual conferences who I now work with one or two times a month. The unfortunate downside is that I see my own campus colleagues less, and that those spontaneous and important meetings in the hallway don't occur. I hope that as campuses re-open we will be able to keep both statewide and the local collaborations strong. We will need to in order to move forward with the challenges we face.

In September, one of the cooperating Teachers remarked to me that taking on a student teacher this year was different, that they would be collaborators from day one because that was the only way to serve the students. I hope we carry this with us. We must be collaborators, for the students' sakes. And I think we were already moving in that direction. Our Fall Conference Theme "The Future of Teacher Education" grew out of that idea, especially as regards General and Special Education Teachers. Now, we are an ever-growing group of conspirators. I use "conspirators" quite deliberately, noting that the Latin origin *conspirare* is literally "to breathe together." Breathing together brings mindfulness, focus, calmness, and energizes us to move forward.

—Eric Engdahl, CCTE President



Update from the Association of Teacher Educators

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

The Association of Teacher Educators (ATE) 2021 annual conference which was scheduled for Anaheim, California, on February 14-17 will now be 100% virtual. ATE will be using a platform called Whova (<https://whova.com/>) in combination with Zoom. Linda Darling-Hammond, Charles Ducomen Professor Emeritus at Stanford University and President of the Learning Policy Institute, and Sean Harper, Provost at the University of Southern California, are currently slated as keynote speakers. Registration information for the ATE national conference can be found on the ATE website (www.ate1.org).

ATE was able to reschedule an annual conference in Anaheim for March 2024 which will be a back-to-back conference with the National Association for Professional Development Schools (NAPDS, www.napds.org). We will have further details to share with California Council on Teacher Education (CCTE) members on that joint event as we get closer to those dates.

Many of you may recall that CCTE held the inaugural California Clinical Fellows Symposium in San Diego on October 19, 2019. In February of 2021, CCTE will co-sponsor the national Clinical Fellows Symposium which will take place during the ATE conference. The symposium provides a time and space for university teacher educators and their P-12 partners to network with one another, share research and teaching interests, and hear from top scholars and practitioners in the field as they engage in a national dialogue.

CCTE members who have volunteered to help facilitate the 2021 National Clinical Fellows Symposium are: Carrie Birmingham of Pepperdine University, Cynthia Coler of California Lutheran University, Jan Zoller of Fresno Pacific University, and myself.

In addition, ATE has begun a series of seminars jointly with NAPDS entitled "Clinical Practice During Covid-19." The first two online sessions were sold out and 60+ have registered for the third session on November 18, 2020. ATE and NAPDS members will receive invitations. Other webinars by ATE are in the planning process and can be found on their website (www.ate1.org).

CCTE serves as the California state chapter of ATE. Any questions about our affiliation with ATE can be directed to Michael Cosenza at

mcosenza@callutheran.edu

Message from the Editor

Happy December! This issue of *CCNews* features all the "good things" our readers have become accustomed to, such as officer reports, news about our upcoming conference, and updates on CCTE activities. We also have a brief announcement from Lyn Scott and Californians Together (CalTOG) regarding RICA. We appreciate you taking the time to read through our newsletter and encourage you to also check out the latest updates on the CCTE website. These include information about joining us on social media, an enhanced About tab with Member Spotlight and Testimonials, and a link to our newest publication, *CCTE eNews Briefs*. We accept manuscript submissions throughout the year, so if you have interest in publishing an article related to teacher education research, practice, or policy please contact us.

I am also pleased to announce Terrelle Sales as our new *CCNews* Editor, beginning with the March 2021 issue. The Executive Committee is excited to welcome Terrelle into this role. We know he will do an outstanding job!

On that note, I would like to thank my Communications Committee colleagues, especially the co-chairs Sarah and Betina, and most especially Alan Jones, Executive Secretary, for a wonderful three years as Editor of *CCNews*. It has been a true pleasure to work with a dynamic group of teacher educators whom I also call my friends.

—**Laurie Hansen**, Editor, *CCNews*
California State University, Fullerton
lahansen@fullerton.edu; laurie.hansen@ccte.org

AACTE Update

The American Association of Colleges of Teacher Education (AACTE) Annual Meeting for 2021 will be virtual. The theme is "Resisting Hate, Restoring Hope: Engaging in Courageous Action." Registration information is available at the AACTE website at:

<https://www.aacte.org>

The California Council on Teacher Education (CCTE) is the California state chapter of AACTE, and all CCTE members and delegates are encouraged to register for and participate in the AACTE annual meeting in 2021, especially since attending and participating this time in a virtual meeting does not involve the costs of travel and lodging.

The CCTE Vice-President for AACTE is Kimberly White-Smith, Dean of the La Fetra College of Education at the University of La Verne. She can be reached by email at:

kwhite-smith@laverne.edu

From the Desk of the CCTE Executive Secretary

Following are highlights as we move through the 2020-2021 membership year of the California Council on Teacher Education (CCTE):

Membership

As was the case during the very successful 2019-2020 membership year in 2019-2020, we have already exceeded our budgeted membership goals for this 2020-2021 year. We completed the 2019-2020 year with 74 institutional members and an additional 23 individual members, and during the current year we already have 69 institutional members and 53 individual members, with more still expected.

The fact that we have been able to repeat last year's success and once again surpass our budgeted expectations for membership income in 2020-2021, especially given the challenging circumstances in which we are all living during the pandemic, speaks to the importance that our institutional and individual members see in our collaborative work.

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. Again during the 2020-2021 year we are enjoying having the Charter College of Education at California State University Los Angeles, the Donna Ford 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 yet this year. These sponsorships help assure that CCTE can maintain all of our activities on behalf of the teacher education community. Other potentially interested institutions are urged to contact me for additional information on how to become a CCTE annual sponsor.

CCTE Conferences

We had some initial experience with conducting our conferences virtually last spring when at the last minute we had to convert our Spring 2020 SPAN Conference to the Zoom platform. Against all odds it went very smoothly, and actually drew a larger audience than we had expected on-site in Sacramento. We have since repeated and increased that success with the CCTE Fall 2020 Virtual Conference around the theme "The Future of Teacher Education" with Linda Darling-Hammond and Fred Korthagen as the keynote speakers. The main Conference sessions spanned the days of October 22-24 while a range of associated organization and SIG meetings were held earlier that week or the week before or after the Conference. Overall there were 29 virtual meetings related to the Conference, and recordings of many of those are now available on the CCTE YouTube channel.

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 2020-2021. 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 submission guidelines for both journals appear on their websites and any of you engaged in research in teacher education are encouraged to submit. Both journals also need additional reviewers, so please go to their websites to volunteer as a reviewer. 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 for consideration. 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 Betina Hsieh of the University of La Verne 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 Betina or Sarah: bhsieh@laverne.edu & sarah.johnson@fresno.edu. CCTE delegates, members, and friends who are active on social media are encouraged to follow CCTE on Twitter, Facebook, and Instagram.

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.

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

Updates from the Commission on Teacher Credentialing

2020-21 Candidates

SB 820 was signed by the Governor and it extends the flexibilities in the Executive Order (N-66-20) through August 31, 2021, for candidates entering and those completing educator preparation in 2020-21. At the Committee on Accreditation's October 2020 meeting, an item was presented with a comprehensive overview of all flexibilities. The flexibilities are summarized in the Appendix (<https://www.ctc.ca.gov/docs/default-source/educator-prep/coa-agendas/2020-10/2020-10-item-21.pdf>) of that item.

Data Visualizations Available in the Accreditation Data System

All Commission-approved institutions may access data visualizations through the Accreditation Data System (<https://edprepdata.ctc.ca.gov/Identity/Account/Login>). Once logged into the ADS, you will find a new blue field at the top-right of the institution welcome page: Data Dashboard. The data visualizations include:

- About the institution, including contact information—keep this information current.
- Approved programs - current and historical - educator preparation and subject matter.
- Annual Data submitted through the ADS with statewide comparison data.
- Title II data.
- Assessment Data—RICA, TPA and, in the future, APA Data.
- Surveys: completer, employer, and master teacher survey results.
- Credential recommendation data.

To access the ADS, an individual needs a login and password. An individual may create an account from the login page, but access is limited to the institution where the individual is affiliated. Two user guides (available within the ADS once you login) offer an orientation and information on all the components of the Data Dashboards.

Education Specialist Teaching Performance Assessment (EdSp CalTPA)

The Education Specialist CalTPA Design Team, Commission staff, and Evaluation Systems have determined an overall structure for the EdSp CalTPA, which follows the Plan, Teach/Assess, Reflect, and Apply as does the General Education TPA. This concept supports an educative quality of the EdSp CalTPA and both builds upon the existing structure

of the CalTPA, and assesses the unique TPEs for education specialist candidates. Cycle 1 pilot study is underway with 15 teacher preparation programs participating this fall. More programs will join to pilot test Cycle 2 in the spring. Cycle 2, currently under development, will be credential area specific. Programs may still apply to participate in the spring 2021 pilot test. Field testing will follow in 2021-2022 and is open to all programs to participate. Operational administration will begin fall of 2023. For additional information, please see the PSD e-News for the link to sign up for the spring pilot testing.

Performance Assessment Support

CalTPA	Day	Time	Zoom ID
Teacher Induction Programs	Thursdays	9:00-9:50 a.m.	844 705 20843
Preliminary Program Faculty & Staff	Thursdays	10-10:30 a.m.	912 352 654
PS-VTW and EO Candidates	Wednesdays	4:15- 5:00 p.m.	818 648 28299

CalAPA	Day	Time	Zoom ID
CASC Program Faculty & Staff	Thursdays	8:00-8:50 a.m.	885 599 31309
Preliminary Program Faculty & Staff	Thursdays	11-11:30 a.m.	798 772 509
PS-VTW and EO Candidates	Wednesdays	5:00-5:45 p.m.	827 142 78260

Bilingual Authorization Program Standards Work Group

The Bilingual Authorization Standards Work Group met over two-day periods in May, July, September, and November 2020 to update the current Bilingual Authorization program standards. The work group is comprised of bilingual content experts including K-12 practitioners, university faculty, staff from the California Department of Education, and liaisons from key stakeholder groups. The work to date includes analyzing the current standards and providing draft language to several standards. The next meeting is scheduled for December when the panel will continue to work on revisions to the standards for field review. Draft updated program standards will be presented to the Commission for initial review at its February 2021 meeting.

ECE Updates

The new ECE webpage at <https://www.ctc.ca.gov/educator-prep/early-care> provides information on the range of

—continued on next page—

Updates from the Commission on Teacher Credentialing

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activities to help transition preparation and licensure for candidates earning a Child Development Permit to a system characterized by TPE-aligned coursework and fieldwork/clinical practice experiences, as well as by preparation based on Commission-adopted program guidelines. A series of six focused webinars with the field is ongoing; information on the four completed webinars to date, including the slide presentations and links to the videos of the webinars, is also available on the ECE webpage. Under the Preschool Development Grant-Renewal auspices, the Commission is sponsoring a series of four participatory pilots for ECE preparation programs to help foster implementation of TPE-aligned coursework (Pilot 1) and program standards (Pilot 2); additional pilots for participating in the development and pilot testing of a new ECE Teacher-level Performance Assessment (Pilot 3) as well as in the development and piloting of a new Program Quality Peer Review system (Pilot 4) will also be operational during 2020-2022. For further information email ECE@ctc.ca.gov; to sign up for ECE News Updates, subscribe here: <https://www.ctc.ca.gov/commission/newsletters/ece-news-email-list>.

Credentials Chat Line Still Open!

The Certification Chat Line can be used to chat directly with a Certification Credential Analyst. Chat is available between the hours of noon and 4:00 PM 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.

Professional Services Division E-News

New and updated 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>

CCTE Member Spotlight

Great news! The California Council on Teacher Education (CCTE) website includes a brand-new addition called "Member Spotlight." In this feature, we highlight CCTE members/leaders. It's a quick way for folks to get to know our organization and the people behind it. Alan Jones, the CCTE Executive Secretary, was featured in October and Eric Engdahl, the current CCTE President, was featured in November. Please visit our website to read about Past President Virginia Kennedy, who is our December feature. Enjoy!

CCTE Communication Committee Report

By **Betina Hsieh**

University of La Verne

Sarah Johnson

Fresno Pacific University

Co-Chairs, CCTE Communications Committee

The communications committee has had a busy quarter! During the virtual Fall 2020 Conference, we were tweeting and retweeting using our #CCTEVIRTUAL20. If you missed it, use that handle to check out some of the Conference tweets. Special appreciation to Communications Co-chair Betina Hsieh and Committee member and Conference planning team member, Karen Escalante, for their fast finger tweeting.

And while you're checking out the Conference tweets, remember to regularly follow us on Twitter @CalCouncil. Although we were missing the picturesque scenery of the Kona Kai in San Diego, Communications team member Heather Michel was also busy at work from our Instagram site @calcouncilteachereducation! And we remain grateful for the continued work of CCTE Past President Virginia Kennedy who helps support our CCTE Facebook site. Make sure you're following us on whichever of those platforms you use for the latest CCTE information!

Also, we're excited to announce our Member Spotlight feature page on the CCTE website, courtesy of our Assistant Executive Secretary, Laurie Hansen. We launched this new way to get to know some of our leaders and members in October with our very own Executive Secretary (and institutional memory of CCTE) Alan Jones as our first featured member. Then in November you were able to learn more about CCTE President Eric Engdahl. Each month a write-up about another CCTE leader will be added. Be sure to check it all out on the website at www.ccte.org.

In addition to providing oversight for the CCTE website and the quarterly *CCNews*, the Communications Committee has also helped institute the new *CCTE eNews Briefs* that is being emailed to all delegates and members on the first day of those months when there is no newsletter. Co-editors of the *eNews Briefs* are Laurie Hansen and Grace Fantaroni. Hopefully you have enjoyed the first two *eNews Briefs* that were distributed in October and November. Each time the *eNews Briefs* are a single page in PDF format offering a quick view of current CCTE activities and initiatives.

Finally, we're always looking for new members of the Communications Committee team. We meet via Zoom on a monthly basis, usually at 10 a.m. on the first Monday. If you're interested in getting involved, please reach out to CCTE Board Members and Committee Co-Chairs Sarah Johnson or Betina Hsieh for more information:

sarah.johnson@fresno.edu

bhsieh@laverne.edu



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Review of the CCTE Fall 2020 Conference

Theme: “The Future of Teacher Education”

By **Eric Engdahl**

*Co-Chair of the CCTE Fall 2020
Conference Planning Committee*

Now that the Fall 2020 CCTE Conference is in the rear view mirror I think we can say it was a resounding success. Of course, that statement comes with the caveat that, all things being equal, I would much rather have been at the Kona Kai Resort with you all in San Diego. I missed the smiles, the hugs, and the chats on the lanai overlooking the marina—those conversations always yielding new insights and unexpected ideas. Nevertheless, it was the conference that we needed now. There was uncertainty about the future when we met and while the Presidential election has been decided, we still face many unknowns.

One idea from Linda Darling-Hammond’s keynote that resonates for me is that this is an opportunity for transformation in teacher education. As the wisdom of Silicon Valley goes and as supported by numerous examples from history, dynamic times of change and uncertainty are times ripe for disruption and transformation. Wrestling with the four pandemics of COVID-19, Racism, Environmental Crisis, and Economic Injustice it will not be possible to go back to teacher education the way it was. (Thanks to Gloria Ladson-Billings for the naming of the four pandemics). I believe that the membership of CCTE shares the commitment that we need to redouble our efforts to teach for deeper learning, to make certain that equity and social justice are embedded in everything we do, and that exclusionary practices are disassembled.

As an organization we learned from both of our recent virtual conferences. SPAN 2020 taught us nimbleness. Following the murder of George Floyd it was confirmed that our members can respond to issues with dexterity: based on a late-spring rewording in the call for research proposals, one-third of our Fall 2020 presentations had a focus on anti-racism. We expanded our communication systems. The CCTE YouTube Channel now serves as a repository for conference presentations. It is also a repository for Webinars developed by CCTE SIGs and Affiliated/Associated Organizations. As many of you are no doubt aware, the Equity and Social Justice SIG sponsored a webinar on “The

Future of Equity and Social Justice in Teacher Education,” which can be viewed on the YouTube Channel. It is our hope that any and all SIGs will use the webinar platform to share their research.

The Fall Conference made me think deeply about the clinical experience that is at the core of Teacher Education. I think it was on our minds because it has been so compromised this year. As we rebuild the fieldwork experience it will, I hope, lead to closer alignment with coursework and to stronger and more coherent partnerships with pk-12 schools and districts. Fred Korthagen noted in his keynote/workshop that it is a challenge to change the attitude of student teachers, which is based on the experience of both their fieldwork and as pk-12 students. This is one of the opportunities for transformation we should grasp.

I am pleased that we honored Teri Clark with the CCTE Distinguished Teacher Educator award. She has made important contributions to Teacher Education and been a great partner to all of us. The award is richly deserved. I recently was put into a zoom break-out room with her and about five others and Teri looked at the screen and said something to the effect of “What a great group, I have had positive working relationships with every one of you!” For me, that statement includes the entire Teacher Education community.

Lastly, I need to acknowledge the work of the Planning Committee for the Fall Conference. Without them, the Conference would not have been as successful as it was. I want to especially thank my conference co-chair, Victoria Graf. I also want to thank Carrie Birmingham for bringing us Fred Korthagen.

And, of course, deep thanks to the over 300 CCTE delegates, members, and friends who registered for and attended the Fall Conference, making it one of the largest in our organization’s history. I hope you will all return for our Spring 2021 SPAN Conference on March 4 and 5, which will necessarily also be virtual. Then let’s hope that we can all gather again in person in San Diego in the Fall of 2021.



Preview of CTE Spring 2021 SPAN Conference

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

The fifth annual California Council on Teacher Education (CCTE) Spring Policy Action Network (SPAN) Conference will be held virtually on March 4 and 5 in 2021. If you attended SPAN virtually last year, you experienced the positive energy and productive interactions that have characterized CCTE's SPAN Conferences. We anticipate the same energy for SPAN 2021 as we continue to engage with policy experts, researchers, and agency allies.

SPAN's goals were set by the CCTE Board of Directors long before any conference planning started—to position CCTE as the key teacher education resource for California, to build relationships and expand our policy network, to develop our capacity for advocacy, and to affirm CCTE's expert influence at the state level. SPAN continues to work as charged by the CCTE Board.

At the 2021 SPAN Conference, we will take a significant step forward with this charge by presenting the results of two state-wide surveys to policymakers. Those surveys have been drafted by the CCTE Policy Committee and are being distributed by the CCTE membership and associated organizations so that we will have valuable data to share with policymakers prior to, during, and after the SPAN 2021 Conference.

The formal announcement of the SPAN 2021 Conference along with the program, the registration form, and a final call for research proposals will be shared via email with the CCTE membership around the first of the year. An initial call for proposals appears on the following page of this newsletter.

Tentative Two-Day Schedule

The usual two-day structure for SPAN established in 2017 will be modified for our current virtual reality. The tentative plans follow.

Thursday, March 4th, from noon to 4:00 pm:

- Opening address
- California Priorities Meeting:
issues and policy allies
- Shaping the 2021-2022 Policy Agenda:
Small group discussions with policymakers via Zoom
- Research presentations released
- Virtual cocktail hour

Friday, March 5th, from 8:00 am to 1:00 pm:

- President's Networking Event
- Associated group meetings:
ACCCTEP, AICCU-ED, CAIS, CABTE,
CAPSE, CASUP, & CRTWC
- CTC Concurrent Sessions
- SPAN Wrap-up

If you would like to join the Policy Committee, please reply to the following link:

<https://bit.ly/CCTEpolicy2021>

For additional questions or comments, please contact the CCTE Policy Committee Co-Chairs:

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

Call for Research Proposals for CCTE Spring 2021 SPAN Conference

The California Council on Teacher Education (CCTE) invites submission of research, practice, and policy proposals for the CCTE Spring 2021 SPAN Virtual Conference. The purpose of the SPAN Conference is to position CCTE as a key teacher education resource poised to impact research, practice, and policy for quality teaching. CCTE-SPAN welcomes all kinds of research, especially research that helps us make our work/expertise visible to policy makers.

Given the current context of education, for SPAN 2021 we are especially interested in research that:

- a. Gives policy makers a sense of how to support distance learning, even when schools can resume F2F instruction and particularly considering the needs and challenges faced by low income communities, rural communities, and students needing special education programming and services
- b. Provides a window into the experiences (academic, social emotional, etc.) of students
- c. Provides a window into the experiences of educator preparation candidates, especially in terms of how to support them when they transition from educator prep programs via distance learning to in-service positions in F2F environments
- d. Provides a window into how educator prep programs are implementing antiracist work and the kinds of professional learning programs that must be in place to support educators
- e. Provides a window into changes in the joint/collaborative work of educator preparation programs and their district partners
- f. Impact of all of the testing restrictions that were relaxed for educator preparation programs and K-12

While priority will be given to proposals that focus on the above topics, any proposals that deal with any aspect of teacher education will be welcomed and considered. The authors of accepted proposals will be asked to prepare a presentation, likely in both video and written format. The Conference is scheduled for March 4 and 5, and research presentations may be scheduled in virtual sessions on other days that week, or through videos posted to a conference platform. The written versions of presentations will be collected for publication in the CCTE Spring 2021 SPAN Research Monograph.

How to Submit Proposals

Proposals must be submitted as a Word document (New Times Roman, 12 pt. font) via google form, and include:

- ◆ Google form cover sheet which lists the proposal title, names, affiliations, and e-mail addresses, along with an indication of whether the proposal focuses on research, practice, or policy analysis. Cover sheet and proposal upload may be accessed with the following link:
<https://forms.gle/cgy1K2tVe0RT9Vh99>
- ◆ File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.

Questions can be sent to Karen Escalante, Chair of the CCTE Research and Practice Committee, at: karen.escalante@csusb.edu

Deadline

Deadline for proposals for the Spring 2021 Conference is January 15, 2021.

Content of the Proposal

- ◆ A brief overview of the study/project/program session including purpose/objectives;
- ◆ Indication of significance to the field of teacher education;
- ◆ For research proposals, describe theoretical framework, methodology, and overview of results;
- ◆ For practice proposals, describe the key elements of practice, with conclusions and/or point of view.
- ◆ For policy analysis proposals, describe relevant literature, strategy for analyzing, developing, or evaluating policy. and conclusion.

Criteria for Selection

The extent to which the proposal:

- ◆ Focuses on policy and practice in California teacher education, with potential to inform legislators, staffers, other policymakers, and teacher education faculty and students.
- ◆ If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- ◆ If a practice proposal, how well conceived and described is the practice?
- ◆ If a policy analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
- ◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Qualifications

Persons submitting proposals must be CCTE members or delegates and must register for and participate in the Spring 2021 Virtual Conference.

Publication

Following the Conference, presenters will be invited to submit a written version of their presentation for inclusion in the *CCTE Spring 2021 SPAN Research Monograph*, which will be produced in PDF format and emailed later in the Spring to all CCTE delegates and members as well as other audiences.

Teri Clark Receives CCTE Distinguished Teacher Educator Award

At a special ceremony during the second Thursday afternoon session of the CCTE Fall 2020 Virtual Conference, Teri Clark, the Director of the Professional Services Division of the Commission on Teacher Credentialing was presented the CCTE Distinguished Teacher Education Award. The CCTE Awards Committee coordinates such activities, and Mary Soto of California State University East Bay, who chairs that Committee, introduced the three individuals who presented the award to Teri—Cindy Grutzik, dean of the Graduate School of Education at San Francisco State University and one of the co-chairs of the CCTE Policy Committee; Mary Vixie Sandy, the Executive Director of the Commission on Teacher Credentialing; and Tine Sloan of the University of California Santa Barbara, who is the Chair of the Commission on Teacher Credentialing.

The CCTE Distinguished Teacher Educator Award is issued periodically to individuals who have demonstrated through long service to and collaboration with CCTE invaluable contributions to California teacher education. In their comments at the ceremony, Cindy, Mary, and Tine amply described why Teri is a most deserving recipient of the Award.

A photograph of the award plaque that CCTE shipped to Teri following the Fall Conference appears below.



Teri Clark



CCTE 2021 Election Coming Soon

The 2021 annual election of the California Council on Teacher Education will be held in the spring to fill three seats on the Board of Directors. The CCTE Nominations and Election Committee will recruit candidates and report to the membership very early in January, when an announcement of election procedures and the list of nominated candidates will be shared by email with all delegates and members. The election will be held online, with a voting deadline of noon on March 5. The three candidates receiving the most votes will be elected to three-year terms.

The 2022 annual election will select a President Elect as well as three more Board members, and the 2023 annual election will include the positions of Vice President for AACTE, Vice President for ATE, and again three Board members.

CCTE members and delegates interested in being candidates for CCTE offices are encouraged to volunteer for and serve on CCTE committees and then let the Nominations and Elections Committee know of your interest.

Equity and Social Justice SIG Holds Panel Presentation and Membership Meeting During the CCTE Fall 2020 Virtual Conference

By **Ivannia Soto**

*Co-Chair of Equity and Social Justice SIG
Whittier College*

On October 15, 2020, the Equity and Social Justice SIG met for a panel presentation on “The Future of Equity and Social Justice in Teacher Education.” The panel session was organized by SIG tri-chairs Reyna García Ramos of Pepperdine University, Ivannia Soto of Whittier College, and Fred Uy of the California State University Office of the Chancellor.

The panel involved three presentations. James Fabionar of the University of San Diego presented on “Evaluating a District-Wide Ethnic Studies Graduation Requirement: Emerging Implications for Teacher Education.” Cathery Yeh of Chapman University and Nadia Williams of the Los Alamitos Unified School District presented on “Reimagining Education: Community, Resistance, and Activism.” Miguel Zavala of California State University, Los Angeles presented on “The Movements for Ethnic Studies in Our Schools and a Renewed Vision for Teacher Education.” Shown on this page is the flyer for the webinar and the panel presentation may be viewed using this link:

<https://youtu.be/qI8H5V1YbUM>

The panel presentations were followed by breakout discussions about how to re-envision “The Future of Equity and Social Justice in Teacher Education.” Each breakout room was facilitated by one of the SIG tri-chairs and one of the panelists. After the breakout session, the group came back to the main room for debrief and wrap-up. Some resources that were shared during breakout discussions included:

- Ethnic Studies Now Coalition
<http://www.ethnicstudiesnow.com>
- Teaching Tolerance Social Justice Standards
https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf
- New American’s 8 Competencies for Culturally Responsive Teaching
<https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/teacher-competencies-that-promote-culturally-responsive-teaching/>
- California Department of Education Anti-Bias/Anti-Racism Mini-Grants
<https://www.cde.ca.gov/nr/ne/yr20/yr20rel79.asp>

Membership Meeting

During the SIG’s membership meeting on October 19, 2020, highlight clips from the panel presentation were viewed and then members discussed the following comment and question that emerged from a participant who attended the panel presentation: “One of the ways to integrate many of the areas discussed with the panel presentations is to hold teacher education programs accountable to making sure that

liberating, anti-racist, critical discussions happen throughout their curriculum and pedagogical practice. Accountability happens via program accreditation.” The participant then shared, “What guidance would you have for the accreditation body, the Commission on Teacher Credentialing (CTC), to make sure that they hold programs more accountable to operating from a liberating and anti-racist framework?”

As a result of discussion around guidance from the CTC and accreditation, several membership attendees also urged the group to discuss how we can hold ourselves personally accountable around the work of anti-racism and having critical discussions, as this work begins on the inside and with each of us as individuals first. To this point, participants discussed New American’s (2019) *8 Competencies for Culturally Responsive Teaching*, which begins with Competency 1: Reflecting on One’s Cultural Lens, as well as the importance of understanding our own cultural lenses alongside trying to understand our students’ cultural lenses.

Next Steps for Equity and Social Justice SIG

During the membership meeting, several ideas were discussed regarding next steps for the Equity and Social Justice SIG not only at next year’s CCTE conference, but also throughout the year. For next year’s conference, there were recommendations made to include a best practices breakout session to highlight what programs are doing in the anti-racist and social justice realm. Between now and the conference, attendees were also interested in having a space on the CCTE website to be able to upload resources and to continue the work collectively.

**CALIFORNIA COUNCIL ON
TEACHER EDUCATION**
improving education to change lives

Equity and Social Justice Special Interest Group (SIG)
of
California Council on Teacher Education (CCTE)
Present

**Panel on The Future of Equity and Social
Justice in Teacher Education**

James Fabionar, PhD
University of San Diego
James D. Fabionar is an Assistant Professor of Teacher Education with the Department of Learning and Teaching. His research builds from his experiences in education and explores the work of successful students and educators in challenging community and organizational contexts.

Cathery Yeh, PhD
Chapman University
Cathery Yeh is an Assistant Professor in the Division College of Educational Studies. Her research focuses on critical mathematics, successful practices, ethics studies, and social justice teaching and learning.

with Nadia Williams
Los Alamitos Elementary School, Los Alamitos School District

Miguel Zavala, PhD
Cal State University, Los Angeles
Miguel Zavala is currently Director of the Urban Learning Program at Cal State. He has been engaged in community organizing, helping build teacher led organizations in South Los Angeles. He is a member of the state-wide effort and movement for Ethnic Studies teacher preparation and credentialing.

CCTE Fall 2020 Conference
Thursday, Oct. 15, 2020 1:00PM-3:00PM
Zoom | <https://calstate.zoom.us/j/9802173018>

The fee for registration is free again. Please register in time 24 hours ahead of the event. Participation is free for all CCTE conference participants. Other participants on the list continue to maintain fee based rates. Do not let us worry you.

For more information please contact: Paige (Paige) Torres, paige@calstatectc.edu, www.calstatectc.edu, or Paul D. Scarborough, paul@calstatectc.edu, www.calstatectc.edu

Looking Ahead to the CCTE Fall 2021 Conference

By **Virginia Kennedy & Vicki Graf**
Co-Chairs of Fall 2021 Planning Committee

The California Council on Teacher Education (CCTE) Fall 2021 Conference is planned to take place at the Kona Kai Resort in San Diego on October 21-23. The theme for Fall 2021 is “Intersectionality—New Knowledge, New Actions in Teacher Education.”

The dramatic changes we’ve experienced in 2020 have profoundly influenced education, teaching, and teacher education, both in obvious ways as well as in many ways that we do not yet know. We will have an abundance of opportunities to shape the outcomes of those changes. Examining where education happens, how educators educate, and how we advance the inclusion of all students will likely lead to intersectional broadening in coursework and fieldwork for our preservice and early service teachers.

Big questions that we hope to address at the Fall 2021 Conference include:

What do intersectionality and inclusive practices mean in this new era of teaching and teacher education?

How are we activating commitment to equity and social justice for students of color, students with disabilities, and language learners in our teacher preparation programs?

What will we have learned from this past year?

As we have all been forced to operate our programs virtually, which of these innovations will remain with us into future years?

What actions are next?

Over the next several months the Planning Committee for the Fall 2021 Conference will identify and invite keynote speakers, develop panel and other presentations around the theme, issue a call for research proposals, and communicate regularly with the CCTE membership as the plans evolve. Watch each issue of CCNews for developments. The formal announcement with registration information will be distributed in June 2021.

CCTE delegates, members, and friends are invited to join the Planning Committee for this conference. Please contact Fall 2021 Conference Co-Chairs: CCTE Past President Virginia Kennedy (California State University, Northridge) and CAPSE President Vicki Graf (Loyola Marymount University) to volunteer, to offer suggestions, or for more information:

virginia.kennedy@csun.edu

victoria.graf@lmu.edu

CCTE Committees *Invitation to Get Involved*

The California Council on Teacher Education (CCTE) has several standing committees that spearhead the organization’s many areas of activity, and each of these committees will welcome additional volunteers to join in. The committees are:

Awards Committee

The CCTE Awards Committee oversees the organization’s awards program, receives and evaluates nominations for awards and selects award recipients, moderates the awards luncheon at conferences, and recommends creation of new CCTE awards when appropriate to the CCTE Board of Directors.

Communications Committee

The CCTE Communications Committee coordinates such ongoing activities as the quarterly newsletter, the CCTE website, social media postings, and liaison with all of the other CCTE committees and associated organizations to assist in dissemination of relevant information to the membership and beyond.

Membership Committee

The CCTE membership committee works with the CCTE Executive Secretary on annual membership renewal and membership expansion as well as fostering involvement of all delegates and members in ongoing organizational activities.

Policy Committee

The CCTE Policy Committee monitors all relevant policy issues at the state and national levels, engages in policy analysis, develops policy papers, recommends CCTE policy positions, coordinates policy advocacy efforts, and works in tandem with the annual Spring Policy Action Network (SPAN) conferences in Sacramento.

Research Committee

The CCTE Research Committee is responsible for inviting and reviewing proposals for research presentations at each CCTE semi-annual conference, selecting and scheduling the presentations, and encouraging presenters to also submit their work in written form for publication in *CCNews*, the two CCTE journals, and elsewhere.

If you wish to join any of these committees please email the committee chairs listed on the CCTE website or contact CCTE Executive Secretary Alan Jones at:

alan.jones@ccte.org

Report from AICCU-ED

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

I would like to share the fact that our California Council on Teacher Education Fall 2020 Virtual Conference was exceptional! Our AICCU-ED panel on Tuesday morning of the Conference week entitled, “Culturally Responsive Practices in Teacher Education Programs—Helping to Stem the Tide of School to Prison Pipeline for Black and Latinx Students,” was very well received. If you were not able to view the panel discussion at the time of presentation, here is the link to the CCTE YouTube channel where the recording of the session is posted: <https://youtu.be/8sgUov6ThmY>

Was it not prophetic that one of our key speakers at the Fall Conference was Linda Darling-Hammond? With the new administration, there will most likely be a renewed emphasis on both PK-12 education and higher education.

During our conference, I was also heartened by the fact that there seemed to be a synergy with groups working together. As I mentioned in our final panel discussion on Friday, there is a new intersectionality in CCTE. So many groups, including CAPSE/TED, CABTE, AACTE, CASUP and AICCU-ED are finding common ground.

AICCU ED is also working with the SPAN planning committee for the CCTE Spring 2021 Conference. Given the results of our election, we will have many exciting issues and topics to explore. The CCTE Policy Committee has also created two surveys that were sent out in November—distance learning survey and an anti-racism survey. Please take a few minutes to provide your input.

Report from (CASUP)

By **Elizabeth Brown**
CASUP President
California Lutheran University

The California Council on Teacher Education (CCTE) Fall 2020 Virtual Conference was a great opportunity for California Association of School-University Partnerships (CASUP) members to connect with colleagues from around the state of California, as well as to gather for our own organizational meeting during the conference week.

During our meeting on October 20 we presented our 2020 Award for Exemplary Teacher to Sarah Rosenthal, a teacher at Palisades Charter High School and the school’s liaison to their partnering institution, Pepperdine University. In addition California Lutheran University and Los Cerritos Middle School were recognized with the 2020 Exemplary Partnership Award. That partnership began in 2008 and has been responsible for the training and mentoring of over 200 student teachers.

CASUP also acknowledged the service and contributions of Dr. Manuel Correia of California State University, Channel Islands and Charmon Evans of University Preparation Charter School in Ventura, California, for their long service on the CASUP Board of Directors.

CCTE Special Interest Groups

There are nine CCTE Special Interest Groups which meet at most CCTE Conferences. All CCTE SIGs are open to any interested persons. The nine SIGs are:

Arts and Education. This SIG explores issues and developments related to the integration of the arts into teacher education and K-12 education.

Coordinators/Directors of Credential Programs: This SIG offers an opportunity for coordinators and directors of credential programs to exchange information, discuss issues, and develop coordinated plans.

Equity and Social Justice: This SIG is closely aligned with the mission of CCTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education.

Lives of Teachers: The Lives of Teachers SIG features programs that highlight the current and evolving roles of teachers at all levels of education.

Pedagogies for College and Career Readiness: This SIG meets to share work on Linked Learning, California Career

Academies, Common Core Standards, and other college and career readiness initiatives.

Special Education: This SIG offers an opportunity for discussion and exchange between teacher educators interested in and involved in the field of special education.

Teacher Induction: This SIG provides an avenue for continuing exploration of the work of induction in the California teacher education continuum and the relationship and integration of those efforts with preservice teacher education.

Technology and Teacher Education: This SIG explores issues and innovations in technology that impact and offer promise to the field of teacher education.

Undergraduate Teacher Education: This SIG examines issues related to the undergraduate preparation of teachers.

This year the SIGs are also being encouraged to develop and schedule virtual programs as a way to share information with the CCTE membership. Be alert for notices about such programs which will be shared by email with the CCTE community.

Tales from the Bilingual Field, A Report from CABTE

By **Sharon Merritt**
CABTE President
Fresno Pacific University

As California teachers have continued to address the needs of bilingual learners all over the state, in fully online and hybrid learning environments, bilingual teacher educators have continued to prepare an increasing number of bilingual teachers to meet the needs of districts statewide. Even as we have all sought some sense of normalcy in our professional lives despite the effects of COVID, CABTE has been working to advocate for all students and for bilingual teachers and education.

Replacing RICA

While the CABTE Board members working with the statewide Coalition of groups seeking to replace the RICA through SB 614 were disappointed that the legislation was suspended, and, therefore, died for this legislative session, we have been encouraged by the ongoing commitment of the Coalition partners to pursue replacement of the RICA with a more authentic form of assessment of teachers' reading instruction capacity. CABTE Board members Lyn Scott and Ivannia Soto were present when CTC President Mary Vixie Sandy and Teri Clark, Director of Professional Services, met with Coalition representatives and expressed a desire to work with the Coalition to move toward our desired end. CABTE will continue to represent the interests of bilingual teachers, students, and teacher preparation programs as the new legislative session begins in 2021.

CalTPA and Bilingual Pre-Service Teachers

In addition, CABTE leadership continues to work with CTC staff on bringing necessary changes to the CalTPA on behalf of pre-service bilingual teacher candidates, particularly those completing their CalTPAs in primary grade 90/10 dual language classrooms in which nearly all instruction and classroom communication takes place in the target language other than English. CTC staff have published on their TPA webpage a working document prepared by CABTE leadership providing an approach to addressing some of the problems resulting from the monolingual English bias of the assessment. In addition, they have invited the input of CABTE leadership in the professional development of CalTPA assessors and have invited one of our suggested consultants to present to the assessors on the subject of cross-linguistic transfer as a bridge to English learning in dual language classrooms.

Bilingual Authorization Standards Revision Working Group

CABTE membership has been awaiting the report of the working group, which had been anticipated for inclusion in the Commission agendas in both October and December 2020. However, as CABTE members heard at our November membership meeting, Board member Eduardo Muñoz Muñoz

and CABTE member Carolina Serna reported that the working group has extended its work into December, so the report will not go to the Commission until after that, and will not be included in the Commission agenda until February. Eduardo and Carolina reported the working group's deep engagement in some of the more complex aspects of the BILA standards, including questions revolving around the complex meanings of culture, and the need to define expectations for bilingual fieldwork during credentialing. The report to the Commission will take place during the February 11-12 meeting. We hope many of our CABTE members will offer comments to the Commission regarding this important initiative.

CABTE Strategic Plan

In January 2021, the Strategic Plan working group (Eduardo Muñoz Muñoz, Clara Amador Lankster, Adam Sawyer, Elsie Solis Chang) will report to the Board their recommendations for CABTE's initiatives and activities for the next five years. Once the Board has considered their recommendations, we anticipate presenting them to our membership in February at our monthly meeting.

Scholarly Activity

Our first book club came to a close this fall, and our second has begun. Nirmla Flores is leading a group on Guilamo, A. (2019), *Coaching teachers in bilingual and dual language classrooms* from Solution Tree Press. Next meeting: Wednesday, December 2, 11:45 a.m. - 1:00 p.m. Please contact Nirmla (Nirmla_Flores@redlands.edu) if you would like to participate.

CABTE will also be participating with CATE in their 2021 Virtual Conference (March 23-27) by sponsoring a Graduate Research Symposium virtual session (contact Rhianna Casesa for information at casesa@sonoma.edu) and a jointly sponsored pre-conference institute (contact Sharon Merritt, Sharon.merritt@fresno.edu or Ivannia Soto, ivannia@gocabe.org) for more information on those two events.

Honoring our Past

At our CATE-associated membership meeting on October 19, CABTE honored several of its past leaders with recognition for their invaluable work in establishing and developing CABTE as an organization. Magaly Lavadenz (Loyola Marymount University), Juan Flores (Emeritus, CSU Stanislaus), Zaida McCall-Perez (Holy Names University), Karen Cadeiro-Kaplan (Emeritus, San Diego State University), Lyn Scott (CSU East Bay), and Rhianna Casesa (Sonoma State University) were recognized for their leadership roles over the years. We so deeply appreciate their past work and ongoing current support.

This celebration has prompted CABTE leadership to consider how best to capture our history and archival materials, and we have added this work to our long list of future projects.

Update from Center for Reaching & Teaching the Whole Child

By Nancy Lourié Markowitz
CRTWC Executive Director

CRTWC at the CCTE Fall 2020 Virtual Conference

We were delighted to attend the Fall 2020 CCTE Virtual Conference. A meaningful high point for us was hearing Linda Darling-Hammond reference our Center for Reaching & Teaching the Whole Child (CRTWC) work as part of her keynote. We also felt moved by her description of being an antiracist as encompassing not only antiracist attitudes and beliefs, but also having a toolbox of how to address the needs of a heterogeneous classroom. We believe the work of CRTWC addresses both points Linda mentioned.

Educators at all levels need to do the intensive work of acknowledging and addressing the privileges we have—we are all in the same storm, but not in the same boat. CRTWC's work focuses on the need for educators to understand that the contexts both their students and they, themselves, bring to the classroom impact the assumptions and beliefs they have about one other. Attending to context and assumptions/ beliefs as well as their ramifications for educator behavior and expectations can support the dismantling of institutional racism, and promote learning and the ability of our children to thrive. This was a focus of our CRTWC presentation during the CCTE Fall Conference—"Exploring the 'C' in the Social, Emotional, and Cultural (SEC) Anchor Competencies Framework."

This rigorous exploration of assumptions and beliefs is essential for the academic achievement of all students, and we must ensure that educators do not just focus on good intentions, but support antiracist views with deep teaching and learning. As Darling-Hammond mentioned, educators need to develop the toolbox that meets the needs of heterogeneous learners. To facilitate this, CRTWC has worked collaboratively with educators for over seven years to take SEL and CRT out of their respective academic silos, developing the SEC Anchor Competencies Framework (<http://crtwc.org/anchor-competencies-schema/>). It provides a roadmap for implementation that is foundational to achievement of the academic curriculum, and encompasses much-needed mental health supports, such as trauma-informed practices, mindfulness, self-care, and resilience. The Framework provides that toolbox educators can use to support the interruption of structural racism and marginalization, and support academic achievement and wellbeing of all TK-12 students and their educators.

Upcoming CRTWC Professional Development Offerings

Teacher Educator Institute 2021-2022: A new cohort of the Teacher Educator Institute will begin online in June 2021. Registration will start in early January. To find more information on this professional development opportunity please stay connected by providing your email at the bottom of our website (crtwc.org), or following us on Facebook, and/or Twitter @reachteachchild.

Foundations of the SEC Anchor Competencies Framework: We have developed an online synchronous/asynchronous offering entitled *Foundations of the SEC Anchor Com-*

petencies Framework. We successfully conducted a professional development workshop for Sunnyvale School District educators in September, and we plan to offer it additional times this academic year, so be sure to stay connected for a description together with upcoming dates.

SEC for University Supervisors and Cooperating/Mentor Teachers: Stay tuned to learn more about online professional development opportunities in SEC for supervisors and mentor teachers.

CRTWC's Book on SEC Published by Harvard Education Press in 2020

Teaching with a Social, Emotional and Cultural Lens: A Framework for Educators and Teacher Educators (<https://www.hepg.org/hep-home/books/teaching-with-a-social,-emotional,-and-cultural-le>) goes beyond existing SEL programs to introduce a new framework that integrates SEL and CRT into daily classroom practice. The framework serves as a critical roadmap for educators, whether they are university faculty searching for how to bring an SEC lens into their methods or foundations course and field work experiences, or classroom teachers hoping to infuse critical skill building into the everyday academic learning. It spells out the competencies, processes, and strategies that effective P-12 educators need to employ in order to build students' social, emotional, and cultural (SEC) competence.

Teacher Educator Institute 2020-2021

The pandemic propelled us to reconfigure our Teacher Educator Institute (<http://crtwc.org/2020-2021-teacher-educator-institute/>) as a totally online asynchronous and synchronous experience. Twenty-six teacher educators representing eight different programs are participating this academic year. Together, they are generating a passion and commitment for bringing the social, emotional, and cultural anchor competencies into credential programs across California and beyond. We will be working with these dynamic educators over the course of the coming year and will share with CCTE the outcomes from participating teacher preparation programs next summer.

Stay Safe and Be Well: A Few Additional Resources

We are going through a time, both personally and professionally, with the elections, pandemic, and climate change, that none of us have ever experienced. It is bringing up feelings of overwhelm, fear, uncertainty, helplessness, and the dreaded, but very real, Zoom fatigue. There also may be sadness over not connecting with our students in person, and feelings of decreased effectiveness in our professional and personal lives. You may consider learning more about how self-compassion can serve you and your candidates. If you would like ideas about how to address white privilege you may consider resources from Robyn DiAngelo and Layla Saad. We have felt inspired lately too by the work of Bettina Love and her Abolitionist Teaching, and Ibram X. Kendi's work. We also have found great value in the CCTE webinars being offered to spotlight the need to bring male Black educators into our classrooms, and the social justice SIG's meetings, among others.

In all you do, please stay safe and be well.

CCTE Middle Grades Affinity Group Holds First Meeting

By **Erika Daniels**

California State University, San Marcos

The initial meeting of the new CCTE Middle Grades Affinity Group was held virtually on November 10. The proposal to form such a group within CCTE was initiated by several of us at California State University San Marcos because we have had a preparation program for middle grades teachers for the past few decades and we were hoping to share information on our program and exchange ideas with other teacher educators in California who have a similar interest in preparing teachers for middle schools.

We held a robust discussion and it was wonderful to meet people from other campuses who also care about addressing the needs of young adolescents. Following is a summary of the ideas that arose from our conversation at the first meeting:

State of Middle Level education across California: How are programs preparing candidates to meet the needs of young adolescents?

Recruitment: How do programs attract pre-service candidates to the idea of teaching middle school? How do people who did not originally seek out the middle grades end up teaching middle school?

Increasing Community: How do we shift instruction in middle schools to better reflect PBL and other engaging practices? How can we ensure that middle school teachers understand young adolescent development? How can we create a stronger community of middle school teachers where they feel protected and supported?

We also talked about doing research on these areas and/or creating programs or processes (depending on the question or area). We also discussed finding out the status of CLMS and other organizations that were originally designed to support middle grades teachers.

The CCTE Middle Grades Affinity Group will be holding additional meetings during this academic year and if you are interested in joining with us please let me know by email at edaniels@csusm.edu so that we can include you on the invitation list.

Invitation for Other Affinity Groups

CCTE will welcome proposals for affinity groups from any delegate or member. If you have a topic of interest that does not appear to fit with any of the existing Special Interest Groups or associated organizations, contact CCTE Executive Secretary Alan Jones with your idea:

alan.jones@ccte.org

CCTE Associated and Affiliated Organizations

There are seven California organizations that the California Council on Teacher Education (CCTE) Board of Directors has recognized as “associated” with CCTE, thus indicating that while independent of CCTE these organizations share similar goals and commitments with respect to the field of teacher education, and there are two national teacher education organizations with which CCTE is “affiliated” since CCTE serves as their official California state chapters.

The “associated” organizations are:

Association of California Community College Teacher Education Programs (ACCCTEP)
Association of Independent California Colleges and Universities-Education (AICCU-ED)

Association of Independent California Colleges and Universities-Education (AICCU-ED)

California Alliance for Inclusive Schooling (CAIS)

California Association for Bilingual Teacher Education (CABTE)

California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)

California Association of School-University Partnerships (CASUP)

Center for Reaching and Teaching the Whole Child (CRTWC)

The “affiliated” organizations are:

American Association of Colleges for Teacher Education (AACTE)

Association of Teacher Educators (ATE)

Information about and reports from many of these organizations appear in this issue of *CCNews* and links to their websites can be found at the bottom right hand corner of the home page of the CCTE website at www.ccte.org

All CCTE delegates, members, and friends are encouraged to learn about and get involved with any of these organizations that correspond with your areas of interest, teaching, research, and service. Typically the “associated” organizations will hold meetings, workshops, or other sessions in conjunction with CCTE conferences while the two “affiliated” organizations hold annual national meetings as well as other periodic events.



CCNews

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Laurie Hansen (California State University, Fullerton), Editor

Prepared for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

CAIS Highlights Two Educator Preparation Grant Proposals

By **Audri Gomez**

*California Alliance for Inclusive Schooling
& Thompson Policy Institute on Disability
at Chapman University*

The California Alliance for Inclusive Schooling (CAIS) would like to highlight two Educator Preparation proposals being developed for the California State Universities and for Independent and Private Universities. The first proposal, the CSU Center for Transformational Educator Preparation Programs is being led by various members of the CSU System. The second proposal, the California Educator Preparation Innovation Center (CalEPIC) is led by the Thompson Policy Institute on Disability at Chapman University.

CSU Center for Transformational Educator Preparation Programs

The primary outcome of this grant (January-June, 2021) will be the development of the California State University (CSU) Center for Transformational Educator Preparation Programs. The Center will be housed at the CSU Chancellor's Office. The mission of the Center is to fundamentally transform educator preparation in the CSU to achieve the vision to be a national leader in high-quality educator preparation while embracing core values to develop a diverse, equitable, and inclusive educator teacher workforce for California's students. This transformational work builds upon the success of the New Generation of Educators Initiative (NGEI) by using the initiative's theory of action as a primary mechanism to enact change.

With support from the S. D. Bechtel, Jr. Foundation, the NGEI sought to transform the nature and quality of clinical preparation in the CSU so that new teachers enter the workforce well-prepared to implement the Common Core State Standards and the Next Generation Science Standards. From January 2015 through June 2019, the initiative provided grants and technical support to ten CSU campuses and their district partners to improve their teacher preparation programs.

The initiative was based on a collaboratively developed theory of action to guide the implementation of reforms

across campuses. The theory of action was anchored in five Key Transformation Elements or KTEs:

1. University/school partnerships;
2. Prioritized skills for teaching;
3. Practice-based teacher preparation;
4. Providing formative feedback; and
5. Using data for continuous improvement.

These five KTE's will serve as the vehicle to deepen the system commitment to recruit, prepare, and retain educators of color. This phase 1 investment grant will support a six-month planning period for the Center, during which the leadership team together with teacher preparation stakeholders (public school teachers and administrators, aspiring educators, community members) will collaboratively assess and develop a plan to fully implement an operational Center. There are three initiatives that will begin in phase 1 that will inform the development of the proposal for phase 2. The three initiatives are the following.

1. **Mini-Grants.** The intent of the proposed mini-grant program is to help teacher preparation program teams, in collaboration with district partners, to investigate and assess their current performance in implementing the KTEs and work together closely toward a shared objective to implement one or more KTEs with an equity focus, in a sustainable way across their programs.
2. **Equity and Excellence Certification.** During phase 1, the leadership team, and CSU and school district personnel with expertise in equity-related content will design professional development for school district and university educators and leaders that results in a CSU equity certification.
3. **Professional Learning Community (PLC).** In phase 1, the planning grant will assist in the design and development of the Center's professional

—continued on next page—

CAIS Highlights Two Educator Preparation Grant Proposals

(continued from previous page)

learning community, a network of individuals and a body of resources that support efforts to ensure that effective and diverse new teachers are employed and retained in schools that serve students of color.

The Core Leadership Team of the Center includes the following individuals:

Marquita Grenot-Scheyer, CSU Assistant Vice Chancellor

Ernest Black, Director, CalStateTEACH

Paul Tuss, Director, CSU Educator Quality Center

Oddmund Myhre, Dean, College of Education at CSU Stanislaus

Pia Wong, Associate Dean, College of Education at CSU Sacramento

Mimi Miller, CSU Chico

Bre Evans Santiago, CSU Bakersfield

For additional information regarding the Center, please contact Marquita Grenot-Scheyer:

mgrenot-scheyer@calstate.edu

California Educator Preparation Innovation Center (CalEPIC)

Thompson Policy Institute's Educator Preparation Transformation Center Fellowship Grant

The primary outcome of this grant (October 2020-June 2021) is to develop a California-Based Educator Preparation Transformation Center that focuses on capacity building for technical assistance to Educator Preparation Programs (EPPs) and their PK-12 partners. The Center will focus on improving the quality of teacher preparation, and scaling and sustaining high-quality educator preparation programs. Our current focus is on EPPs within non-profit private and independent colleges and universities.

The CalEPIC network will build the capacity of California's diverse, well-prepared, and thriving educators to support equity, inclusivity, and the whole child. It is our mission to work in trusted partnerships to design, develop, and deliver innovative supports for educator preparation programs that prepare a diverse and thriving teaching workforce that focuses on children who have often been traditionally underserved in schools, including students with disabilities, those who are Black, Latinx, LGBTQIA+, as well as those experiencing poverty. CalEPIC strives to increase equitable access and opportunities that result in critical learning, equity, justice, and wellness outcomes for each student by:

- Strengthening the relationship between EPPs and LEAs to support pre-service and new teachers, improving teacher retention, and encouraging current

EPP faculty professional learning in an effort to increase equity and access to high quality general education classrooms for all students.

- Supporting Educator Preparation Programs in developing rigorous and relevant programming that supports meeting the needs of traditionally marginalized students, with a focus on continuous improvement cycles, and sustainability features such as stakeholder collaboration and buy-in, and financial sustainability.

- Developing a strong and diverse educator workforce by improving teacher development from initial training, through beginning teacher support along with increasing the capacity of all teachers in schools so they are optimally prepared to provide the highest quality education to ALL children with specific focus on those children who have often been traditionally underserved including students who are Black, Latinx, LGBTQIA+, and those in poverty, as well as students with disabilities.

- Preparing teachers to create and sustain school environments where teachers and students thrive with a particularly focus on inclusion of students with disabilities, anti-racist practices, social-emotional learning and culturally and linguistically relevant teaching.

- Preparing teachers to support the growth of their students' social emotional competencies as well as their own health and wellness.

The CalEPIC Development Team includes:

Meghan Cosier, Thompson Policy Institute, Chapman University

Audri Sandoval Gomez, Thompson Policy Institute, Chapman University

Don Cardinal, Thompson Policy Institute, Chapman University

Jill Perez, Thompson Policy Institute, Chapman University

Bweikia Steen, George Mason University

Charlotte Achieng-Evensen, Downey Unified School District

Rhonda Marriott, Orange County Department of Education

US Prep

Glen Price Group

For information regarding CalEPIC, please contact Meghan Cosier at:

cosier@chapman.edu

CCTE New Faculty Support Program Available for Interested and Qualified Applicants

Each academic year the California Council on Teacher Education (CCTE), through its New Faculty Support Program, assists new faculty to become CCTE members, to attend CCTE semi-annual conferences, to become active with CCTE 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.

CCNews Call for Articles and News

The goal of *CCNews*, the quarterly newsletter of the California Council on Teacher Education (CCTE), 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 incoming editor, Terrelle Sales at Vanguard University:

terrelle.sales@vanguard.edu

The deadline for article submissions for the Spring 2021 issue of the newsletter is February 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 Spring 2021 issue is February 15.

—**Laurie Hansen**, Outgoing Editor of *CCNews*
& CCTE Assistant Executive Secretary
California State University, Fullerton

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

Volume 31, Number 4, Winter Issue, December 2020, Section 4—Articles from the Field

Laurie Hansen (California State University, Fullerton), Editor

Prepared for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

Articles and Reports

CCNews typically 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 related to teacher education from CCTE delegates and members and others in the California teacher education community. On the following page you will find two such items:

“CCTE Research—Both Presentations and Publications in This Virtual Year or More.”
(see page 23).

“RICA Update from Californians Together.”
By Lyn Scott (see page 24).

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

All CCTE delegates, members, and friends are encouraged to write about any aspect of their teacher education work—teaching, research, or service—to share in future issues of *CCNews*.

Please address submissions to Terrelle Sales at:
terrelle.sales@vanguard.edu

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 is regularly updated by the CCTE Membership Committee.

Be sure to check it all out frequently.

CCTE Research—Both Presentations and Publications in This Virtual Year or More

The impacts of the COVID-19 pandemic and the resulting necessity to move our California Council on Teacher Education (CCTE) conferences to virtual space has led to changes and perhaps even improvements in the opportunities for CCTE delegates and members to share their ongoing teacher education research with their colleagues.

Traditionally the CCTE Research Committee has sought proposals for concurrent presentations, roundtable presentations, and poster presentations at both our Fall and Spring conferences, which provided three options for our members to share their research in face-to-face settings. In addition presenters were encouraged to submit a brief article for inclusion in one of the quarterly issues of *CCNews*.

When the pandemic struck in February and March of 2020, forcing CCTE at the last minute to move the SPAN 2020 Conference to a virtual program, the research presenters who had already been accepted for that Conference were instead invited to submit written reports, which were then published in the *CCTE SPAN 2020 Research Monograph*, a PDF publication that was emailed to all CCTE members and delegates. While the SPAN 2020 presenters did not have a chance to actually present their research, they did enjoy a formal publication credit, and the CCTE membership had the opportunity to read about the ongoing research work of their colleagues.

Since we had more lead time to plan the CCTE Fall 2020 Virtual Conference, it was decided to adjust the call for proposals in a way that merged the traditional concurrent, roundtable, and poster presentations into a single option—the creation and posting of a video presentation of research, with each presenter uploading their video to a CCTE GoReact platform which was developed for us on a complimentary basis by Sam Farley of GoReact. A total of 25 video presentations were submitted and posted prior to the Fall Conference dates and remained available on the GoReact platform until a few weeks after the Conference. The specific advantage of the GoReact platform was that it allowed viewers to offer comments or ask questions of the researchers.

Then following the Conference the videos were moved to the CCTE YouTube channel, where they will remain available in a playlist for interested viewers.

In addition, each of the researchers who submitted a proposal for a video presentation was also invited to submit a written article about their study, and the 15 articles received have been published in the *CCTE Fall 2020 Research Monograph*, a PDF document that has been emailed to all CCTE delegates and members.

In the very near future we will also be organizing a series of Zoom meetings at which the Fall Conference presenters will be grouped by similar topics and offered the opportunity to speak about their research, exchange thoughts with

each other, and engage in conversation with interested CCTE members. An announcement about the dates and Zoom links for those meetings will be emailed to the CCTE membership.

It is anticipated that something similar will be done for the CCTE SPAN 2021 Conference, giving researchers the opportunity to present via a video or Zoom sessions as well as a chance to have an article about their research published in another CCTE Monograph.

The goal in all of these efforts is to both to afford researchers within the CCTE community the opportunity to present their work and receive a publication credit while at the same time giving the CCTE membership the opportunity to view, read, and discuss ongoing research in the field.

Any of our CCTE members who have research underway or recently completed are encouraged to submit proposals for future conferences. The CCTE Research Committee, chaired by Karen Escalante of California State University, San Bernardino, will be issuing a call for proposals several months ahead of each Conference, and those calls will be emailed to the membership as well as included in the quarterly newsletters.

It is also important to remember that CCTE sponsors two high quality professional journals which serve to keep the membership informed about research in the field and which also afford researchers significant venues for having their work published. *Issues in Teacher Education* is published each Spring and Fall and *Teacher Education Quarterly* appears four times a year. The two journals are one of the major benefits of CCTE membership, and all issues of both are emailed to CCTE delegates and members in PDF format. Both journals welcome submissions through their websites, and while both are stringent in their demands for quality manuscripts, all researchers are urged to aim high and be ready to revise if so requested. The rewards are significant for those who are accepted for publication as well as for the CCTE membership which gets to read about the best current research in the field.

If you have any questions related to these CCTE efforts to encouraged and disseminate research, don't hesitate to contact me.

—Alan H. Jones, CCTE Executive Secretary
alan.jones@ccte.org

RICA Update from Californians Together

By **Lyn Scott**

CCTE Representative to Californians Together
California State University, East Bay

The Reading Instruction Competence Assessment (RICA) is currently suspended for candidates who were unable to complete the RICA due to COVID-19 related testing center closures, between March 19, 2020 and August 31, 2021 [pursuant to Senate Bill (SB) 820 and the Governor's Executive Order N-66-20]. This allows candidates to receive their preliminary teaching credential without passing RICA and requires that teachers pass RICA prior to being recommended for a clear credential.

In recent California legislative sessions advocates proposed a change in the RICA law in alignment with the California English Language Arts (ELA) and English Language Development (ELD) Standards and the ELA/ELD Framework. A coalition of organizations including the California Association for Bilingual Teacher Education (CABTE), California Teachers Association (CTA), California Association for Bilingual Education (CABE), and Californians Together (CalTog) worked closely with Senator Rubio on the SB 614 bill to realign RICA and integrate it into the Teacher Performance Assessment (TPA) Design Standards which govern CalTPA and edTPA. This proposed law died in the most recent legislative session. It would have emphasized the improvements made in the TPA and Accreditation measures in California in the recent decade and would have ended the RICA as a stand-alone standardized test. It also would have avoided a future RICA cliff for teachers who teach for several years with a preliminary credential but do not pass RICA and are forced to leave teaching.

Ivannia Soto (CABE), Sharon Merritt (CABTE), and Lyn Scott (CalTog) served as liaison to the coalition and provided their expertise as SB 614 moved through the Assembly Education Committee and the Senate Finance Committee. At a public hearing at which many CABTE, CABE, and CalTog members spoke in support of the bill,

the Assembly Education Committee approved the bill 5-2. The Senate committee did not move the bill forward based on the opposition from organizations representing the interests of students with dyslexia. While cost was not cited as a determining factor in the financial analysis, the California Commission on Teacher Credentialing (CTC) provided analysis that indicated the effort to revise TPAs to include reading/literacy standards would be more costly than anticipated.

The CTC staff indicate that the revision of the TPAs will take much longer than the coalition originally believed. Possible scenarios would involve revising the RICA to include five subtests representing domains of reading instruction (phonemic awareness, phonics, vocabulary, fluency and comprehension). In one alternative candidates would take the RICA one time and would be evaluated in each section. Failed sections could be passed through coursework in teacher education programs. This alternative would likely take a year to develop and would not yet align with California ELA/ELD standards; this alternative with alignment would take longer. Other long-term alternatives require legislative action and include developing multiple ways of demonstrating both subject matter knowledge (currently assessed through CBEST and CSETs) and reading instruction competencies (RICA); however, in the short term, making changes that do not require legislation and that include support from members of the Dyslexia Association along with the coalition partners list above is envisioned.

Lyn Scott is a former member of the CCTE Board of Directors, a former chair of the CCTE Communications Committee, and a past president of CABTE. He currently serves as the CCTE representation to Californians Together (CalTog) and works with CABE, CABTE, Cal-Tog, and CCTE in representing the interests of bilingual education and teacher education before the CTC and the Legislature. He is a faculty member in the Department of Teacher Education at California State University, East Bay.