



# CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

## CCNews

Quarterly Newsletter of the  
California Council on Teacher Education

Volume 33, Number 3, Fall Issue, September 2022

Terrelle Sales (Pepperdine University), Editor

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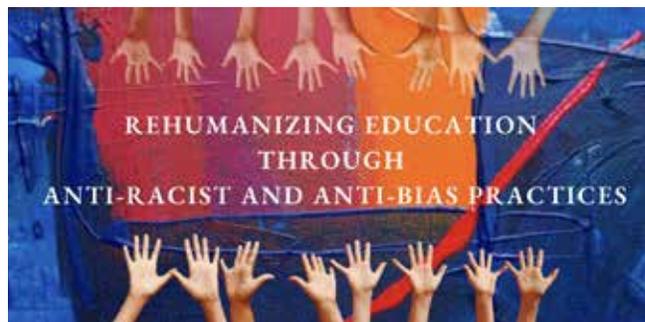
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**CCTE Fall 2022 Conference**



**October 20-22, San Diego**  
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**Volume 33, Number 3, Fall Issue, September 2022, Section I—Officer Reports & Policy**

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## Reflections on Entering a New Academic Year Centering Humanity and Humanizing Practices in Times of Uncertainty

### A Message from CCTE President Betina Hsieh

As I write this fall message, I am anticipating the return to school for my children (2<sup>nd</sup> & 11<sup>th</sup> grade) and myself (... grade not to be disclosed). Every new academic year brings familiar feelings of anticipation and excitement. As a student, I always looked forward to school, but I wondered who and how my teachers might be, what I might learn, if content would be too challenging for me, or how much my friends had changed over the summer. As an educator, I'm always eager to meet a new group of students, but I still wonder how new students will respond to the coursework, curriculum, and to me as a person.

This year, while there is much that is familiar, there continues to be much that is uncertain, with multiple simultaneous global pandemics, continued global and domestic political instability, a renewed "teacher crisis" throughout the United States, attacks of civil rights and culturally affirming education, and continued concerns about student learning conditions, as we face the reality that "going back" to how schooling or the world was prior to March, 2020, is not truly an option.

For all these reasons, I am grateful to find a professional home in CCTE, and excited about this Fall's Conference theme: (Re)Humanizing Education through Anti-Bias and Anti-Racist Practices. A member recently e-mailed to emphasize the importance of defining what we mean by humanizing education and anti-bias anti-racist practices, given the propensity of terms like these being used without

a theoretical grounding in what they mean and practical examples of what they may look like. This was an important piece of feedback as we consider our work as teacher educators and scholar-practitioners, so I'd like to use this

message to address these key parts of our Fall conference theme, as we anticipate welcoming you (in person, hybrid, or virtually) to the Fall Conference, October 20-22 online and at the Kona Kai Resort in San Diego.

### Humanizing Education

Drawing from Paolo Freire's (1970) work on humanization, humanizing education seeks to support the process of becoming more fully human, recognizing the full humanity of ourselves and those around us (our colleagues, our students, families, and communities), particularly those who have been historically (and may remain currently) marginalized

by social structures and hierarchies.

Humanizing education acknowledges and affirms our identities, experiences, and the goals we have for our own education and development. Humanizing educators strive to embody humility and demonstrate a willingness to learn with and from others in a learning community. Humanizing educators are authentically generous in supporting growth, but also willing to stand against dehumanizing, deficit stances and practices that reproduce oppressive conditions.

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## A Message from CCTE President Betina Hsieh

(Continued from previous page)

In recent times, between social media and social distancing, our society has become in many ways increasingly polarized and dehumanizing. It has become easier to shout at those we disagree with, or to block them and disengage, than to find our common humanity and goals and work towards them. We see this also in education through overly-prescriptive, increasingly standardized curriculum on strict timelines with accountability measures, and harsh disciplinary practices that de-professionalize and dehumanize the work of teaching and teacher education, and decenter teaching and learning as inherently relational processes. While content knowledge, curricular design, and instructional practices are all a key part of our work as teacher educators, if we forget to center our own humanity and those of educators, students, families, and communities, we may fail to create environments in which learning and growth can happen for all students, and we may easily forget the joys of the work that we do.

### Anti-Bias/Anti-Racist Education

Anti-bias practices have an established lineage in early childhood education. Louise Derman-Sparks and Julie Olsen-Edwards (2019) discuss four core goals of anti-bias education focused on identity, diversity, justice, and activism. Anti-bias education promotes students' knowledge of themselves and pride in their own identities; their awareness, acknowledgment, and respect of those that differ from them; development of empathy and ability to identify injustice (particularly against people from marginalized identity groups); and empowerment to act in ways that confront bias and discrimination.

In a teacher education context, we can adapt these principles to see our work as supporting educators' identity development, ability to respectfully engage with and affirm the assets students and families from diverse backgrounds bring to classroom spaces, ability identify and recognize bias and injustice in their own practices and throughout educational systems, and skills in standing up for those facing discrimination and harm based on their identities.

Anti-racist education explicitly acknowledges, addresses, and confronts racism as a central form of structural oppression, leading to discriminatory practices that result in inequitable opportunities and outcomes for students who are Black/African American, Indigenous, Latinx, Asian American, Arab American and/or perceived as non-white. Anti-racist education seeks to support the development of skills to critically analyze curriculum, instruction, assessment, and classroom/site/institutional environments to see if, where, and how people of color are included, represented, and treated. Anti-racist educators consider how they can actively challenge deficit framings and structures/policies that reproduce inequitable opportunities and outcomes for people of color. This can come through curricular change, culturally responsive and sustaining pedagogies and practices, restorative justice, and a variety of authentic and inclusive assessment measures that allow students to demonstrate knowledge in ways that build upon their strengths while promoting their growth.

Freire says in *Pedagogy of the Oppressed*, "Those who authentically commit themselves to the people must re-examine themselves constantly." Humanizing education and addressing bias and racism, amidst dehumanizing social conditions that can sometimes feel overwhelming, is not an easy task. This is why we are meant to do this work in community. The CCTE fall conference is an opportunity for us to examine ourselves and to gather together in community, with shared goals of advancing teacher education and of becoming more fully human, growing and learning from one another, and modeling continued growth for those we teach and support.

I hope to see you at the Fall conference, in person, or joining us online, and I hope you'll share your research and practice with us as we engage with our keynote speakers, discuss key teacher education policy, and strengthen community. We look forward to welcoming you and to your ongoing engagement with CCTE as a professional community.

—**Betina Hsieh**, CCTE President  
California State University, Long Beach  
betina.hsieh@csulb.edu



## Update from the CCTE Communications Committee

By Sarah Johnson & Angelica Reynosa  
Co-Chairs, CCTE Communications Committee

The Communications Committee of the California Council on Teacher Education (CCTE) is active throughout the 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 our quarterly newsletter *CCNews*, through the *CCTE eNews Briefs* which are monthly in non-newsletter months, through updating the website regularly, through e-mails to the CCTE membership and beyond, and through social media (Facebook at California Council on Teacher Education; Instagram at [calcouncilteachereducation](https://www.instagram.com/calcouncilteachereducation/); & Twitter @CalCouncil).

We are always looking for new Communications Committee members! Our new cycle of monthly Committee meetings via Zoom has already started for the 2022-2023 membership year. To get involved contact Committee co-chairs Sarah Johnson ([sarah.johnson@fresno.edu](mailto:sarah.johnson@fresno.edu)) or Angelica Reynosa ([angelica.reynosa@fresno.edu](mailto:angelica.reynosa@fresno.edu)) or CCTE Executive Secretary Alan Jones ([alan.jones@ccte.org](mailto:alan.jones@ccte.org)) if you are interested in joining us!

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## CCNews Call for Articles and News

The goal of *CCNews*, the quarterly newsletter of the California Council on Teacher Education (CCTE), is 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](mailto:terrelle.sales@pepperdine.edu)

The deadline for article submissions for the Winter 2022 issue of the newsletter is November 1.

We also look forward to reports in each issue from CCTE officers and committees and from the associated organizations and SIGs, plus updates on upcoming CCTE conferences and activities, as well as brief articles on new programs, research, and other events in the California teacher education community. The deadline for these news updates for the Winter 2022 issue is November 15.

## Upcoming CCTE Conferences

**Fall 2022**  
**October 20-22**  
**San Diego**

**Theme:**  
**“ReHumanizing Education**  
**Through Anti-Racist and Anti-Bias Practices”**

*See information on pages 9-14*

**Spring 2023**  
**March 13-14**  
**Sacramento**

**Theme:**  
**Spring Policy Action Network**

**Fall 2023**  
**October 12-14**  
**San Diego**

**Theme:**  
**“Realizing Ethnic Studies”**

**Spring 2024**  
**March 11-12**  
**Sacramento**

**Theme:**  
**Spring Policy Action Network**

## From the Desk of the CCTE Executive Secretary

Following are updates on the primary activities of the California Council on Teacher Education as we move into our 2022-2023 membership year:

### Fall 2022 Conference Planning

Our Fall 2022 Conference around the theme “ReHumanizing Education Through Anti-Racist and Anti-Bias Practices” will be held October 20-22 at the Kona Kai Resort in San Diego and also virtually for those who prefer that format. Last fall we had over 350 attendees at our Conference when combining on-site and virtual registrants, and we hope to match or exceed that number this fall.

Fall 2022 Conference co-chairs Terrelle Sales and Betina Hsieh have secured outstanding keynote speakers and are working to finalize other aspects of the program. See a preview report, information on the keynoters, the tentative program, and the registration form in this issue of *CCNews*. Further reminder announcements of the Fall 2022 Conference will be emailed to the CCTE membership in the weeks ahead.

### Membership & Sponsorship

Our membership numbers for the 2021-2022 membership year exceeded our budgeted expectations and we are anticipating similar success for the 2022-2023 membership year that started July 1. Renewals for 2022-2023 have already been received from many institutional and individual members and others are encouraged to renew soon to assure that you do not miss any membership benefits.

During the 2021-2022 year we enjoyed annual co-sponsorships of CCTE from the School of Education at California State University Channel Islands, the Charter College of Education at California State University Los Angeles, the College of Education at California State University Sacramento, the Graduate College of Education at San Francisco State University, the Department of Educator Preparation and Public School Programs at the Office of the Chancellor of California State University, and the Attallah College of Educational Studies at Chapman University.

Some of those sponsorships have already been renewed for the 2022-2023 year and we also invite other institutions to join the annual sponsorship program which provides crucial financial support for our CCTE activities.

### Associated Organizations/Affiliated Organizations

Again during this 2022-2023 year we have the participation of the Association of California Community College Teacher Education Programs (ACCCTEP), the Association of Independent California Colleges and University-Education (AICCU-ED), the California Alliance for Inclusive Schooling (CAIS), the California Association for Bilingual Teacher Education (CABTE), the

California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED), the California Association of School-University Partnerships (CASUP), and the Center for Reaching and Teaching the Whole Child (CRTWC) as CCTE associated organizations. These seven organizations have been recognized by CCTE as sharing our vision and goals.

CCTE also serves as the state chapter of the two national teacher education organizations, the American Association of Colleges of Teacher Education (AACTE) and the Association of Teacher Educators (ATE), which we classify as affiliated organizations based on our role as their California state chapters. Our two vice presidents serve as our primary liaisons with those national organizations. In addition, CCTE is affiliated as a member of Californians Together.

### New Faculty and Graduate Student Programs

During this 2022-2023 membership year we again offer opportunities for participation in the CCTE New Faculty Support Program and the CCTE Graduate Student Support Program. Both programs are available and open to interested applicants for the upcoming membership year. Information about the programs is available in each issue of the newsletter and on the CCTE website.

### Publications

CCTE continues to be well served by *CCNews*, our quarterly newsletter, and the two journals we sponsor, *Issues in Teacher Education* and *Teacher Education Quarterly*. The Summer 2022 issue of *Teacher Education Quarterly* was recently emailed to all members and delegates and the Fall 2022 issues of both journals will be published and distributed later this fall. Members of the CCTE community are also encouraged to submit manuscripts to the journals and the newsletter and to sign up as reviewers for either or both journals.

### Committees

CCTE has several standing committees that operate in such areas as awards, communications, membership, nominations and elections, PD4MT, policy, and research, and all members and delegates are invited to participate on committees that interest them.

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

# Update from the Commission on Teacher Credentialing

## Draft Literacy Standards and TPEs

SB 488 requires the Commission to update its Literacy standards and TPEs to reflect an updated definition of effective literacy instruction in Education Code sec. 44259, to be aligned to the State Board of Education’s ELA/ELD Framework, and to include the CDE’s Dyslexia Guidebook. The Commission currently has draft standards and TPEs for a new Literacy Domain 7 that meet the requirements of SB 488 for the following credentials:

- Multiple/Single Subject
- Education Specialist – Mild to Moderate Support Needs
- Education Specialist – Extensive Support Needs
- Proposed PK-3 Early Childhood Education Specialist

The drafts can be found at <https://bit.ly/CTC-Literacy>. The Commission’s Literacy/SB 488 Workgroup will meet again on September 13, 2022, to review comments from Commissioners and results from field review surveys to finalize recommended Literacy standards and TPEs for Commission review and potential adoption at its October meeting.

Drafts of standards and TPEs for the lower incidence Education Specialist areas of Early Childhood Special Education, Visual Impairment, and Deaf and Hard of Hearing will be available for review and feedback in September.

Below is the current timeline for the implementation of the new standards and TPEs and other requirements in SB 488:

October 2022	Commission Adoption of Draft Literacy Standards and TPEs
Late Fall 2022	Begin Design team work on literacy instruction performance assessment
2022 – 2024	Staff provides technical assistance to preparation programs in meeting updated literacy program standards and TPEs including but not limited to regional workshops, implementation/transition plan with feedback, webinars, and office hours
2023 - 2024	BIR training update to address literacy program standards and TPEs
Fall 2023— Spring 2024	MS/SS, Education Specialist, PK-3 ECE Specialist credential Literacy Performance Assessment Pilot Study and Technical Assistance
Fall 2024— Spring 2025	MS/SS, Education Specialist, PK-3 ECE Specialist credential Literacy Performance Assessment Field Test and Technical Assistance
August 2024— June 2025	Review and certify all Multiple Subject and Education Specialist preparation programs for compliance with new literacy program standards and TPEs
Fall 2025	Literacy instruction performance assessment becomes operational

## Exam and Performance Assessment Fee Waiver

The 2022-23 state budget provided \$24 million in each of the 2022-23 and 2023-24 academic years to pay for candidate registration fees for the following Commission-required examinations and performance assessments:

- California Basic Educational Skills Test (CBEST)
- California Subject Examinations for Teachers (CSET)
- California Test of English Learners (CTEL)
- Reading Instruction Competence Assessment (RICA)
- California Preliminary Administrative Credential Exam (CPACE)
- California Teaching Performance Assessment (CalTPA) edTPA for California
- California Administrator Performance Assessment (CalAPA)

It is taking time to get amended contracts approved in order to implement the fee waiver. However, any candidate who takes a covered exam or performance assessment on or after July 1, 2022, and pays for their registration will receive a refund. Please watch the PSD e-News for updates on the fee waiver program.

## Integrated Undergraduate Teacher Preparation Program Grants

The 2022-23 state budget included \$20 million to fund planning grants of up to \$250,000 and implementation or expansion grants of up to \$500,000 for the development and expansion of four-year integrated undergraduate programs of professional preparation that lead to more credentialed teachers, with an emphasis on shortage fields: special education, bilingual education, science, health, computer science, technology, engineering, mathematics, Transitional Kindergarten, and Kindergarten. Grant funds can be used for the following purposes:

- Providing faculty release time to redesign existing courses.
- Providing stipends for program coordinators to assist in collaboration with subject-matter professors and pedagogy professors.
- Creating summer courses for students in a four-year integrated program of professional preparation.
- Recruiting individuals for participation as students in four-year integrated programs of professional preparation.
- Establishing a new partnership with California community colleges to create four-year integrated programs of professional preparation.

A request for applications will be published this fall, and the Commission will have two application windows per year until all grant funds are awarded.

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# Update from the Commission on Teacher Credentialing

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## PK-3 Early Childhood Education Specialist Credential

The Commission has been working for over a year on retooling and updating the Early Childhood Education Specialist credential for the needs of implementing universal Transitional Kindergarten (TK), expanding preschool opportunities, and supporting the California Department of Education's efforts to build more aligned and developmentally appropriate PK – Grade 3 experiences for children. It is anticipated that the Commission will adopt program standards and TPEs for the credential at its October 2022 meeting. Institutions that are interested in beginning to develop preparation programs can start with the current drafts of the program standards and TPEs contained in the Commission's June agenda item, with the understanding that the Commission may make changes prior to adoption in October 2022. The final adopted version will also include a PK-3 ECE specific Literacy standard and TPEs, also

anticipated to be adopted at the October 2022 Commission meeting.

There are and will continue to be grant opportunities to support the development and implementation of PK-3 Early Childhood Education Specialist preparation programs. For example, the authorizing legislation for the Integrated Undergraduate Teacher Preparation Program Grants specifically includes the PK-3 credential and TK as a shortage area. Alternatively, the required 1:12 and 1:10 adult to student ratios make TK an ideal opportunity for residency-based preparation programs. Programs may want to contact their partner LEAs to discuss the possibility of applying for a Teacher Residency Capacity, Implementation, or Expansion grant. The Teacher Residency Implementation RFA is now available to provide grant awards up to \$25,000 per resident for new or expanding residency programs, and applications are due to the Commission by 5:00 pm on Friday, October 14, 2022. A new application window for Capacity grants will open this fall.

## CCTE Committees: An 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 (previously the Intersegmental Project):** The Professional Development for Mentor Teachers Committee coordinates and develops programs for professional development of supervisors and mentor teachers.

**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



# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 33, Number 3, Fall Issue, September 2022, Section 2—Conferences**

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# CCTE Fall 2022 Conference

## “Rehumanizing Education Through Anti-Racist and Anti-Bias Practices”

By **Terrelle Sales**

*Chair, CCTE Fall 2022 Conference Planning Committee  
Pepperdine University*

In anticipation of the Fall 2022 California Council on Teacher Education (CCTE) conference, I want to let you know that we are working hard to ensure that the quality of the conference will engage and challenge you as scholars, educators, community members, and most importantly as people. As you all know, the theme for the Fall 2022 CCTE conference is “ReHumanizing Education Through Anti-Racist and Anti-Bias Practices.” The Conference dates are October 20-22 and the Conference will be held at the Kona Kai Resort in San Diego as well as virtually for those who prefer that format.

Taking this theme to heart, the rehumanization of education through anti-racist and anti-bias practices serves as the impetus for our conference design to plan meaningful and impactful learning experiences for the membership. As functioning practitioners of educational theories, practices, methodologies, and policies it is in our best interest to create an environment for learning where we too can experience the liberating power of education—where matters of life, freedom, equity, diversity, and creativity are not only encouraged, but are 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 a world that must be, not one that should be or could be. A world that is not merely a probable possibility built on empty promises, but one that is a certifiable certainty.

This year’s CCTE Fall 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 is Dr. Jeff Duncan-Andrade, Professor of Latina/o Studies & Race and Resistance Studies at San Francisco State University. Our second keynote speaker on Friday morning is Lorena German, the Chair of the National Council of Teachers of English’s Committee Against Racism and Bias in the Teaching of English.

The Fall Conference will conclude with a special Saturday morning program introducing the topic of ethnic studies, which will be a bridge to the CCTE Fall 2023 Conference when the main theme will be ethnic studies.

To help you get more acclimated to their work and contributions to anti-racist and anti-bias education you will find further information on the keynote speakers in this newsletter. In addition, I have reached out to them to create a learning hub where you can interact with many of their offerings by using the link provided.

Also on the following pages you will find the tentative program for the Fall 2022 Conference, a registration form, and the call for proposals for research sessions. Everyone in the CCTE community is encouraged to register for and attend the Conference either in person or virtually.

Special thanks is offered to the members of the Conference planning committee:

Karen Escalante, CCTE President Elect (California State University, San Bernardino)

Betina Hsieh, CCTE President (California State University, Long Beach)

Alan H. Jones, CCTE Executive Secretary

Erika Saito, Associate Editor of *Issues in Teacher Education* (National University)

Terrelle Sales, Chair of Fall 2022 Conference Planning Committee, CCTE Board Member, & Editor of *CCNews* (Pepperdine University)

Allison Smith, Editor of *Issues in Teacher Education* & President of AICCU-ED (University of Massachusetts Global)

Ivannia Soto, CCTE Board Member (Whittier College)

Sharon Merritt, Past President of CABTE (Fresno Pacific University)

# Exploring the Fall Conference Theme

By Terrelle Sales

*Chair, CCTE Fall 2022 Conference Planning Committee  
Pepperdine University*

The intent of this year's California Council on Teacher Education (CCTE) Fall Conference is to reimagine the learning experience to meet the needs of our membership in ways that are innovative and unique. In order to do so, the Conference Planning Committee envisions a conference that completely envelopes and reflects this year's theme: "ReHumanizing Education Through Anti-Racist and Anti-Bias Practices." When Betina Hsieh originally came up with the theme, as the Chair of this year's conference Planning Committee, I figured we could engage with the theme in two ways:

## **I. The ReHumanization of the Student: Truly Seeking to See Education as a Humanizing Endeavor**

The educational policies, curriculum, practices, etc., should all be focused on the humanization of students. Humanization is the ontological vocation of all human beings. However, in a systemically oppressive institution like education, which consistently works to dehumanize students of color and other marginalized student populations, there must be allowed permission for students who cannot fight for themselves, to be humanized by the other—educators.

Humans are human intrinsically because of who they are, not because of what they do. Therefore, humanization cannot be reserved solely for those who are liberated through the consciousness or awareness of their oppression and marginalization alongside their desire for self-determination. A human, regardless of their awareness of their humanity, deserves humanization by those who can see and attest to their intrinsic worth. All of humankind are deserving of love, acceptance, appreciation, and dignity. Engaging in liberation first begins with the re-humanization of the dehumanized mind. One can only be convinced of their humanity through unyielding faith in humanity.

Educational practices, policies, and procedures should therefore seek to affirm students' humanity by beginning with the fact that we all are human and are deserving of appreciation and respect—for our differences, our similarities, our languages, our cultures, our ways of knowing, our ways of being, our ways of understanding, our *humanness*! Through this process of the rehumanization of education, students and teachers serve each other by *reserving* and *preserving* our collective fight for equality, freedom, and significance in a system diametrically opposed to this understanding.

## **2. The ReHumanization of the Educator**

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. Educators are asked to do so much and have been burning the proverbial candle at both ends. The amount of mental and physical exhaustion that educators are feeling now due to the ramifications of the pandemic is unnerving. Being a great educator takes so much out of teachers that they can in fact fall victim to dehumanizing treatment, where they are seen not as human beings anymore, but merely as practitioners.

Their human condition is rarely examined and therefore educators begin to believe they must continue to push forward without regard to their basic human needs. Educators must not forget the importance of rest, reflection, and restoration. Educators can no longer be subjected to the expectations placed on them to always "perform" without taking into consideration who they are as human beings. One cannot continue to pour from a cup that is empty. One cannot effectively and efficiently serve others from a posture of exhaustion. The rehumanization of education begins with educators reminding themselves that they too are human and need to be treated as such.

## **A Journey Together**

This is how we envision engaging with the Fall 2022 Conference theme. How can we pedagogically and programmatically infuse the theme into every aspect of the conference? How can we create a learning environment where the membership feels that the council is prioritizing not only their learning in regard to rehumanizing education (practically) but also feels they are being seen as human beings as well (personally)? This is the beginning of our journey together and we look forward to beginning it with you at the CCTE Fall 2022 Conference.



# CCTE Fall 2022 Conference

## Keynote Speakers



**Jeff Duncan-Andrade**

**Thursday Afternoon Keynote**

**Jeff Duncan-Andrade**, Ph.D., is Professor of Latina/o Studies and Race and Resistance Studies at San Francisco State University. He is also a founder of the Roses in Concrete Community School, a community-responsive laboratory school in East Oakland ([www.rosesinconcrete.org](http://www.rosesinconcrete.org)) and the Community Responsive Education Group ([www.communityresponsive.org](http://www.communityresponsive.org)). As a classroom teacher and school leader in East Oakland (CA) for the past 28 years, his pedagogy has been widely studied and acclaimed for producing uncommon levels of social and academic success for students.

He has written two books and his next book with Harvard Press is due out this September. In 2016, Duncan-Andrade was one of the educators invited to the White House on National Teacher Appreciation Day by President Obama, and in 2019 he was chosen as the Laureate for the prestigious Brock International Prize in Education. In 2021, he was selected to join the Board of Prevent Child Abuse America. Duncan-Andrade has also been ranked as one of the nation's most influential scholars by *EdWeek's* Public Influence Rankings.

### Further Information on Speakers:

If you wish additional information about or to engage further with our two keynote speakers prior to the Fall Conference, please use this link to access an information hub:

<https://bit.ly/cctefall22keynotes>



**Lorena German**

**Friday Morning Keynote**

**Lorena German** is a two time nationally awarded Dominican American educator who focuses on anti-racist and anti-bias education. She has been featured in the *New York Times*, NPR, PBS, *Rethinking Schools*, *EdWeek*, *Learning for Justice Magazine*, and more. She is author of *The Anti Racist Teacher: Reading Instruction Workbook* and *Textured Teaching: A Framework for Culturally Sustaining Practices about Curriculum & Lesson Development Focused on Social Justice*.

Lorena is a co-founder of #DisruptTexts and Multicultural Classroom. Lorena is also the Chair of National Council of Teachers of English's Committee Against Racism and Bias in the Teaching of English. She lives in Tampa, Florida, where she is a mami and wife—two of her most important roles.

## Tentative CCTE Fall 2022 Conference Program

### Wednesday, October 19:

- 9:00 a.m. to 3:00 p.m. - Meeting of the **California University Field Coordinators Forum.** La Jolla Room  
 10:00 a.m. to 4:30 p.m. - Meeting of the **Board of Directors of the California Council on Teacher Education.** Del Mar Room  
 11:30 a.m. to 4:30 p.m. - **Statewide Meeting of Education Deans and Directors.** Coronado Room  
 Lunch on patio at 11:30 a.m. Meeting from 1:00 p.m. to 4:30 p.m. Cash bar at 5:00 p.m..

### Thursday, October 20:

- 8:00 a.m. to 9:00 a.m. - **California Association for Bilingual Teacher Education.** Point Loma II  
 9:00 a.m. to 10:00 a.m. - **Association of Independent California Colleges and Universities-Education (AICCU-ED).** Point Loma II  
 10:00 a.m. to 11:00 a.m. - **California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED).** Point Loma II  
 11:00 a.m. to Noon - Joint Meeting of the **Association of Independent California Colleges and Universities-Education California Association for Bilingual Teacher Education California Association of Professors of Special Education/Teacher Education Division** Point Loma II  
 With Staff from the **Commission on Teacher Credentialing**  
 10:00 a.m. to 11:00 a.m. - Meeting of the **CCTE Graduate Student Caucus.** Del Mar Room  
 11:00 a.m. to 11:30 a.m. - **Newcomers Meeting and Orientation.** Del Mar Room  
 11:30 a.m. to Noon - Pick up Box Lunches, for those who ordered them. Point Loma Foyer  
 Noon to 1:00 p.m. - Meetings of CCTE Special Interest Groups.  
 Arts and Education, Lives of Teachers, Inclusive Education, & Teacher Induction  
 1:00 p.m. to 3:00 p.m. - Fall Conference Opening Session Point Loma II  
 Introductions & Organizational Updates:  
 Conference Orientation by Fall Conference Chair **Terrelle Sales** (Pepperdine University)  
**Keynote Address: Jeff Duncan-Andrade** (San Francisco State University).  
 Followed by Response Panel.  
 3:15 p.m. to 4:15 p.m. - **First Policy Session.** Point Loma II  
 Conversation with staff of the Commission on Teacher Credentialing moderated by CCTE Policy Committee  
 4:15 p.m. to 5:15 p.m. - First Set of **Concurrent Research Presentations.**  
 Five Sessions – Point Loma II, Point Loma III, Coronado Room, Bay Room, LaJolla Room  
 5:30 p.m. to 6:30 p.m. - Second Set of **Concurrent Research Presentations.**  
 Five Sessions – Point Loma II, Point Loma III, Coronado Room, Bay Room, LaJolla Room  
 6:30 p.m. to 7:45 p.m. - **Joint Presidents' Reception.** Point Loma I

### Friday, October 21:

- 7:30 a.m. to 9:00 a.m. - Meeting of the *Teacher Education Quarterly* Editorial Board. Del Mar Room  
 7:30 a.m. to 9:00 a.m. - Meeting of the *Issues in Teacher Education* Editorial Board. Bay Room  
 7:30 a.m. to 9:00 a.m. - Informational Meeting of the **CCTE Professional Development for Mentor Teachers Committee** (PD4MT Project). Point Loma III  
 8:30 a.m. - Continental Breakfast for All Conference Registrants. Point Loma II  
 9:00 a.m. to 10:30 a.m. – **Friday Morning Session.** Point Loma II  
 Keynote by **Lorena German**  
 Followed by Response Panel  
 10:45 a.m. to 11:45 a.m. - **Table Talks.** Point Loma II  
 Noon to 1:15 p.m. - **Conference Awards Luncheon.** Patio  
 1:30 p.m. to 2:45 p.m. - **Concurrent Research Roundtables.**  
 Five Roundtable Sessions – Point Loma II, Point Loma III, Coronado Room, La Jolla Room, Bay Room  
 3:00 p.m. to 4:00 p.m. - **Second Policy Session** Point Loma II  
 Discussing work of the **CCTE Policy Committee** and plans for the **CCTE 2023 SPAN Conference.**  
 4:15 p.m. to 5:30 p.m. - **CCTE Special Interest Groups.**  
 Credential Program Coordinators, Equity and Social Justice, Technology and Teacher Education, & Undergraduate Teacher Education  
 6:00 p.m. to 7:30 p.m. - **Poster Session.** Point Loma II & III

### Saturday, October 22:

- 8:30 a.m. - Continental Breakfast for All Conference Registrants Point Loma III  
 9:00 a.m. to Noon. - **Saturday Special Conference Session on Ethnic Studies.** Point Loma III  
 Noon - Luncheon Meeting of the **CCTE New Faculty Support Program** participants. Del Mar Room

## California Council on Teacher Education Fall 2022 Conference Registration

Please use this form to register for the Fall 2022 CCTE Conference, October 20-22;  
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

#### **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) - \$50
- Statewide Education Deans Meeting (Wednesday) - \$75
- 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 2022 Conference" page of the CCTE website: [www.ccte.org](http://www.ccte.org)

## PD4MT Update

By **Virginia Kennedy**  
*California State University, Northridge*  
 & **Melissa Meetze Hall**

*Riverside & San Bernardino County Offices of Education*  
*PD4MT Committee Co-Chairs*

The PD4MT-23 course is up and running to deliver CTC-required professional development for district-employed supervisors and mentor teachers. Teacher preparation programs, including Education Specialist programs, in institutions of higher education, school districts, and county offices of education are incorporating the PD4MT (Professional Development for Mentor Teachers) course into their supervisor supports.

The PD4MT Committee, a California Council on Teacher Education (CCTE) Committee, will hold an on-site meeting open to all at the CCTE Fall 2022 Conference at 7:30 a.m. on Friday, October 21, at the Kona Kai Resort in San Diego. All Fall Conference attendees are welcome. There will be a link for virtual attendees. We will have a brief presentation about the PD4MT course as well as time for questions. All current users are invited to share and learn from one another. A light breakfast will also be served at the meeting.

Questions? Please contact us:

Melissa Meetze-Hall - [melissa.meetze-hall@calcouncil.com](mailto:melissa.meetze-hall@calcouncil.com)  
 Virginia Kennedy - [virginia.kennedy@csun.edu](mailto:virginia.kennedy@csun.edu)

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## Fall Meeting of the California University Field Coordinators Forum

By **Jaime Pelegrin**  
*Secretary*

*California University Field Coordinators Forum*  
*Alliant University*

Please join us at the Fall 2022 meeting of the California University Field Coordinators Forum on Wednesday, October 19, 2022, the day prior to the California Council on Teacher Education (CCTE) Fall 2022 Conference at the Kona Kai Resort in San Diego. During this meeting, starting at 9 a.m. and adjourning at 3 p.m., we will be discussing field placement responsibilities and challenges. We will also have opportunities to explore hot topics in clinical practice. This day will allow us to network with fellow placement coordinators from across the state.

Please register to attend in person or virtually, as this will be a hybrid meeting. See the CCTE Fall Conference registration form in this newsletter or use the on-line registration portal on the CCTE website ([www.ccte.org](http://www.ccte.org)) and select either the in-person (\$100) or virtual (\$50) registration options. The in-person price includes a light breakfast and lunch served in the meeting room.

## Lives of Teachers SIG Speaker Scheduled for CCTE Fall Conference

By **Leslie Young**  
*Co-Chair, CCTE Lives of Teachers SIG*  
*Chapman University*

The CCTE Lives of Teachers SIG is pleased to host Thomas Courtney, a longtime teacher in the San Diego Unified School District (SDUSD), who will present his talk entitled “A Window at the School on 45<sup>th</sup> and Market Street: A Teacher’s Journey through Rhetoric and Reality” at the upcoming CCTE Fall 2022 Conference. Mr. Courtney’s presentation will highlight the Lives of Teachers SIG meeting on Thursday, October 20<sup>th</sup> during the conference’s first set of SIG meeting times—noon-1:00 pm.

Mr. Courtney’s presentation will be based on his teaching philosophy to rehumanize education through anti-racist and anti-bias practices as well as show the daily choices teachers must make in advocating for their students.

Mr. Courtney has been a 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade teacher at Chollas-Mead Elementary School—a Title I school—in Southeast San Diego for 23 years. He was selected as SDUSD’s Elementary School District Teacher of the Year in 2020-2021. In addition to his teaching duties, Mr. Courtney was recently a member of the California Commission on Teacher Credentialing’s CSTP Refresh Committee, which advises the California Board of Education on new teaching standards.

Mr. Courtney has been a Fulbright Fellow with the U.S. State Department in Colombia, and has taught English in South Korea, China, Uganda, and Tanzania. He holds an economics degree from University of California San Diego and a teaching credential from the University of San Diego, as well as an M.Ed. with an emphasis in literacy and assessment. Mr. Courtney frequently writes about educational issues and offers practical advice in a variety of educational journals and publications.

Anyone with an interest in teachers and what constitutes their careers and lives is invited to attend this SIG meeting. Further questions about the SIG can be addressed to its co-chairs:

Leslie Young ([leyoung@chapman.edu](mailto:leyoung@chapman.edu))  
 or Sylvia Kane ([sylvia.kane@vanguard.edu](mailto:sylvia.kane@vanguard.edu))

# A New and Exciting Year for CABTE

By **Eduardo R. Muñoz-Muñoz**  
*President of CABTE*  
*San Jose State University*

For the coming academic year, the California Association for Bilingual Teacher Education (CABTE) vows to continue stressing that social and racial justice are indissoluble from linguistic justice and dignity. As such, we will advance our advocacy, organization, and scholarship in the rollout of the new Bilingual Authorization Standards and Bilingual Teacher Performance Expectations for the state, in which CABTE members played an important role.

## New Leadership, a Growing Community

Following the trail and strong leadership of Sharon Merritt, Nirmla Flores, and Grace Cho, new officers have taken their positions:

**Adam Sawyer** (CSU Bakersfield)—elected Treasurer for 2022-2024. We are excited to welcome Adam to the officers' team after his past service as a board member for CABTE.

**Reyna Garcia Ramos** (Pepperdine University)—moving into the Secretary role. Many thanks to Reyna for entering this role after serving with Nirmla on our Communications Committee this last year.

**Eduardo Muñoz-Muñoz** (San Jose State University)—taking the reigns as President after a year as President-Elect. Excited and honored to continue our shared leadership model with Past President Sharon Merritt.

**New Board members:** We welcome three new board members for 2022-2023. They come with a wealth of experience and willingness to join a working board. They are:

**Laura Alvarez** (Saint Mary's College)  
**Fernando Rodriguez-Valls** (CSU Fullerton)  
**Fay Shin** (CSU Long Beach)

## Advocacy: Reading Instruction Performance Assessment Group

CABTE has taken an active role in assuring that the Commission on Teacher Credentialing's reading instruction performance assessment working group includes several active CABTE members and friends who can assure that the interests of bilingual students are represented in the state's assessment of teacher candidates' preparation in reading instruction. Allison Briceño (San Jose State University), Clara Amador-Lankster (National University), and Magaly Lavadenz (Loyola Marymount University, CEEL) will participate as working group members.

## Strategy: CTC and CCTE

CABTE will continue its support for the launch and transition into the new Bilingual Authorization Standards and Bilingual Teacher Performance Expectations. We value our work together with the Commission on Teacher Credentialing and are convinced that this policy has the potential to elevate the social and linguistic justice of our public schools in California.

CABTE continues to represent the interests of bilingual teachers and students in the California Council on Teacher Education's efforts to enact its values of Justice, Equity, Diversity, and Inclusion (JEDI) through participation in the JEDI Ad Hoc committee, as well as in the planning and execution of the Fall 2022 CCTE conference focusing on ReHumanizing Education Through Anti-Racist and Anti-Bias Practices.

## Organization: Organizational Blueprints and Partnerships

CABTE members are stepping into their places to take an active role in leading us. As such, we will be reviewing our bylaws to ensure effective leadership and institutional memory, as well as strategizing on the development of our partnerships with organizations in the state. The CABTE Board will spend a retreat day together in September working on planning and developing our vision for enacting our strategic plan.



## 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 eight 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.

**Inclusive 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 CCTE Fall Conferences are again being held on site, with a virtual option, the SIGs are meeting concurrently at two scheduled times and some of the SIG on-site sessions will also be available via Zoom.

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 33, Number 3, Fall Issue, September 2022 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

## Introducing the New *Issues in Teacher Education* Website



We are excited to announce the launch of our redesigned *Issues in Teacher Education* website. It is live and located at the same address: <https://www.itejournal.org/>. The new site was designed to be more streamlined and informative. The new design also reflects the high-caliber manuscripts that we seek to publish. Viewers now see a professional design, with easy access to submit a manuscript, register as a reviewer, and view past issues and resources.

Please take a moment to look at the redesigned website and use that opportunity to sign up as a reviewer! Reviewing manuscripts is a great way to stay current in the field; add to your CV; strengthen your own research and writing; and serve the field of teacher education. If you are new to reviewing, or have not done it in a while, we provide support and guidance to help you learn to be a strong reviewer. Signing up to review is a quick and easy process. Your help is needed and remember that our journal is a product of our community!

### Spring 2023 Theme Issue Announcement

I know we are just ending summer, and thus spring 2023 seems a bit far away. However, it is important to plan ahead. The spring 2023 journal issue will focus on topics connected with rehumanizing education. The themed issue builds off the CCTE fall conference theme and focus of ReHumanizing Education Through Anti-Racist and Anti-Bias Practices. Please consider submitting a manuscript aligned with this theme, either directly or loosely related.

—Allison Smith  
Editor, *Issues in Teacher Education*  
University of Massachusetts Global  
[allison.smith@umassglobal.edu](mailto:allison.smith@umassglobal.edu)



## CONFERENCE THEME

### *Ethical Community Care: Imagining New Futures While Living in the Now*

DATES: November 3 – 5, 2022

LOCATION: Annual Conference hosted by Cal State LA's College of Ethnic Studies  
5151 University Drive, Los Angeles, CA 90032

“To build community requires vigilant awareness of the work we must continually do to undermine all the socialization that leads us to behave in ways that perpetuate domination.” ~ bell hooks

2022 marks the 50th anniversary of the Association for Ethnic Studies. In 2021 bell hooks became an ancestor. The central overlap between the AES and critical scholar bell hooks is the care of the community. At our annual conference, we will take up the larger question: how do we engage in the ethical care of our communities?

The attacks against Ethnic Studies, Critical Race Studies, policing that continues to harm our communities, white terrorism, pandemics, and racism among other forms of domination cause us to think about how we engage in the work necessary to undermine the socialization that perpetuates and supports domination. Domination, both within and beyond the United States, continually reveals much about the underlying dynamics of culture and society. And yet, those on the margins of society continue to engage in activism and undertake ethical care of their communities. What is ethical care? How has ethical community care changed in the era of social media?

The conference will cover topics related to ethnic studies and community/communal care, justice, and freedom. Workshops will include:

Ancestral knowledge	Capitalism	Collective memories of care	Critical race theory	Education
Environmental activism/care	Global racism	Immigration	Inter and Intragroup contestation of solidarity	
Land-displacement, gentrification, removal, sense of place	Policing	Settler Colonialism/Colonialism		
Social movements	The state	and more		

Registration: <https://ethnicstudies.org/conference/conference-registration/>

### ABOUT THE ASSOCIATION FOR ETHNIC STUDIES

The oldest ethnic studies association in the United States, the Association for Ethnic Studies (AES) was founded in 1972. A non-profit organization, AES provides an interdisciplinary forum for scholars and activists concerned with the national and international dimensions of race and ethnicity.

The Association welcomes scholars and teachers at all educational levels, students, libraries, civic and governmental organizations, and all persons interested in ethnicity, ethnic groups, intergroup relations, and the cultural life of ethnic minorities. As a non-profit corporation, AES provides a vehicle for interested members and donors to promote responsible scholarship and advocacy in the diverse fields of inquiry which constitute ethnic studies.

### CONTACT US

<https://ethnicstudies.org/>  
[naes@ethnicstudies.org](mailto:naes@ethnicstudies.org)

## **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 \$62.50 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. Former 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)

Also, within the CCTE New Faculty Support Program a special support group entitled “New and Aspiring Faculty of Color” has been initiated this year. This group will meet monthly (First Friday of the month at 1 p.m. virtually) and will center the experience and success of new or aspiring faculty of color in California teacher education/higher education. The special group is currently accepting members and guests. If you:

- Have someone in mind that might benefit from these meetings, both in your department or in the K-12 context;
- Identify as a faculty of color professor and would like to participate as a fly on the wall or meeting participant;

Please reach out to Heather Michel at [hmichel@nu.edu](mailto:hmichel@nu.edu) for general information, scheduling, and questions.

CCTE is excited to offer this new intentional focus to recruit, support, and recognize new faculty of color within California teacher education. Plans are also in the works for meetings of the New Faculty Support Program participants at the Fall 2022 and Spring 2023 CCTE conferences.

## **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.



### 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*





# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 33, Number 3, Fall Issue, September 2022, 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 on the following pages an article entitled:

### **Gaining a “Deeper Understanding of the Reality of an Educator” While Co-Teaching:**

#### ***Perspectives of Graduates of the Los Angeles Urban Teacher Residency (LAUTR) Program***

By **Leila Ansari Ricci, Rebecca French,  
Kimberly Persiani, & A. Dee Williams**  
*California State University, Los Angeles*

See pages 22-29

## **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.

# Gaining a “Deeper Understanding of the Reality of an Educator” While Co-Teaching

## *Perspectives of Graduates of the Los Angeles Urban Teacher Residency (LAUTR) Program*

**Leila Ansari Ricci, Rebecca French,  
Kimberly Persiani, & A. Dee Williams**  
*California State University, Los Angeles*

### Abstract

The teacher residency model has gained momentum as a promising pathway for addressing the national teacher shortage, particularly in urban and rural districts with vulnerable student populations and in hard-to-staff subject areas. Many universities and school districts offering the residency model have adopted co-teaching in student teaching as the model for this apprenticeship, bringing the service delivery model traditionally seen between general educators and special educators in inclusive classrooms to the arena of preservice teacher preparation. In this study, 31 graduates of the Los Angeles Urban Teacher Residency (LAUTR) program completed surveys related to their experiences with co-teaching both within the residency and in co-teaching partnerships post residency. Participants learned skills necessary for co-teaching and emphasized the importance of more practical applications of co-teaching between general and special educators in K-12 schools.

### Introduction

Staffing all schools with high-quality teachers who remain in the classroom for the long haul continues to be a conundrum. In recent years, the teacher residency model has gained momentum as an innovative, promising pathway for addressing the national shortage in the teaching profession, particularly in urban and rural districts with vulnerable student populations and in hard-to-staff subject areas such as math, science, and special education (Guha, Hyler, & Darling-Hammond, 2016; Hammerness, Williamson, & Kosnick, 2016; Williamson, Apedoe, & Thomas, 2016).). Across the nation, there are at least 50 residency programs that boast higher rates of teacher recruitment and retention as compared to other teacher preparation programs, particularly in graduating teachers of color at nearly double the national average. Since 2009, the U.S. Department of Education Teacher Quality Partnership (TQP) grant program has funded more than 80 awards to enhance the preparation of new teachers trained in innovative preparation models, many of them teacher residency models. California’s budget has included millions in competitive grant funding to support the development and implementation of teacher residency programs focused on the preparation of special education teachers, STEM, and/or bilingual teachers.

Given that residents often spend an entire academic

year learning from and working alongside veteran mentor teachers at their school sites, many universities and school districts offering the residency model have adopted co-teaching in student teaching as the model for this apprenticeship experience, bringing the service delivery model traditionally seen between general educators and special education teachers to teach all learners, particularly students with disabilities, to the arena of preservice teacher preparation. Co-teaching has been defined as “two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space” (Cook & Friend, 1995). Murawski (2003) proposed an expanded definition of co-teaching as “when two or more educators co-plan, co-instruct, and co-assess a group of students with diverse needs in the same general education classroom.” Co-teaching lowers the student-to-teacher ratio, allowing teachers to provide more individualized instruction (Murawski, 2006; Zigmond, Magiera, & Matta, 2003), with positive impact on academics, behavior, social skills, and self-esteem for both students with and without disabilities (e.g., Keeley, 2015; Sweigart & Landrum, 2015; Tschida, Smith, & Fogarty, 2015). Students’ academic and social needs can also be better met in co-taught classrooms versus non-co-taught classes for students with and without identified disabilities (Strogilos & Avramidis, 2016). The models of co-teaching include one teach/one observe, one teach/one assist, station teaching, parallel teaching, alternative teaching, and team teaching (adapted from Cook & Friend, 1995).

Given the benefits of co-teaching, preparing preservice teachers to be effective co-teachers ought to be an important component of teacher education curricula (Graziano & Navarette, 2012). In 2010, Bacharach, Heck, and Dahlberg proposed a new model for training preservice teachers, basing the fieldwork experience on the principles of co-teaching and finding positive effects on students in those classrooms (Bacharach & Heck, 2011; Bacharach et al., 2010). When implemented well, co-teaching in residency programs offers residents and mentors opportunities for sharing responsibility for co-planning, co-instructing, and co-assessing, while tailoring their teaching to meet the needs of diverse learners.

### **The Los Angeles Urban Teacher Residency (LAUTR) Program**

The LAUTR program is a Teacher Quality Partnership (TQP) funded teacher residency, formed in partnership with

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# Gaining a “Deeper Understanding of the Reality of an Educator” While Co-Teaching

## *Perspectives of Graduates of the Los Angeles Urban Teacher Residency (LAUTR) Program*

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the Center for Collaborative Education and urban public school districts including Los Angeles Unified School District and Pasadena Unified School District. As a two-time TQP awardee (2009 and 2014), LAUTR trains future high school teachers in math, science, and special education, along with a master’s degree in integrated STEM teaching. Built on key principles of urban teacher residencies, the program pairs residents for an entire school year with experienced mentor teachers who assist them in integrating theory learned in university coursework with practical applications in the classroom. Residents and mentors attend an initial orientation to the residency program, during which they are introduced to models of co-teaching and their importance in facilitating differentiation for students with diverse learning needs. After the initial summer training, residents are placed in their mentors’ secondary math, science, and special education classrooms for a full academic year, in which they engage in co-planning time with mentors, co-instruct using various co-teaching models, and co-assess students. The residents also complete university coursework with an emphasis on using co-teaching models to differentiate instruction for learners with diverse needs. University supervisors and residency staff conduct observations and provided ongoing support throughout the year. Although co-teaching usually takes place between two fully credentialed teachers—typically a general educator and a special educator—this residency program aims to develop these co-teaching skills in the residents and mentors in an apprenticeship model, with the hope that they would later apply these same skills to their work with other professionals (i.e., with the general and special educators at the schools in which they obtain their jobs as the teachers of record). Cook and Friend’s (1995) co-teaching models were used during training and implemented by residents and mentors during the academic year.

From 2010-2018, LAUTR program graduated eight cohorts of graduates obtaining single-subject credentials in math and science (2010-2018) and special education credentials (2015-2018) along with a master’s degree in teaching STEM subjects. These graduates focused on transformative education and social justice while using the models of co-teaching with their experienced mentors in high-need, urban secondary and middle schools. Previous studies have reported on the experiences of these preservice teachers during their residency year (Ricci, Persiani, & Williams, 2019; Ricci, Persiani, Williams, & Ribas, 2019). Given the emphasis on using co-teaching models within

an apprenticeship in the LAUTR single subject and special education residency pathways, the present study examined the experiences of these former residents after they obtained jobs as teachers of record in local urban schools. Specifically, the study explored the former residents’ perspectives about 1) how well the residency model prepared them for co-teaching in K-12 schools and what they wish they had learned; 2) whether they are presently co-teaching in their K-12 positions; and 3) the benefits and challenges of co-teaching when employed as credentialed teachers in urban schools, with a focus on how lessons learned from this data can inform the preparation of future teachers in the increasingly prominent teacher residency pathway.

### Method

#### *Participants*

The participants in this study were 31 former residents from cohorts 1-8 of the program, consisting of 20 females and 11 males employed in math or science ( $n = 22$ ) and special education ( $n = 9$ ) teaching positions in urban districts in Los Angeles County. The participants were representative of all the residency cohorts (two each from cohorts 1 and 2; three from cohort 6; four from cohorts 3, 4, and 8; five from cohort 7; and seven from cohort 5). Of these former residents, eight were white, nine were Latinx, two were black, five were Asian American, and seven self-identified as being from mixed or other ethnicities. For the age range, nine participants were between 20-29 years old, 13 between 30-39 years old, eight between 40-49, and one was over 50 years old. Twenty-four obtained post-residency positions in high schools, five in middle schools, and two obtained employment in elementary schools. In their jobs as teachers of record, 11 taught math, 16 taught science, two were special educators teaching math, and two were special educators teaching science.

#### *Procedures*

Former residents received emails from the first author inviting them to participate in this research. Those wishing to participate followed an anonymous reusable Qualtrics link to complete the following two brief online surveys.

*Survey on co-teaching perspectives of teachers trained in urban residency programs.* The 11 items for this researcher-developed survey consisted of Likert-style and open-ended questions. Cronbach’s alpha for the Likert-style

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# Gaining a “Deeper Understanding of the Reality of an Educator” While Co-Teaching

## *Perspectives of Graduates of the Los Angeles Urban Teacher Residency (LAUTR) Program*

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items on the survey was .84. The two open-ended survey questions asked the former residents to describe the ways in which their residency program had prepared them for K-12 co-teaching and what they wish they had learned related to co-teaching while in their residency program.

*Survey on co-teaching* (Murawski, 2010). This survey consisted of four Likert-style questions on a 5-point scale. Cronbach’s alpha for this survey was .89. This survey contained open-ended questions that asked participants who had co-taught after their residency to share the strengths and weaknesses of their co-planning, co-instructing, and co-assessing, respectively.

### **Analysis**

The quantitative data in this study was analyzed using SPSS software. The qualitative survey data was analyzed using the grounded theory approach in determining initial codes and generating themes from the participants’ responses (Creswell, 2013; Glaser & Strauss, 1967).

*Initial codes.* For the first step of data analysis, the first and second authors each independently read each line and coded all the participants’ written answers to each of the open-ended questions, assigning an initial code to every sentence or thematically related cluster of phrases that represented a “summative, salient, essence-capturing, and/or evocative attribute” within the data (Saldaña, 2016, p. 4). There were 44 initial codes for the question “In what ways did the residency experience prepare you for co-teaching?”; 32 initial codes for the question “What do you wish you had learned related to co-teaching while you were in your residency program?”; 23 initial codes for the strengths related to co-planning, co-instructing, and co-assessing during post-residency co-teaching partnerships; and 20 initial codes for the weaknesses and/or challenges related to co-planning, co-instructing, and co-assessing during post-residency co-teaching partnerships. Both coded 100% of the data with 77% initial agreement, and then discussed, resolved discrepancies, and reached full agreement on the initial codes.

*Themes.* During the second cycle of the qualitative analysis, the author and student assistant both analyzed the data for patterns, grouping the initial codes into a smaller number of emerging categories or themes (Miles, Huberman, & Saldaña, 2014). The initial codes were synthesized into three overall themes for the two questions related to the co-teaching apprenticeship within the residency

program and four overall themes related to post-residency co-teaching experiences. For example, the initial codes of learned to respect another teacher, collaborating with different personalities, and learned to be more assertive were collapsed into the overall theme of relationship building. The central themes were finalized through further analysis, discussion of interpretations, resolution of differences, and mutual consensus to reach 100% agreement.

*Coding validity.* To ensure the validity of the coding for this study, the researchers adhered to procedures for conducting credible qualitative research as recommended by Brantlinger, Jimenez, Klingner, Pugach, and Richardson (2005). Both engaged in discussion throughout the coding process to debrief and resolve any differences. The system of codes was created and finalized based on these discussions. Debriefs were held during both initial coding and during the stage when the overall themes were determined. Furthermore, both independently read, coded, and discussed 100% of the data to ensure agreement, thus increasing the credibility of the findings of this study.

### **Results**

Overall, the former residents agreed that they developed good collaboration skills necessary for co-teaching, understood and could apply the models of co-teaching, believed that co-teaching greatly benefits students in both general and special education, felt competent about co-teaching with another educator, and understood their roles and responsibilities in the co-teaching process. The former residents were more neutral about whether they were likely to initiate co-teaching with another educator and whether they would rather teach by themselves in their own classrooms (reverse scored). Finally, they seemed to disagree that co-teaching training during their residency year had prepared them fully for co-teaching with another educator in their K-12 teaching job. Of the 31 participants in this study, 19 reported that they had co-taught with another educator in their teaching positions after the conclusion of the residency program.

For the open-ended questions related to how the residency prepared them for co-teaching and what they wish they had learned, the former residents described how much they had learned about teaching in their residency, retaining much more information than they ever thought they would from the first day of their coursework and classroom

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## Gaining a “Deeper Understanding of the Reality of an Educator” While Co-Teaching

### *Perspectives of Graduates of the Los Angeles Urban Teacher Residency (LAUTR) Program*

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placement to the completion of their teaching credentials. Despite sometimes being overwhelmed and exhausted in their residency year, many echoed the sentiment of a resident who said, “I felt my residency had given me a deeper understanding of the reality as an educator.” Three overall themes emerged from the former residents’ open-ended responses: *practicing models of co-teaching, relationship building, and learning the logistics needed for effective co-teaching.*

*Practicing models of co-teaching.* The former residents reported that the residency experience not only taught them about the models of co-teaching but gave them practice in developing co-teaching skills. One resident stated, “the residency taught me that co-teaching is more than just dividing up teaching duties with another teacher. Now, I see co-teaching as a co-planning, co-instructing, and co-debriefing. My residency experiences taught me how to manage these steps and the kind of things to expect in this process.” Some former residents commented on the importance of co-teaching as a service delivery model to better meet the needs of all the students in their classrooms; others discussed how co-planning together prepared both the mentor and the resident for more effective lessons. Several reported that they learned more about their individual students through opportunities given to them by reducing the student-to-teacher ratio through placing students into smaller groups, while also “providing variety with the way students learn” and helping struggling students. While “one-teach, one assist” and “station teaching” were described as the co-teaching models most often used by the former residents and their mentors, several reported trying out different models of co-teaching. Implementing team teaching became easier as the year progressed and the residents were more competent in teaching in the classroom. Although regrouping models of co-teaching—station teaching, parallel teaching, and alternative teaching—allow for more individualized instruction, some teams did not use them regularly due to the mentor’s need to more closely observe and/or supervise the resident’s teaching. The former residents stated that they appreciated mentors who encouraged them “to take risks, discussed the temperature of lessons delivered, and shared fully in classroom leadership and responsibilities.” One resident described the level of support she received from the residency program both within and in the year after her residency as more support than her current colleagues had received in their teacher preparation programs, stating “I wish this type of support was offered ...as I have seen many

teachers leave the field from being overwhelmed with the plethora of responsibilities expected of teachers, especially those with little experience.”

While they learned much about co-teaching during their residency year, the former residents also said they wished that they had even more training, particularly in having more initial workshops on co-teaching, learning more about the aspects of co-planning and co-assessing in as much depth as co-instructing, and observing “real-life” co-teaching between general education and special education teachers. Some stated that they wished their mentors would have allowed them to co-teach with more parity in the classroom but did understand that their roles as residents did not give them the standing of a fully credentialed teacher in the co-teaching partnership. For example, one resident stated, “there was a power dynamic between mentors and residents that I don’t think would be there if I were to co-teach with someone now. During the residency, the teacher on record was, at the end of the day, the ‘boss.’ I would be interested in how co-teaching experiences with peers would be different than co-teaching experiences with a mentor.” Given that in the apprenticeship model of the teacher residency, residents use co-teaching models in their placements with mentors credentialed in the same area in which the residents are being trained, several former residents mentioned wanting to learn how to co-teach with general or special educators as they are expected to do as credentialed teachers. For example, a general education resident stated, “I wish I had learned how to co-teach and plan specifically with special educators,” and a special education resident commented, “I wish that I had learned what it was like to sit down with a GE teacher and develop a lesson plan together and choose an approach to co-teaching so that we can develop a plan of delivery.”

*Relationship building.* The former residents in this study reported that they learned much about skills related to relationship building during their residency year. For example, some former residents reported developing stronger collaboration skills, strengthening professional habits, and learning to work with a variety of personalities. A resident stated, “developing a collaborative relationship with a teacher can help build the trust that is necessary to implement co-teaching” in the classroom; another said that the residency “got me used to having another teacher in the room, and I learned how to respect another teacher’s teaching style and approach to reaching their students.” The former residents learned to discuss and negotiate with their mentors during

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lesson planning, with some learning to be more assertive about sharing their ideas and others learning the importance of listening carefully and reflectively to their mentor’s suggestions. Some learned that vulnerability in asking for help from mentors was beneficial to them even if initially challenging, and others learned that working with adults in a school setting requires compromise, professionalism, and clear communication. Although the former residents stated that they were appreciative of spending an entire year learning about relationship building and developing their collaboration skills, they wished that they had received even more explicit training and guidance. Once they obtained their jobs as teachers of record, many of them realized how critical it was for them to build their skills in this area, with one stating, “working alongside my mentor during the residency helped me learn the various ways multiple adults in a classroom can interact to benefit the students.”

Despite learning relationship building skills, the former residents also wished they had learned even more about effective collaboration, specifically how to “collaborate better with difficult teachers” and those who “don’t want to collaborate together.” Given the resident/mentor relationship, these former residents were in placements in which positive collaboration was encouraged; therefore, they wanted to learn more about being in settings or situations in which others did not approach collaboration or interactions the same way. One resident stated that he wished he had developed “more assertiveness in terms of delegating classroom duties, lesson planning, and grading responsibilities.” Another resident—a special education teacher—wished she was more competent in helping “general educators understand accommodations and what it looks like in their classrooms.”

#### *Learning logistical needs for effective co-teaching.*

The former residents stated that they learned many aspects related to logistical needs for effective co-teaching. For example, they discussed learning how to be strategic with the amount of time they had for co-planning, stating that although there never seemed to be enough time to prepare for co-teaching, “we were required to have weekly debriefs with our mentors and make a log of those sessions,” thus giving them the organizational habits required for co-planning. One resident stated that the residency arrangement allowed for “the exchange of best practices and a co-teaching routine to be set up to split responsibilities to better meet the needs of the students.” Some former residents also discussed the importance of classroom setup to facilitate

their use of co-teaching models, saying they learned that they had to develop routines for students to become comfortable with different classroom arrangements and to manage noise levels during regrouping models of co-teaching. Like the other themes, the former residents also mentioned wanting to know more about the logistics of co-teaching, particularly how co-teaching occurs in “real life” between general and special educators. For example, a resident wished she had learned more about “how to convince your school to let you co-teach,” and another wanted more depth about classroom management while co-teaching with a special educator. Other former residents mentioned that they wished they had learned how to set up two teacher desks in a small classroom, or ensure parity among co-teachers (e.g., both teacher names posted in the classroom) if they only co-teach for one or two periods a day. Since the residents and their mentors “were together all the time so it was easy to plan” in the residency year, the former residents said they wished they knew more about co-planning with “someone who works in other locations, has other responsibilities...finding the time and space to plan with another full-time teacher is more challenging.”

Given that not all the former residents had co-taught or were currently co-teaching after their residency year, some stated that they would like to have more opportunities for co-teaching as fully credentialed teachers. One resident said, “I wish I was still co-teaching. Having another teacher in the room is really helpful!” Others described the residency program as “idealistic” since the opportunity to co-teach “only works in some schools with the right kind of administration that will support teachers.” For those former residents who were currently co-teaching or had co-taught after their residency, four overall themes emerged related to the strengths and challenges of co-teaching in their jobs as credentialed teachers. These themes were: co-teaching relationships, time, logistics of effective co-teaching, and benefits of co-teaching.

*Co-teaching relationships.* Most of the former residents focused on the co-teaching relationship when discussing their co-teaching experiences post residency, stating that they had learned how to work well with another educator. They commented that, when co-teaching with another educator in their current jobs, they knew what to expect and “how to manage any tension that would arise from sharing responsibility with another teacher.” One resident said that he tries to be “considerate of other instructors’ experiences

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# Gaining a “Deeper Understanding of the Reality of an Educator” While Co-Teaching

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when giving lessons and ask for their views on a topic,” while another discussed having positive conversations with her co-teacher about the class topics. A resident discussed that he is more likely to plan lessons in advance because “having a co-teacher makes me more accountable.” On the other hand, some former residents mentioned that their “biggest challenge was building rapport and trust with the other co-teacher.” For example, a general educator commented, “communication is hard, and my special education co-teacher is not always responsive,” while a special educator said that general education teachers at her school site do not want to work with special education teachers. Despite learning collaboration skills during their residency, building relationships remained a prominent issue in these former residents’ co-teaching partnerships as credentialed teachers.

*Time.* When co-teaching in their K-12 jobs, the former residents became more aware of the strengths of their time management, as well as the challenges created by the lack of time. For example, some former residents described the positive experience of designating a specific day and time for co-planning, which resulted in more detailed lesson plans, better lessons for students with special needs, and timely completion of lessons. Others described the lack of a common planning period, too many subject areas to be able to effectively plan for, and having difficulty finding the time to complete lesson planning along with other responsibilities. One special education teacher taught English, physics, biology, and environmental science, while trying to balance time for co-planning with planning for solo-taught classes. A general education teacher said, “we don’t have a common planning time, and I often forget to communicate the direction of the unit or my future plans for the class” with his special education co-teacher.

*Logistics of effective co-teaching.* Furthermore, the theme of logistics of effective co-teaching had continued to be important in the former residents’ jobs in their post-residency years. One resident commented about keeping a detailed lesson calendar to facilitate co-teaching with other teachers, but most comments focused on the challenges related to this area, particularly workload distribution. Some former residents described “being pulled” for other tasks than co-teaching; for example, one said, “I am overwhelmed with all the responsibilities that come with co-teaching on top of working on my caseload, IEPs, and assessments. I do not feel effective as a co-teacher, case manager, or RSP teacher.” Some general educators commented that they carried the bulk of the work in co-taught classes, saying they do “more than half of the work” in terms of lesson planning, execution of

lesson plans, and grading. One said, “the kids really always build a better relationship with one teacher. The teacher of record is really the disciplinarian, the person whose results are assessed, the one known as the “math teacher.” The former residents struggled with the idea of who is the “real teacher?” if only one teacher’s name is on the gradebook. These logistical issues were ones for which they needed administrative support and further professional development.

*Benefits of co-teaching.* Finally, the former residents who had co-taught after their residency year commented on the benefits of co-teaching in their jobs as teachers of record. Some described how co-teaching provided them with “alternative methods to lecturing that help students to understand the material” and allowing them to better implement the differentiation and accommodations needed by their students. The former residents mentioned that co-teaching with another educator allowed them to more effectively review assessment data and exit tickets to determine individual student needs. Furthermore, the former residents described the benefits of co-teaching in terms of allowing them to give students multiple chances to complete assessments and to ensure that all students were mastering the concepts.

### Discussion

With the ongoing national shortage in the teaching profession and the high need for qualified teachers in urban and rural schools with vulnerable student populations and in hard-to-staff subject areas, the teacher residency model has gained momentum as a promising pathway for educator certification (Guha et al., 2016; Hammerness et al., 2016; Williamson et al., 2016), with the U.S. Department of Education and many states increasingly funding this teacher preparation model. The present study examined the perspectives of 31 graduates of an urban teacher residency program who are now classroom teachers serving diverse learners in high-need urban schools in Southern California, with a focus on how lessons learned from this data can inform the preparation of future teachers in the increasingly prominent teacher residency pathway. It is encouraging that this study found that former residents had learned much about teaching—and, in particular, co-teaching—during their yearlong residency experience. Specifically, these former residents believed the residency had developed their skills and attitudes for effective co-teaching, that they had developed good collaboration skills, that they understood

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and could apply the models of co-teaching, that they believed that co-teaching greatly benefits students in both general and special education, that they felt competent about co-teaching with another educator, and that they understood their roles and responsibilities in the co-teaching process. The former residents described practicing the models of co-teaching, developing relationship and collaboration skills, and learning about the logistical aspects necessary for effective co-teaching. Furthermore, it is encouraging that the subset of former residents who reported that they had co-taught with another educator in their teaching positions after the conclusion of the residency program agreed that co-teaching had benefited them, their co-teachers, students with special needs, and students without special needs in their classrooms.

However, while the former residents believed they had developed good skills, they felt the residency could have prepared them better for co-teaching with another educator in their K-12 teaching jobs, expressing the need for learning more about the process, logistics, and relationship building necessary for successful co-teaching. These findings indicate several areas in which teacher preparation programs embracing the residency model can provide further training. For example, despite the initial preparation and ongoing meetings regarding co-teaching, these former residents wished they had more training, particularly in co-planning and co-assessing in addition to co-instructing, as well as the opportunity to observe “real-life” co-teaching prior to beginning their residency. Also, the former residents in this study reported less experience using the station, parallel, and alternative models of co-teaching, which reduce the teacher-to-student ratio and can allow for better differentiation and individualization of learning than other co-teaching models (Murawski, 2010). Despite the positive learning experience of co-teaching in student teaching with their mentors, the special education residents also wished they had learned more about co-teaching with a general educator, and the math and science residents wished they had learned how to co-teach with a special educator. Given these findings, it may be beneficial for teacher residency programs to expand their initial training as well as ongoing development in co-teaching for both residents and their mentors, including more explicit guidance and practice in using the regrouping models of co-teaching, collaboration skills (e.g. how to work with difficult teachers), and the opportunity for the residents to observe effective co-planning, co-instructing, and co-assessing between general educators and special educators at school sites.

For the former residents who had co-taught in their jobs after their residency year, *co-teaching relationships, time, and logistics of effective co-teaching* were ongoing themes related to the strengths and challenges of their co-teaching as credentialed teachers. For example, the former residents mentioned the lack of a common time for co-planning with their co-teachers, being overwhelmed with other school responsibilities, they or their co-teachers being pulled from their co-taught classes, working with co-teachers who did not have the same views about co-teaching, and not having administrative support for co-teaching. Thus, in order to ensure a smoother transition from the residency to the first year of teaching for those in teacher residency programs, it is important to provide K-12 in-service professional development to administrators and teachers both at the schools in which residents are placed as well as the local districts or schools that are likely to hire the residents upon graduation. A closer alignment between teacher preparation programs and in-service professional development at local schools would greatly benefit both the teachers and their students.

The limitations of this research should be considered. This study includes a relatively small sample size. Having more participants would have enriched and increased the generalizability of the study’s findings. The data collected in this study was through an online survey rather than more in-depth interviews or observations of former residents at their sites. This study is also based on only the former residents’ perceptions of their residency experience without input from their mentors or others who had observed their teaching. Further research using other means of data collection would help support this study’s findings.

Despite these limitations, this study provides valuable insights into the experiences of residents trained in an urban teacher residency program, both within their residency year and after they were employed as credentialed teachers. These findings can aid in the design of effective teacher residency programs. Since residencies have gained momentum as a promising pathway to teacher certification with the goal of training high-quality teachers who will remain in the classroom for the long haul, it is indeed critical to understand more about the perspectives of former residents of an urban teacher residency using models of co-teaching to inform the field of teacher preparation.

#### References

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## Perspectives of Graduates of the Los Angeles Urban Teacher Residency (LAUTR) Program

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