



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 31, Number 3, Fall Issue, September 2021

Terrelle Sales (Pepperdine University), Editor

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Upcoming CCTE Conferences

Fall 2021

October 21-23

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

Spring 2022

March 6-8

Theme: “SPAN: Spring Policy Action Network”



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Newsletter of the
California Council on Teacher Education

Volume 32, Number 3, Fall Issue, September 2021, Section I—Officer Reports & Policy

Terrelle Sales (Vanguard University), Editor

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A Message from CCTE President Eric Engdahl

I am a member of a “Playback Theatre” company (Bay Area Playback Theatre—www.bayareaplayback.com); it is an improvisational performance form that uses music, movement, and spoken word to “playback” stories told by audience members. We have done numerous zoom performances over the last year and in our most recent one our theme centered on how the experience of COVID is affecting our lives as we move forward. We asked the audience to consider: Can we find normal again? What has changed? Do you see things differently? What have you gained or lost? What will you never take for granted again? Many of the responses from the audience focused on how we relate interpersonally—people miss hugs and touches and handshakes, they miss seeing a full, uncovered face; but relationships within families are stronger and deeper. It occurs to me that this dichotomy, separation from a community of people on the one hand and closer relationships within a small group on the other is the challenge facing schools and teacher education as we go forward. How do we build a community? How do we teach our candidates to build communities? Thinking about moving forward, we also need to consider how to manage our lives with the pandemic so that we can work on other issues that are equally important—the environment, racial justice, threats to American democracy, and the right to teach the truth.

Using the arts in education and teacher education is one avenue. The arts—dance, media arts, music, theater, and visual art—promote learning and communication that is complex and dense, it includes content but also emotion, story, contradictions, symbols, ambiguity, physicality, and learning that activates neurons throughout the brain. Learning in and through the arts promotes social emotional learning. In a recent publication the UChicago Consortium pointed out that learning the arts is SEL. The skills to build SEL are the skills a student uses to learn the arts. There

is self-management and resilience in practicing a hip-hop routine, there is social awareness, relationship skills, and empathy in creating character and rehearsing a play, there is self-awareness in conceptualizing and creating a painting. Learning through the arts promotes cultural responsiveness as well. It is important that students see and hear art from their cultures, it is important that students experience art

from other cultures and segments of society. As we continue our journey in this new reality, remember that the arts are a powerful tool in education.

Leadership Changes in CCTE

It is with sadness that I note that Heidi Stevenson has resigned as President-Elect to move to the wilds of Ann Arbor. I enjoyed working with Heidi and want to thank her for all of her contributions to CCTE over the years. I know that everyone in CCTE wishes Heidi the best.

Betina Hsieh has been unanimously confirmed by the Board as President-Elect. (It's like having one superhero step in to fill the role of another.) We are looking forward to having Betina join the Executive Committee.

Allison Smith has been approved to fill Betina's remaining term on the CCTE Board. Welcome, Allison and we all look forward to working with you.

I want to send my gratitude and thanks to outgoing ITE editors Terri Patchen and Jana Noel. Guiding one of the journals is an important contribution to CCTE and the field—and one that is perhaps not recognized enough. A huge thanks to you both! And finally, I want to welcome the new editorial team for ITE from National University—Allison Smith, Nilsa J. Thorsos, Erika Saito, Jennifer Preimesberger, and Gabriela Walker. We looking forward to working with you.

—Eric Engdahl
CCTE President

California State University, East Bay



Message from the CCTE Newsletter Editor

Hello to individual members, institutional delegates, officers, Board of Directors members, editors, committee chairs, and associated organizations of the California Council on Teacher Education (CCTE).

It is with great pride that we present to you the Fall 2021 issue of *CCNews*, the CCTE quarterly newsletter. As the editor of *CCNews*, it is my extreme pleasure to announce that we will present a Special Edition of the newsletter this fall that will serve to preview all the accepted proposals for the CCTE Fall 2021 Conference. With this year's theme being "Intersectionality—New Knowledge, New Actions in Teacher Education" we are very excited with our plan to provide our readership with an abstract of each presentation that will be part of the Conference. It is our collective hope that this upcoming Special Edition will encourage, engage, and excite each member about attending the CCTE Fall 2021 Conference with anticipation for each of the presentations selected.

Truly looking forward to seeing you all in person and online.

—**Terrelle B. Sales**
Editor, *CCNews*
Pepperdine University

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 newsletter editor, Terrelle Sales at Pepperdine University:

terrelle.sales@pepperdine.edu

The deadline for article submissions for the Winter 2021 issue of the newsletter is November 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 Winter 2021 issue is November 15.

Appointment of New CCTE President Elect

The CCTE Board of Directors has unanimously appointed Betina Hsieh of California State University Long Beach to serve as CCTE President Elect, replacing Heidi Stevenson who resigned from the position upon moving to Michigan this summer. Betina's term as President Elect will run from now to the Spring 2022 Conference in March, after which she will rotate into the office of CCTE President for a two-year term.

The Board also appointed Allison Smith of National University to fill the seat on the Board of Directors that Betina had previously held. Allison's term on the Board also runs until the 2022 Spring Conference.

Update from the CCTE Communications Committee

By **Betina Hsieh & Sarah Johnson**
Co-Chairs
CCTE Communications Committee

The Communications Committee of the California Council on Teacher Education (CCTE) is active throughout the year. Our meetings are monthly, and we continue to work to establish a regular cycle of communication with CCTE members in a variety of ways: through *CCNews*, the *CCTE eNews Briefs*, updating the website regularly, listserv e-mails, and social media (Facebook: California Council on Teacher Education; Instagram: calcouncilteachereducation; & Twitter: @CalCouncil).

We are thankful to our committee members Laurie Hansen and Grace Fantaroni for initiating and maintaining the *CCTE eNews Briefs*. These briefs provide communication in the months when there is not a newsletter. This keeps our members up to date on the latest happenings from CCTE and our associated organizations.

Looking ahead, we have exciting plans to preview accepted proposal submissions for the Fall 2021 Conference as well as a possible social media scavenger hunt during the Fall Conference itself. Keep an eye out for these important notices and be sure to share your Tweets using our hashtag #CCTE21.

We are always looking for new Communications Committee members! Our new cycle of monthly Zoom Committee meetings has started. To get involved contact Committee co-chairs Betina Hsieh or Sarah Johnson or CCTE Executive Secretary Alan Jones if you are interested in joining us!

betinahsieh@gmail.com
sarah.johnson@fresno.edu
alan.jones@ccte.org

From the Desk of the CCTE Executive Secretary

Welcome to the 2021-2022 membership year of the California Council on Teacher Education (CCTE). Following are some pertinent updates as we embark on the new organizational year:

Membership

As was the case during very successful 2019-2020 and 2020-2021 membership years, we hope once more to exceed our budgeted membership goals during 2021-2022. During the 2020-2021 year we enjoyed 71 institutional members and an additional 61 individual members, together exceeding our budgeted expectations for revenue from membership dues by over \$12,000. Membership renewal materials were emailed to all institutional and individual members in May and we have already received better than a 70% return.

The fact that we have been able to have repeated success in surpassing our budgeted expectations for membership income, 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 five levels of sponsorship available. Again during the 2020-2021 year we have enjoyed 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 invite other institutions to join by offering similar support during the 2021-2022 year. To date the School of Education at California State University Channel Islands and the Department of Educator Preparation and Public School Programs in the Office of the Chancellor of California State University have joined as annual sponsors for the new year.

In addition to sponsorships based on contributions of \$2,000 (bronze sponsorship), \$3,000 (silver sponsorship), \$5,000 (gold sponsorship), and \$10,000 (platinum sponsorship), we have also established an additional category of sponsorship for any institutional member that enrolls a minimum of 20 delegates. These sponsorships help assure that CCTE can maintain all of our activities on behalf of the teacher education community. Specifics on how to become a CCTE annual sponsor were included with the institutional membership renewal materials distributed in May, and I will be happy to respond to any questions from any interested institution.

CCTE Conferences

Both of our semi-annual conferences during the 2020-2021 year, while necessarily held virtually, were very successful. Our CCTE Fall 2020 Virtual Conference around the theme “The Future of Teacher Education” with Linda Darling-Hammond and Fred Korthagen as the keynote speakers enjoyed over 300 paid registrations. Our Spring 2021 SPAN Conference involved over 160 participants for two days of sessions along with many associated meetings.

For both Conferences the research sessions were presented through video recordings posted to a CCTE GoReact platform, and those videos are still available for viewing on the CCTE YouTube channel. Then following each Conference the research presenters were invited to submit articles which were published in a *CCTE Fall 2020 Research Monograph* and a *CCTE Spring 2021 Research Monograph*, both PDF publications that were emailed to all CCTE members and delegates.

With the Fall 2021 Conference around the theme “Intersectionality—New Knowledge, New Actions in Teacher Education,” we will be returning to an on-site conference at the Kona Kai Resort in San Diego, along with a virtual option for those unable to attend in person. Information on the Fall Conference plans appears in this issue of *CCNews*.

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 the 2021-2022 year. 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.

CCTE Journals

In addition to quarterly issues of *CCNews* and monthly issues of *CCTE eNews Briefs*, all CCTE individual members and institutional delegates also receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as each journal issue is published. This summer we welcomed a new editorial team for *Issues in Teacher Education* from National University under the leadership of Allison Smith and look forward to their first issue soon. We also all owe a huge thanks to the service of Terri Patchen as editor and Jana Noel as associate editor of *Issues in Teacher Education* over the past three years.

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

Update From the Commission on Teacher Credentialing

Trailer Bill

The state budget trailer bill (AB 130), which the Governor signed last month, contained several items related to educator preparation, among them:

- Allowing coursework to meet the Basic Skills Requirement;
- Allowing majors and coursework to meet the Subject Matter Requirement;
- Continued COVID Testing Flexibility;
- 2021-22 Credential Fee Waiver for all applications for an initial credential (no renewals);
- Accreditation Fee Waiver for all preparation programs for the 2021-22 academic year;
- Phased Expansion of Transitional Kindergarten;
- \$350 million for Residency grants, including up to \$25 million for planning grants;
- \$125 million for Classified School Employee Teacher Credentialing grants;
- \$15 million for Computer Science Supplementary Authorization grants;
- \$2 million for Dyslexia Pedagogy grants to Commission-approved preparation programs; and
- \$500 million for Golden State Teacher Grants.

These major initiatives are all very positive for educator preparation in California and will allow us to do things most of us probably could not have even dreamed of previously. Commission staff appreciate both your partnership and your patience as we work together to implement these opportunities.

Basic Skills Requirement (BSR)

Executive Director Mary Vixie Sandy issued a coded correspondence regarding the new options for meeting the Basic Skills Requirement, and our BSR Leaflet has been updated to reflect those changes. For those who were not able to join our BSR webinar, it is available on YouTube. Additional BSR resources, including an FAQ page and the verification form, can be found on the Commission's updated BSR web page: <https://www.ctc.ca.gov/credentials/options-bsr>.

Subject Matter Requirement (SMR)

The new option for demonstrating subject matter competence that can be implemented immediately is the one related to majors. Bachelor's degree transcripts from regionally-accredited IHEs that show a major "Liberal Studies" or "Interdisciplinary Studies" meet the SMR requirement for Multiple Subjects credential candidates. For Single Subject candidates, the major must match the credential. For example, a major in "Math" meets the SMR for a Math credential, but a major in "History" does not currently meet the SMR for a Social Science credential. Education Specialist candidates can meet their SMR using a major that qualifies for either a Multiple Subjects or Single Subject credential.

Commission staff are working on an emergency regulation change package that would both create standards

for evaluating whether coursework meets a subject matter domain and expand the majors that can be accepted as meeting the SMR. Programs cannot use the coursework options for SMR until the emergency regulations have been approved by the Office on Administrative Law. We plan to hold a webinar specific to meeting the SMR and provide similar resources to those already available for BSR as soon as we are able.

Grants

The current state budget invests almost \$1 billion in the preparation of new teachers, but only the \$2 million in Dyslexia Pedagogy grants can go directly to IHEs because the rest are funded by Proposition 98. Partnerships with your local LEAs will be critical for the success of these grant programs, so if you have not already been in contact with your LEA partners, please give them a few weeks to work out routines and procedures for in-person classes with the Delta variant and then ask how you could work with them to meet current and future staffing needs. Staff are reviewing evaluations of the previous rounds of grants, as well as feedback from grant recipients, their partners, and other experts, as they develop new requests for proposals. There will be much more to come regarding each of the grant programs.

Commission Meetings

At its August meeting, the Commission reviewed and approved:

- Subject Matter Requirements and Teaching Performance Expectations for Art, Music, and Multiple Subjects to Align with the 2019 California Arts Standards for Public Schools;
- Passing Scores for the new subtests of the Reading Instruction Competence Assessment;
- Minor revisions to the performance assessment design standards;
- Four Initial Institutional Approvals.

The Commission also received updates on the development of Bilingual program standards, an Early Childhood Education Teaching Performance Assessment, and the Early Childhood Program Quality Peer Review Process. Copies of the agenda items and recordings of the meeting can be found at:

<https://www.ctc.ca.gov/commission/agendas/2021-08/august-2021-commission-meeting>

Planned agenda items for the Commission's October meeting include finalized Bilingual program standards and regulations, the Annual Report Card on California Teacher Preparation Programs/Title II Report, a report on the Local Solutions grants, a plan for updating the Child Development Permit, and a report on Performance Assessments (CalAPA, CalTPA, edTPA, and FAST).



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Almost Here!

CCTE Fall 2021 Conference

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

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

The California Council on Teacher Education’s Fall 2021 Conference Planning Committee invites everyone to the CCTE Fall 2021 Conference, to be held on Thursday, October 21 through Saturday, October 23. After much consideration, the decision was made to offer the conference in two formats, both on-site and virtual, in order to give CCTE delegates and members as well as other conference attendees, a choice that works best for them.

The Kona Kai Resort, which is in a beautiful setting on Point Loma in San Diego and has been enjoyed as the venue for CCTE Fall Conferences for many years, will host the on-site Conference with all of the usual meetings and events. Alternatively, the virtual conference format will involve live-streaming of most sessions and will be facilitated by the tech team who coordinated our recent fully-online Fall 2020 and Spring 2021 Conferences. The Fall 2021 Conference registration form, on one of the following pages, provides details for both on-site and virtual options.

The current re-opening of schools has prompted an urgent examination of how classrooms can ensure equity, access, and inclusion for all students. The Fall Conference theme of “Intersectionality—New Knowledge, New Actions in Teacher Education” provides a challenge to all of us in educator preparation in California and elsewhere to think about and question how our work can advance these efforts.

The keynote speaker at the Conference opening session on Thursday afternoon will be Dr. Pedro Noguera, Dean of the Rossier School of Education at the University of Southern California. His extensive research focuses on the of cross-section of social and economic conditions with education policy and practices.

Our Friday morning keynote speaker will be Dr. Alfredo Artiles, the Lee L. Jacks Professor of Education at Stanford University, who is well-known for his influential studies

of race, language, and disability and their implications for teachers and teacher education. Opportunities for participant responses and discussions will follow both keynote presentations (including breakout room “table talks” for virtual attendees!).

Thursday and Friday will also include Research and Practice presentations and the poster session, as well as Policy sessions featuring updates from the Commission on Teacher Credentialing, discussions of state education policy issues, and a look ahead to the CCTE Spring 2022 SPAN Conference in Sacramento. Special Interest Groups (SIGs) and CCTE’s Associated Organizations will also meet during the Conference. There will be a Thursday evening reception and the Friday Awards Luncheon, both included for all on-site registrants,

Saturday’s special capstone program, organized by the California Association for Bilingual Teacher Education (CABTE) and the CCTE Equity and Social Justice SIG, is also open to all conference registrants, both on-site and virtual, and will extend the theme of intersectionality by addressing the important topic of “Intersections of Race and Language in Dual-Language Education”.

The Fall Conference will be preceded on Wednesday, October 20, by four events—the statewide meeting of Education Deans and Directors, the bi-annual meeting of the California Field Coordinators Forum, a meeting of the California Alliance for Inclusive Schooling (CAIS), and the fall quarterly meeting of the CCTE Board of Directors.

And there’s lots more going on too! Please read the other announcements and articles in this issue of *CCNews*, and check on the pages that follow immediately for details on the tentative Conference program schedule, background on the keynote speakers, and the Conference registration options.

Looking forward to seeing you there!

Tentative Fall 2021 CCTE Conference Program

Wednesday, October 20:

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

10 a.m. to 4:30 p.m. - Meeting of the CCTE Board of Directors.

11:30 a.m. to 5:00 p.m. - Statewide Education Deans Meeting (lunch at 11:30 a.m., meeting at 1:00 p.m.)

5:00 p.m. to 6:30 p.m. - Meeting of the California Alliance for Inclusive Schooling.

The Alliance is co-sponsored by CCTE, CEEDAR, and the Thompson Policy Institute for Disability.

Thursday, October 21:

8:30 a.m. to 10:00 a.m. - Meeting of the California Association for Bilingual Teacher Education (CABTE).

8:30 a.m. to 10:00 a.m. - Meeting of the Association of Independent California Colleges and Universities-Education (AICCU-ED).

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

10:00 a.m. to 11:30 a.m. - Joint Meeting of AICCU-ED, CABTE, and CAPSE/TED with CTC Staff.

10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus.

11:00 a.m. to 11:30 a.m. - Newcomers Meeting and Orientation.

11:30 a.m. to 12:45 p.m. - Meetings of CCTE Special Interest Groups.

1:00 p.m. to 3:00 p.m. - Opening Session.

Introductions with CCTE President Eric Engdahl (California State University, East Bay) presiding & Conference Orientation.

Thursday Keynote Address by Pedro Noguera (University of Southern California). Followed by Questions & Answers & Table Talks.

3:15 p.m. to 4:15 p.m. - First Policy Session.

4:15 p.m. to 5:45 p.m. - Workshop on Anti-Racist Teaching Through the Arts, presented by the CCTE Arts SIG.

4:15 p.m. to 5:45 p.m. - Concurrent Research Presentations.

6:00 p.m. to 7:15 p.m. - Joint Presidents' Reception.

7:15 p.m. to 8:00 p.m. - Meeting of AICCU-ED and CABTE to Discuss Bilingual Education Programs at Independent Institutions.

8:00 p.m. to 9:30 p.m. - Fireside Chat Exploring Professional Partnerships and Student Teaching Placements.

Friday, October 22:

7:30 a.m. to 9:00 a.m. - Meeting of the *Teacher Education Quarterly* Editorial Board

7:30 a.m. to 9:00 a.m. - Meeting of the *Issues in Teacher Education* Editorial Board.

7:30 a.m. to 9:00 a.m. - Meeting of the CCTE Professional Development for Mentor Teachers Committee.

9:00 a.m. to 10:30 a.m. - Morning Session.

Friday Keynote Address by Alfredo Artiles (Stanford University). Followed by Questions & Answers.

10:30 a.m. to Noon - Panel Exploring Conference Theme, Followed by Table Talks.

Noon to 1:15 p.m. - Conference Awards Luncheon.

1:30 p.m. to 2:45 p.m. - Concurrent Research Roundtables.

3:00 p.m. to 4:00 p.m. - Second Policy Session.

4:15 p.m. to 5:45 p.m. - CCTE Special Interest Groups.

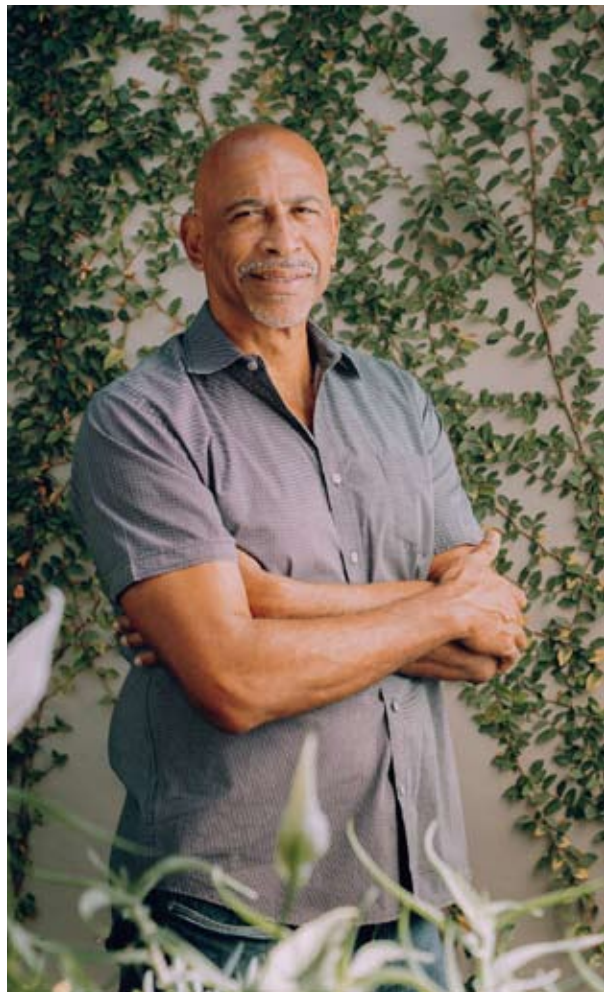
6:00 p.m. to 7:30 p.m. - Poster Session.

Saturday, October 23:

9:00 a.m. to Noon. - CABTE and Social Justice SIG Co-Sponsored Conference Capstone Session on "Intersections of Race and Language in Dual-Language Education."

1:00 p.m. to 2:30 p.m. - Meeting of the Association of California Community College Teacher Education Programs (ACCCTEP).

Fall 2021 CCTE Keynote Speakers



Pedro Noguera

Pedro Noguera is the Emery Stoops and Joyce King Stoops Dean of the Rossier School of Education and a Distinguished Professor of Education at the University of Southern California. Prior to joining USC, Noguera served as a Distinguished Professor of Education at the Graduate School of Education and Information Studies at the University of California, Los Angeles. Before joining the faculty at UCLA, he served as a tenured professor and holder of endowed chairs at New York University, Harvard University and the University of California, Berkeley. He is the author of 15 books. His most recent books are *A Search for Common Ground: Conversations About the Toughest Questions in K-12 Education* (Teachers College Press) with Rick Hess and *City Schools and the American Dream: Still Pursuing the Dream* (Teachers College Press) with Esa Syeed.



Alfredo Artiles

Alfredo J. Artiles is the Lee L. Jacks Professor of Education in the School of Education at Stanford University. His programmatic work engages the question, “how do educational equity remedies create new injustices and what are effective ways to reduce these paradoxes?” His scholarship examines the dual nature of disability as an object of protection and a tool of stratification. More specifically, he aims to understand how responses to disability intersections with race, social class, and language advance or hinder educational opportunities for disparate groups of students. For instance, he is studying the cultural-historical contexts of racial disparities in special education and whether a disability diagnosis is associated with differential consequences for minoritized groups (e.g., segregation, quality, and type of services). He and his colleagues have led national and regional technical assistance initiatives at the state and school district levels to address these paradoxes.

California Council on Teacher Education Fall 2021 Conference Registration

Please use this form to register for the Fall 2021 CCTE Conference, October 21-23;

Or if you wish to pay by credit card, use the on-line portal on the "Conferences" page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____ (include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Select Either On-Site or Virtual Registration from the Categories Below

On-Site Registration—for persons wishing to attend the Conference at the Kona Kai Resort in San Diego

Check the Appropriate Category:

- Basic Registration - \$395
- Special for P-12 Educators - \$250
- Special for Part-Time Faculty - \$225
- Special for Retired Educators - \$200
- Special for Students - \$100
- Special for 4 or more registrants from the same institution - \$375 each (submit a form for each with combined payment)

Additional Options for On-Site Registrants (if using the "4 or more" option above please indicate number and names for your entries below on an attached sheet):

- California Field Coordinators Forum Meeting (Wednesday) - \$100
- Statewide Education Deans Meeting (Wednesday) - \$150
- Association of Independent California Colleges and Universities-ED Meeting (Thursday) - \$30
- California Association for Bilingual Teacher Education Meeting (Thursday) - \$30
- California Association of Professors of Special Education Meeting (Thursday) - \$30
- Thursday Noon Box Lunch - \$40

Virtual Registration—for persons wishing a link to the virtual live-stream of most Conference sessions

Each Category Includes Access to Live-Streamed Conference Sessions Via a Link and Password

to be Provided to Each Virtual Registrant (check the appropriate category):

- Basic Registration - \$195
- Special for P-12 Educators - \$150
- Special for Part-Time Faculty - \$125
- Special for Retired Educators - \$100
- Special for Students - \$50
- Special for 4 or more registrants from the same institution - \$175 each (submit a form for each with combined payment)

Additional Options for Virtual Registrants (if using the "4 or more" option above please indicate number and names for your entries below on an attached sheet):

- California Field Coordinators Forum Meeting (Wednesday) - \$25
- Statewide Education Deans Meeting (Wednesday) - \$50
- Association of Independent California Colleges and Universities-ED Meeting (Thursday) - \$15
- California Association for Bilingual Teacher Education Meeting (Thursday) - \$15
- California Association of Professors of Special Education Meeting (Thursday) - \$15

Total: Please enter total you are paying from all options above: _____

Please mail completed form with check payable to "California Council on Teacher Education" to:

Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Or for on-line registration and payment via credit card, go to the "Fall 2021 Conference" page of the CCTE website: www.ccte.org
For our records those using the on-site portal are also asked to complete and email this registration form to: alan.jones@ccte.org

Fall 2021 Meeting of the California University Field Coordinators Forum

By **Kara Ireland D'Ambrosio**
San Jose State University

The Fall 2021 meeting CCTE California University Field Placement Coordinators Forum will take place on Wednesday, October 20, 2021, in person at the Kona Kai Resort in San Diego. We will also offer remote access to the meeting via zoom (see link below).

What an incredible year of hardship, mercy, pivoting with grace, and growth! We learned a great deal about field placements during this pandemic. We came together to support one another and brainstorm new ways of finding strong placements for our teacher candidates. This fall we have new credential program testing/subject matter competency requirements that we plan on discussing, as these may also affect field placements.

This past spring 2021 we had an amazing 46 participants at a virtual meeting of the Forum! A new sub-committee was created at that meeting to address the need for professional partnerships for our student teaching placements. This sub-committee will be hosting a Fireside Chat with California superintendents and other school leaders on Thursday evening of the CCTE Fall 2021 Conference:

- Title: Professional Partnerships and Student Teaching Placement: Mutual Investments
- Co-Chairs: Antoinette Linton and Kara Ireland D'Ambrosio

Please consider joining this chat to support and advocate for placements. Our forum discusses policies to protect our university students, connect and partner with our school district partners, and getting support from the CTC/CCTE to help encourage and open up credential student placements so that the teacher pipeline may continue to flow. Now, with many school districts moving back to in person teaching and recovering from the trauma of the pandemic, we will have many significant topics to discuss and examine.

We hope you will also join us in person or remotely for the Forum meeting on October 20, 2021, starting at 9:00 a.m. for "coffee chat/check in" and from 9:30 a.m. to 1:00 p.m. for the forum meeting. Please email Dr. Kara Ireland D'Ambrosio, forum chair at Kara.IrelandDAmbrosio@sjsu.edu to get on the email list and receive a google invite to the program.

Fees for attending the Forum are in person (includes continental breakfast and lunch) for \$100 and remotely for \$50. Those paying for virtual registration may join from PC, Mac, Linux, iOS or Android: <https://sjsu.zoom.us/j/2111803190?pwd=SHVUYVh0M31xeDgxQUxsZkRzNmNzdz09> Password: FPForum. See the conference registration form elsewhere in this newsletter.

Update from CRTWC

By **Nancy Lourié Markowitz**
Founder and Executive Director
Center for Reaching and Teaching the Whole Child

Update on our professional development program...

As we start the new school year, we are delighted to have 140 participants in our 2021-2022 Teaching and Coaching with a Social, Emotional, and Cultural Lens Educator Institute. This Institute extends for the entire school year with monthly 1-½ hour Zoom meetings that follow the 3-hour initial Zoom retreat meetings we held in August. Some initial feedback shared below from the first session, confirms that teachers, coaches, and administrators are finding the Anchor Competencies Framework powerful for effective instructional practice and the professional development sessions a good use of their precious time.

The framework is something we can integrate without "adding another thing." The framework is crucial to student academic achievement.

Very appreciative for the nuances of the framework, and the important connection to anti-racist/anti-bias work.

The framework gives us a common language to use. The (PD session) activities are helpful in understanding this language.

Material is relevant and applicable to the classroom, great visuals and examples, encouraging leaders.

Loved the "tone" of the presentation, very inviting and engaging. I appreciate the information, videos, and small group interactions.

I am just so grateful to have this opportunity to work on this with such a supportive group of educators!

The CRTWC team is grateful to have so many teachers, teacher coaches, administrators, and teacher educators enthusiastic about engaging in this work with us!

Spreading the word about our work...

Stay tuned for information about our participation on a *Leading Equity* podcast with Dr. Sheldon Eakins!

Also, if you haven't had a chance to watch yet, we encourage you to check out the PBS Inside California Education program that is focused on SEL and includes a segment on our work with Sunnyvale School District. You can find it at:

<https://insidecaled.org/videogallery/video/social-emotional-learning-sunnyvale-school-district-sunnyvale/>

You can also check out the other SEL work highlighted during that program by going to:

<https://insidecaled.org/videogallery/video/full-episode-404-social-emotional-learning/>

Wishing you a healthy, safe, and caring start to the school year.

Report from AICCU-ED

By Allison Smith
AICCU-ED President
National University

As we approach fall, and wind down summer activities and holidays, we are preparing for a productive, and important time. The pandemic, although better, looms over us with unknowns as K-12 schools, colleges, and universities start up again. We are preparing for the best, and ready for whatever variation of schools and health mandates come out this fall. In teacher preparation, this affects us in many ways because of the intersection of higher education, K-12 education, and our own personal lives. As the AICCU-ED board, we are committed to being flexible in our response to and focus surrounding the impacts of the pandemic on our institutions and K-12 schools we serve.

This fall we are meeting monthly to stay responsive to current issues, as well as to prepare an informative session for the AICCU-ED meeting at the CCTE Fall Conference on Thursday morning, October 21. We are excited to announce a move to social media, where we can share issues, ideas, and engage in dialogue about teacher preparation issues across the state. Details will be shared at the Fall Conference AICCU-ED meeting. Our hope is that it will keep the dialogue going at the Fall Conference and beyond.

Additionally, we are looking to start a conversation about expanding the programs offering bilingual authorizations across the state. This is one of the needs we have identified and look forward to beginning the conversation at the Fall Conference during a joint gathering of AICCU-ED and CABTE (California Association for Bilingual Teacher Education) on Thursday evening, October 21.

As we prepare for the annual Fall CCTE Conference, we encourage our membership to engage in dialogue. Please reach out if you have any topics of interest, concerns, or pearls of wisdom to share. We look forward to a productive and fun meeting in the fall. Please feel free to contact me at:

asmith5@nu.edu

CCTE Receives State Chapter Support Grant from AACTE

By Virginia Kennedy
CCTE Past President
California State University, Northridge

The American Association of Colleges for Teacher Education (AACTE) and the Advisory Council of State Representatives (ACSR) have announced that the California Council on Teacher Education (CCTE) is one of the recipients of a 2020-2021 State Chapter Support Award.

The award CCTE is receiving is shared with the AACTE state chapters in Arizona and Washington to support planning and co-leading an effort to bring together state AACTE chapter leaders from the 13 states in AACTE's Western Region to examine regional issues and new practices in teacher education through a social justice and post-pandemic lens.

The gathering of state chapter leaders will focus on issues of equity in areas such as candidate recruitment, program support, and professional identity formation. An additional goal of the project is to increase capacity for leadership in teacher preparation in the region, strengthen each state chapter's capacity for leadership in their respective states, and develop partnerships with other state chapters to share and learn from each other.

CCTE is serving as the host for the project under the leadership of CCTE Past President Virginia Kennedy of California State University, Northridge.

Announcing Date of Fall 2021 ACCCTEP Annual Convening

The Association of California Community College Teacher Education Programs (ACCCTEP) has selected Friday, November 19, for its Fall 2021 Annual Convening. The event will be virtual, from 9 a.m. to 2 p.m.

More details will follow soon. Follow ACCCTEP events and activities at www.accctep.org

Deans, Associate Deans, and Directors

Please Join Us for the Fall 2021 California Education Deans Meeting
Wednesday October 20, 2021, 11:30 a.m. – 6:00 p.m.

Co-Sponsored by the California Council on Teacher Education and the Commission on Teacher Credentialing

Participation Options:

In Person in San Diego at the Kona Kai Resort, including lunch & reception—Registration Fee: \$150

Virtually via Zoom—Registration Fee: \$50

Register Using Form in this Newsletter or Online on the CCTE Website

Questions? Contact Cynthia Grutzik at cgrutzik@sfsu.edu

CABTE Report

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

Between summer travel, family time, teaching, and reflection on the last year, CABTE has continued to plan for 2021-2022 and address current issues regarding bilingual education and teacher preparation in California. Here are some of our activities this summer.

Planning for CABTE/CCTE Social Justice and Equity SIG's Saturday session at CCTE fall conference, Saturday, October 23, 2021. We are working on developing the program for our 9:00 a.m.-Noon Saturday session, waiting for our invited keynote speaker to confirm, and beginning to formulate the morning's activities. More to come soon.

Advocacy for revised Bilingual Authorization Standards and TPEs. We are anticipating the Commission on Teacher Credentialing taking up approval of the revised BILA Standards and TPEs at their October 7-8 Commission meeting. We have continued to advocate strongly for the inclusion of a reasonable but robust field work component in the Standards. In addition, the CTC is looking for feedback from all interested parties through a survey on the Standards which will close on September 3. If you are interested in responding to the survey, here is the link: <https://www.surveymonkey.com/r/DraftBILAProgramStandards>

CABTE Annual Summer Board Retreat. While the Board retreat has been delayed this summer, we will be assessing the shape of the 2021-2022 academic year and hope to hold the retreat by early September. In addition to considering issues related to the new BILA Standards and TPEs, we will continue to flesh out our strategic plan for the coming three years.

First 2021-2022 CABTE Membership Meeting is scheduled for Wednesday, September 15, 2021, from 11:45 a.m. to 1:00 p.m. Members will receive an email with the Zoom link in early September.

Don't forget to remind your dean to renew your CABTE institutional membership when they send in their CCTE renewal. And check on your individual CABTE membership through the CABE membership website: <https://fs3.formsite.com/cabeforms/MembershipApp/index.html> (under Affiliate, choose CABTE from the dropdown menu).

CCTE Policy Committee Update

By **Pia Wong, Nicol Howard, & Cynthia Grutzik**
Co-Chairs, CCTE Policy Committee

The CCTE Policy Committee is pleased to offer two sessions at the Fall 2021 CCTE Conference. One session will feature our colleagues from CTC, including the new Director of Professional Services, David DeGuire, who will share important updates pertaining to educator preparation programs and opportunities in the Governor's 2021 Budget. A second session will be oriented around planning the 2021-2022 CCTE Educator Survey and identifying the focus of this year's questions. As a reminder, we will use the survey results to engage policymakers at the CCTE Spring 2022 SPAN Conference. We look forward to seeing you either in person or virtually in San Diego. And save the dates for SPAN 2022—March 6-8 at the Citizen Hotel in Sacramento.

CCTE Endorses Advocacy Efforts

The California Council on Teacher Education, by action of its officers, has joined two educational advocacy efforts this summer by endorsing "Understanding the Attacks on Teaching: A Background Brief for Educators and Leaders" and by signing on as a member of The Children's Movement.

The brief, which has been endorsed by over 120 educational organizations and institutions, represents a national movement seeking to describe in detail the mounting attacks on teaching and teachers, including efforts to circumscribe what may be taught, to prohibit approaches to research and analysis such as Critical Race Theory, and to denigrate critical thinking as an educational goal. All endorsers of the brief are encouraged to share the document and to embark on efforts that will counter the narrowed thinking behind these attacks on teachers and teaching.

The Children's Movement represents the collective voice of over 4200 groups across California urging the Governor and the Legislature to prioritize children's programs and services in the state budget.

Report from CASUP

By **Elizabeth Brown**
CASUP President

California Lutheran University

Updates from the California Association of School-University Partnerships (CASUP):

Dr. Fred Korthagen Core Reflection Coaching Series

A second cohort opportunity with Dr. Fred Korthagen from the University of Utrecht, Netherlands on Core Reflection Coaching is being considered for Fall 2021. Anyone who would like to take part in this dynamic webinar series can add their name to the interest list under “Events” at: www.casup.org

CoffeeEDU Gatherings Begin Again in September

CASUP will continue hosting monthly CoffeeEDU events on the first Thursday of each month. All members of the greater education community—both PK-12 and higher education—are invited to take part.

The next CoffeeEDU will take place on Thursday, September 2nd beginning at 4:00pm via Zoom.

CoffeeEDUs are 60-minute, informal professional learning opportunities bringing together educators from across roles and work settings. This on-line meeting will provide time and space to network, discuss challenges, share successes, and learn about high quality teacher preparation ideas from colleagues.

Congratulations x2

Congratulations to Keith Derrick, vice-president of CASUP and principal of Royal High School in Simi Valley, on his recent election as President-Elect of NAPDS. Congratulations, also, to Michael Cosenza, treasurer and founding member of CASUP, on his recent selection as Executive Director of NAPDS, a position he will hold in addition to his professorship at CLU and his work as Director of the PDS Program at the university.

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.

Professional Development for Mentor Teachers Committee (also known as Intersegmental Project)

The Professional Development for Mentor Teachers Committee coordinates and adds additional programs to the Intersegmental Project.

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

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. There are two national teacher education organizations with which CCTE is “affiliated,” since CCTE serves as their official California state chapters. In addition CCTE is a member of CalTog.

The “associated” organizations are:

Association of California Community College Teacher Education Programs (ACCCTEP)

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)

Californians Together (CalTog)

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 AACTE and ATE hold annual national meetings and CalTog is active within California as an advocate for language education and equity.

CCTE Special Interest Groups

There are eight 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.

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.

Since current CCTE Conferences are being held virtually, many of the SIGs are scheduling Zoom meetings either prior to or following each Conference. Those meetings are included in the Conference program for the convenience of members who wish to attend.

This year the SIGs are also being encouraged to develop and schedule additional 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.



CCNews

Newsletter of the California Council on Teacher Education

Volume 32, Number 3, Fall Issue, September 2021 Section 3—CCTE Activities

Terrelle Sales (Pepperdine University), Editor

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

Faculty Team from National University Appointed as New Editors for *Issues in Teacher Education*

By Allison Smith

Editor, *Issues in Teacher Education*
National University

It is with excitement that we share that our team from National University has been chosen as the new editorial team for *Issues in Teacher Education*. This is an honor and privilege to serve in this capacity to build on what Terri Patchen and Jana Noel, as well as previous editors, have done to build and continue the impact of the journal in serving the field of teacher preparation.

Our National University team is made up of a diverse, experienced, and accomplished group of faculty in the field of teacher education:

- Allison Smith, Ph.D.
- Nilsa J. Thorsos, Ph.D.
- L. Erika Saito, Ph.D.
- Jennifer Preimesberger, Ed.D.
- Gabriela Walker, Ph.D.

Our team consists of faculty members working within general education, special education, bilingual education, school-university partnerships, social and emotional learning, Asian American studies (history, education, identity, and communities), international education, clinical practice, and post-pandemic impacts. We believe our strengths and diversity will continue the legacy of the journal and serve the field of teacher education in ways that address longstanding topics and emerging issues. This is an unprecedented time in education, and we are excited to move the conversations forward to think deeply about race, racism, inequities in education, and post-pandemic realities of teaching and learning.

Our team aims to drive forward research in the field of teacher education by providing high-quality peer-reviewed research that bridges research and theory about issues in teacher education. We want to provide a foundation for researchers and practitioners to engage in critical analysis and dialogue about a wide spectrum of scholarly topics to promote theoretical, empirical, comparative, and practitioner research.

We aim to increase agency across the readership. Our vision for the journal approaches the work from the lens of diversity, equity, and inclusion. Within this lens, we are particularly focused on: Critical Race Theory (including sub-groupings), technology use and access, post-pandemic impact and solutions, diverse teaching lenses, diverse learners in PK-12 and beyond, ethnic studies, and anti-racism.

Diversity among our editorial team will help achieve our vision for the journal. We provide different perspectives, from the array of experiences with journals, cultural backgrounds, and research/teaching focus, that mirror the diversity of topics and issues within the field of teacher education. We feel that leading the journal through the lens of diversity will benefit the field.

As the baton is passed to our team, we ask that you consider submitting a manuscript for review and volunteer to be a reviewer. The journal is most successful when our community of teacher educators works together to support the field. We look forward to working together and serving our community of educators.

In Unity,

—Allison Smith, Nilsa J. Thorsos, L. Erika Saito,
Jennifer Preimesberger, & Gabriela Walker

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.

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 32, Number 3, Fall Issue, September 2021, Section 4—Articles from the Field

Terrelle Sales (Pepperdine University), Editor

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

Articles and Reports

CCNews features articles related to teacher education by members of the California Council on Teacher Education (CCTE) community. Many are based on presentations at concurrent, roundtable, and poster sessions and Special Interest Group meetings at CCTE 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.

Teacher Education Quarterly, one of our California Council on Teacher Education journals, is edited by Reyes Quezada and a team of his faculty colleagues at the University of San Diego, and under their editorship they close each issue with a summary article that comments on the peer-reviewed articles in the issue. To familiarize you with this approach to journal publishing, we include on the following pages the summary article from the Summer 2021 issue.

“Healing and Well-Being in a Time of Precarity: Cultivating Caring Teacher Preparation Pathways to Humanize Schools”
By James O. Fabionar (Republished from the Summer 2021 issue of *Teacher Education Quarterly*)
(see pages 21-23 of this newsletter).

Should this article enliven your interest in *Teacher Education Quarterly*, please be aware that the journal is one of the benefits of being a CCTE institutional delegate or individual member, since each issue is emailed in PDF format to all members and delegates. If you are not currently a member or delegate, it's time to join. See the CCTE website for membership information.

You are also encouraged to sign up as a reviewer for *Teacher Education Quarterly* and to consider submitting a manuscript. See information on the journal website at www.tejournal.org

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 *CCNews* editor Terrelle Sales at: terrelle.sales@pepperdine.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.

Recent additions to the website are a PowerPoint presentation offering an overview of CCTE, initially prepared for and presented at the Newcomers Meetings at Fall Conferences and updated annually, and the “Member Spotlight” feature that offers profiles and photographs of various CCTE officers and Board of Directors members, with a new individual added each month.

Be sure to check it all out frequently.

Healing and Well-Being in a Time of Precarity

Cultivating Caring Teacher Preparation

Pathways to Humanize Schools

By James O. Fabionar

Abstract

This article encourages teacher educators to focus their work on healing and well-being in response to the array of precarities in the world. Framing this work is a driving question inspired by the current political moment and articles in this issue of *Teacher Education Quarterly*: How can teacher educators promote well-being and healing in our programs as models for healthier schools? In response, three phases of the pre-service to profession pathway are discussed: (1) pathways to teacher education programs, (2) pre-service preparation, and (3) transitions to the profession.

Introduction

This issue of *Teacher Education Quarterly* goes to press during times that are difficult to characterize. A year and a half into a deadly global pandemic and six months into a new presidential administration, a mixture of fear and hope fills airwaves, news and social media, and our day-to-day conversations. Vaccines for COVID-19 have become readily available in the United States and elsewhere, allowing the world to imagine a life beyond the pandemic. Yet many in our nation stubbornly remain unvaccinated as a deadly variant puts them increasingly in harm's way. Our federal institutions struggle to reestablish democratic norms after four years of authoritarian rule that culminated in an attempt to undermine the results of the last presidential election and a failed takeover of the U.S. capitol by armed demonstrators, militia, and hate groups. After months of delays, a bipartisan commission has been convened and is investigating the deadly attack to bring perpetrators to justice.

Against this backdrop, signs of new norms are emerging. As the economy recovers, service workers revolt against low wages, companies consider new work-from-home models, and many contemplate job and career changes. Movements for racial justice have spurred systemic change in many of our institutions, in education in particular. In California, as

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a case in point, the state's four-year university (California State University) and community college systems have implemented ethnic studies requirements. In addition, after a contentious process, both the State Board of Education and legislators have approved and adopted a curriculum framework in ethnic studies for K-12 public schools. Similarly, in Illinois, in response to the increased violence against Asian Americans, state legislators now mandate that Asian American history be taught in schools.

Amidst all of this, at least one certainty is clear: the developments of today will shape the teaching profession for years to come. In the past, schooling has been configured and reconfigured to serve the national interest. The race to space era of the Cold War pushed millions in federal monies into local schools to cultivate a workforce in science and engineering. More recently, deindustrialization and globalization led to the standards-based movement in an effort to create a more competitive national economy. In these and other instances when national interest drove school reform, educators were not at the table. Instead, we were recipients of the visions of politicians and corporate sector leaders, visions that often ran counter to what we know works and what we know is right.

In this moment, educators should articulate a focus on health, well-being, and healing in schools to address the precarities of the day. In many ways, such an articulation is more of an amplification than a new vision. For years, the notion of healing has driven large segments of education discourse, both as a literal call to address trauma in order for learning to occur and as a metaphor for humanizing systems that are outdated and harmful. As the mental and emotional impact of the state of the world surfaces in our mind-bodies, now more than ever we need schools with the capacity to respond to a wide variety of hurts and forms of human diversity. To this end, the sections that follow center on this question: How can teacher educators promote well-being and healing in our programs as models for healthier schools?

Schooling for Healing and Well-Being

The scholarship in this issue of *Teacher Education Quarterly* helps to answer this question. In recent years, the call for humanizing schools has grown louder and louder through topics such as trauma-informed practices, social emotional learning, abolitionist teaching, and inclusive education, with each making the argument for stronger configurations of care and liberation in, among, and through classrooms, schools, and communities. Together, these

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bodies of scholarship often resist the prevailing view of public education today, one grounded in neoliberalism, with its tendency to standardize every facet of schooling and govern primarily from the middlemost sections of normal distributions. The studies in this issue are “on trend” with this shift and hold insights on how to orient teacher preparation programs around healing and well-being across three stages of the pathway to a career in teaching: entering preparation programs, preparing to teach, and transitioning to the profession.

Entering Preparation Programs

The process of entering a teacher preparation program often reveals a variety of fears and anxieties rooted in the schooling experiences of incoming students. Advocates of greater diversity in the teaching profession argue that the battery of standardized tests required to become a teacher is an impediment to getting more people of color into the pipeline to the profession. Critics note that the cost of preparing for and taking the exams can be prohibitive (CARE-Ed, 2019) and argue that performance disparities among racial and ethnic groups likely reflect cultural biases grounded in Eurocentrism and white normativity (Education Deans for Justice and Equity, 2019).

In this issue, the research by Hardacre, Hafner, and Nakama explores teacher candidates’ anxieties associated with standardized testing requirements for teacher preparation programs and the profession. Their analysis of an array of data, including measurements of physiological reactions associated with anxiety, reveal that general test anxiety, math test anxiety, and students’ beliefs that the tests are barriers to entering a credential program influence students’ test-taking experience. These trends underscore that well-being and inclusion should be a deliberate part of our recruitment processes and remind us that many students, in particular those from underrepresented backgrounds, bring educational traumas into our learning environments. The schooling anxieties incoming teacher candidates bring with them to our programs offer an important learning opportunity and chance for personal development. Activities to draw out these stressors through critical reflection coupled with open and honest dialogue about how to avoid these traumas with future students can diminish the stigma of these anxieties and provide candidates with opportunities to develop a praxis of empathy with their future students.

Preparing to Teach

For many candidates, their time in teacher preparation programs is an overwhelming experience. Balancing courses, student teaching, and personal lives requires traversing an array of new social settings and experiencing multiple identities in the process. Candidates often find it challenging to develop confidence if supportive conditions are missing across these settings. Two studies in this issue indicate that preparation programs need to be more deliberate about addressing the mental health of candidates both as an act of care and a subject matter critical to success in the profession.

Livers, Zhang, Davis, Bolyard, Daley, and Sydnor explore three preparation programs to examine how they shape pre-service teachers’ concerns about and senses of preparedness for entering the field. Among their findings was that two domains—coursework and field work—were particularly influential on how candidates viewed their personal level of preparedness. The scholars further noted that changes in concerns related to sense of preparation evolved over time except for in two areas: managing students and meeting all students’ needs. These findings suggest that teacher educators can better promote confidence and well-being among candidates by helping them to cope with stress associated with these two areas.

This idea of building capacity through emotional well-being complements aspects of the study by Flushman, Guise, and Hegg. They argue that supporting the social emotional needs of new teachers through a new teacher learning community can enhance induction models and may decrease teacher attrition. Participants in their study echo previous research that social emotional learning skills are not a primary focus for their teacher preparation programs. Building on this gleaning, the researchers surmise that the reason learning communities can address “soft skills” is because they have freedom from external accrediting agencies that preparation and induction programs do not. By bringing this tendency to light, the charge to teacher educators is clear: providing social emotional learning skills to our candidates is important for success and longevity in the field.

Transitioning to the Profession

The transition from credential program to the first years in the profession is a particularly challenging part of becoming a teacher. Elements of the job such as navigating

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new surroundings, developing relationships with colleagues, designing new units and lessons, and engaging families and communities are but a few of the pressures and responsibilities new teachers experience all at once. For these purposes, early career teachers often need mentorship and other forms of support beyond standard induction processes.

In this issue, Guenther and Wexler examine how mentor teachers' thinking about social justice evolves while participating in a mentor study group, which are an inquiry-based learning opportunity facilitated by university personnel as part of an elementary teacher preparation program at a large university. Of particular concern is that the majority of teachers in the United States are likely white and may have had limited opportunities to engage notions of social justice in their work as educators. The scholars conducted a qualitative case study of white mentor teachers' learning regarding mentoring for social justice and captured changes to their perspectives and actions. The study finds that participation in the study group facilitated a shift from not attending to race in how they understood social justice to recognizing privilege and oppression in schools and eventually moving toward action. This study is a reminder that before changes in mentoring can happen, changes to the mentors need to happen. Specifically, there needs to be a knowledge base for equity-focused mentoring (Achinsteina & Athanases, 2005). It is also a reminder that some of the most influential supports new teachers have are veteran teachers who guide them in their early years and that teacher educators can play key roles in building capacity for humanizing and just mentorship in the profession.

Teacher Educators for Healing

Together, the articles in this issue of *Teacher Education Quarterly* reflect moments on the pathway to the profession that teacher educators can use as entry points to alter practice to shape how schools respond to this particular moment in time. Perhaps more than ever before, schools need to be places where we heal from the past and nurture a healthy future. Teacher preparation often involves an array of

reflection exercises to support novice teachers to recognize their biases and privileges to better understand cultures and experiences different from their own. Less frequently found are practices that also build capacity to anticipate and address the mental health challenges associated with teaching. By developing coherent strategies and supports around healing and well-being in our programs, we can meet the challenges of the broader historical moment, improve diversity in the profession, and make schools more humanizing and effective in the process.

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