



# 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 2021

Terrelle Sales (Pepperdine University), Editor

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**Spring 2022  
March 7-8**

**Theme: “SPAN: Spring Policy Action Network”**

**Fall 2022  
October 20-22**

**Theme: “Rehumanizing Education  
Through Anti-Bias/Anti-Racist Practices”**



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## A Message from CCTE President Eric Engdahl

Sitting in the Southwest terminal Saturday afternoon at the end of the California Council on Teacher Education Fall 2021 Conference, I found myself more overwhelmed than usual. Usually it's the hubbub of a horrible terminal that gets to me—crowded, loud, and without enough chairs. But this time, I realized it was the stimulation of the Conference that I was decompressing from.

What a great conference it was! It was the largest overall attendance CCTE has ever experienced. The planning committee, headed by Vicki Graf and Virginia Kennedy, did an amazing job in pulling together keynote speakers Pedro Noguera and Alfredo J. Artilles and other special sessions built around a topic that was timely, relevant, and important. Alan Jones and Laurie Hansen did remarkable jobs managing the in-person and virtual meetings. (Alan said to me it was harder managing the virtual conference than the face-to-face one!) Our off site tech team of Sarah Thomas and Patricia Brown worked their usual magic, as they have done since we first went virtual with SPAN 2020. Special thanks for effort above and beyond the call of duty should also go to Deborah Hamm, Terrelle Sales, and Betina Hsieh.

It wasn't just the topic and the high quality of the sessions that (over) stimulated me; it was being around over 200 people for three days—for the first time since 2019. Wow. I had forgotten how much energy that many people generate—physically, intellectually, and psychically. How long has it been since I've seen that many people together, since I have hugged that many people?! And I got to meet people I've only known through zoom. I don't know about you, but I found just about everyone was taller than I expected. It was positively wonderful. And, by Saturday afternoon, I was exhausted.



My takeaways are many—I wrote down that “Intersectionality is finding the commonalities rather than the differences,” which I think was part of Pedro Noguera’s Thursday afternoon keynote. We are all aware of the multiple challenges facing teacher education and education

writ large but I feel hopeful after the Conference. The energy and will of the attendees to improve education gives me optimism. Perhaps the commonality we share is that we are all focused on a future we will unlikely actually be part of. We don't know how our credential candidates will serve California's students in five, ten, twenty years. Nevertheless, we want the future to be better than the present—more equitable, more just, environmentally stable—and we direct our energies to that.

It is likely that future CCTE conferences will be a hybrid of face-to-face and virtual options. This blend provides access to a larger group of attendees. It has taught us how to more effectively share research from the presenters. Their videos introducing their

presentations from the Conference should be available on the CCTE YouTube Channel shortly, and the *CCTE Fall 2021 Research Monograph* which will contain articles based on many of the reserach presentations will be published and emailed to all CCTE members and delegates, likely in December. Please look for these results from the Fall Conference and feel free to use them in your work and classes.

—Eric Engdahl  
CCTE President

California State University, East Bay

## Message from the CCTE Newsletter Editor

As we head to the end of the calendar year, I want to take some time to reflect on the wonderful work that we have collectively achieved this year. We all have embarked on varying journeys that have taken us on a myriad of adventures, but no adventure has been more challenging and has presented more opportunities for growth, than going back into the classroom post-pandemic. The new normal is the new reality—the new challenge, the new opportunity, the new revelation, the new innovation, the new knowledge, the new action in teacher education. As educators, we hold the distinct privilege and responsibility to simultaneously serve the current, next, and future generation of change agents. That is a huge task, one that should never be overlooked, nor taken for granted; fully deserving of our attention and undeterred devotion. With this, I must remind us that although the vocation we have accepted requires these demands on our lives, we must always remember the importance of rest, reflection, and restoration. As we grade our last paper, submit our final article for publication, turn in our final grades, or request our last funding opportunity of the year, do not forget the importance of rest, reflection, and restoration. You cannot continue to pour from a cup that is empty. You cannot effectually serve others from a posture of exhaustion.

It is critical to acknowledge the hard work and dedication, the tireless hours spent planning, researching, grading, coaching, evaluating, serving, teaching, correcting, instructing, counseling, mentoring, discipling, admonishing, exhorting, hoping, caring, loving...the list can go on and, in many instances, does in fact go on in describing what you do to provide meaningful life experiences for your students, parents, departments, friends, and families. However, without taking the equal intentional time to rest, reflect, and restore you will be doing everyone, including yourself, a great disservice. We must not fall into the hypocritical fallacy of teaching the message that education must be a humanizing endeavor, while simultaneously failing to recognize our own humanity in the process. As the editor of *CCNews*, I personally want to exhort each and every one of you to not only actively contribute to the field of education, but to also unabashedly contribute to the rehumanization of the teacher profession. Take care, take time, and take seriously the tasks of rest, reflection, and restoration as we look toward the end of one year and the beginning of another.

—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 Spring 2022 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 2022 issue is February 15.

## Update from the CCTE Communications Committee

By Sarah Johnson & Betina Hsieh

*Co-Chairs, CCTE Communications Committee*

The Communications Committee of the California Council on Teacher Education (CCTE) is active throughout this year. Our virtual 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 many committee members, especially Terrelle Sales for editing *CCNews*, Laurie Hansen and Grace Fantaroni for initiating and maintaining the *CCTE eNews Briefs*, and Karen Escalante, Betina Hsieh, Virginia Kennedy, and Heather Michel who coordinate our social media efforts. The 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.

We are always looking for new Communications Committee members! Our new cycle of monthly Zoom Committee meetings for this academic year has already started. To get involved contact Committee co-chairs Betina Hsieh (betina.hsieh@csulb.edu) or Sarah Johnson (sarah.johnson@fresno.edu) if you are interested in joining us!

## From the Desk of the CCTE Executive Secretary

The 2021-2022 membership year of the California Council on Teacher Education (CCTE) is unfolding with great promise. Following are some pertinent updates as we move through the year:

### Membership

As was the case during very successful 2019-2020 and 2020-2021 membership years, we are once again exceeding our budgeted membership goals for 2021-2022. We currently have 69 institutional members and an additional 35 individual members, which together nearly match our budgeted expectations for revenue from membership dues, with additional membership still anticipated.

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 have all been 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 co-sponsors of CCTE, with five levels of sponsorship available. During this 2021-2022 year we have the School of Education at California State University Channel Islands, the Charter College of Education at California State University Los Angeles, the Donna Ford Attallah College of Educational Studies at Chapman University, the Graduate College of Education at San Francisco State University, and the Department of Educator Preparation and Public School Programs in the Office of the Chancellor of California State University as annual co-sponsors and we continue to invite other institutions to join in offering similar support during the remainder of the 2021-2022 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. All of 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 co-sponsor were included with the institutional membership renewal materials distributed back 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. And our CCTE Fall 2021 Conference, at

which we returned to face-to-face attendance in combination with a virtual option, resulted in the largest attendance in CCTE history, with 220 on-site attendees and another 130 participating via Zoom. The theme “Intersectionality—New Knowledge, New Actions in Teacher Education” helped stretch our commitments both as an organization and individually

This fall the research sessions were presented both through video recordings posted to a CCTE GoReact platform and in person at the Kona Kai Resort in San Diego, and then following the Conference the research presenters have been invited to submit articles which will soon be published in a *CCTE Fall 2021 Research Monograph* which will be emailed in PDF format to all CCTE members and delegates.

### 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 Board of Directors member Ernest Black of CalStateTEACH is coordinating the New Faculty Support Program and he will be happy to discuss participation with any interested individuals.

### 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.

### Annual Election

This coming Spring the annual CCTE election will involve selection of a President Elect as well as three members of the Board of Directors. The Nominations and Elections Committee, chaired by CCTE Past President Virginia Kennedy, is currently recruiting candidates and an election announcement will be sent to the membership by the first of the new year, followed by an on-line ballot in February, with election results announced at the SPAN Conference in early March.

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



# CCNews

Newsletter of the  
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Volume 32, Number 3, Fall Issue, September 2021, Section 2—Conferences

Terrelle Sales (Pepperdine University), Editor

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## SPAN 2022

### Our Voice in Sacramento for Educator Preparation

### Key Developments for Upcoming CCTE Spring Policy Action Network

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

The California Council on Teacher Education's annual spring conference in Sacramento is the Spring Policy Action Network, or SPAN. Designed for capacity-building, advocacy, and learning, SPAN 2022 will continue to position CCTE as a powerful voice for educator preparation. The CCTE Policy Committee, which plans the SPAN Conferences, would like you to take note of three important highlights as you look ahead to March 7-8.

First, we will be back in person at the Citizen Hotel in 2022, with hybrid options. Watch for information coming soon about meeting and hotel registration. The Citizen puts us right in the middle of the city, within blocks of the Capitol. Nearby coffee shops, restaurants, and parks make it a great place to reconnect with colleagues.

Second, in 2022 we are moving SPAN to a Monday-Tuesday format. Plan to arrive by 9:00 a.m. on Monday, March 7 and conference sessions will end by 3:00 p.m. Tuesday, March 8. This change reflects feedback we received from legislative offices about the availability of legislators and staff. Our appointments with legislative offices, likely to be scheduled for Tuesday, March 8, will give us more opportunities to talk with policymakers. All the same conference features will be there, just arranged in new ways: associated group meetings for AICCU-ED, CABTE, CAPSE, and the field coordinators; the deans meeting; research roundtables and posters; policy speakers and allies; and of course, our "day on the hill" activities.

Finally, we will conduct a CCTE Policy Survey again this year to gather knowledge and insight about the current state of educator preparation from a cross-section of

constituencies that underscores CCTE's unique membership and reach. Pre-service and in-service educators and those who prepare and support them will have an opportunity to respond to the survey, thereby allowing CCTE to provide policymakers as well as the CCTE membership with comprehensive insights from educators across the state. We'll be working again with the REAL Lab (University of Redlands) for IRB approval, data analysis, and summary reports, making this survey an effective tool for our conversations with legislators and staff. So when you see the survey link in your email this December, share it broadly with your faculty, candidates, and cooperating teachers and of course, complete the survey yourself.

We are excited about these steps, and looking forward to seeing our CCTE friends and colleagues in Sacramento. The formal announcement of the CCTE SPAN 2022 Conference, including the registration form, call for proposals, and tentative program will be emailed to all CCTE members and delegates in mid-to-late December.



*California State Capitol*

## California Council on Teacher Education Spring 2022 SPAN Conference Registration

Please use this form to register for the Spring 2022 CCTE SPAN Conference, March 7-8;

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](http://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

#### **In-Person Registration—for persons wishing to attend the Conference at the Citizen Hotel in Sacramento.**

Check the Appropriate Category (all registration categories include Monday lunch and Tuesday breakfast and lunch):

- Registration - \$295
- Special for P-12 Educators - \$200
- Special for Part-Time Faculty - \$175
- Special for Retired Educators - \$150
- Special for Students - \$100
- Special for 4 or more registrants from the same institution - \$275 each  
(submit a form for each with combined payment)

Additional Option for In-Person 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

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

Additional Option 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 Virtual Meeting (Wednesday) - \$50

**Total:** Please enter the 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 "Spring 2021 SPAN Conference" page of the CCTE website:

[www.ccte.org](http://www.ccte.org)

For our records those using the on-line portal are also asked to complete and email this registration form to:

[alan.jones@ccte.org](mailto:alan.jones@ccte.org)

## Call for Research Proposals for CCTE Spring 2022 SPAN Conference

The California Council on Teacher Education (CCTE) invites submission of research, practice, and policy proposals for the CCTE Spring 2022 SPAN 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 teacher education work/expertise visible to policy makers.

Given the current context of education, for SPAN 2022 we are especially interested in research that:

- a. Gives policy makers a sense of how to support educators as they re-engage with face to face learning, 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, especially as they navigate in-person learning.
- c. Provides a window into the experiences of educator preparation candidates.
- 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. Examines the impact of all of the testing restrictions that were relaxed for educator preparation programs and K-12.
- g. Explores the experiences of educators teaching Ethnic Studies courses, preparing to do so, or advocating for such courses in their schools or districts.

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 both a brief video presentation to be posted to the CCTE GoReact platform prior to the Spring Conference and a live presentation which will be part of the Conference program. The Conference is scheduled for March 7 and 8, and research presentations may be scheduled on either of those days. Following the Conference written versions of presentations will be invited for publication in the *CCTE Spring 2022 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/kRrbitrPeHVM8gN7>
- File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.

Questions can be addressed to Karen Escalante, Chair of the CCTE Research and Practice Committee, at: [karen.escalante@csusb.edu](mailto:karen.escalante@csusb.edu)

### Deadline

Deadline for proposals for the Spring 2022 Conference is January 15, 2022.

### 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 2022 SPAN Conference.

### Publication

Following the Conference, presenters will be invited to submit a written version of their presentation for inclusion in the *CCTE Spring 2022 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. Presenters are also encouraged to prepare articles for submission to the two CCTE journals, *Issues in Teacher Education* and *Teacher Education Quarterly*.

# CCTE Fall 2021 Conference—It's a Wrap!

By **Virginia Kennedy & Vicki Graf**  
*CCTE Fall Conference Co-Chairs*

The California Council on Teacher Education's Fall 2021 Conference involved re-connecting as well as new connections with colleagues across California's teacher education community and beyond. While holding the Conference both on-site at the Kona Kai Resort in San Diego and virtually was challenging, blending a now very-familiar format (zoom) with the newly-familiar (actually being in the same room again) turned out to enable more to participate than ever before.

From intense presentations and thought-provoking discussions to fun and purposeful activities such as the social media scavenger hunt and conceptualizing action plans for our own programs, the conference theme of "Intersectionality—New Knowledge, New Actions in Teacher Education" truly generated new knowledge and the sharing of important visions for the future of teacher education.

As Conference Co-Chairs, we would like to express our gratitude to everyone whose invaluable contributions of their time, efforts, and creative ideas were essential to the success of the conference:

CCTE's Fall 2021 Conference Planning Committee:

Eric Engdahl  
Amy Hanreddy  
Terrelle Sales  
Sharon Merritt

CCTE's Board of Directors

CCTE's Committees:

Communications  
Membership  
Policy  
Research

Conference Program presenters:

Pedro Noguera, Keynote speaker  
Alfredo Artiles, Keynote speaker  
Keynote speaker respondents:

Ernest Black  
Suzanne Stolz  
Edgar Muñoz-Muñoz  
Betina Hsieh  
Marquita Grenot-Scheyer  
Kimberly White-Smith

All presenters in concurrent sessions,  
roundtables, and poster presentations

CCTE's Associated Organizations and SIGS,  
including CABTE's Saturday workshop

Logistics—for their vital work before and during  
the conference:

Sarah Thomas and Patricia Brown—tech design  
and support

Laurie Hansen, with Terrelle Sales and Deborah  
Hamm—onsite coordination

And, of course, Alan Jones, CCTE's Executive  
Secretary!

Hope to see you all at CCTE's Spring 2022 SPAN  
conference in Sacramento on Monday-Tuesday, March 7-8!



*CCTE officials at Fall 2021 Conference: left to right, CCTE President Elect Betina Hsieh, CABTE President Sharon Merritt, CCTE President Eric Engdahl, and CCTE Past President Virginia Kennedy.*



*Session underway in main Fall Conference meeting room.*

**See additional photos and comments  
about CCTE Fall 2021 Conference  
on next page.**



# Scenes from the CCTE Fall 2021 Conference



Pedro Noguera delivers Thursday afternoon keynote.



Alfredo Artiles during Friday morning keynote.



Steve Bautista (center) receives CCTE Outstanding Dissertation award at Friday luncheon from Reyes Quezada (left) and CCTE President Eric Engdahl (right).



The California Council on Teacher Education Fall 2021 Conference at the Kona Kai Resort in San Diego on October 21-23 was attended on site by 220 teacher educators along with 130 additional virtual attendees via Zoom, resulting in the largest conference in CCTE history. The hybrid conference was focused around the theme “Intersectionality—New Knowledge, New Actions in Teacher Education.” The scene below captures activity in the main ballroom where keynote and discussion sessions were held.

## Looking Ahead to Fall 2022

By **Terrelle Sales**  
*CCTE Fall 2022 Conference Chair*  
*Pepperdine University*

In anticipation of next year's CCTE Fall 2022 Conference I want to let you know that we are working hard to once again ensure a quality Conference that will challenge you both intellectually and spiritually, embracing the ethos of education at its core. The theme for the Fall 2022 CCTE conference is "ReHumanizing Education Through Anti-Racist and Anti-Bias Practices." Taking this theme to heart, the rehumanization of education through anti-racist and anti-bias practices should be the catalyst for truly meaningful and impactful change to occur within our field.

As functioning practitioners of educational theory, practices, methodologies, and policies, it is in our best interest to create a learning space where we too can experience the liberating power of education—a space where matters of life, freedom, equity, diversity, and creativity are not only encouraged, but expected, as we further traverse the journey that is our collective human experience.

As educators we must be consistently challenged to uphold, develop, and sustain emancipatory pedagogies and practices that push our profession toward creating the world that must be, not just one that should be or could be—a world that is not merely a probable possibility, but one that is a certifiable certainty.

This coming year's conference will feature two powerful keynote speakers who will help us better understand and apply anti-racist and anti-bias practices. Our first keynote speaker on Thursday afternoon will be Jeff Duncan-Andrade, Professor of Latina/o Studies & Race and Resistance Studies at San Francisco State University. Our second keynote speaker on Friday morning will be Lorena German, the Chair of NCTE's Committee Against Racism and Bias in the Teaching of English. More details to come as we get closer to the event.

The CCTE Fall 2022 Conference will be held again at the Kona Kai Resort in San Diego, on October 20-22, with some pre-meetings on October 19. In addition to the keynote addresses, the Conference will include policy sessions, special interest group meetings, research presentations and the poster session, meetings of associated organizations, an awards luncheon, and ample opportunities for dialogue with teacher education colleagues from across the state. A formal announcement of the Fall 2022 Conference along with the registration form and call for research proposals will be emailed to the CCTE membership in June of next year.

If you have questions or suggestions, or wish to participate on the Planning Committee for the CCTE Fall 2022 Conference, please contact Terrelle Sales at:

terrelle.sales@pepperdine.edu

## Report from AICCU-ED

By **Allison Smith**  
 AICCU-ED President  
*National University*

I am still feeling the excitement from the fall California Council on Teacher Education conference that was attended both in-person and virtually. There were a few ups and downs with the technology, but overall, I cannot express how much it meant to me to have this conference again. Our AICCU-ED session was well-attended and informative. We received great feedback that the board is actively putting into action.

One of the major outcomes of the meeting was that we needed centralized supports for institutions, candidates, new teachers, and induction programs in three critical areas:

- CalTPA
- edTPA
- RICA

In response, AICCU-ED is excited to announce that we will host CalTPA Revise & Refresh sessions for all of our member institutions, their candidates, graduates, and induction programs. This is a service to the field to add another layer of support. These sessions will be hosted by CalTPA experts who are experienced in supporting candidates through the CalTPA.

CalTPA Revise & Refresh schedule (first Thursday of every month), with Zoom links to follow:

- January 6, 2022 – Cycle 1
- February 3, 2022 – Cycle 2
- March 3, 2022 – Cycle 1
- April 7, 2022 – Cycle 2

We are also planning support sessions for the edTPA and will notify the deans of our member institutions and conference attendees with the spring schedule and Zoom link. Finally, we are also compiling open-source resources for RICA to help support people in the field. All information and updates will be shared on our Facebook group, so be sure to join the group!

<https://www.facebook.com/groups/aiccued>

Our Bilingual Authorization Support initiative was also well-received at the fall conference. AICCU-ED will continue to collaborate with CABTE to organize a collaboration group that supports independent colleges and universities through the process of offering a bilingual authorization program. More information will be shared soon. Please reach out to me if you have any questions or want to get involved.

Asmith5@nu.edu

# Update on CABTE Activities

By Sharon Merritt

CABTE President

Fresno Pacific University

As we entered the 2021-2022 academic year, with so much continued uncertainty in our educational settings, CABTE maintained its engagement in leadership and scholarly activity in the very active field of bilingual education in California. Below I highlight two areas to which we have particularly paid attention this fall.

## Intersections of Language and Race in Dual Language Education

On October 23, 2021, as part of the California Council on Teacher Education's hybrid fall conference, CABTE co-sponsored a Saturday Institute with CTE's Equity and Social Justice Special Interest Group, represented by Ivannia Soto and Grace Cho. The Institute focused on the field of raciolinguistics as detailed in the book *Bilingualism for all?: Raciolinguistic Perspectives on Dual Language Education in the U.S.* (edited by Nelson Flores, Amelia Tseng, and Nicholas Subtirelu). To aid us in our consideration of the theme, a small group of CABTE leaders, guided by Nirmla Flores and Sharon Merritt, met weekly to discuss several of the chapters from the book in the weeks leading up to the event.

During the morning Institute, we were privileged to hear from four women scholars who had contributed to the volume: Amelia Tseng (American University) who focused on unpacking the concept of raciolinguistics as presented in the book; Maria Cioè-Peña (Montclair State University, NJ) who presented her work on inclusion/exclusion of Emergent Bilinguals Labeled as Disabled (EBLADs) in Dual Language education; Sera Hernandez (San Diego State University) who presented on the politicized role of parents in Dual Language education; and Suzanne Garcia-Mateus (CSU Monterey Bay) who presented on white privilege in Dual Language education. We thank them again for their outstanding and compelling presentations that challenge us to take a critical view of the social spaces of Dual Language programs.

Many thanks as well to Ivannia Soto for developing our interactive activities and managing our Zoom presence. In addition, we thank everyone who served as a table or breakout group facilitator (Nirmla Flores, Cheryl Forbes, Clara Amador-Lankster, Eduardo Muñoz Muñoz, Adam Sawyer, Lyn Scott, Diane Sharken-Taboada, and Elsie Solis-Chang). We navigated the complex technology environment with a lot of help from Laurie Hansen, Chuck Merritt, and Betina Hsieh. We will be continuing our Book Club focusing on the volume beginning on January 21, 2022. Please contact Sharon Merritt (sharon.merritt@fresno.edu) or Nirmla Flores (ngflores@sdsu.edu) if you are interested in joining us.

## Advocating for the New Bilingual Authorization Standards and Bilingual Teacher Performance Expectations

During their December 9-10 Commission meeting, the Commission on Teacher Credentialing will consider the new Bilingual Authorization Standards and BTPEs for approval after many months of work to draft and refine them. We are proud that so many of our CABTE members and leaders have been involved in that process over the last two years, serving on various iterations of the working group from white paper to draft of the standards. We particularly thank Magaly Lavadenz (Loyola Marymount University/CEEL) for her untiring leadership in this endeavor. Thanks also to Eduardo Muñoz Muñoz, Adam Sawyer, Michelle Soto-Peña, Clara Amador-Lankster, Cheryl Forbes, and Carolina Serna, among many others, who served at various stages in the process.

We have continued to support the inclusion of a minimum of 20 hours of field experience in the new standards, and would urge any who would like to present written or oral comments at the Commission meeting to look for the agenda on their website (<https://www.ctc.ca.gov/commission/meetings>).

Hoping your holidays are peaceful and happy! Warmest Season's Greetings from CABTE!

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## 2022 National Meetings

The California Council on Teacher Education (CCTE) serves as the California state chapter for both the American Association of Colleges for Teacher Education (AACTE) and the Association of Teacher Educators (ATE). Both will hold their annual meetings early in 2022.

### AACTE

The AACTE 2022 Annual Meeting will be held March 4-6 in New Orleans. For information and registration go to the AACTE website:

[www.aacte.org](http://www.aacte.org)

### ATE

The ATE Annual Conference for 2022 will be held February 11-16 in Chicago. For information and registration check the ATE website:

[www.ate1.org](http://www.ate1.org)

CCTE will be represented by its officers at both national meetings and CCTE members and delegates are encouraged to attend as well.

## 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:

“I’m grateful for the opportunity to tackle tough topics in a safe space and without judgement. You present materials in an accessible way that any participant can access at their own level to process and then rise to the occasion to synthesize and go make an impact.”

—Anonymous feedback from an Educator Institute participant

As you can see from the sample bit of feedback above, our yearlong CRTWC Educator Institute is going strong!

We are now planning for our 2022-2023 Educator Institute. You can learn about it and register at [www.crtwc.org](http://www.crtwc.org)

### Spreading the word about our work:

New look, new website, same mission!

After 13 years, the Center for Reaching & Teaching the Whole Child is updating its brand to better reflect the organization’s values as a community of supportive educators committed to student academic achievement and teacher and student well-being through social, emotional, and culturally-responsive teaching practices.

CRTWC’s mission remains the same—to equip educators with the social, emotional, and cultural competencies necessary for learning communities to thrive.

We invite you to visit our new website to learn more about who we are, what we do, and how our professional development and consulting services can elevate your individual, university, and district-level teaching and coaching practices.

### Presentations:

Nancy Markowitz, Suzanne Bouffard, Linda Hutcherson, and Rachel Bacosa will be guest presenters on Collaborative Classroom’s Webinar on December 1, 2021 entitled “Beyond Good Intentions: Teaching with a Social, Emotional, and Cultural Lens.”

Nancy Markowitz and Wendy Thowdis will be presenting a four-hour pre-conference online workshop for the Learning Forward 2021 Conference on Sunday, December 5, 2021 from 8:00 a.m. to 1:00 p.m. Pacific time

Wishing you a healthy, safe, and joyful 2022!

## 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](mailto: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](http://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 4, Winter Issue, December 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

## Participant Feedback from the CCTE Fall 2021 Conference

During and following the California Council on Teacher Education Fall 2021 Conference in San Diego, *CCNews* Editor Terrelle Sales invited attendees to offer comments and feedback—“Candid Conference Talking Excerpts.” Here following are some comments offered in response to that invitation:

One person, who wished to remain anonymous, stated that one of their biggest takeaway’s from the conference was that in order “to change the conversation, change the seats at the table.” They went on to say that in order for this to happen, “Teachers need to support students in imagining possibilities that seem out of reach.”

AmyK Conley from Humboldt State University stated her biggest takeaway from the conference was that, “the future of California education is bright. It has preschool and dual teacher preparation programs; it is inclusive and multilingual.”

In regard to our conferences attendee’s growth and personal understanding of intersectionality, Allison Leggett from UCLA Extension stated, “My personal understanding of intersectionality in teacher education has grown in leaps and bounds. My Single Subject, Add-on and Administrative services credential has served me well in my role as a professor and administrator in higher education. As a program director, I have been tasked to take a deeper dive into all of the credentials to ensure our program curriculum is aligned with current policy and trends. The commonalities and differences between the various teacher credentials has become increasingly clearer and I can see the need for the emerging education specialist and early childhood teaching credential through the Teacher Performance Expectations within our Program Learning Outcomes.”

## Plans Underway for AACTE Western Regional Meeting

By **Virginia Kennedy**  
*CCTE Past President*

*California State University, Northridge*

Plans for the American Association of Colleges for Teacher Education (AACTE) Western Region State Affiliates Meeting are well underway. The meeting will take place on Thursday and Friday, February 3-4, 2022, at the University of La Verne in La Verne, California. With a 2020-21 State Chapter Support Award from AACTE and its Advisory Council of State Representatives (ACSR), the AACTE state chapters of Arizona, California, and Washington are co-leading the effort to bring together the chapter leaders from the 13 states in AACTE’S Western Region. The purpose of the meeting will be to examine regional issues and new practices in teacher education through a social justice and post-pandemic lens.

Issues of equity in areas such as candidate recruitment, program support, and professional identity formation and how they impact the Western Region states will be highlighted. Additional goals of the project are to increase capacity for leadership in teacher preparation in the region, strengthen each chapter’s capacity for leadership in their respective states, and develop partnerships with other state chapters to share and learn from each other.

This planning for the meeting is being led by Keith Lambert (Whitworth University), Kimberly Tobey (Rio Salado College), Pamela Powell (Northern Arizona University), and Virginia Kennedy (California State University, Northridge). The California Council on Teacher Education (CCTE) is serving as the fiscal agent for the meeting by receiving the state chapter grant funding from AACTE, disbursing those funds as appropriate, and preparing an accounting for AACTE once the meeting has been held.

A report on the meeting will be included in the Winter issue of *CCNews* as a way to keep all CCTE delegates and members informed.

## **CCTE New Faculty Support Program Available for Interested and Qualified Applicants**

Each 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. Participation in the Program typically is for a two-year period.

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 a period of two years at a 50% discount, so that the individual dues are reduced to \$60 per year.

Participants in this program will attend at least one CCTE Conference (either a Fall Conference in San Diego or a Spring 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 are also encouraged to attend multiple conferences during their two years, with the same 50% reduction in registration fee each time.

Participants will submit a proposal for a research or poster session at whichever Conference(s) 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 Conferences.

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](mailto:alan.jones@ccte.org).

Applications will be accepted and considered at any time. CCTE Board of Directors member Ernest Black at CalStateTEACH is the coordinator of the New Faculty Support Program and he may be contacted via email at: [eblack@calstate.edu](mailto:eblack@calstate.edu)

## **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](mailto: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.

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.”

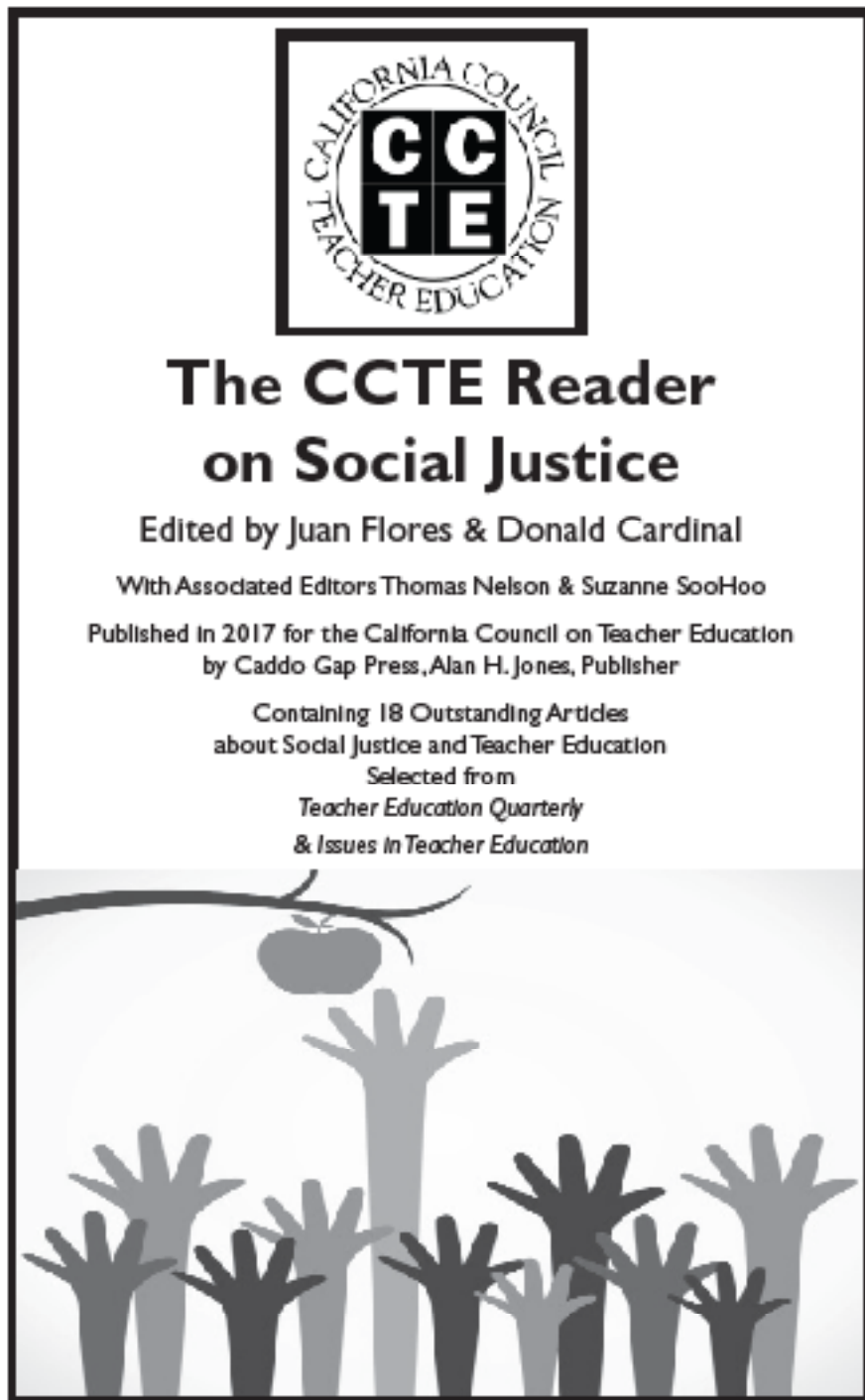
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

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](mailto: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](http://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 4, Winter Issue, December 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.

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](mailto:terrelle.sales@pepperdine.edu)

In this issue of the newsletter you will find a listing of current institutional membership in the California Council on Teacher Education as of this 2021-2022 membership year. See the following pages.

### CCTE Institutional Members, 2021-2022 Year

Each institutional member of the California Council on Teacher Education is entitled to up to 6 delegates as an initial benefit of membership, with the opportunity to add additional delegates if they wish.

Azusa Pacific University  
School of Education  
7 delegates

Biola University  
School of Education  
13 delegates

California Baptist University  
School of Education  
6 delegates

—continued on next page—

### Be Sure to Check the CCTE Website Regularly

[www.ccte.org](http://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.

# CCTE Institutional Members, 2021-2022 Year

California Lutheran University School of Education 8 delegates	California State University, San Marcos School of Education 12 delegates
California Polytechnic State University, San Luis Obispo School of Education 8 delegates	California State University, Stanislaus College of Education, Kinesiology, & Social Work 6 delegates
California State Polytechnic University, Pomona College of Education 6 delegates	California Teachers Association Instruction and Professional Development Department 6 delegates
California State University, Bakersfield School of Social Sciences and Education 6 delegates	CalStateTEACH Division of California State University 7 delegates
California State University, Channel Islands School of Education 6 delegates Annual Co-Sponsor of CCTE	Commission on Teacher Credentialing 8 delegates
California State University, Dominguez Hills College of Education 6 delegates	Chapman University Attallah College of Educational Studies 11 delegates Annual Co-Sponsor of CCTE
California State University, East Bay College of Education 7 delegates	Claremont Graduate University 6 delegates
California State University, Fresno Kremen School of Education and Human Development 7 delegates	Concordia University Irvine School of Education 6 delegates
California State University, Fullerton College of Education 6 delegates	Dominican University of California Department of Education 6 delegates
California State University, Long Beach College of Education 10 delegates	Fresno Pacific University School of Education 6 delegates
California State University, Los Angeles Charter College of Education 6 delegates Annual Co-Sponsor of CCTE	Humboldt State University School of Education 9 delegates
California State University, Monterey Bay College of Education 6 delegates	Loyola Marymount University School of Education 9 delegates
California State University, Northridge Michael Eisner College of Education 8 delegates	Mount Saint Mary's University Department of Education 6 delegates
California State University Office of the Chancellor Department of Educator Preparation and Public School Programs 6 delegates	National University Sanford College of Education 7 delegates
California State University, Sacramento College of Education 9 delegates	Notre Dame de Namur University School of Education and Psychology 5 delegates
California State University, San Bernardino College of Education 7 delegates	Occidental College Department of Education 5 delegates
	Pacific Oaks College School of Education 7 delegates

—continued on next page—

# CCTE Institutional Members, 2021-2022 Year

Pepperdine University  
 Graduate School of Education and Psychology  
 7 delegates

Point Loma Nazarene University  
 School of Education  
 6 delegates

Reach University  
 Graduate Institute  
 6 delegates

Riverside County Office of Education  
 School of Education  
 6 delegates

Saint Mary's College of California  
 Kalmanovitz School of Education  
 6 delegates

San Francisco State University  
 Graduate College of Education  
 28 delegates  
 Annual Co-Sponsor of CCTE

San Joaquin County Office of Education  
 Teachers College of San Joaquin  
 10 delegates

Santa Clara University  
 School of Education and Counseling Psychology  
 6 delegates

San Jose State University  
 College of Education  
 6 delegates

Simpson University  
 School of Education  
 1 delegate

Sonoma State University  
 School of Education  
 6 delegates

Stanford University  
 School of Education  
 5 delegates

The Master's University,  
 School of Education  
 3 delegates

Tilly's Life Center  
 5 delegates

Touro University California  
 Graduate School of Education  
 6 delegates

UMassGlobal (previously Brandman University)  
 6 delegates

University of California, Berkeley  
 Graduate School of Education  
 7 delegates

University of California, Davis  
 School of Education  
 6 delegates

University of California, Irvine  
 School of Education  
 5 delegates

University of California Los Angeles  
 Graduate School of Education and Information Studies  
 9 delegates

University of California, Riverside  
 Graduate School of Education  
 8 delegates

University of California, San Diego  
 Department of Teacher Education  
 4 delegates

University of California, Santa Barbara  
 Graduate School of Education  
 6 delegates

University of California, Santa Cruz  
 Department of Teacher Education  
 6 delegates

University of La Verne  
 LaFetra College of Education  
 8 delegates

University of the Pacific  
 Benerd School of Education  
 6 delegates

University of Redlands  
 School of Education  
 7 delegates

University of San Diego  
 School of Leadership and Education Sciences  
 6 delegates

University of San Francisco  
 School of Education  
 6 delegates

University of Southern California  
 Rossier School of Education  
 6 delegates

Vanguard University of Southern California  
 Department of Education  
 6 delegates

Westmont College  
 Education Department  
 3 delegates

Whittier College  
 Education Department  
 5 delegates

Individual Members:  
 (individual members have the same rights and privileges  
 as institutional delegates)

35 current individual members