



# CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

## CCNews

Quarterly Newsletter of the  
California Council on Teacher Education

Volume 32, Number 1, Spring Issue, March 2022

Terrelle Sales (Pepperdine University), Editor

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### Upcoming CCTE Conferences

Spring 2022  
March 7-8

Theme: “SPAN: Spring Policy Action Network”

Fall 2022  
October 20-22

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



# CCNews

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## A Message from CCTE President Eric Engdahl

As I reflect back on my tenure as CCTE President I would venture to guess that my experience has been—ah—unique? COVID was a deadly disrupter worldwide and many of us in education and teacher education have been in a reactive mode for much of the last two years. Nevertheless, I believe that CCTE as an organization has responded well to the challenges of COVID and that we have gone beyond “just reacting.” We have been pushed into the 21st Century, in a good way, and we are a stronger organization for it. Shakespeare wrote his epic poems *Venus and Adonis* and *The Rape of Lucrece* and, according to some scholars, *Anthony and Cleopatra* and *King Lear* during plague years and while we don’t lay claim to masterpieces like that I would like to highlight these CCTE accomplishments:

- The planning committee and CCTE leadership reacted quickly and transformed SPAN 2020 from in-person to online in less than ten days—and made it a useful, even necessary, conference for all of us in the field.
- Our fall 2020 conference and spring 2021 SPAN conference were entirely online and, out of the many “Zoom” conferences I have attended, the best and most humanely organized. Maybe CCTE is in a sweet spot for size, but I think that our online and subsequent hybrid conferences were excellent examples of how meeting technology can be used. Kudos go to the team of Sarah Thomas and Patricia Brown who performed the function of the “great and powerful Oz” behind the tech curtain—and continue to do so with the upcoming SPAN conference.
- The hybrid 2021 fall conference was our most attended conference ever! We have learned that a hybrid conference



increases access to CCTE. We are able to reach out to graduate students, teacher educators, and others who cannot travel, as well as teacher educators outside of California. This will become a model for all future conferences, allowing us to expand our reach. On a

personal note, it was a great pleasure to see, hug, talk, and break bread with so many friends and colleagues and to enjoy the beautiful Kona Kai.

- The online and hybrid conferences have allowed us to build a strong repository of videos on the CCTE YouTube channel. This provides another venue for disseminating research, in addition to our journals *Teacher Education Quarterly* and *Issues in Teacher Education*.
- During the plague years CCTE members offered a number of webinars between conferences, many of which can be found on the YouTube channel. These webinars have also allowed us to share the work of our fellow travelers such as CEEDAR.

- We welcomed two new affiliated organizations, The Center for Reaching and Teaching the Whole Child and the Association of California Community College Teacher Preparation Programs.

- We appointed new editors and teams for our publications: Reyes Quezada at the University of San Diego for *Teacher Education Quarterly* and Allison Smith at UMASS Global for *Issues in Teacher Education*.

In addition to COVID the United States has witnessed a rise in anti-Black and anti-Asian racism. Working with the CCTE Board, the Executive Committee, and other organizational

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## President's Message

(Continued from previous page)

leaders we have responded with statements on Anti-Black and Anti-Asian Racism posted on the CCTE webpage. These two statements were written by coalitions of writers who arose from the members and leadership of CCTE. Both the Executive Committee and the Board were clear that we wanted to be an organization that did more than just issue statements and worked to make sure that our statements were followed by actions appropriate to CCTE. A list of these actions is on the CCTE webpage and includes a webinar on "Recruiting and Preparing Black Male Teachers," a webinar on ethnic studies by the CCTE Equity and Social Justice SIG, our conference last fall on combatting racism, articles in research monographs, and collaborations with other organizations in the field of teacher education.

The anti-racism work is also taking us into the future. We have themes for our fall conferences in 2022 and 2023 that focus further on this issue. This fall conference co-chairs Betina Hsieh and Terrelle Sales will lead us in "ReHumanizing Education Through Anti-Racist and Anti-Bias Practices" and in 2023 Reyes Quezada and James Fabionar will chair a conference focusing on ethnic studies and teacher education. The CCTE Board is also establishing a committee/initiative on Diversity, Equity, and Inclusion which will be my primary focus when I become Past President. I am looking forward to it and working with our many allies and partners in DEI.

As I write this the mask mandate is being lifted for most counties in California. To provide continuity as we emerge from the pandemic, Betina and I have discussed how CCTE can plan for the future. It is a different world and some things will never be the same. ("Zoom" will remain an active verb.) We are looking forward to a face-to-face June CCTE Board retreat in which the organizational leadership can take stock of what we have learned, look at where we are, and plan for the future. Of course, we will work with each other, the affiliated organizations, and the CTC on the many issues facing teacher education and continue to provide a venue for research and advocacy.

I would like to thank the Board of CCTE for their support over the last two years. I especially want to thank outgoing Past President Virginia Kennedy, Executive Secretary Alan Jones, Heidi Stevenson, President Elect Betina Hsieh, and Assistant Executive Secretary Laurie Hansen for their advice and good thinking. And of course, I want to thank the members of CCTE. It has been an honor to serve as President and I am so glad that I got at least two face to face conferences in which I could actually see you in person! Many important professional relationships have been forged for me because of my long time spent in CCTE, as have many deep and lasting friendships. Thank you all. See you in Sacramento!

—Eric Engdahl  
CCTE President

## Update from the CCTE Communications Committee

By Sarah Johnson & Betina Hsieh

*Co-Chairs, CCTE Communications Committee*

The Communications Committee of the California Council on Teacher Education (CCTE) is active throughout this year. Our virtual meetings are monthly, and we continue to work to establish a regular cycle of communication with CCTE members in a variety of ways: through *CCNews*, the *CCTE eNews Briefs*, updating the website regularly, listserv e-mails, and social media (Facebook 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 Zoom Committee meetings for this academic year has already started. To get involved contact Committee co-chairs Betina Hsieh ([betina.hsieh@csulb.edu](mailto:betina.hsieh@csulb.edu)) and Sarah Johnson ([sarah.johnson@fresno.edu](mailto:sarah.johnson@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), continues to be to serve as a forum for CCTE members to share information and celebrate our successes. We encourage all SIG chairs and concurrent session, roundtable, and poster session presenters at CCTE semi-annual conferences to write about their sessions and presentations for the newsletter. Other brief (5-6 single-spaced pages or 1,500-2000 words maximum, excluding reference list and an abstract) articles about teacher education are also welcomed. Just e-mail your submissions as an attachment to the newsletter editor, Terrelle Sales at Pepperdine University:

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

The deadline for article submissions for the Summer 2022 issue of the newsletter is May 1.

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

## From the Desk of the CCTE Executive Secretary

Following are updates on the primary activities of the California Council on Teacher Education as we are now well past the halfway point of the 2021-2022 membership year:

### SPAN 2022 Conference Planning

Our CCTE Spring 2022 SPAN Conference will be held at The Citizen Hotel in Sacramento on March 7 and 8 as well as virtually for those who prefer. The program will include policy activities, visits with legislative offices, research roundtables, associated group meeting, and the CAIS policy summit. The California University Field Coordinators Forum will hold a virtual meeting on the Wednesday following SPAN.

### Fall Conference Follow-Up and Planning

Our Fall 2021 Conference around the theme “Intersectionality—New Knowledge, New Actions in Teacher Education” was held October 20-23 at the Kona Kai Resort in San Diego and also virtually for many participants. We ended up with a record number of Conference attendees, including 228 on site and 128 virtual, and evaluations from participants were overwhelmingly positive.

Plans for the Fall 2022 Conference with the theme “ReHumanizing Education Through Anti-Racist and Anti-Bias Practices” are already underway. Fall 2022 Conference co-chairs Terrelle Sales and Betina Hsieh have secured keynote speakers and are working to finalize other aspects of the program. See a preview report in this issue of *CCNews*. The formal announcement of the Fall 2022 Conference will be emailed to the CCTE membership in June. It will again be an on-site conference with a virtual option.

### Annual Election

The announcement of and on-line ballot for the CCTE annual election for 2022 have been emailed to all members and delegates in early February. This year the election involves the office of President Elect and three seats on the Board of Directors. The deadline for voting is noon on March 8 and the results will be announced at the closing session of the SPAN Conference that day.

### Membership & Sponsorship

Our membership numbers for this 2021-2022 membership year have again exceeded our budgeted expectations. We have received memberships from 69 institutions and 34 individuals. The institutions include 22 California State University campuses or offices, eight University of California campuses, 34 private/independent colleges or universities, and five other agencies or associations.

During this 2021-2022 year we are enjoying annual co-sponsorships 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.

### Associated Organizations/Affiliated Organizations

Again during this 2021-2022 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 the Californians Together organization.

### New Faculty and Graduate Student Programs

Again this 2021-2022 membership year we are offering 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. 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*. All members and delegates receive these publications via email.

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

# Update from the Commission on Teacher Credentialing

## Subject Matter Competence

At its December 2021 meeting, the Commission on Teacher Credentialing approved *emergency regulation language* to provide clarity and specificity for implementing the new options for demonstrating Subject Matter Competence that were enacted in AB 130. The proposed regulations set standards for coursework that can be used to meet domains of subject matter requirements and identifies majors that can be accepted as meeting Subject Matter Competence for various credentials. Commission staff are working through the promulgation process with the Office of Administrative Law (OAL), and the regulations do not become effective until approved by the OAL and filed with the Secretary of State. A program sponsor alert will be sent out when the regulations go into effect. Commission staff will be pulling together a workgroup this spring to review the majors identified in the emergency regulations to see if any need to be added or removed.

## Bilingual Standards

The Commission also approved new *Bilingual program standards, Teaching Performance Expectations, and preconditions* for Bilingual preparation programs at its December 2021 meeting. Commission staff will be working with preparation programs to implement the new standards in the 2023-24 academic year, although early adopters can implement earlier. Please watch the PSD e-News for future announcements.

## Teaching Performance Assessments (TPAs) for Education Specialist Candidates

As Education Specialist programs transition to the new credential requirements, the recently released *PSA 22-02* provides an important reminder to program sponsors about the requirement that all candidates who enroll after July 1, 2022, must pass a Commission- approved performance assessment prior to a recommendation for a preliminary credential. The Commission is expected to approve TPAs for Mild to Moderate Support Needs and Extensive Support Needs candidates at its June 2022 meeting. Please note that TPAs for the lower incidence programs in Blind and Visually Impaired, Deaf and Hard of Hearing, and Early Childhood Special Education are still under development and will not be approved until June 2023.

## Early Childhood Education Specialist Credential Being Retooled

To support the state's movement toward *universal Preschool and Transitional Kindergarten* and following recommendations made by *California's Master Plan for Early Learning and Care*, a workgroup is currently working

on recommendations to change the Early Childhood Education Specialist credential into a base level credential that will authorize self-contained classroom teaching in Prekindergarten through third grade. The workgroup's recommended credential requirements, Teaching Performance Expectations (TPEs), and program standards will be presented to the Commission at its April meeting, and the retooled credential is intended to support the *California Department of Education's efforts to elevate* the role of high-quality, inclusive and multilingual preschool, strong early intervention services, and P-3 alignment in ensuring the future of California's children. Once the Commission adopts the requirements, TPEs, and program standards (expected summer 2022), Commission staff will offer webinars and technical assistance to program sponsors who are interested in offering preparation programs for the updated credential.

## Grants

The 2021-22 state budget included almost \$500 billion in grants to support teacher preparation. An item presented at the February 2022 Commission meeting identifies *all of the grants available*, as well anticipated timelines for the release of Requests for Applications and the due dates for applications. To better provide opportunities for applications when potential grantees are able to complete applications, the Commission will have multiple application windows each year until all grant funds are awarded. Announcements for each request for application will be posted in the PSD e-News.

## CTC Policy Session at SPAN 2022

Commission on Teacher Credentialing staff will direct a Policy Session during the California Council on Teacher Education SPAN Conference on Tuesday, March 8, from 1:30 p.m. to 2:30 p.m. The session will be for on-site conference registrants and will also be livestreamed for virtual registrants.

You are encouraged to attend the session and meet with CTC leadership and staff—**Cheryl Hickey, David DeGuire, Erin Sullivan, and Cara Mendoza**—to learn about their current initiatives, gain a better understanding their roles as policy shapers in California, and find out how each of us can help influence the decisions that are made by the CTC.



# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 33, Number 1, Spring Issue, March 2022, Section 2—Conferences**

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## SPAN 2022

### Our Voice in Sacramento for Educator Preparation

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

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

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

First, we will be back in person at The Citizen Hotel in 2022, with virtual options. The Citizen puts us right in the middle of the city, within blocks of the Capitol. Nearby coffee shops, restaurants, and parks make it a great place to reconnect with colleagues.

Second, in 2022 we are moving SPAN to a Monday-Tuesday format. Plan to arrive by 9:00 a.m. on Monday, March 7 and conference sessions will end by 3:00 p.m. Tuesday, March 8. This change reflects feedback we received from legislative offices about the availability of legislators and staff. Our appointments with legislative offices are being scheduled on Tuesday, March 8, will take place for both on-site and virtual registrants through a zoom meeting with breakout rooms for each legislative visit. The Tuesday morning time will give us more opportunities to talk with policymakers than was the case when SPAN was scheduled later in the week previously.

Otherwise all the same conference features will be there, just arranged in new ways: associated group meetings for AICCU-ED, CABTE, and CAPSE; the deans meeting; research roundtables; policy speakers, including John Rogers of UCLA and Mica Pollock of UC San Diego who will speak at the Monday advocacy lunch on “Understanding and Challenging the Attacks on Critical Race Theory”; the CAIS Policy Summit; and of course, our “day on the hill” activities.

In addition the California University Field Coordinators will hold a virtual meeting on March 9, the Wednesday following the SPAN Conference. Please see the two-day schedule that follows in this newsletter.

Finally, we are conducting a CCTE Policy Survey again this year to gather knowledge and insight about the current state of educator preparation from a cross-section of constituencies that underscores CCTE’s unique membership and reach. Pre-service and in-service educators and those who prepare and support them have had an opportunity to respond to the survey, thereby allowing CCTE to provide policymakers as well as the CCTE membership with comprehensive insights from educators across the state. We are working again with the REAL Lab (University of Redlands) for IRB approval, data analysis, and summary reports, making this survey an effective tool for our conversations with legislators and staff. Following the Conference a written report on the survey will be prepared and shared with the CCTE membership.

We are excited about these steps, and looking forward to seeing our CCTE friends and colleagues in Sacramento. Registration for both on-site and virtual participation is still open. On-site registrants will participate in all of the activities at The Citizen Hotel while virtual registrants will view a livestream of nearly all of those sessions. See the registration form and related information that follows in this issue of the newsletter.



*California State Capitol*

## CCTE Spring 2022 SPAN Conference Program

### *Monday, March 7:*

#### **9:00 a.m. - Meet and Greet Breakfast**

With Optional SIG Meetings.

#### **10:15 a.m. - President's Greetings, Introductions, & SPAN Overview**

#### **10:30 a.m. - Policy Priorities for Educator Preparation**

Orientation to Policy Issues.

Overview of SPAN Survey Results.

Breakouts for Legislative Visit Team Discussions about Talking Points.

#### **Noon - Advocacy Lunch**

John Rogers of UCLA and Mica Pollock of UC San Diego who will speak on "Understanding and Challenging the Attacks on Critical Race Theory."

#### **1:15 p.m. Research Roundtables**

Two concurrent on-site roundtables featuring seven research presentations, and one roundtable via Zoom for virtual registrants.

#### **3:00 p.m. - Concurrent Associated Group Meetings**

Association of Independent California Colleges and Universities-Education.

California Association for Bilingual Teacher Education (only virtual via Zoom for CABTE members).

California Association of Professors of Special Education.

#### **3:00 p.m. - California Education Deans Meeting**

Open to all education deans and directors attending the SPAN Conference.

#### **4:15 p.m. - California Alliance for Inclusive Schooling Policy Summit**

Featuring presentations and discussions.

#### **5:30 p.m. - SPAN Sponsored Reception**

Open to all SPAN Conference participants.

Sponsored by the College of Education at California State University, Sacramento

### *Tuesday, March 8:*

#### **7:30 a.m. - CCTE PD4MT (Professional Development for Mentor Teachers) Meeting**

Open information meeting for PD4MT participating institutions and other interested SPAN registrants.

#### **9:00 a.m. - Continental Breakfast and Legislative Visit Orientation**

Legislative Visits Will Be Scheduled Between 9:00 a.m. and Noon.

All Visits Will Be Held via Zoom with Breakouts for Each.

#### **9:30 a.m. - Legislative Vists**

#### **Noon - Lunch and Debrief**

Legislative Vists Debrief.

Expert Analysis and Next Steps for CCTE Policy Committee.

Final Opportunity to Vote in CCTE Annual Election.

#### **1:30 p.m. - CTC Policy Workshop**

Commisison on Teacher Credentialing Staff Will Lead a Policy Issues Discussion.

#### **2:45 p.m. - Final Session**

Review of SPAN Conference.

Announcement of CCTE Annual Election Results.

Preview of CCTE Fall 2022 Conference.

Conference Adjournment.

### *Wednesday, March 9:*

#### **9:00 a.m. - California University Field Coordinators Forum (Virtual Only)**

Morning and afternoon meetings via Zoom.

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

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

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

Name \_\_\_\_\_

Preferred Mailing Address \_\_\_\_\_ (include ZIP code)

Telephone \_\_\_\_\_

E-Mail \_\_\_\_\_

Institutional Affiliation \_\_\_\_\_

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

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

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

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

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

Each Category Includes Access to Live-Streamed Conference Sessions Via a Link and Password to be Provided to Each Virtual Registrant (check the appropriate category):

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

Additional Virtual Registration Option for Both On-Site and Virtual Registrants:

- California University Field Coordinators Forum Virtual Meeting (Wednesday) - \$50

**Total:** Please enter the total you are paying from all options above: \_\_\_\_\_

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

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

Or for on-line registration and payment via credit card, go to the "Spring 2021 SPAN Conference" page of the CCTE website:

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

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

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

### For Guest Rooms at The Citizen Hotel

You can reserve a guest room at The Citizen Hotel by calling 877-781-8559.  
(To get the conference rate be sure to ask for a room in the CCTE block).



## Spring 2022 Meeting of the California University Field Coordinators Forum

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

The Spring 2022 meeting of the California University Field Coordinators Forum will take place on Wednesday, March 9, 2022, the day following the California Council on Teacher Education (CCTE) Spring 2022 SPAN Conference. While the CCTE Conference will be both on-site in Sacramento and virtual for those who prefer, the Field Coordinators Forum will be virtual only, via Zoom. Registration for the Forum is available on the CCTE website ([www.ccte.org](http://www.ccte.org)), using either the form (for payment by check) or the on-line portal (for payment by credit card) on the SPAN 2022 page.

The Forum had a wonderful meeting this past fall in association with the CCTE Conference in San Diego, with an incredibly large group of participants (both in person and online). Participants in our forum supported one another with a plethora of ideas and sharing of strategies in clinical field placement to overcome and continue to thrive during these pandemic challenges. We talked about policies to protect our university students, connect and partner with our school district partners, and getting support from both the Commission on Teacher Credentialing (CTC) and CCTE to help encourage and open up credential student placements so that the teacher pipeline may continue to flow.

There was a lot of discussion around our placement language and becoming more united as a group to support this process of placements. Upcoming topics for discussion this spring are open to submission (please email me with requests). We will certainly focus on: Engaging ways to get districts to provide more placements, vocabulary unity, teacher candidate evaluations, and the newest Executive Order N-3-22.

We hope you will join us on March 9, 2022, beginning at 9:00 a.m. with “coffee chat/check in/submit topics to the agenda” and from 9:30 a.m. to 1:00 p.m. as our forum takes place. Please email Dr. Kara Ireland D'Ambrosio, chair, ([Kara.IrelandDAmbrosio@sjsu.edu](mailto:Kara.IrelandDAmbrosio@sjsu.edu)) to get on the email list and gain access to our shared google folder.

We look forward to another well attended meeting. If you have not already registered, please do so a least a day or two ahead of the meeting day. The Zoom link for the Forum meeting will be emailed to all who register.

## CAIS Policy Summit at CCTE Spring 2022 SPAN Conference

By **Audri Gomez**  
*Thompson Policy Institute  
Chapman University*

The Spring Policy Summit of the California Alliance for Inclusive Schooling (CAIS) will be held as one of the sessions of the California Council on Teacher Education (CCTE) Spring 2022 SPAN Conference on Monday, March 7, from 4:15 p.m. to 5:30 p.m. in the Metropolitan Terrace Room of The Citizen Hotel in Sacramento. Conference registration is available for both on-site and virtual, and the CAIS Policy Summit will be available as part of both registrations.

The program for the CAIS session is entitled “Strengthening TK-12/EPP Partnerships to Ensure Effective, Meaningful, and Inclusive Education for All Learners During Complex Times.” The program is described as follows:

The multiple pandemics have hindered our momentum, but not our drive, to improve TK-12 and educator preparation program (EPP) partnerships. This remains a critical task in front of us. This session examines California’s efforts to support these partnerships through policy and funding and identifies the role that CAIS and others are playing in this effort. Presenters will discuss real-world examples of how school/EPP partnerships are bringing California closer to improving education for all students. Session participants and presenters will discuss current approaches and future policy actions we can all take to strengthen effective and meaningful TK-12/EPP partnerships.

**Visit the CCTE Website  
for Information  
and Updates  
on All of Our  
Activities**

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

## PD4MT Meeting at SPAN Conference

PD4MT (Professional Development for Mentor Teachers), a CCTE Committee, operates the course by the same name, which is designed for the training of mentor teachers, instructional coaches, and others who support and supervise teacher education candidates. Initiated and led by **Sharon Russell**, former CCTE President, and a team of experts, this online professional development has been offered by CCTE since 2018.

**Jo Birdsell** succeeded Sharon as leader of the project, and Jo is now retiring from PD4MT. The change in leadership of the committee will be official in March, with **Melissa Meetze-Hall** and **Virginia Kennedy** as the new committee leads. Committee members include **Tonja Brom**, **Agustin Cervantes**, **Grace Cho**, **Patricia Heydet-Kirsch**, **Christine Lam**, and **Keith Walters**.

The PD4MT eight-hour professional development course for mentor teachers meets the program standards established by the California Commission on Teacher Credentialing (CTC) for the preparation of supervisors, cooperating teachers, master teachers, and on-site mentors. These include current knowledge of effective supervision approaches such as cognitive coaching and adult learning theory, and current content-specific pedagogy and instructional practices for teachers.

In addition, institutional programs that subscribe to PD4MT will have space on the platform to add two hours of their own institutional and program content, for a total of 10 hours, as stipulated by CTC. At this time the annual fee is \$100.00 for CCTE's institutional members and \$200.00 for non-CCTE institutional members to participate in the PD4MT. The institutions/programs pay one annual fee to enroll all of their supervisors each year.

Please join us at SPAN (both on-site and virtual registrants) for a meeting of all PD4MT subscribers and those interested in becoming subscribers! It's *Conference Session Five* on Tuesday, March 8, at 7:30 a.m. (yes, gasp) in the Metropolitan Terrace at The Citizen Hotel and there will be coffee! It will be followed by the Continental Breakfast in the same room.

## AICCU-ED Update

By **Allison Smith**

AICCU-ED President

*University of Massachusetts Global*

At the AICCU-ED membership meeting during the California Council on Teacher Education Spring 2022 SPAN Conference on Monday, March 7, at 1:30 p.m. we will focus on revisiting who we are as an associated group of CCTE, what we do, what we do for teacher education, and our partnerships. Aligned with the theme of SPAN, we will focus on advocacy through different avenues and look specifically at AB-1701, which aims to increase faculty for bilingual authorization programs. We will also have time to catch up, chat with each other, and collaborate.

This session will be led by the AICCU-ED Board, with Special Guests. Participants will include:

AICCU-ED President - **Allison Smith** (University of Massachusetts, Global);

AICCU-ED Past President - **Anita Flemington** (University of La Verne);

AICCU-ED President Elect - **Deb Erickson** (Point Loma Nazarene University);

AICCU-ED Secretary - **Eugenia Mora-Flor** (University of Southern California);

AICCU-ED Treasurer - **Darrell Blanks** (Fresno Pacific University);

AICCU-ED Northern Representative - **Irene Lopez** (Simpson University);

AICCU-ED Southern Representative - **Robin Duncan** (California Baptist University);

AICCU-ED Member at Large - **Kelly Vaughn** (Notre Dame de Namur University);

AICCU-ED Member at Large - **Shana Matamala** (University of La Verne);

Special Guest, AICCU Representative to CTC - **Kimberly White-Smith** (University of La Verne).

Enjoy All Issues  
of Our CCTE-Sponsored Scholarly Journals

*Teacher Education Quarterly*  
*Issues in Teacher Education*

Both Are Emailed to All CCTE Institutional Delegates and Individual Members

# Looking Ahead to the Fall 2022 Conference

By **Terrelle Sales**  
*CCTE Fall 2022 Conference Chair*  
*& Editor of CCNews*  
*Pepperdine University*

Working this year as the Chair of the Planning Committee for the Fall 2022 CCTE Conference, it brings me great pleasure to announce this Fall's theme, "Rehumanizing Education Through Anti-Racist and Anti-Biased Practices." Working closely with our CCTE President-Elect, Betina Hsieh, we are envisioning a conference in which the entire membership can actively and effectively engage in meaningful and practical learning experiences.

Our goal has been to select keynote speakers who are adept in anti-racist work and exceptional in implementing anti-racists practices and pedagogies to help bring this vision for the Conference to life. This said, let me formally announce our keynote speakers for the Fall 2022 CCTE conference. We have secured Dr. Jeff Duncan-Andrade and Lorena German as our anchors to ground us in beginning the arduous, yet necessary, work of digging deeper into our collective understanding in order to practically apply what we are learning.

Following is background on each of the keynoters:



**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 third book with Harvard Press is due out Spring 2021. 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.



**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.

## A Further Note as Editor

As we look ahead to the Fall 2022 Conference and beyond, in my role as editor of *CCNews* let me encourage everyone in CCCTE to expand their thinking, their research, and their practice in the arena of anti-racist and anti-bias pedagogy. I also encourage you to submit proposals for research presentations at the Fall Conference (the call will be circulated along with further information on the Conference in June), and in addition I invite you to submit brief articles for us to include in future issues of *CCNews*. In all these ways let's enhance our knowledge and share it with our colleagues.

# CABTE Winter 2022 Activities

By Sharon Merritt

*CABTE President*

*Fresno Pacific University*

Bilingual teacher preparation continues to be vibrant and fast-moving across the state of California in 2022. The California Association for Bilingual Teacher Education (CABTE) is advocating for growth and development of bilingual authorization programs in various ways and making strides in thinking strategically about our own growth and the support our member institutions and their faculty to provide robust teacher preparation for our bilingual teacher candidates. Here are some areas we are working on this year.

## **Advocacy:**

### **AB 1701 – The “Jump Start” Bilingual Faculty Hiring Program**

Authored by Assemblyman José Medina (Riverside) and co-sponsored by CABTE, CABE, and Californians Together, AB 1701 would provide \$25 million in funding for hiring new bilingual teacher education faculty into CSUs with approved bilingual authorization programs. CABTE will lend robust support to this bill on behalf of our CSU colleagues, and with the hope that at some future date funding for independent colleges and universities might be provided as well. CABTE is collaborating with AICCU-ED on that future project through our BILA consortium which held its first quarterly meeting recently. CABTE leaders will also participate in a policy panel at the SPAN conference focusing on some of our recent advocacy work.

## **Strategy:**

### **Approved Strategic Plan, 2022-2025**

The fast-moving bilingual education landscape in which CABTE is doing its work requires us to think strategically about our future activity, and our strategic plan is aimed at helping current and future CABTE leaders do that. It promises that we will continue to build strategic relationships with like-minded organizations, develop structures and practices to increase our effectiveness, and think forward to the next wave of need in the sector of bilingual teacher education. The bulk of implementation of this first strategic plan will fall to the CABTE board under the leadership of our next president, Eduardo Muñoz Muñoz (San Jose State), with the support of Sharon Merritt who will step into the role of past president on June 1, 2022. Transition activities are beginning this month.

## **Organization:**

### **New Logo and Website**

During the holiday break in December, the CABTE Board and officers were busy holding a logo contest and selected a new logo just after the beginning of 2022. We did this as part of our



effort to develop a new website to increase our profile to match the level of activity we are engaging in statewide. We hope to share our new website in the next few weeks.

## **Scholarship:**

### **Articles, Honors, and Our Own Professional Development**

Very recently we have seen a flurry of scholarly and professional activity among our leaders with Adam Sawyer (CSU Bakersfield) and Eduardo Muñoz Muñoz (San Jose State) both seeing articles on bilingual teacher education published in scholarly journals. In addition, our Treasurer Grace Cho (CSU Fullerton) was recently honored by the Korean government with their 2021 Presidential Citation for contributing to Korean language education and bilingual education and supporting the teaching of the next generation of Korean Americans. We are proud of all our leaders for their contributions to bilingual education all over California and beyond.

Moving forward, we are looking to beginning our study of Ibram X. Kendi's book *How to Be an Anti-Racist* sponsored by our Anti-Racist Education subcommittee led by Ivannia Soto, Grace Cho, and Nirmla Flores. If you are interested in joining us, please contact us at [CABTE2021@gmail.com](mailto:CABTE2021@gmail.com).

## Update from CRTWC

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

### **CRTWC Yearlong Educator Institute Deadline Extended**

There's still time! We know there has been a lot going on because of the COVID pandemic. So, we are extending our Educator Institute registration window to Thursday, March 31 to give you the opportunity to sign up and bring culturally responsive, socially aware, and emotionally intelligent teaching practices to your school, district, county, or teacher preparation program.

The Center for Reaching & Teaching the Whole Child (CRTWC) is a leader in helping educators at all stages of the career continuum work in ways that are culturally responsive, socially aware, and emotionally intelligent. That's why we bring together educators for a year-long collaborative professional development experience that will enable you to implement the tested CRTWC Social, Emotional, and Cultural Anchor Competencies Framework into your classroom, coaching, or teacher preparation program.

Enrollment is now open until Thursday, March 31 for Fall 2022. The Educator Institute is appropriate for:

- PreK-12 Teachers
- PreK-12 Coaches/Mentors
- Educational Administrators
- Preservice Teacher Educators

Join a cohort of your peers to promote resilience, equity, and excellence in education. Register today on the CRTWC website at [www.crtwc.org](http://www.crtwc.org)!

## Participate in CCTE

If you are not already a CCTE individual member or institutional delegate, join now.  
 See membership form on our website—  
[www.ccte.org](http://www.ccte.org)

And get involved with any  
 of the CCTE committees  
 and associated organizations.

## CCTE Committees

### **Invitation to Get Involved**

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

#### **Awards Committee**

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

#### **Communications Committee**

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

#### **Membership Committee**

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

#### **Policy Committee**

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

#### **Professional Development for Mentor Teachers Committee (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](mailto:alan.jones@ccte.org)

## CCTE Associated and Affiliated Organizations

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

The “associated” organizations are:

**Association of California Community College Teacher Education Programs (ACCCTEP)**

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

**California Alliance for Inclusive Schooling (CAIS)**

**California Association for Bilingual Teacher Education (CABTE)**

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

**California Association of School-University Partnerships (CASUP)**

**Center for Reaching and Teaching the Whole Child (CRTWC)**

The “affiliated” organizations are:

**American Association of Colleges for Teacher Education (AACTE)**

**Association of Teacher Educators (ATE)**

**Californians Together (CalTog)**

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

All CCTE delegates, members, and friends are encouraged to learn about and get involved with any of these organizations that correspond with your areas of interest, teaching, research, and service. Typically the “associated” organizations will hold meetings, workshops, or other sessions in conjunction with CCTE conferences while AACTE and ATE hold annual national meetings and CalTog is active within California as an advocate for language education and equity.

## CCTE Special Interest Groups

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

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

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

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

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

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

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

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

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

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

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



# CCNews

## Newsletter of the California Council on Teacher Education

Volume 33, Number 1, Spring Issue, March 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

## CCTE 2022 Annual Election Underway

The California Council on Teacher Education (CCTE) annual election in 2022 involves election of the office of President Elect and three new members of the Board of Directors. The new President Elect will serve in that role for two years, followed by two years as President and two more years as Past President. The three new members of the Board of Directors will serve three-year terms.

The Nominations and Elections Committee, chaired by CCTE Past President Virginia Kennedy (California State University, Northridge), has recruited a slate of nominees for the offices to be elected this year. The persons nominated by the Committee to stand for election in 2022 are:

For President Elect (one to be elected): Karen Escalante (California State University, San Bernardino); & Terrelle Sales (Pepperdine University).

For Board of Directors (three to be elected): Kara Ireland D'Ambrosio (San Jose State University); Anita Flemington (University of La Verne); Antoinette Linton (California State University, Fullerton); Kimiya Maghzi (University of Redlands); & Daniel Soodjinda (California State University, Stanislaus).

Each CCTE member or delegate may vote for one candidate for President Elect and for no more than three candidates for the Board of Directors. The three candidates receiving the most votes will be elected to the Board of Directors.

All CCTE delegates and members have received in February an email message from Sharon Russell, a Past President of CCTE, providing a link to the on-line ballot. While the deadline for voting is noon on Tuesday, March 8 (the final day of the CCTE Spring 2022 SPAN Conference in Sacramento), all members and delegates are encouraged to cast their on-line ballot prior to the Conference.

The Nominations and Elections Committee will tally the results immediately after noon on March 8, and the candidates elected President Elect and to the Board of Directors will be announced at the end of the SPAN Conference that afternoon and will then take office immediately.

If you have any questions about these election procedures, please contact CCTE Executive Secretary Alan H. Jones ([alan.jones@ccte.org](mailto:alan.jones@ccte.org)).

## Plans Underway for AACTE Western Regional Meeting

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

*California State University, Northridge*

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

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

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

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

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

Each year the California Council on Teacher Education (CCTE), through its New Faculty Support Program, assists new faculty to become CCTE members, to attend CCTE semi-annual conferences, to become active with CCTE activities and committees, and to receive mentorship about the teacher education community from experienced members of the CCTE organization.

For purposes of this support program, a new faculty member is defined as any person who is in their first five years of employment as a teacher educator at a CCTE member institution and who has not previously received support from the CCTE New Faculty Support Program. The purpose of the program is for new faculty to become a member and a participant in CCTE. Participation in the Program typically is for a two-year period.

Applications and nominations are encouraged from or on behalf of new faculty, and those who are selected for the program will receive the following benefits and will commit to the associated responsibilities:

Participants in this program will receive a CCTE individual membership for a period of two years at a 50% discount, so that the individual dues are reduced to \$60 per year.

Participants in this program will attend at least one CCTE Conference (either a Fall Conference in San Diego or a Spring SPAN Conference in Sacramento) and the conference registration fee will be discounted 50%. Participants will be responsible for all other costs involved in attending the Conference. Participants are also encouraged to attend multiple conferences during their two years, with the same 50% reduction in registration fee each time.

Participants will submit a proposal for a research or poster session at whichever Conference(s) they decide to attend.

Participants will each be linked with a CCTE veteran who will meet with and mentor the participant prior to and at Conferences.

To be considered for this program, please use the application/nomination form available on the CCTE website or request a copy from CCTE Executive Secretary Alan H. Jones at [alan.jones@ccte.org](mailto:alan.jones@ccte.org).

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



## **CCTE Graduate Student Support Program Welcomes New Applications**

Graduate students at any CCTE member institution interested in the field of teacher education are encouraged to apply for support from the CCTE Graduate Student Program for any academic year.

The CCTE Graduate Student Support Program was established to provide financial assistance to encourage greater involvement of graduate students in CCTE activities. The program operates in the following manner:

1. Each year the opportunity to apply for support from the CCTE Graduate Student Fund is disseminated to all CCTE members and delegates, with the request that such information be shared with graduate students at all institutional member campuses. Applications will be accepted at any time throughout the membership year.
2. Students seeking support from the CCTE Graduate Student Fund will submit their application to the CCTE Executive Secretary, accompanied by an endorsement from their graduate advisor. In making an application the student will commit to attending one of the CCTE semi-annual Conferences during the coming year and submitting a proposal for a research or poster session at that conference.
3. The only limitations on students wishing to make an application are that they be doctoral or masters candidates at a CCTE member institution, that they are considering the field of teacher education as a career goal, and that they be endorsed by a faculty advisor on their campus. Students are asked to indicate their graduate field of concentration, the degree they are pursuing, and the expected date when they will complete that degree.
4. Program participants are awarded the following benefits: (a) The applicant will become a CCTE student member for the year, with 50% of the \$60 membership dues waived; and (b) The student registration fee for the Conference the applicant chooses to attend will be reduced 50%. Other expenses related to attending the Conference will remain the responsibility of the student. In years when more students apply than there are funds available for support in the CCTE Graduate Student Fund, priority will be given to doctoral students over masters students, and additional preferences will be based on how close students are to completing their degree programs.
5. No more than five students will be awarded support per year from any given institution, again with preferences among applicants based on level of degree sought and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.
6. It is not guaranteed that all of the Conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all participants in the program will still be committed to attend the Conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the Conference poster session, and the Research Committee is asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

Please use the form on the CCTE website to apply for participation in the program, or request the form from CCTE Executive Secretary Alan H. Jones at [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

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

## CCTE Reader on Social Justice Available for Course and Individual Orders

The California Council on Teacher Education produced a special *CCTE Reader on Social Justice* in conjunction with the Fall 2017 Conference. The volume, which is available in electronic (PDF) format, includes 18 outstanding articles selected from issues of the two CCTE journals—*Teacher Education Quarterly* and *Issues in Teacher Education*—pub-

lished during the period 2004 to 2015. The collection was edited by Juan Flores, CCTE Past President, and Donald Cardinal, CCTE Board Member, in association with Thomas Nelson, editor of *Teacher Education Quarterly* from 1999 to 2010, and Suzanne SooHoo, co-editor of *Issues in Teacher Education* from 2009 to 2015.

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

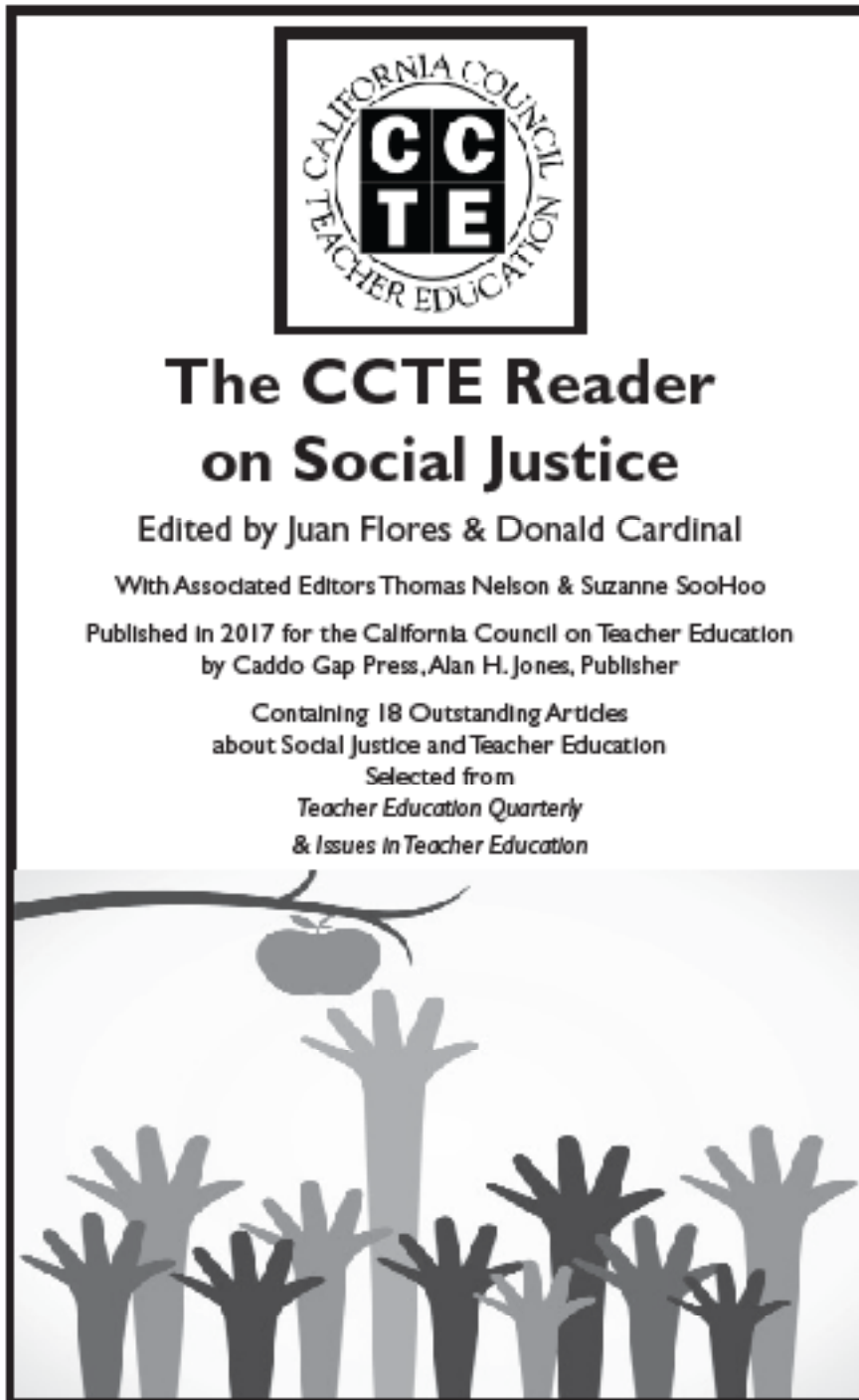
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

The *Reader* was officially introduced at the Fall 2017 Conference during a special research session which featured the editors and graduate students at the University of the Pacific who used the volume with their class that summer.

A second session featuring another group of graduate students at the University of the Pacific presented their experiences with the *Reader* at the Fall 2018 Conference.

Preview copies of the *Reader* are available to any CCTE members who wish to look it over for possible adoption for use with classes or programs. If you are interested in obtaining a preview copy, please contact Alan Jones at [alan.jones@ccte.org](mailto:alan.jones@ccte.org) with your request.

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





# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 32, Number 4, Winter Issue, December 2021, Section 4—Articles from the Field**

Terrelle Sales (Pepperdine University), Editor

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

## Articles and Reports

*CCNews* features articles related to teacher education by members of the California Council on Teacher Education (CCTE) community. Many are based on presentations at concurrent, roundtable, and poster sessions and Special Interest Group meetings at CCTE semi-annual conferences by presenters who submit reports of their conference presentations. The newsletter also welcomes other articles related to teacher education from CCTE delegates and members and others in the California teacher education community.

All CCTE delegates, members, and friends are encouraged to write about any aspect of their teacher education work—teaching, research, or service—to share in future issues of *CCNews*. Please address submissions to *CCNews* editor Terrelle Sales at: [terrelle.sales@pepperdine.edu](mailto:terrelle.sales@pepperdine.edu)

In this issue of the newsletter you will find two articles of high relevance to our membership:

“Teacher Shortages During the Pandemic:  
How California Districts Are Responding”

by Desiree Carver-Thomas, Dion Burns, Melanie Leung, & Naomi Indrasek (Learning Policy Institute)

See newsletter pages 20-22

“Educator Workforce Funding Opportunities”

Compiled by the Learning Policy Institute, February 17, 2022

See newsletter pages 23-24

## 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.

# Teacher Shortages During the Pandemic: How California Districts Are Responding

By **Desiree Carver-Thomas, Dion Burns,  
Melanie Leung, & Naomi Ondrasek**  
*Learning Policy Institute*

How are California school districts handling deepening teacher shortages 18 months into the COVID-19 pandemic? A new study from the Learning Policy Institute, *Teacher Shortages During the Pandemic: How California Districts Are Responding*, describes the severe shortages many districts are experiencing and the strategies some are using to mitigate these shortages.

Through a survey of a sample of California superintendents and human resources administrators conducted in August and September 2021, this study investigates the role COVID-19 has had on key aspects of teacher supply and demand, including teacher retirements, resignations, vacancies, and hiring strategies. Leaders from eight of the largest California districts participated in the study. In addition, the study included leaders from four small rural districts because research shows these types of districts often have additional challenges recruiting and retaining teachers. Together, these districts serve nearly 1 in 6 California students.

## California Districts Struggle to Fill Vacancies

Consistent with news stories from across the state, district leaders confirmed that ongoing shortages had made filling back-to-school vacancies even more challenging than usual. This study finds that increases in teacher retirements and resignations, alongside a limited supply of candidates and a need for more teaching positions, led to unusually high levels of vacancies in several districts.

### Increased Vacancies and Staffing Struggles

Districts have to fill vacancies both to replace teachers who have left their positions and to fill new teaching positions. Most districts surveyed for this study (8 of 12) faced an increased number of vacancies over pre-COVID-19 years and experienced greater challenges in filling these positions. At the time of this study, six districts indicated they still had to fill 10% or more of their total vacancies. While the total number of vacancies had increased from previous years, the greatest demand was still the hard-to-staff areas of mathematics, science, and special education.

### Sources of Shortages

An increased number of retirements and resignations over pre-COVID-19 years was one factor contributing to shortages. Five out of eight large districts reported that increased retirements and resignations contributed to having more vacancies than usual. A further contributing factor

was the creation of additional positions facilitated by federal recovery funds. Districts allocated recovery funds to creating additional teaching positions in order to provide smaller class sizes, more personalized learning for students, and additional academic support. Finally, while the demand for teachers in the state is increasing, the supply of teachers has not kept pace.

### Hiring Underprepared Teachers

In recent years, due to a shortage of fully qualified teachers in California, positions have increasingly been filled with underprepared teachers who have not completed the requirements for full credentials—either interns or those teaching on 1-year permits or waivers. The number of substandard credentials and permits issued in California nearly tripled from 2012–13 to 2019–20, numbering more than 13,000 annually. Among the districts surveyed for this study, every district filled some vacancies with teachers on intern credentials, permits, and waivers. Most districts (10 out of 12) hired about the same or more teachers on substandard credentials compared to pre-COVID-19 years. Just two districts were on pace to hire fewer of these teachers in 2021–22.

## How Districts Are Working to Reduce Shortages

In order to reduce shortages, districts were using state and federal recovery funds to increase compensation, develop high-retention pathways into teaching, invest in their hiring capacity, and support students and teachers.

### Increased Compensation

Several districts sought to improve teacher retention by increasing direct compensation to teachers. Districts offered wage increases, stipends, and bonuses, especially for hard-to-fill positions. Districts also extended rate increases to substitute teachers, who were also in short supply.

### High-Retention Pathways into Teaching

Several districts developed new teaching talent through high-retention pathways into teaching, including Grow Your Own (GYO) initiatives and teacher residencies. GYO programs recruit local community members, such as classified school employees, into teaching. Districts used state funding to help with tuition reimbursement as classified staff completed coursework toward their credentials. Residencies are one-year intensive apprenticeships. Some districts with well-established teacher residency programs were able to anticipate how many new teachers would be

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# Teacher Shortages During the Pandemic: How California Districts Are Responding

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available to fill some positions in hard-to-staff schools and subject areas. At least one district was working to launch a new residency program. District leaders noted that GYO approaches and residencies were important strategies for recruiting more teachers of color, which was a priority in several districts.

## ***Investing in Recruitment and Hiring Capacity***

A majority of districts in this study had stepped up recruitment activities in response to known and anticipated shortages. Districts increased their presence at job fairs and hosted their own virtual recruitment fairs. Districts developed more competitive hiring strategies, such as streamlining hiring processes; hiring additional recruitment staff; and offering open teaching contracts, which enabled them to secure hires before vacancies became available.

## ***Adding Staff to Support Students and Teachers***

Several districts in our study described leveraging funds to improve working conditions with an eye toward teacher retention. Some districts hired additional staff to reduce pupil-teacher ratios, which could allow districts to approach the smaller pupil-teacher ratios common in other states and ease some of the demands on teachers. Districts also created and filled additional positions for intervention and strategic academic support, including counselors, psychologists, social workers, instructional coaches, and assistant principals. These expanded student supports were crucial as districts welcomed students back to campus. By supporting students' learning recovery and social and emotional well-being, districts were also providing supports for teachers.

## **The Importance of State Investments for Addressing Teacher Shortages**

The record-setting 2021-22 California state education budget includes considerable investments in building the educator pipeline and supporting the existing workforce. These funds could not have come at a more critical time given the shortages districts are facing. The budget includes nearly a billion dollars to increase access to comprehensive teacher preparation pathways. These programs are designed to both recruit and retain new teachers by incentivizing candidates to pursue comprehensive preservice preparation that includes a robust program of study alongside student teaching, which is associated with higher retention rates.

The state also provided \$1.1 billion through concentration grants, which will target additional funds to high-need districts for the purpose of hiring additional classified and certificated staff for their highest-need schools.

In addition, the state appropriated nearly \$2 billion in funds for professional learning on a range of topics, as well as to develop statewide resources for literacy instruction, multi-tiered systems of support, learning acceleration, and school leadership that are intended to support student learning and well-being. Funds will also go to growing the number of accomplished National Board Certified Teachers (NBCTs) teaching and mentoring other staff in high-poverty schools. This can help to remedy teacher shortages, as research indicates that teachers who are more fully prepared and well mentored are more likely to stay in the classroom, reducing annual teacher demand.

## **Policy Considerations**

California districts have worked hard to provide the supports students need to be successful after more than a year of disrupted learning. It is critical that their efforts not be stymied by a lack of teachers and other support staff to carry them out. State and federal policymakers might consider the following evidence-based approaches for resolving teacher shortages, which focus on recruiting and preparing more candidates, retaining new teachers through early-career mentoring, and improving teacher working conditions.

### ***1. Recruit and Retain Teachers by Improving Compensation Through Additional Federal Action***

Although the federal government has a limited role in addressing locally set salaries for educators, federal policies can extend the financial capacity of teachers by reducing the college debt they must incur to become teachers, providing income tax credits, and making housing subsidies more readily available to teachers.

### ***2. Implement a Statewide Recruitment Initiative to Help Potential Candidates Navigate the Complex Process of Becoming a Teacher***

California is implementing multiple programs aimed at ending teacher shortages by training a well-prepared, stable teacher workforce. The state could support the success of these efforts by providing career counseling and navigation supports to prospective teacher candidates to help them negotiate the complex gauntlet of programs, credentialing requirements, and funding opportunities that are part of the teacher preparation process.

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# Teacher Shortages During the Pandemic: How California Districts Are Responding

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### **3. Invest in Community College to Four-Year University Pathways that Recruit and Prepare Aspiring Teachers Earlier in the Educational Process**

Policies to recruit and begin preparing future teachers earlier in their educational careers can help attract young people into teaching and reduce the overall costs of their preparation. The state could consider investing in “2+2” partnerships that allow candidates to begin teacher preparation at a community college, with clear course articulation agreements that enable them to complete teacher preparation and credentialing requirements at a four-year institution.

### **4. Increase the Capacity of Higher Education to Prepare Teachers in High-Demand Fields**

Fully prepared teachers are more likely than underprepared teachers to stay in the profession, minimizing disruptions to student learning and district hiring costs, estimated at more than \$20,000 for each teacher who must be replaced in a large district. Teacher preparation programs will need support to increase enrollments of candidates who can teach in high-demand fields and to grow the state’s supply of fully prepared teachers. Programs will also need support to implement the state’s new standards for general and special education teachers and to create new and adapt existing preparation programs for early educators.

To support this work, the state could establish capacity-building grants for teacher preparation programs. Now that there are recruitment incentives for candidates and program enrollments have been increasing, there may also be a need for the state to work with university leadership to incentivize the growth of teacher preparation programs to ensure that university funding rules and allocation practices do not constrain the ability of programs to admit eligible candidates.

### **5. Support Teacher Recruitment by Ensuring Strong Uptake of Scholarships Awarded Through the Golden State Teacher Grant Program**

State agencies could engage in a shared communication campaign that disseminates information about the scholarships to teacher preparation programs, financial aid offices, and potential teacher candidates. School districts operating *teacher residency* programs should also be informed that residents can receive *Golden State Teacher Grant* awards in addition to residency stipends, which may help candidates afford living costs during teacher preparation.

### **6. Support the Retention of New Teachers by Cultivating the Development of Teacher Mentors**

In addition to comprehensive preparation, strong early-career mentoring and induction can play a critical role in supporting the retention of novice teachers. California could help cultivate teacher mentors by supporting strong uptake of its recent \$250 million investment in the *National Board for Professional Teaching Standards Certification Incentive Program*, which should help grow the state’s number of NBCT mentors and incentivize their service in high-need schools, where novice teachers are disproportionately placed. Through the 21st Century California School Leadership Academy—established in 2019 to provide professional learning opportunities to educational leaders—the state could also continue building a professional development infrastructure that trains principals and teacher leaders on how to provide strong mentoring and early-career supports to novice teachers.

### **7. Support Teacher Retention by Improving Working Conditions**

The state could support data-informed improvement efforts by establishing a teacher working conditions survey, as other states have, that collects information about factors that may influence their decisions to stay in or leave the field. Finally, teachers experiencing workplace stress or trauma from the pandemic may benefit from school staff wellness programs. With the influx of *federal COVID-19 relief funds* to districts, the state could play a role in supporting teacher wellness by providing guidance and model policies that inform district investments in employee wellness policies and practices.

## **Conclusion**

While the pandemic has exacerbated teacher shortage conditions, fortunately the state has matched the severity of the shortages with historic investments dedicated to building and strengthening the educator workforce. As these crucial investments roll out, California’s teacher shortage problem could be at an inflection point. We have an opportunity to use these funds to invest in a comprehensive educator workforce development system that delivers quality education to all students across the state and provides long-term solutions to teacher shortage issues.

# Educator Workforce Funding Opportunities

## Compiled by the Learning Policy Institute

February 17, 2022

### I. Golden State Teacher Grant Program

- a. \$20,000 service scholarships for teacher candidates in high-need fields (STEM, special ed, bilingual, TK, multiple subjects) who commit to teach in high-need schools (more than 55% unduplicated pupils)
- b. California Student Aid Commission Application for Teacher Candidates:  
<https://www.csac.ca.gov/golden-state-teacher-grant-program>
- c. Share with your financial aid offices and teacher candidates

### 2. Teacher Residency Grant Program

- a. The Commission on Teacher Credentialing anticipates releasing the RFAs for teacher residency expansion and implementation grants in February 2022, with applications due, respectively, in March and May 2022. More detailed information is available. The RFA for the second round of capacity building grants is anticipated in August 2022.
- b. Intended to fund residency programs in “designated shortage fields,” including special education, bilingual education, science, computer science, technology, engineering, mathematics, Transitional Kindergarten, or Kindergarten, and/or for recruiting, developing support systems for, providing outreach and communication strategies to, and retaining a diverse teacher workforce that reflects the LEA community’s diversity.
- c. Share with your LEA partners, who must be the lead applicant and apply in partnership with a one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education

### 3. National Board Certified Teacher Incentive Program

- a. 2021 California National Board-Certified Teacher Incentive Award Application for active National Board Certified Teachers working in high-priority schools. Due February 28, 2022. For current NBCTs in high-need schools; provides \$25,000 total, \$5,000 per year for 5 years. (Subsidy application (\$2500) for individuals interested in pursuing Board Certification was due on January 31, 2022.)
- b. <https://www.cde.ca.gov/pd/ps/nbptsprogram.asp>
- c. Share with current or potential mentor teachers, LEA partners, graduates of your EPP

### 4. Classified School Employee Teacher Credentialing Program

- a. This program provides grants to eligible LEAs to recruit and support current classified staff who already hold an associate or higher degree to complete their BA degree and earn a teaching credential. Eligible LEA grantees may receive up to \$24,000 per participating teacher candidate over the five-year grant period.
- b. The CTC anticipates releasing the next RFA for this program in February 2022, with a due date in May 2022. More information is available.
- c. Share with your LEA partners

### 5. Early Education Teacher Development Grant Program

- a. <https://www.cde.ca.gov/ci/gs/p3/documents/earlyedteacherdevgrantloi.pdf>
- b. The purpose of the Early Education Teacher Development Grant Program is to increase the number of early educators available to serve CSPPs and TK programs by supporting the attainment of 24 early childhood education credits, an associate degree in Child Development, or an early education multiple subject teaching credential; and to increase specific competencies for early educators within the CSPP, TK, or kindergarten program. \$100 million is available through this grant program.

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# Educator Workforce Funding Opportunities

## Compiled by the Learning Policy Institute (continued from previous page)

c. Eligibility is limited to LEAs, but an LEA may include in their consortium institutions of higher education or other California Commission on Teacher Credentialing-approved institutions offering preparation programs.

LOI was due to the CDE by 5 p.m. on Wednesday, February 2, 2022

Ask your LEA partners how they are planning to build their transitional kindergarten and early educator workforce as the state transitions to universal access to these programs

### 6. Educator Effectiveness Block Grant

a. The California Educator Effectiveness Funds (EEF) 2021 Block Grant Program, administered by the California Department of Education, provides funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalency. Funding results for each LEA are available at <https://www.cde.ca.gov/fg/fo/r14/edeffectiveness21result.asp>.

b. EEF may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff, including mentoring programs, practices to accelerate learning, and other programs that could potentially support high-quality teacher preparation.

c. <https://www.cde.ca.gov/pd/ee/eef2021.asp>

d. Ask your LEA partners about how they are using these funds and discuss whether they could be used to support teacher preparation partnerships or clinical experiences

### 7. Federal American Rescue Plan Funds

a. US ED Guidance: [https://oese.ed.gov/files/2021/12/21-0414.DCL\\_Labor-Shortages.pdf](https://oese.ed.gov/files/2021/12/21-0414.DCL_Labor-Shortages.pdf)

b. Learning Policy Institute Fact Sheet: <https://learningpolicyinstitute.org/product/federal-funds-edprep-factsheet>

c. Ask your LEA partners about how they are using these funds and discuss how they could be used to support teacher preparation

### Additional Resources

*Prioritizing Educator Diversity with New State and Federal Funding* (UCLA Center for the Transformation of Schools)