



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 32, Number 2, Summer Issue, June 2022

Terrelle Sales (Pepperdine University), Editor

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What Must We Leave Behind? What Do We Take With Us? Moving Towards Humanizing (Teacher) Education A Message from CCTE President Betina Hsieh

At the end of every semester in my teacher education courses, we close with an activity called the “web of learning,” which emphasizes the connections our classroom community has formed with one another over the semester.

Every semester, for this activity, the prompt is consistent: “What misconceptions, ideas, or practices are you leaving behind as a result of your time in this course?” and “What new ideas, practices, or perspectives are you taking with you that you learned from this semester?”

As I enter my term as President of CCTE, in the midst of year 3 of a global pandemic that has altered the landscape of (teacher) education, our society, and many of our perspectives on what is beneficial and what is possible for the future of 21st century learning, I ask myself, and hope you will join me in reflecting on, what we are leaving behind and what we are taking with us into this summer, as we end what, for many of us (and the candidates and communities we serve) has been one of the most taxing and exhausting school years that we have experienced in our careers (and perhaps our lifetimes).

Since March 2020, our world has been transformed in numerous ways. Alongside the global pandemic which has disproportionately impacted communities of color and working-class families, we have seen increased attention to local, national, and global anti-Blackness, in the wake

of the killing of George Floyd and the untimely deaths of many other Black men and women. We have also seen media coverage of multiple waves of anti-Asian violence, particularly leaving Asian American women and elders in

danger. Finally, we continue to witness a rise in attempts to censor curriculum and take away fundamental rights for many groups of people across our country.

As an organization, CCTE, under the leadership of past president Eric Engdahl, has sought to model leadership in not only speaking for the value of Black and Asian lives, but also through engaging in actions to promote more sustainable and affirming pathways into teaching and more supportive environments for teachers of color. We will continue to focus on that work through the creation of the JEDI (Justice Equity Diversity & Inclusion) team of CCTE leaders and affiliates which will

be dedicated to crafting and enacting specific initiatives related to our commitment to transformative teacher education that supports teachers and teacher educators of color.

As teacher educators, we have a responsibility to respond to what is happening in the classroom, community, and global spaces we occupy with courage and conviction, focusing on ways to affirm and sustain the humanity and potential of the educators and teacher candidates we work with, in hopes that they also will provide spaces for their

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A Message from CTE President Betina Hsieh

(Continued from previous page)

students and future students to grow and develop during these tenuous times.

What am I leaving behind as a result of this time?

People who know me in real life know that I am a recovering perfectionist and workaholic. As someone who was praised early on for my achievements, it has been easy to focus on doing more, doing better, and working faster to move ahead. Many of us became educators (and perhaps teacher educators) because we were always good at school. It was where we thrived because we knew how to do it right and excel in traditional classrooms.

But what does it mean to do things right when everything feels turned upside down? What is right about continuing to conduct business as usual (more of it, with fewer breaks) because we can? I hope we can leave behind the idea that moving forward means constantly requiring more of others and ourselves and we can consider what it might mean to pace ourselves in a new normal.

What is certain is that the new normal will include digital spaces. Being an early adopter of educational technology in my classrooms has always meant being seen as an innovator, and in a time where much of education moved online and some of it has stayed there, it has meant a greater demand on my time, energy, and skills. I'm encouraged to see uses of technology that has brought inclusive access to more students in a variety of ways when used thoughtfully. But technology has also brought forth long days in front of a screen with 8 hours of back-to-back Zoom conferences with no breaks, eating (apologetically) with our cameras off, and sometimes the trauma of Zoom-bombing. I will be glad to leave behind technology as a mandate, as a tool of efficiency that fuels dehumanization, while recognizing the potential power of connection and increased access as something to be engaged with thoughtfully and intentionally.

Finally, I am leaving behind the notion that any one individual is enough to do all the work, while recognizing the importance of each individual's contributions. This time has shown the promise of collectivity to stand powerfully for justice, to make learning accessible for students and families in ways not previously thought possible, and to build new ways of connecting despite being physically distanced. While we were apart, it became even clearer to me the importance of our work together as a community. I hope that CTE will be part of your community in ways that allows us all to move forward as teacher educators.

What am I taking with me that I've learned from this time?

With all this said, there is much that I am also taking with me from this time. Late author and former poet laureate Maya Angelou once said, "I've learned that people will forget what you said, people will forget what you did, but

people will never forget how you made them feel." While this quote has always been important to me, over the last two years I have taken this deeply to heart. The importance of empathy, of humanizing practices, and of caring for human beings rather than emphasizing all we should be doing to get ahead is of central importance to our work. Never has it been more evident to me that trauma-informed, culturally-responsive, and culturally-sustaining practices are key to supporting (teacher) educators and students in being present and prepared to engage in teaching and learning.

I've learned that removing gate-keeping mechanisms that allow only some students and potential educators access to teaching and learning in classrooms does not decrease the quality of education but expands educational opportunities. This challenges us to think beyond traditional definitions and measures of quality to focus on how educational quality might be reimagined. I have been reminded of the importance of being seen, affirmed, and understood for what we can contribute to our collective objectives in education, and particularly how important it is for students to see positive images of themselves in curriculum, classroom teachers, and society as they move towards their goals and dreams.

Fall 2022 CTE Conference

All of this leads me to our theme for this year's CTE Fall Conference, "(Re)humanizing (Teacher) Education Through Anti-Racist and Anti-Bias Practices." This fall, we are putting humanizing anti-biased and anti-racist practices at the center of our work. The fall conference is one way we are purposefully engaging with the principles set forth in our CTE statements addressing anti-Blackness and anti-Asian violence. Together with conference co-chair Terrelle Sales and our conference planning team (Alan Jones, Karen Escalante, Ivannia Soto, Allison Smith, Erika Sato, and Sharon Merritt), we are looking forward to learning from Jeff Duncan-Andrade and Lorena German, our two keynote speakers, who don't just speak about humanizing, culturally affirming, anti-bias/anti-racist practices but live them through their educational practice.

We are also looking forward to learning from you and hope you will submit research proposals for our concurrent sessions, roundtables, and poster session. We hope our Fall conference will be a time for you to (re)connect with others in the CTE community and that it opens to greater collective work that moves towards humanizing teacher education. I look forward to my time leading this organization and working with each of you to continue building our teacher education programs across the state and our collective voice towards more equitable and just educational systems that serve all of California's learners.

—Betina Hsieh, CTE 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! To get involved contact Committee co-chairs Sarah Johnson (sarah.johnson@fresno.edu) or Angelica Reynosa (angelica.reynosa@fresno.edu) or CCTE Executive Secretary Alan Jones (alan.jones@ccte.org) if you are interested in joining us!

CCNews Call for Articles and News

The goal of *CCNews*, the quarterly newsletter of the California Council on Teacher Education (CCTE), continues to be to serve as a forum for CCTE members to share information and celebrate our successes. We encourage all SIG chairs and concurrent session, roundtable, and poster session presenters at CCTE semi-annual conferences to write about their sessions and presentations for the newsletter. Other brief (5-6 single-spaced pages or 1,500-2000 words maximum, excluding reference list and an abstract) articles about teacher education are also welcomed. Just e-mail your submissions as an attachment to the newsletter editor, Terrelle Sales, at Pepperdine University:

terrelle.sales@pepperdine.edu

The deadline for article submissions for the Fall 2022 issue of the newsletter is August 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 Fall 2022 issue is August 15.

CCTE JEDI Ad Hoc Committee Established

By Eric Engdahl
CCTE Past President
California State University, East Bay

The inaugural meeting of the California Council on Teacher Education (CCTE) Ad Hoc Committee on Justice, Equity, Diversity, and Inclusion (JEDI) was held on May 13. One of our first actions was renaming ourselves. Our former name, "DEI," did not include "Justice," which is the most important element of our work. As a collective, we realized that names and naming have power and help to better communicate our values and mission.

The CCTE Executive Committee and Board of Directors has been clear that the JEDI work should focus on actions that CCTE can accomplish. This is seen in our conference themes of the recent past and upcoming in the next few years. At our meeting, we heard about testimony from David DeGuire of the Commission on Teacher Credentialing (CTC) to the Assembly Higher Education Committee that social science candidates are "sufficiently prepared to teach ethnic studies at the high school level." The CCTE JEDI group, however, sides with Assemblymember and Committee Chair Jose Medina (D-Riverside) that a social studies credential alone is not sufficient and we are crafting a statement to send to the CTC and the Assemblymember expressing support for more in-depth ethnic studies preparation. Ethnic studies will be the theme for our CCTE Fall 2023 Conference so we expect on-going discussion on this topic.

The conversation at our initial meeting was rich and complex touching on recruitment of a more diverse teaching workforce, organizational transformation, and reframing our relationship with the CTC. We recognized the many other worthy JEDI efforts in the field and believe that working together we can contribute to JEDI work across teacher education in California. That conversation will continue at the CCTE Board retreat later this month.

Thanks to all who attended our initial meeting: Rick Ayers (University of San Francisco), Steve Bautista (Santa Ana College), Anaida Colon-Muniz (Chapman University), Sharon Merritt (Fresno Pacific University), Daniel Soodjinda (CSU Stanislaus), Fred Uy (CSU Office of the Chancellor), Miguel Zavala (CSU Los Angeles) and CCTE Executive Committee members Karen Escalante (CSU San Bernardino), Eric Engdahl (CSU East Bay), Betina Hsieh (CSU Long Beach), and Alan Jones (CCTE Executive Secretary). Committee participation is open to all in CCTE and the affiliated organizations. If you are interested in joining, watch in future issues of *CCNews* for meeting announcements or email me at:

eric.engdahl@csueastbay.edu.

Report from ATE

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

ATE 2022 Conference

The Association for Teacher Educators (ATE) Annual Conference took place in Chicago on February 11-16, 2022. The conference had a little over 500 attendees, which is fewer than past years. In the role of CCTE Vice President for ATE, I attended the conference and represented CCTE at the Delegate Assembly.

During the Delegate Assembly, the ATE Executive Director Dr. Alisa Chapman discussed ATE's new strategic plan, which is entitled, *Imagine 2023*. Some of the goals of the strategic plan follow:

Organizational Sustainability

Goal 1: Create innovative revenue streams to support stakeholder needs.

Goal 2: Develop an organizational framework that is fluid and responsive to the ATE Strategic Plan and membership needs.

Goal 3: Create a governance structure that supports ATE's sustainability and growth.

Drive Greater Impact

Goal 1: Within robust school-university-community partnerships, re-define the career (from recruitment, through induction, and across the professional lifespan) of a professional educator with an emphasis on varied opportunities for professional development, leadership, and career advancement.

Goal 2: Collaboratively employ a state-, national-, and partnership-driven research agenda, with implications for professional educators across career lifespans.

Goal 3: Professional educators will be engaged in processes, actions, and interactions that are evident for the achievement of diversity, equity, inclusion, and social justice in the field of education and society as a whole.

Expand Our Footprint

Goal 1: ATE will develop a comprehensive set of recruitment and retention strategies (individuals, local/state/regional, and organizational) leveraging the use of technology to reach, expand, and engage association membership.

Goal 2: ATE will develop marketing strategies to recruit, retain, and engage association membership.

Goal 3: ATE will raise the voice of the Association to a new level of influence by developing a structure to guide, support, and sustain advocacy efforts through the work of the ATE Advocacy Commission.

Resolution on ATE Response to Anti-CRT Legislation

The ATE Delegate Assembly also passed the following resolution:

Whereas, a number of states have passed or are considering legislation that impact teachers' abilities to discuss or include texts that address racism, sexism, and societal inequities in classrooms.

Whereas, the ATE Standards for Teacher Educators and recent public statements from the organization have confirmed ATE's emphasis on developing culturally competent teachers "who engage in activities that promote social justice."

Whereas, ATE passed a resolution in 2021 supporting the addition to the ATE standards of "the development of anti-racism practices, programs, and/or modules within teacher education programs that will enable future and current teachers and school administrators to most effectively contribute to the society in which they perform professionally."

Be it be resolved, that ATE engage in collaboration and advocacy efforts with partner organizations to provide research-based responses for important conversations around legislation impacting the work of teachers and teacher educators on crucial topics such as racism, sexism, and issues of equity in our society.

Be it further resolved that ATE provide resources, support research, or provide programming that will better support teacher educators, future teachers, and our school partners to engage with/address the controversies and challenges that impact their work and autonomy as professional educators in areas such as curriculum development and implementation.

ATE Summer Conference

The ATE 2022 Summer Conference will take place July 29 to August 3 in Nashville, Tennessee. The theme of the conference is *Our Professional Journeys: Navigating Roles, Research, Relationships, and Responsibilities*. Details and online registration are available at the ATE website:

www.ate1.org

From the Desk of the CCTE Executive Secretary

Following are updates on the primary activities of the California Council on Teacher Education as we complete our 2021-2022 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. 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, the registration form, and the call for research session proposals in this issue of *CCNews*. A formal announcement of the Fall 2022 Conference will also be emailed to the CCTE membership in June.

Annual Election

The CCTE annual election for 2022 was held this spring, resulting in the election of Karen Escalante (California State University, San Bernardino) as our new President Elect and Kara Ireland D’Ambrosio (San Jose State University), Antoinette Linton (California State University, Fullerton), Kimiya Maghzi (University of Redlands), and Daniel Soodjinda (California State University, Stanislaus) to seats on the Board of Directors. Congratulations to all.

Membership & Sponsorship

Our membership numbers for this 2021-2022 membership year have again exceeded our budgeted expectations and we are anticipating similar success for the 2022-2023 membership year that starts July 1. Renewal notices for the upcoming year were emailed to all institutional and individual members in May and everyone is encouraged to renew by the end of June to assure that you do not miss any membership benefits.

Also during this 2021-2022 year we have 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.

We hope those sponsorships will be renewed for the coming 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 2021-2022 year we have had 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

During this 2021-2022 membership year we have again offered 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 2022-2023 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*. All members and delegates receive these publications via email. 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.

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

Update from the Commission on Teacher Credentialing

Early Childhood Education Specialist Credential

The Commission on Teacher Credentialing (CTC) has been working since last August to retool and update the Early Childhood Education Specialist credential for the needs of implementing universal Transitional Kindergarten (TK), expanding preschool, and increasing the California Department of Education's efforts to build more aligned and developmentally appropriate PK-Grade 3 experiences for children. An item at the Commission's April meeting provided for review draft credential requirements, authorization statement, program standards, and teaching performance expectations (TPEs). Since then, CTC staff have launched additional surveys about the drafts and held additional focus group meetings to elicit further feedback from educational partners and the public. The Commission will be asked at its June meeting to review and adopt final versions of these four credential components.

Because universal TK implementation in schools starts this fall, there are urgent needs for both the credential and building pathways for current early childhood teachers, current Multiple Subject credential holders, and people who are interested in becoming a PK-3 teacher. The number of new teachers needed just for TK is estimated to be 9,000 to 16,000. There is currently \$10 million in the state budget to support the development of more integrated undergraduate programs, as well as a bill (AB 2401) that would increase that amount to \$100 million. In addition, the current Teacher Residency and Classified School Employee grants may also be used to support PK-3 Early Childhood Education Specialist programs and candidates after programs are approved. It is hoped that "early adopters" would be able to begin offering programs in fall 2023.

SB 488

The first meeting of the Commission's Literacy Workgroup was held on May 10. The workgroup's charge is to make recommendations to the Commission about revisions to standards and TPEs that meet the effective literacy instruction requirements in SB 488. The headline for this bill was the replacement of the Reading Competence Instruction Assessment (RICA) with a performance assessment, but the bill includes other specific requirements. These include:

- ✓ updated standards and TPEs that reflect:
 - ✓ an updated definition of effective literacy instruction in Education Code sec. 44259
 - ✓ alignment to the State Board of Education's ELA/ELD Framework
 - ✓ inclusion of the California Department of Education's Dyslexia Guidebook

- ✓ development of a teaching performance assessment (TPA) for competence in literacy instruction based on the updated standards and TPEs to be implemented by July 1, 2025.

- ✓ certification that all approved Multiple Subject and Education Specialist preparation programs offer instruction in the knowledge, skills, and abilities required by the new TPA.

The workgroup is responsible for the first section of items above, and it is anticipated that drafts will be available in August. A field review and public comment opportunity will extend into September so that everyone hears about the work and opportunities to provide feedback. Final versions will go to the Commission in October. If approved, programs will be expected to implement the new standards and TPEs by the 2024-2025 academic year. A review and certification process (yet to be developed) will occur during the 2024-25 academic year and be separate from regular accreditation activities.

A design team will be appointed later this year to develop the new performance assessment, and announcements regarding applications to be part of this group will be posted in our Professional Services Division e-News. No decisions have been made yet regarding the make-up of this assessment, including whether it will be stand-alone or part of existing TPAs.

Sunset of Many COVID Flexibilities

Certain credential program flexibilities that were put in place during the height of the COVID-19 pandemic will sunset in the coming months. The option for programs to defer passage of the RICA examination for preliminary teaching credential candidates will sunset on June 30, 2022, and the option for programs to defer passage of a performance assessment for preliminary teaching or administrative services credential candidates will sunset on August 31, 2022. Beginning on July 1, 2022, preliminary preparation programs may no longer recommend candidates for a preliminary teaching credential without passage of the RICA examination, and, beginning on September 1, 2022, preliminary preparation programs may no longer recommend candidates for a preliminary teaching or administrative services credential without passage of all cycles of a Commission-approved performance assessment.

Grants

The Commission has already awarded over \$60 million in teacher residency capacity and expansion grants this spring, and a request for applications will soon be released for the implementation of new teacher residency programs. The Commission is currently accepting applications

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Update from the Commission on Teacher Credentialing

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for the California Classified School Employee Teacher Credentialing Program (due June 10) and the Dyslexia Grants to Preparation Program (due June 17). A Request for Applications (RFA) for Teacher Residency Implementation grants will be released in early June with a due date in early fall. Please note that there will be two application windows (spring and fall) every year for the computer science, teacher residency, and classified school employee grants until all funds are awarded.

Performance Assessment Update

CTC with Evaluation Systems Group at Pearson (ES) is conducting a standard setting study of the California Administrator Performance Assessment (CalAPA) in May, 2022. Results from this study will be brought to the Commission's August meeting for discussion and potential reconsideration of the current passing standards that have been in place since 2016.

In addition, CTC with ES is conducting standard setting studies for both its MMSN and ESN versions of the education specialist CalTPAs in May, 2022. Findings from these studies and recommended passing standards will be brought to the Commission for discussion and potential adoption at the June, 2022 Commission meeting. edTPA is conducting a standard setting study of its MMSN and ESN special education performance assessment in July and will bring forward recommended passing standards to the Commission for discussion and potential adoption at the

August, 2022 Commission meeting. All MMSN and ESN candidates, enrolling in programs as of July 1, 2022 will be required to take and pass a Commission approved TPA, along with coursework and clinical practice, to be recommended for a preliminary credential. Webinars and technical assistance will be provided by the CTC for its models of the MMSN and ESN performance assessments this summer on June 1 and June 2, 2022 with an orientation scheduled for August 31, 2022.

Low incidence education specialists will need to take and pass a performance assessment starting in fall of 2023. The Commission is developing models with expertise from its education specialist Design Team. These performance assessments are moving into a field test study fall of 2022 with standard setting studies scheduled for spring of 2023. The Commission is developing models for Commission approval for Deaf and Hard of Hearing (D/HH), Visual Impairments (VI), and Early Childhood Special Education Specialists (ECSE).

The Commission will be announcing a Design Team application process for the literacy performance assessment work in July 2022 (watch the Professional Services Division e-news or join the new literacy list-serve for the application). Literacy Design Team members will be appointed this summer with meetings beginning in the fall of 2022. The new literacy performance assessment will be operational fall of 2025. Until the literacy performance assessment is available, Multiple Subject and Education Specialist candidates (MMSN, ESN, VI and DHH) are required to pass RICA.

CTC Involvement at CCTE Fall 2022 Conference

Commission on Teacher Credentialing (CTC) staff will participate at several points during the California Council on Teacher Education (CCTE) Fall 2022 Conference in San Diego on October 20-22.

On the morning of Thursday, October 20, CTC staff will meet with the memberships of three CCTE associated organizations—the Association of Independent California Colleges and Universities-Education, the California Association for Bilingual Education, and the California Association of Professors of Special Education—to discuss policies of interest to those groups from 11 a.m. to noon.

Then that afternoon at the First Policy Session from 3:15 p.m. to 4:15 p.m. the CCTE Policy Committee will introduce CTC staff to report on a variety of policy and credentialing topics.

Participate in CCTE

If you are not already
a CCTE individual member
or institutional delegate, join now.

See individual membership
form on our website—
www.ccte.org

Or ask to be included
as an institutional delegate
as part of your campus's
institutional membership

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



CCNews

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Terrelle Sales (Pepperdine University), Editor

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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.

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.

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 which can be accessed 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 submit a proposal and of course to register for and attend the Conference. The deadline for research proposals is August 15.

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* (University of Massachusetts Global)

Ivannia Soto, CCTE Board Member (Whittier College)

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

If you wish to be involved in the planning effort please contact me by email at terrelle.sales@pepperdine.edu

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) and the Community Responsive Education Group (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. 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..	Coronado Room

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 With Staff from the Commission on Teacher Credentialing	Point Loma II
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, Special Education, & Teacher Induction	
1:00 p.m. to 3:00 p.m. - Fall Conference Opening Session 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.	Point Loma II
3:15 p.m. to 4:15 p.m. - First Policy Session. Conversation with staff of the Commission on Teacher Credentialing moderated by CCTE Policy Committee	Point Loma II
4:15 p.m. to 5:45 p.m. - Concurrent Research Presentations. Six Sessions – Point Loma II, Point Loma III, Coronado Room, Bay Room, LaJolla Room, Del Mar Room	
6:00 p.m. to 7:15 p.m. - Joint Presidents' Reception.	Point Loma I

Friday, October 21:

7:30 a.m. to 9:00 a.m. - Meeting of the <i>Teacher Education Quarterly</i> Editorial Board.	Del Mar Room
7:30 a.m. to 9:00 a.m. - Meeting of the <i>Issues in Teacher Education</i> 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. Keynote by Lorena German Followed by Response Panel	Point Loma II
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 Discussing work of the CCTE Policy Committee and plans for the CCTE 2023 SPAN Conference.	Point Loma II
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	Point Loma II & III
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 Conference Session.	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).

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 2021 Conference" page of the CCTE website: www.ccte.org

Call for Research Proposals for CCTE Fall 2022 Conference

The California Council on Teacher Education (CCTE) invites submission of research, practice, and policy proposals for the CCTE Fall 2022 Conference to be held October 20-22. The theme for the Fall 2022 Conference is “Rehumanizing Education Through Anti-Racist and Anti-Bias Practices.” The Conference audience will involve both on-site and virtual attendees, but individuals submitting proposals must plan to register for and attend on site in San Diego. Among the questions to be addressed at the Conference include: How are we centering the humanity of educators, candidates, and K-12 students in our (teacher) education work? How might we challenge traditionally oppressive structures and institutions (e.g., through collaboration, considering our positionalities, centering well-being, incorporating lived experiences) to promote more liberatory and humanizing practices? What promising practices around anti-biased/anti-racist pedagogies have you developed or implemented and what are you learning from these practices?

We are especially interested in proposals from scholars and practitioners engaged in humanizing practices and/or anti-biased/anti-racist practices in (teacher) education contexts; however any proposal that addresses the span of teacher education is welcome (PK-12/ higher education). The authors of all accepted proposals will be asked to prepare a video presentation which will be posted prior to the Conference on a CCTE Go-React platform where they can be viewed and commented on by Conference registrants both prior to and during the Conference; then the videos will be moved to the CCTE YouTube Channel following the Conference. Authors of accepted proposals will also be invited to present either in a concurrent session, roundtable session, or poster session at the on-site Conference. Immediately following the Conference, authors of all accepted proposals will be invited to submit a written version of their presentation to be published in the *CCTE Fall 2022 Research Monograph* later in the fall.

How to Submit Proposals

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

- ◆ Google form cover sheet which lists the proposal title, names, affiliations, and e-mail addresses of all presenters, along with an indication of whether the proposal focuses on research, practice, or policy analysis. While there is no guarantee, authors may indicate their preference between concurrent presentations, roundtable presentations, or poster session presentations. Cover sheet and proposal upload may be accessed with the following link:

<https://bit.ly/3wleRmk>

- ◆ File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.

Questions can be addressed to Karen Escalante, Chair of the CCTE Research and Practice Committee, at:

karen.escalante@csusb.edu

Deadline

Deadline for proposals for the CCTE Fall 2022 Conference is August 15, 2022.

Content of the Proposal

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

Criteria for Selection

The extent to which the proposal:

- ◆ If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- ◆ If a practice proposal, how well conceived and described is the practice?
- ◆ If a policy analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
- ◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Qualifications

Persons submitting proposals must be CCTE members or delegates (information and a form for joining CCTE are available on the CCTE website at www.ccte.org) and must register for and participate on-site at the Fall 2022 Conference at the Kona Kai Resort in San Diego (registration information and a form appear on a previous page of this newsletter).

Publication

Prior to the Fall Conference selected presenters will be invited to have their presentation abstract published in a special issue of *CCNews*, the CCTE newsletter, which will be emailed to the CCTE membership prior to the Conference to help inform the membership about the presentations which will occur at the Conference. Following the Conference, presenters will be invited to submit a brief article based on their presentation for inclusion in the *CCTE Fall 2022 Research Monograph*, which will be produced in PDF format and emailed later in the Fall to all CCTE delegates and members as well as other audiences.

Report from the California University Field Coordinators Forum

By **Kara Ireland D'Ambrosio**
Member of CCTE Board of Directors
San Jose State University

The California University Field Coordinators Forum spring 2022 meeting was held virtually on March 9, 2022, the day following the California Council on Teacher Education (CCTE) Spring 2022 SPAN Conference. The Forum meeting was a fantastic discussion on the new subject matter competencies options as well as a review of the challenges/new practices we have in field placement now that we are beginning to recover from the pandemic (see the Commission on Teacher Credentialing's COVID Flexibilities and Executive Orders). We also reflected on the 10 hours of professional development for mentor teachers requirement and recent changes to the CCTE Professional Development for Mentor Teachers (PD4MT) Committee (formerly the Intersegmental Project).

Overall we spent time sharing resources, as many universities have changed and updated their observation cycle protocols, as well as supervision support materials. Finally, I announced that I would be resigning from the position of chair of the Forum in order to accept my new role as an elected member of the CCTE Board of Directors. The Forum also decided to apply to become an Associated Organization of CCTE.

The new leadership of the Forum and their areas of focus are as follows: Patricia Heydet Kirsch, National University (Communications); Jaime Pelegrin, Alliant International University (Secretary); Tamara Andersen, Alliant International University (Zoom Meeting Coordinator); Lori Curci-Reed, California State University, Long Beach (Liaison to CCTE); and Laura Craig, San Diego State University (Google Drive/Shared Folder Coordinator).

Please email Patricia (ph Heydetkirsch@nu.edu) to submit topics for future Forum meetings or with any questions/comments you would like posted to our group. The next meeting of the Forum is scheduled for Wednesday, October 19, 2022, at the Kona Kai Resort in San Diego (the day before the CCTE Fall Conference begins). The meeting will be held both in person and with a zoom/online hybrid link, and registration for it is available on the CCTE Fall Conference registration form (see elsewhere in this newsletter or on the CCTE website: www.ccte.org).

Update from the CCTE Teacher Induction SIG

By **Melissa Meetze-Hall**
Chair, CCTE Teacher Induction SIG
Riverside County Office of Education
& San Bernardino County Superintendent of Schools

The CCTE Teacher Induction Special Interest Group (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. Over the past years Induction SIG topics have focused on sharing of practice and resources.

One example includes the sharing of bridging documents (Individual Development Plans) and how that information is incorporated into an induction candidate's initial self-assessment at the beginning of Induction. The SIG welcomes all to our meetings. Members and delegates from many institutions have joined the discussion as they launched new programs or sought advice and feedback about program governance and processes.

The issuance of Executive Order (EO) N-66-20 regarding Preliminary Credentials has impacted induction programs, and looks to continue to do so for the next two years. To address candidate needs, programs have added RICA and TPA support to the existing system of support provided to new teachers. The induction community has embraced these candidates as they meet statutory requirements, while concurrently struggling to provide the level of support and expertise for these statutory requirements.

Given the scope of this work, these topics have produced significant discussion during the SIG meetings these past two years. We anticipate that RICA and TPA support will remain on our agenda throughout the 2022 -2023 year. The induction community is carefully watching AB 2694, which looks to provide some financial support for induction.

I look forward to bringing us together and am thankful for the ongoing opportunity to be part of the educator preparation community. Please think about joining us at the upcoming meetings. We meet during the scheduled SIG times at each CCTE semi-annual conference.

If you have questions about the CCTE Teacher Induction SIG please email me at:

mhall@rcoe.us

CASUP Annual Partnership Awards

By **Shana Matamala**
CASUP Board Member
University of La Verne

The vision of the California Association of School-University Partnerships (CASUP) is to support the creation and growth of collaborative, mutually beneficial partnerships between P-12 and higher education communities to positively impact teaching and learning. Every year CASUP recognizes an exemplary teacher and school-university partnership that embodies this vision. Award winners receive a \$100 gift card for teaching supplies and a year membership to CASUP in order to support their continued school-university partnerships.

Exemplary Teacher Award

This year's exemplary teacher award was given by CASUP to Tina Walker, who is a kindergarten teacher at Campus Canyon College Preparatory Academy in the Moorpark Unified School District. She has mentored new teachers as a site supervisor for twelve years, and been an integral team member in the partnership with California Lutheran University and serves on the steering committee. She was chosen for the award for exemplifying kindness, excelling in technology, and valuing collaboration.



Tina Walker

Exemplary School-University Partnership Award

The winner for the 2022 CASUP Exemplary School-University Partnership Award was Foothill Knolls Academy of Innovation and The University of La Verne (ULV). Foothill Knolls, which is a part of the Upland Unified School District, exemplifies the vision of CASUP by its multi-faceted partnership with ULV. Foothill Knolls places a high number of fieldwork candidates and student teachers at the school site. The school serves as a full inclusion school where students with exceptional needs are primarily placed in the general education classrooms.

ULV launched a dual program a few years ago and Foothill Knolls supports dual student teachers in their inclusive placements, simultaneously being supported by General Education mentor teachers and receiving support from established Education Specialists. Additionally, this year included a professional development partnership for ULV faculty and the experienced teachers in the junior



CASUP Exemplary Partnership Award Recipients (left to right): Shana Matamala, University of La Verne faculty member and CASUP Board member; Jennifer Morris, Principal, Foothill Knolls Academy; Jessica Decker, University of La Verne faculty member.

high school at Foothill Knolls. Four University of La Verne teacher credential faculty have been collaborating with these junior high teachers to provide professional development and support in co-teaching in an inclusive setting.

CASUP is honored to highlight both Tina Walker and the partnership between Foothill Knolls and the University of La Verne as outstanding examples of the school-university partnership vision.

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

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

PD4MT (Professional Development for Mentor Teachers), a California Council on Teacher Education (CCTE) Committee, held a meeting open to in-person and virtual attendees at the CCTE SPAN 2022 Conference. The well-attended meeting was an opportunity to introduce the streamlined structure and newly-updated content of the PD4MT course, designed to meet Commission on Teacher Credentialing (CTC) standards regarding mentor teacher (supervisor, cooperating teacher, etc.) training. Current institutional users shared their experiences and contributed excellent feedback to the discussion.

The PD4MT Committee held its Spring committee meeting in late April and, as always, new ideas were generated and will be part of the course during the 2022-2023 year. These will include content suggestions for the Institutional Information and Program Information modules that can be created by the user institutions as well as additions to the orientation video. It is anticipated that since Education Specialist teacher preparation programs will now be required to meet the mentor teacher training standard, they will have questions that could be answered in a list of FAQ's.

The PD4MT course is offered on a yearly basis. Renewals and first-time subscriptions to PD4MT23 (for the year starting in summer 2022) can be made on the CCTE website at www.ccte.org->Join or Renew->PD4MT. The annual cost to member institutions of CCTE is \$100 (or \$200 for non-CCTE member institutions). The payment can also be made as an add-on when an institution processes its annual institutional membership for the 2022-2023 year.

Questions? Please contact us:

Melissa Meetze-Hall at mhall@rcoe.us

Virginia Kennedy at virginia.kennedy@csun.edu

AICCU-ED Update

By **Allison Smith**

AICCU-ED President

University of Massachusetts Global

This past quarter has been a productive time for AICCU-ED, as we engage in deep conversation about the advocacy, resources, and collaborative power our group has to evoke change in teacher education across the state. The SPAN conference was a highlight this spring and we will focus on building upon what was discussed in our AICCU-ED session and across the conference. In response, we are starting to plan a monthly Zoom meeting for any of our members to attend, with a focus on advocacy and voice. We want to hear from all of our independent colleges and universities about concerns, issues, legislation, and topics that impact our work as teacher educators. Information about these meeting plans will be available soon.

Another focus of support across the state has been our TPA support sessions. They have been a huge success and recordings are available on the CCTE YouTube channel. We have concluded our spring series and will continue in the fall, when we will break down and explain any changes in the updated version of the CalTPA. The fall schedule will be sent out in late summer.

We are also continuing the work on expanding and supporting bilingual authorizations for our independent colleges and universities. AICCU-ED and CABTE leadership have been meeting to brainstorm and focus efforts. We encourage your involvement and input.

As always, if you have any questions, concerns, thoughts, or needs, please do not hesitate to reach out. The collaboration and impact of our group is stronger when you get involved!

Please share your feedback at:

allison.smith@umassglobal.edu

**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

Time of Change for CABTE

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

The past two years, during which time I have served as president of CABTE, have brought many new advocacy efforts and the need to consider how CABTE will be a strategically relevant organization in the current educational environment, which our board member Adam Sawyer has referred to as a “bilingual renaissance” in California. Such a renaissance has brought with it a good deal of substantive change. My term as president began with the need to respond to the murder of George Floyd and the increase in Asian-directed hate crimes, as well as work to bring about changes such as that provided through SB 488, which replaces the RICA exam with a performance assessment. It is ending with CABTE’s advocacy for the hiring of new bilingual faculty in the CSU system and beyond, as well as strategizing how to secure the interests of bilingual students and educators in the development of the reading instruction performance assessment. The work of making bilingual education secure in our state, and of assuring that the needs of bilingual teacher candidates are front and center continues to be strong thanks to the past efforts of so many of our leaders and members!

Advocacy: Update on AB 1701—the “Jump Start” bilingual faculty hiring program. Authored by Assemblyman José Medina (Riverside) and co-sponsored by CABTE, CAFE, 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 has already lent robust support to this bill on behalf of our CSU colleagues, and the bill is currently in a holding pattern awaiting the Governor’s budget to be set this month. We will continue our advocacy on behalf of our CSU colleagues, with the hope that at some future date funding for independent colleges and universities will be provided as well. CABTE continues to collaborate with AICCU-ED on that future project through our BILA consortium which will hold its second quarterly meeting later this month.

Strategy: CTE and CTC. CABTE continues to represent the interests of bilingual teachers and students in CTE’s efforts to enact its values of Justice, Equity, Diversity, and Inclusion (JEDI) through participation in the recently formed JEDI Ad Hoc committee, as well as in the planning and execution of the Fall 2022 CTE conference focusing on “ReHumanizing Education Through Anti-Racist and Anti-Bias Practices.” In addition, CABTE has taken an active role in assuring that CTC’s reading instruction performance assessment working group includes several active CABTE members and friends who can secure that the interests of

bilingual students are represented in the state’s assessment of teacher candidates’ preparation in reading instruction. Allison Briceño (SJSU), Clara Amador-Lankster (National U), and Magaly Lavadenz (LMU, CEEL) will participate as working group members.

Organization: Board members/officers step down; new leaders step up. At the same time that CABTE is seeing several of its long-standing officers step down, CABTE members are stepping into their places to take an active role in leading us. **Stepping down or changing roles are:** **Nirmala Flores** (SDSU)—moving from Secretary to Board member/Webmaster. Many thanks to Nirmala for her three years as Secretary and all her hard work. We are thankful she will stay on to direct the work of our website development and leadership in our book club. **Grace Cho** (CSU Fullerton)—leaving the board and her position as Treasurer after six years. It has been a profound pleasure to serve with Grace

and we appreciate her service as Treasurer.

Grace has brought such a wealth of experience and knowledge to our board these last years. We will miss her dearly. **Sharon Merritt** (Fresno Pacific)—moving from President to Past-President for 2022-2023. I must say what a deep privilege it has been to serve as President of this wonderful, powerful organization, and how thankful I am for all the people I have served with and will continue to serve with. I am also

grateful to be able to work with Eduardo Muñoz-Muñoz as he steps into the role of President and know that he will continue the work of CABTE with strength and purpose. **Stepping up:** **Reyna Garcia Ramos** (Pepperdine U)—moving into Interim Secretary role. Many thanks to Reyna for entering this role after serving with Nirmala on our Communications committee this last year. **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. **Eduardo Muñoz-Muñoz** (SJSU)—taking the reigns as President after a year as President-Elect. Eduardo will bring energy and new strategies to his term as President. We are enthusiastically anticipating his term. **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), and **Fay Shin** (CSU Long Beach). The board will spend a day together this summer in retreat working on planning and developing our vision for enacting our strategic plan.

Scholarship. Summer is the time for planning new scholarly endeavors and submitting proposals to conferences and publications. We will have more to report next time.



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 2023
March 13-14
Sacramento

Theme:
Spring Policy Action Network

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

CCTE Associated and Affiliated Organizations

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

The “associated” organizations are:

Association of California Community College Teacher Education Programs (ACCCTEP)

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

California Alliance for Inclusive Schooling (CAIS)

California Association for Bilingual Teacher Education (CABTE)

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

California Association of School-University Partnerships (CASUP)

Center for Reaching and Teaching the Whole Child (CRTWC)

The “affiliated” organizations are:

American Association of Colleges for Teacher Education (AACTE)

Association of Teacher Educators (ATE)

Californians Together (CalTog)

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

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

CCTE Special Interest Groups

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

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 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 2, Summer Issue, June 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 Results

The California Council on Teacher Education (CCTE) annual election in 2022 resulted in the election of Karen Escalante (California State University, San Bernardino) as President Elect for the next two years. Kara Ireland D'Ambrosio (San Jose State University), Antionette Linton (California State University, Fullerton), and Daniel Soodjinda (California State University, Stanislaus) were elected to three-year terms on the CCTE Board of Directors, while Kimiya Maghzi (University of Redlands) was elected to a one-year term on the Board of Directors.

Other changes in officers this spring involved Betina Hsieh (California State University, Long Beach) moving into the office of CCTE President for a two-year term and Eric Engdahl (California State University, East Bay) assuming the role of Past President for the next two years. Kimberly White-Smith (University of San Diego) continues to serve as CCTE Vice President for AACTE and Michael Cosenza (California Lutheran University) remains as CCTE Vice President for ATE; both have one year left on their current three-year terms in those roles.

With this transition Virginia Kennedy completed her six years of service, two years as President Elect, two years as President, and the most recent two years as Past President. Also completing three-year terms as members of the Board of Directors were Ernest Black (CalStateTEACH) and Anaida Colon-Muniz (Chapman University), while Allison Smith (University of Massachusetts Global) completed a one-year term as a Board member.

In the CCTE annual election in 2023 the offices to be filled will be the two Vice Presidents as well as three positions on the Board of Directors. The CCTE Nominations and Elections Committee, chaired by Past President Eric Engdahl, will be seeking candidates for the 2023 election this fall. Candidates must be either institutional delegates or individual members of CCTE and are encouraged to initially serve on CCTE committees or otherwise be active in the organization. If you are interested in being a candidate or wish to recommend anyone as a potential candidate please share that information with Eric (eric.engdahl@csueastbay.edu).

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

Issues in Teacher Education Editorial Update

By Allison Smith

Editor, Issues in Teacher Education
University of Massachusetts Global

As we finalize the Spring 2022 issue of *Issues in Teacher Education*, I want to encourage you all to register to become a reviewer. Being a reviewer is a great service to the field and helps you stay current in teacher education research. The manuscripts we receive are diverse in topics, researchers, and location. Reviewing these articles is quite interesting! If you are new to reviewing or considering it for the first time, here is a resource that explains how to review a manuscript:

<https://www.apa.org/pubs/journals/resources/how-to-review-manuscripts>

We rely on the volunteer support of our teacher education colleagues, so please register to be a reviewer here:

<https://www.itejournal.org/register-as-a-reviewer/>

In addition to reviewing, please consider submitting a manuscript to the journal at:

<https://www.itejournal.org/call-for-proposals/>

We are particularly interested in manuscripts on the following topics:

- Critical Race Theory (including sub-groupings)
- Technology Use and Access
- Post-Pandemic Impact and Solutions
- Diverse Teaching Lenses
- Diverse Learners in PK-12 and Beyond
- Ethnic Studies
- Anti-Racism
- Relevant teacher education topics

If you have any questions, please do not hesitate to reach out to us at:

editor@itejournal.org

Survey of Textbook Use in Teacher Education in California

By **Amanda Frye**

Assistant Professor, Liberal Studies

California Polytechnic State University, San Luis Obispo

We are working on a redesign of our teacher education courses here at California Polytechnic State University, San Luis Obispo in conjunction with the upcoming change to the semester system, and I also have a research interest in teacher education with respect to the social contexts of schooling in America. The survey we are conducting will support both aims.

We are undertaking research to obtain a sense of which texts/textbooks are being used in introductory elementary education course(s) across California—those that correspond to the Course Identification Numbering System (C-ID) Descriptor for Education 200: Introduction to Elementary Classroom Teaching.

If your institution offers such a course, we would appreciate it if you could take 3-5 minutes to respond to our survey and upload the syllabus for your introduction to elementary education course(s) and/or give us a sense of what has been working for you.

Here's the survey link:

<https://forms.gle/cfQveSKBWts7ioti6>

Feel free to share or forward this survey to the person in your department who can best provide this information.

Thanks so much!

**All Members and Friends
of the CCTE Community
Are Encouraged
to Submit Proposals
for Research Presentations
at Semi-Annual
CCTE Conferences**

**See Research Call
for Next Conference
on Page 14 of This Newsletter**

Awards Committee Seeks Nominations

By **Shadi Roshandel**

Chair, CCTE Awards Committee

California State University, East Bay

The California Council on Teacher Education (CCTE) seeks to recognize the work of educators who are engaged in making significant contributions in areas of anti-bias and anti-racist teaching and teacher education. We are seeking nominations for awards to be presented at the Fall 2022 Conference, for either of two award categories. The awards are open to individuals, schools, or districts.

- One award focuses on those conducting research on anti-bias and anti-racist teaching and teacher education. We are especially interested in recognizing individuals and programs whose research contributes to change on a systemic level (program, university, site, district, state or national change), and/or in research partnerships between universities, K-12, external research partners, highlighting how teachers are supported in and through the research process.
- The second award is for current pedagogy and seeks to honor individuals or programs who focus on practices developing and implementing anti-bias and anti-racist teaching and teacher education. In addition to recognizing programs that show innovation in course, program-wide, site-wide, or systemic implementation models which support all teachers, we are especially interested in honoring pedagogy that supports and encourages educator diversity, particularly those that encourage the recruitment, retention, and support of educators of color (and educators with multiply marginalized identities).

Nominations must include the following information: the names of the leading participants; a description of the school, district, county office, university, or partnerships involved; as well as a description of the research or pedagogical innovation and how it benefits educators and K-12 students. The total nomination document should not exceed five pages.

PLEASE NOTE: We hope awardees will be able to tell us about their program at the CCTE Fall Conference in San Diego, October 20-22, 2022. Awardees do not have to be CCTE members or delegates.

Please submit nominations by email to Shadi Roshandel at

shadi.roshandel@csueastbay.edu

The deadline for nominations is August 15, 2022.

Nominations Invited for the CCTE 2022 Outstanding Dissertation Award

The California Council on Teacher Education (CCTE) has since 2012 offered an award to honor authors of outstanding doctoral dissertations in the field of teacher education in California. The deadline for nominations for the award in 2022 is August 1. Following are specifics related to this award:

- (1) CCTE has established the annual “CCTE Outstanding Dissertation Award” to recognize the authors of dissertations in the field of teacher education which have been accepted for the doctoral degree at a member institution of CCTE.
- (2) This award will be made annually (when appropriate) as part of the CCTE awards luncheon at the Fall Conference.
- (3) A special sub-committee of the CCTE Awards Committee will be created to review nominations for this award and to make the annual selection, with the understanding that such selection will be made only if the sub-committee views a nomination to be worthy of the award. Members of the sub-committee will be faculty at doctoral granting institutions in California who work with candidates for doctoral degrees related to the teacher education field.
- (4) The criteria for the award include: (a) the dissertation must have been prepared at a member institution of CCTE; (b) the dissertation must have resulted in the awarding of a doctoral degree during the most recent five academic years (i.e., for an award at the Fall 2022 Conference, the degree would have been awarded between 2017 and 2022); (c) the dissertation must be nominated for the award by a faculty member at a CCTE member institution; (d) the author of the dissertation must be or must become a paid student member of CCTE; (e) the topic of the dissertation must be directly related to teacher education; and (f) the dissertation must be of such quality that it may be considered by the sub-committee to be a significant contribution to the knowledge base of teacher education.
- (5) The current nomination deadline is August 1, 2022. Those nominations received will be reviewed for potential selection of an awardee at the Fall 2022 Conference. Similar annual deadlines will occur on August 1 of each future year, again with potential presentations at the Fall Conference each year.
- (6) Nominations for the award are to be made via e-mail with the following attachments: (a) a cover letter from the faculty member making the nomination with background information on the author and dissertation topic, including a rationale of why the dissertation meets the above award criteria, and (b) the full dissertation text as a Word file. Nominations are to be submitted to Alan H. Jones, CCTE Executive Secretary, by e-mail at:

alan.jones@ccte.org

- (7) The recipient of this year’s award, if one is recommended by the sub-committee, will be honored at the Friday awards luncheon at the CCTE Fall 2022 Conference, will be featured in the next issue of *CCNews* following the Conference, will be offered the opportunity to present information about the dissertation during one of the research presentation or poster session slots at the Fall Conference, and will receive an award plaque from CCTE. The faculty member who served as adviser and chair for the dissertation will also be recognized at the awards luncheon.

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.

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

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 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

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.”

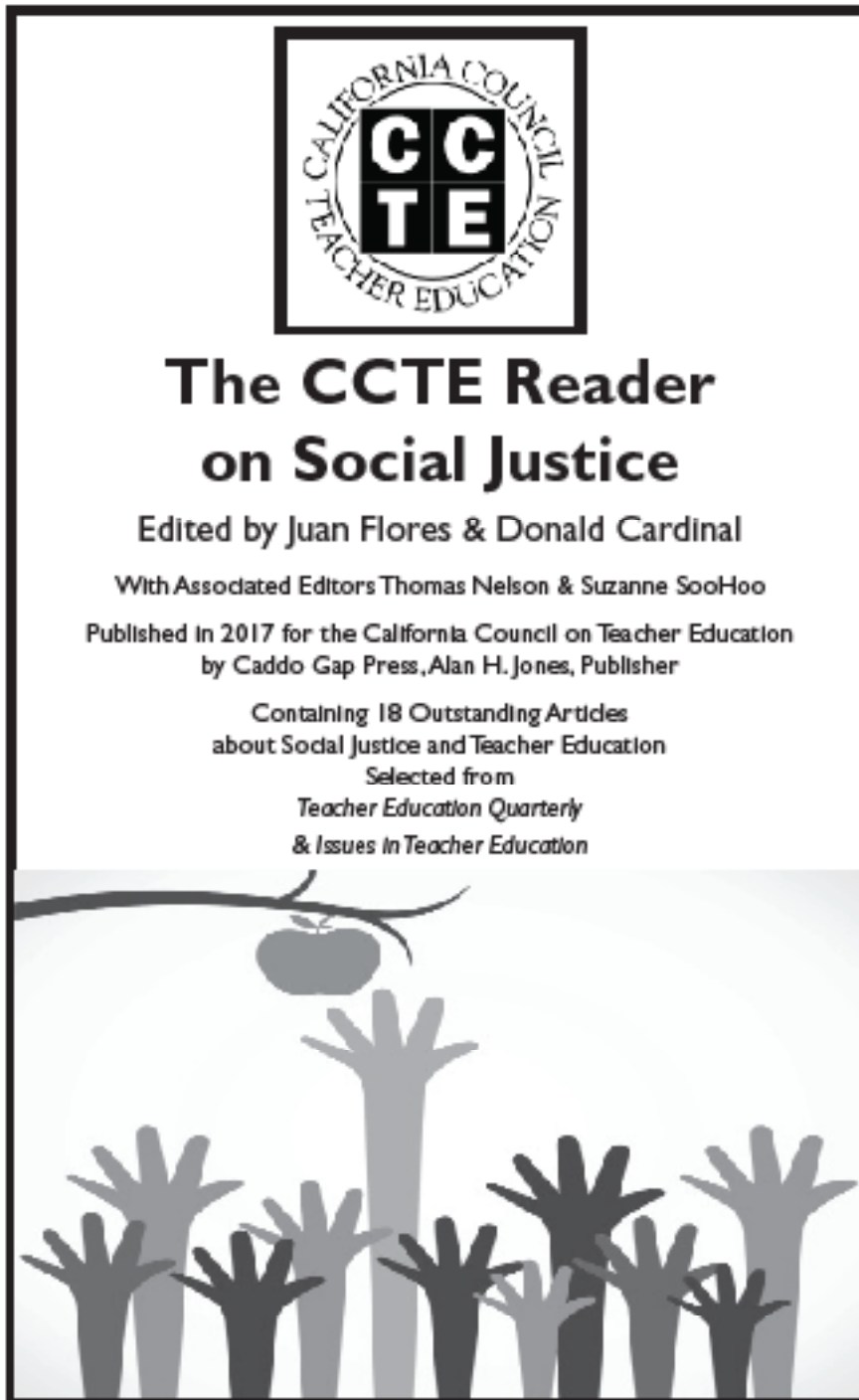
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

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 with your request.

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





CCNews

Newsletter of the California Council on Teacher Education

Volume 32, Number 2, Summer Issue, June 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

In this issue of the newsletter you will find on the following pages two brief articles:

(1) A summary report by members of the CCTE Middle Level Affinity Group (**Ben Seipel**, California State University Chico; **Rong-Ji Chen**, California State University San Marcos; **Erika D. Daniels**, California State University San Marcos; **Acacia Warren**, University of California Irvine; and **Roxanne Greitz Miller**, Chapman University) of a presentation they made at the 2022 American Educational Research Association meetings in San Diego entitled “Educators’ Perceptions of Middle Level Education in a State without a Middle Level Teacher Credential.” This research report is part of the Affinity Group’s ongoing study of the degree to which teacher preparation in California is consistent with the concept of middle grades education and serves the needs of adolescents in our California schools.

(2) An article entitled “The Community Partnership for Teacher Pipeline (CPTP)” by Lea Martinez (Rio Hondo College) describing a federal grant-funded program involving three California community colleges in seeking to diversify the teacher work force.

Be Sure to Check the CCTE Website Regularly

www.ccte.org

The CCTE website offers information and background on all of our activities. All delegates, members, and friends of the organization are encouraged to visit the site regularly.

You will find news, announcements, membership information, previews and retrospectives on our semi-annual conferences, policy updates, and invitations for participation in such programs as the CCTE New Faculty Support Program, the CCTE Graduate Student Support Program, and the CCTE Intersegmental Project.

A continuing feature of the website is a listing of teacher education position openings and special events at our member institutions. The link to this listing is near the top of the right hand column of the home page.

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

Be sure to check it all out frequently.

Educators' Perceptions of Middle Level Education in a State without a Middle Level Teacher Credential

An American Educational Research Association 2022 Special Interest Group Roundtable Session

Ben Seipel, California State University Chico
Rong-Ji Chen, California State University San Marcos
Erika D. Daniels, California State University San Marcos
Acacia Warren, University of California Irvine
Roxanne Greitz Miller, Chapman University
(CCTE Middle Level Affinity Group)

Theoretical Background

The Association for Middle Level Education (AMLE) presents a framework of middle level education and defines five essential attributes and 18 characteristics of successful middle schools (Bishop & Harrison, 2021). Young adolescents' unique cognitive, moral, socio-emotional, and identity development is at the center of this framework. Several empirical studies suggest that middle school teachers with specialized preparation performed better in many key areas than their counterparts with elementary or secondary licensure (Mertens et al., 2005; Ochanji et al., 2016). Despite researchers' calls for specialized preparation of middle grades teachers, California does not offer a middle level teacher credential. The purpose of this exploratory survey study was to investigate the current state of middle level education in California.

Research Questions

To what degree do the participants recognize AMLE's five essential attributes and 18 characteristics for successful middle schools in their district? To what degree do their teaching practices address young adolescents' needs? What do the participants think of the current state of middle level education in general?

Data Collection and Analysis

All levels of California educators were invited to participate in an online survey including Likert-scale and open-response items. We received usable data from 48 respondents. Descriptive statistics and charts were used to summarize quantitative data. We reviewed narrative responses for data source triangulation and additional insights.

Findings and Implications

We found that:

(1) 69% of the participants did not take specialized middle level courses. By placing teacher candidates in middle schools to learn from the field, many teacher

preparation programs recognized the unique settings of middle grades and young adolescents' developmental needs.

(2) The AMLE "responsive" and "engaging" attributes were identified more than others, with "equitable" receiving the least recognition (see Figure 1).

(3) The most approved characteristics were common to schools at all levels, while the least recognized characteristics were specific to *middle grades* (see Figure 2) The participants reported adopting many teaching practices in line with AMLE's recommendations such as interdisciplinary lessons, planning with colleagues, and meeting students' social-emotional needs. The weak areas included implementing community-based projects and allowing students' choices in assessment. The majority perceived autonomy in how they taught and assessed students.

(4) 27% considered the current state of middle grade education adequate, 31% inadequate, and 42% neither. 33% agreed that teachers in general are well-prepared to meet the needs of middle grade students, 16% disagree, and 51% neither (see Figure 3). The findings suggest that although the state policy shapes the operations of teacher preparation programs and school districts, educators can still offer opportunities for pre-service and in-service teachers to learn how to address the needs of young adolescents who embody intersectionality as they sit at the crossroads of childhood and adolescence. Research is needed on *how* educators operationalize their commitment to young adolescents and middle grades education in spaces where there is no structural support.

Presentation Slides

The powerpoint slides for the AERA presentation can be accessed at: <https://bit.ly/AERAmiddle2022> (case sensitive).

Invitation to Participate in Focus Group Interview

The next stage of research by the CCTE Middle Level Affinity Group will involve focus group interviews with middle school administrators. If you are a middle school administrator and wish to participate please use this link: <https://bit.ly/MLfocusgroup> (case sensitive).

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Educators' Perceptions of Middle Level Education in a State without a Middle Level Teacher Credential

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Figure 1

Comparison of Percentages of Responses to Questions regarding AMLE's Five Essential Attributes (n = 48)

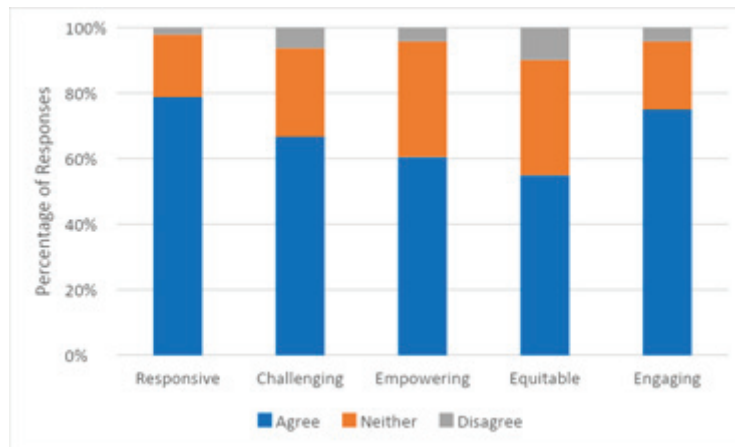
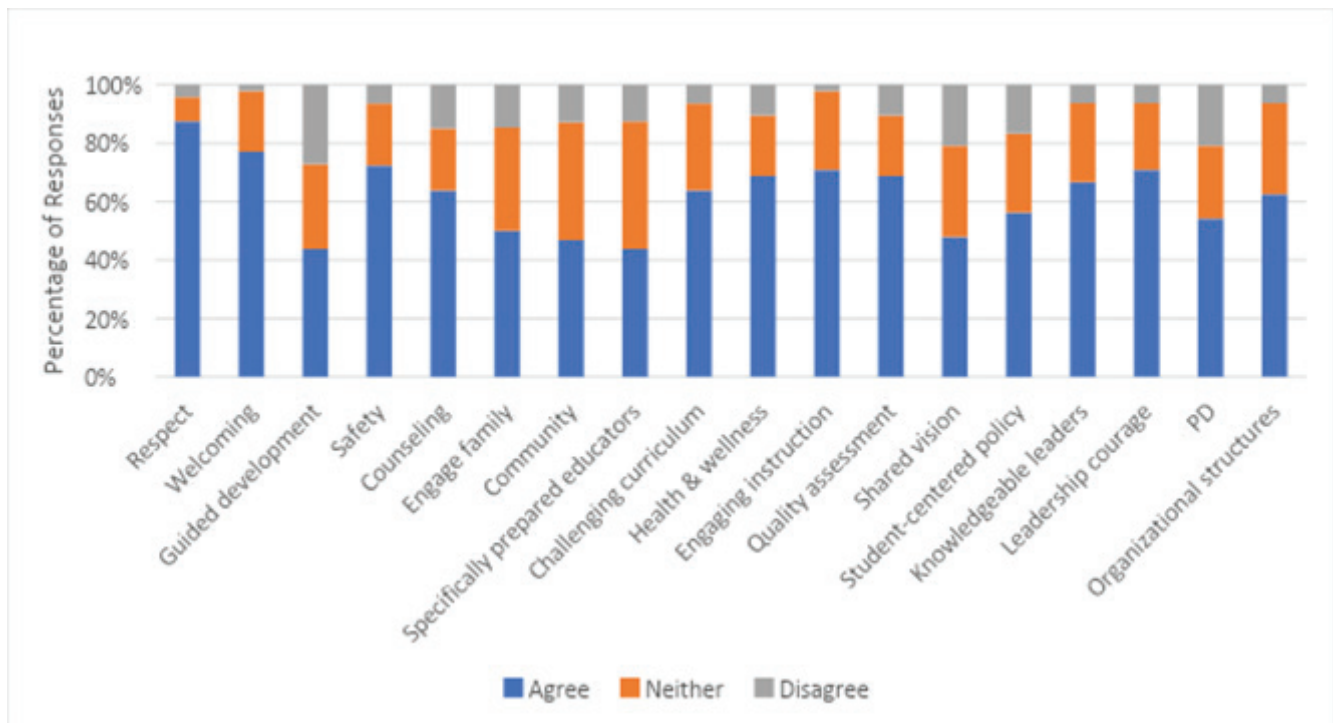


Figure 2

Comparison of Percentages of Responses to Questions regarding AMLE's 18 Essential Characteristics (n = 48)



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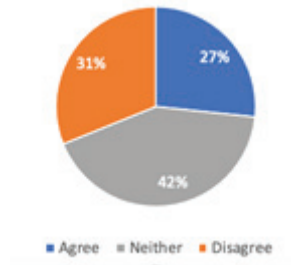
Educators' Perceptions of Middle Level Education in a State without a Middle Level Teacher Credential

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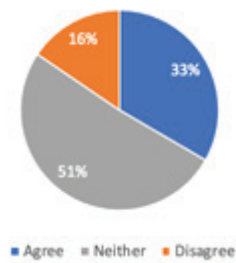
Figure 3

Responses to (a) "The current state of middle grades education is adequate" and (b) "Teachers in general are well-prepared to meet the needs of middle grade students." (n = 45)

(a)



(b)



The Community Partnership for Teacher Pipeline (CPTP)

By **Lea Martinez**

Rio Hondo College

ACCCTEP Board Member

The Community Partnerships for Teacher Pipeline (CPTP) is a 9-Million federally-funded grant under the Supporting Effective Educator Development (SEED) program of the U.S. Department of Education. Three community colleges—Rio Hondo College, Cerritos College, and El Camino College—partnered with the Center for Collaborative Education (CCE), a non-profit organization serving as the fiscal agent which is dedicated to promoting innovative schools and increasing justice opportunities for all learners.

A huge component of this program is the mentoring activity. Depending on the student's pathway interest, community college students are paired with current teachers from local school districts and community colleges. The mentor's role is to inspire, motivate, and support the student through this journey to explore or pursue a teaching career. Students also receive wrap-around student support services, including a dedicated success coach, a mentor who traveled through the pipeline, and a stipend.

The core mission of the CPTP program is to increase the number of teachers of color. With 94% students of color and 74% mentors of color participating in the program in its first year, CPTP hopes to alleviate teacher shortages and diversify the teacher workforce in our schools and surrounding communities.

The 3-year grant has recently celebrated its first-year successes with 287 students in the program and 161 mentors participating from 126 schools (52 school districts) and community colleges in the Los Angeles region.

What makes the mentoring program effective and innovative is its focus on working with community college students. The CPTP program recognizes the critical role of community colleges in increasing the teacher pipeline and the preparation of a diverse teacher workforce.

Most states require a bachelor's degree to become a public-school teacher, so most recruitment efforts have targeted undergraduates at four-year universities. California State University data shows that 55 percent of students who earn a teaching credential at CSU begin their path to teaching at a community college.

Another unique quality of this program is its intentionality in diversifying the teacher workforce. An analysis of 2021 federal data conducted by the American Association of Community Colleges revealed that more than 50 percent of community college students identify as people of color. This program focuses on recruiting teachers of color and preparing equity-minded teachers.

This article is reprinted from the Association of California Community College Teacher Education Programs (ACCCTEP) Spring 2022 newsletter. Join ACCCTEP if you would like to learn more about how California's community colleges are working to prepare teachers for our state at www.accctep.org