



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 33, Number 4, Winter Issue, December 2022

Terrelle Sales (Pepperdine University), Editor

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 Written by The CARE-ED Leadership Team

Plan to Attend!

**CCTE Spring 2023 SPAN
Conference**



March 13-14, 2023
 The Citizen Hotel, Sacramento
 and virtually

See preview, tentative program, registration information,
 and call for proposals on pages 8-11.



Volume 33, Number 4, Winter Issue, December 2022, Section I—Officer Reports & Policy

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Acknowledging Our Humanity, Moving Forward in Community: Reflections on the CCTE Fall 2022 Conference

A Message from CCTE President Betina Hsieh

It has been just a few weeks since we were able to gather in person at the Kona Kai and virtually online for this year's fall conference, *(Re)Humanizing (Teacher) Education Through Anti-Bias, Anti-Racist Practices*, one of CCTE's largest ever conferences. As always, the conference was packed with brilliance and beauty, bustling with the excitement of new ideas, shared research, and information that will help us better serve the (future) educators in our care, the field of teacher education, and by extension P-12 students, their families, and our communities. This year, particularly given the theme and the state of the world around us, I hope that the conference also gave us each time and space for reflection, reconnection (with ourselves and colleagues), and renewal.

I was moved by our two keynote speakers and their reminders of the importance of connection and community, and of education that moves beyond the classroom, centering and affirming who students are, providing what they need, and nourishing their growth. In the opening keynote, Dr. Jeff Duncan-Andrade reminded us of the costs of dehumanizing (in)equality in education: a hyperfocus on testing, technocratic relationships, few teachers of color and male teachers, high teacher turnover, the school-to-prison pipeline, widening gaps in opportunity and quality of education, and an emphasis on outcomes (test scores, numbers) rather than on structural change and serving the children in our care. He reminded us that we need to know where we're going so that we can be driven by the

right data and that transformational work requires humility, requires community, requires proximity to the pain of a broken system, and requires us to listen. Are we willing to "humble up and hush up" to build a more equitable and humanizing system of education that our children, families and communities deserve?

Equitable education requires us to pay attention to the students in our care and be dynamic and flexible in our response to them, building relationships, ensuring relevance, and accepting the responsibility to them, their families, and their communities. Students must be at the core of our practice. We must work towards community actualization and cultural perpetuity, bringing forth the best from our collective knowledge, learning from the Blackfoot indigenous wisdom that Dr. Duncan-Andrade referenced in his talk. We must be truth tellers, even when it is hard; we must win hearts if we are to transform minds; we



must be in community with students. Connection matters.

As for Friday's keynote by Ms. Lorena German, I am still reflecting on a question she posed to the audience: "What are our duties? What are the opportunities before us?" As CCTE completes its 75th year as an organization, what are our duties as an organization to advocate for current and future educators throughout the state, to leverage our collective wisdom to impact teacher preparation, to recruit excellent future teachers, and to support them through every stage of their professional lives, from their first day in an

—continued on next page—

A Message from CCTE President Betina Hsieh

(Continued from previous page)

education classroom or fieldwork site, and throughout their professional practice? What opportunities are opening up for us to do this important work? Ms. German also emphasized that Anti-Bias, Anti-racist work is done through our head (our content), our heart (our motivation or our why), and our hands (our practices). She reminded us that teaching is a process, with messy moments, and that we must live in that mess. This dovetailed nicely with Dr. Duncan-Andrade's statement the previous day that the meaning is in the mess, and that we must be in the mess alongside our students. I appreciated the opportunity Ms. German gave us to practice, thinking about how to reconceptualize our work, in table groups, and I loved the messiness of the process as colleagues with very different contents wrestled with how to adapt their work to be more relevant, responsive, and culturally sustaining.

Saturday's special morning session focused on examining the role, responsibility, and opportunities of teacher education in relation to ethnic studies was also a powerful time of learning. We were so fortunate to have an overview of the evolution of ethnic studies from our Fall 2023 Conference co-chair Dr. James Fabionar, and to learn from a fantastic panel of educators and teacher educators facilitated by Dr. Miguel Zavala. Panelists Ms. Linn Lee from Santa Ana USD and Ms. Ratha Kelly from San Diego USD demonstrated to us how current ethnic studies teachers and school districts are leading the way in implementation while Drs. Heather Macias and Jose Lalas contributed perspectives on what the work can look like in teacher education programs and how we build partnerships with local school boards. This panel, which included initial discussion and working group time, set the stage beautifully for continued advocacy at our Spring Policy Action Network (SPAN) Conference, March 13-14, 2023, and for next year's Fall Conference on ethnic studies in teacher education.

During the conference, I was privileged to duck into many of the concurrent research sessions and roundtables, to talk with some of you during the fantastic "wine (and non-alcoholic beverages), cheese, crackers, and research" poster session about your work, to snap selfies with dear friends and colleagues, and to get caught up on many of the important policies that will shape our work as we move forward. We were fortunate to have an excellent special session with AACTE President & CEO Dr. Lynn Gangone. I even got to be on a wonderful panel considering how we move towards more inclusive teacher education practices that use intersectional lenses and account for disability when engaging in ABAR practice. But one of my favorite parts of the conference was Friday afternoon when I was able to spend time chatting with some of the SIGs, just prior to the poster session. Thank you for your honest feedback and brainstorming with me about how we can support the work of the SIGs, how we can better use our time to engage in dialogue to inform policy and

practice, and how CCTE, as an organization, can be more flexible and responsive to the needs of our members as we gather to do our important work.

As we move towards the end of this president's message, I return to the idea of acknowledging our humanity and moving forward in community. As much as I sought to create an environment that allowed for all of us to reconnect with our humanity and with the spirit that underlies our work as teacher educators, I have to acknowledge how exhausting the conference was for me personally. Unlearning hyper-productivity and the individual responsibility of taking it all on is a messy process for me, but I am working on it with much support. I want to thank so many of you who checked in with me throughout the conference, offering care, grace, compassion, support, and sometimes just telling me to sit down and bringing me some food and water. I want to especially acknowledge conference co-chair Dr. Terrelle Salas for his partnership and for being my brother in this work, our incredible executive secretary Dr. Alan Jones who, even while virtual, somehow was everywhere and supporting everything, Dr. Monica Boomgard (Assistant Executive Secretary) and Dr. Deborah Hamm, who provided so much personal on-the-ground support to me during the conference. Thank you also to the conference planning committee as a whole, the CCTE board and extended leadership team, and to each of you, as members, who brought your voices, spirit, and energy to the conference and who continue to strengthen the organization. (Please know that there are far too many people for me to name individually here so if you didn't get a shout out, I hope you still know that your spirit of love and care were felt and helped sustain me.) Finally, I want to welcome our newest associated organization, CARE-ED, the California Alliance of Researchers for Equity in Education. CARE-ED is "a statewide collaborative of education researchers that aims to speak collectively and publicly and in solidarity with organizations and communities to reframe the debate on education." Their work with and in community will bring important perspectives and partnership to our ongoing work in teacher education, equity, policy, and advocacy, and I am grateful for our work with them and all of CCTE's associated organizations that help us consider the broad perspectives of the students, families, educators, and communities we serve across our state and contexts.

May winter be a time to close the calendar year with reflection, restoration, and revitalization. May you find time to connect with the communities that bring you joy and make you feel most human. We look forward to seeing you in the spring at the SPAN Conference. In the meantime, please feel free to reach out any time if CCTE or I can support you and your important work.

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

Update from the CCTE Communications Committee

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

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

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

angelica.reynosa@fresno.edu
sarah.johnson@fresno.edu
alan.jones@ccte.org

CCNews Call for Articles and News

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

terrelle.sales@pepperdine.edu

The deadline for article submissions for the Spring 2023 issue of the newsletter is February 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 Spring 2023 issue is February 15. Email your submissions to:

terrelle.sales@pepperdine.edu

Upcoming CCTE Conferences

Spring 2023 SPAN Conference
March 13-14
Sacramento
(and virtual)

Theme:
Spring Policy Action Network

Fall 2023
October 12-14
San Diego
(and virtual)

Theme:
"Realizing Ethnic Studies"

Spring 2024 SPAN Conference
March 11-12
Sacramento
(and virtual)

Theme:
Spring Policy Action Network

2023 National Meetings

**American Association
of Colleges for Teacher Education**

February 24-26
Indianapolis, Indiana

"Innovation Through Inspiration:
Remembering the Past to Revolutionize the Future"

For information
www.aacte.org

Association of Teacher Educators

March 25-29
Jacksonville, Florida

"Our Professional Journeys:
Navigating Roles, Research, Relationships, and
Responsibilities"

For information
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 move through this 2022-2023 membership year:

Fall 2022 Conference

Our Fall 2022 Conference around the theme “ReHumanizing Education Through Anti-Racist and Anti-Bias Practices” was held October 19-22 at the Kona Kai Resort in San Diego and also virtually for those who preferred that format. Total registration for on-site participation, virtual attendance, and several associated meetings was 451, the largest attendance in CCTE history. There were 337 on-site registrations and 79 virtual registrations for the full conference.

Elsewhere in this newsletter you will find a retrospective review of the conference along with photographs, as well as a page celebrating the three CCTE awards that were presented.

Membership & Sponsorship

Our membership numbers for the 2022-2023 year are already strong with additional institutional and individuals memberships still being renewed. We currently have 63 institutional members and 47 individuals members this year, representing about 95% of our membership goal. Additional renewals and new memberships for 2022-2023 continue to be received and we encourage others to join or renew soon to assure that you do not miss any membership benefits.

During this 2022-2023 year we are enjoying annual co-sponsorships of CCTE from the College of Education at California State University Los Angeles, the Graduate College of Education at San Francisco State University, the Department of Educator and Leadership Programs at the Office of the Chancellor of California State University, the School of Education at Loyola Marymount University, and the School of Leadership and Educational Sciences at the University of San Diego. Those institutions were listed as sponsors of the CCTE Fall 2022 Conference and will be similarly recognized throughout this membership year. We invite other institutions to join the annual sponsorship program which provides crucial financial support for our CCTE activities.

Associated Organizations/Affiliated Organizations

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

Teacher Education Division (CAPSE/TED), the California Association of School-University Partnerships (CASUP), and the Center for Reaching and Teaching the Whole Child (CRTWC) as CCTE associated organizations.

The California Alliance of Researchers for Equity in Education (CARE-ED) was added to the list of associated organizations by vote of the CCTE Board of Directors at its October 19, 2022, meeting. These eight organizations have been recognized by CCTE as sharing our vision and goals. A description of CARE-ED prepared by their leadership team appears on pages 23-25 of this newsletter.

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

New Faculty and Graduate Student Programs

During this 2022-2023 membership year we again offer opportunities for participation in the CCTE New Faculty Support Program and the CCTE Graduate Student Support Program. Both programs are available and open to interested applicants for the current membership year and beyond. 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*. Members of the CCTE community are also encouraged to submit manuscripts to the journals and the newsletter and to sign up as reviewers for either or both journals.

Committees

CCTE has several committees that operate in such areas as awards, communications, JEDI (justice equity, diversity, and inclusion), membership, nominations and elections, PD4MT (professional development for mentor teachers), policy, and research, and all members and delegates are invited to participate on committees that interest them. Further information on our committees appears elsewhere in this issue of the newsletter.

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

Introducing a New CCTE Policy Statement

California has long been regarded as a leader in movements towards equitable and affirming education for all students, however, even within California, there are currently attempts to restrict access in curriculum that explores rich, complex, and diverse stories, histories, and social issues. The statement below, approved by the CCTE Board of Directors on November 11, 2022, communicates CCTE's strong opposition to policies that limit or censor curricular topics focused on racial and social injustices which serve to prohibit transparent and truthful discussions about racism and other social inequities in schools and classrooms. The statement also includes recommendations on how our members can push back against such policies as individuals and across the various communities to which they belong.

—Betina Hsieh, CCTE President

CCTE Statement in Opposition to Policies of Censorship

Approved by the CCTE Board of Directors, November 11, 2022

California is seen by many as a leader in equity work, enacting policies like the ethnic studies requirement for all high school students beginning with the class of 2030. Legislation like this is designed to give students access to the rich, complex, and diverse histories of all people in the United States. However, even within California, there are currently attempts to restrict access to such curriculum. To date, across the United States, 42 states have passed legislation that invokes curricular censorship targeting marginalized groups or banning of specific equity-focused educational approaches. Many school boards, including several in California, have enacted similar local policies. Such legislation or policies, typically hidden in false narratives around critical race theory (CRT), are meant to ban the teaching of topics focused on racial and social injustices. These forms of curricular censorship would ultimately prohibit transparent and truthful discussions about racism and other societal inequities in schools and classrooms.

The California Council on Teacher Education (CCTE) strongly opposes legislative and local actions that engage in such censorship. CCTE calls upon teacher educators to push back against such policies by taking actions including the following:

- Integrating and strengthening the use of equity-focused frameworks that explicitly address racial and social injustices into their teacher education curriculum and pedagogy;
- In situations where districts adopt restrictive, censorial policies, to engage in such strategies as: attending school board meetings to speak against restricted curriculum; providing workshops for community members, district personnel, and/or board members on the value of diverse and historically accurate curriculum; engaging in discussions with district administration and staff about the importance of academic freedom; and/or ultimately, working with campus leadership, to consider withdrawing teacher candidates from or refusing to place them in these districts.
- Voting. Consider supporting school board members and legislators at all levels who have records of supporting policy that affirms diverse communities, while confronting historical and current injustices.

We applaud campuses, teacher educators, and teacher education programs that have already taken such actions to support children, families, communities, and our P-12 colleagues.

At a time when the recruitment and retention of teachers is challenging, policies restricting equity-based instruction have suffocated school teachers' ability to deliver accurate and historical facts. Such policies are forcing educators to operate in ways that limit their potential for designing transformative educational experiences. Such policies and legislation have also placed teachers and administrators in positions of distrust in relation to one another, parents, and community members. In doing so, these policies limit equitable teaching practices that are aligned with social justice, anti-racism, and inclusion, and that ultimately are necessary for every child and family.

True equity cannot occur without all students having access to the full truth of our society. Curricular bans that target marginalized communities or that claim to protect certain communities jeopardize our democracy. Without thoughtfully facilitated, critical conversations, we will see the persistence of racial tensions, white supremacist culture, and inequities. CCTE supports policies that will help our future educators train in environments that provide opportunities for engaged learning of content, including that which tackles challenging concepts that accurately reflect the complex histories and continued struggles of various people and groups. Diversity is our strength as a state. Censorship only serves to weaken our communities, schools, and ability to engage in our work as educators.

Report from the CCTE JEDI Committee

By **Eric Engdahl**
CCTE Past President

The CCTE Ad Hoc JEDI Committee has lately been focusing on Ethnic Studies. A session entitled “Humanizing Education through Ethnic Studies: Principles, Practices, Preparation, and Policy” was held on the Saturday of the CCTE Fall 2022 Conference. It focused on the current state of Ethnic Studies and teacher preparation and heard from folks on the ground about the work currently being done. It also focused on what CCTE, teacher education, and higher education can do to move the work forward.

Dr. James Fabionar of the University of San Diego framed the morning by examining Ethnic Studies K-12 Teacher Preparation Pathways and the need for grounding frameworks. A panel consisting of Dr. Heather Macias (CSU Long Beach), Ratha Kelly (San Diego Unified School District), Dr. José Lalas (Corona-Norco Unified School District Board & University of Redlands), and Linn Lee (Santa Ana Unified School District) responded to prompts on the preparation of Ethnic Studies teachers, how to infuse Ethnic Studies beyond content and into a more holistic approach, the tensions encountered in doing this work, and how Ethnic Studies can decolonize teacher education.

This was followed by focused examination of the work in Ethnic Studies done in the Santa Ana and San Diego Unified School Districts. Finally break-out groups discussed

next steps vis à vis Self-Knowledge, Policy & Credentialing, Pathways & Practices, and Working with School Boards & County Offices of Education. Many thanks to all who participated and organized the session—especially to Dr. Miguel Zavala (CSU Los Angeles) and Dr. Daniel Soodjinda (CSU Stanislaus).

The notes from the break out groups have been collected and will be used by the committee planning the fall 2023 CCTE conference centered on Ethnic Studies. An upcoming issue of *Teacher Education Quarterly* will also focus on Ethnic Studies.

Ethnic Studies is only one aspect of the JEDI work that needs to be done and information that needs to be shared. For example, if you are interested in the Literacy Workgroup and the implementation of Senate Bill 488 (regarding the RICA) there is a listserv to which you can subscribe at <https://www.ctc.ca.gov/commission/newsletters/literacy-workgroup-news-email-list>.

If you would like to participate with the CCTE Ad Hoc JEDI Committee please contact me at eric.engdahl@csueastbay.edu. We will be planning a meeting early in 2023. Please also feel free to share resources on JEDI work that could be posted and shared.

It should also be noted that CCTE has recently issued a Statement in Opposition to Policies of Censorship (see page 6 of this newsletter). If you have not had a chance to read it please take this opportunity to do so.

CCTE Committees: An Invitation to Get Involved

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

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

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

JEDI Committee: The CCTE Committee on Justice, Equity, Diversity, and Inclusion explores and recommends policy and action to the Board of Directors and membership.

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

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

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

Research Committee: The CCTE Research Committee is responsible for inviting and reviewing proposals for research presentations at each CCTE semi-annual conference, selecting and scheduling the presentations, and encouraging presenters to also submit their work in written form for publication in *CCNews*, the two CCTE journals, and elsewhere.

If you wish to join any of these committees please email the committee chairs listed on the CCTE website or contact CCTE Executive Secretary Alan Jones at: alan.jones@ccte.org



CCNews

Newsletter of the
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CCTE SPAN 2023 Conference “Spring Policy Action Network”

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

The California Council on Teacher Education’s annual spring conference in Sacramento is the Spring Policy Action Network, or SPAN. Designed for capacity-building, advocacy, and learning, SPAN 2023 will continue to position CCTE as a powerful voice for educator preparation. The CCTE Policy Committee, which plans the SPAN Conferences, would like you to take note of three important highlights as you look ahead to March 13-14.

First, we will again meet in person at The Citizen Hotel in 2023, with virtual options. A Conference registration form follows on page 10 of this newsletter, and you can reserve a guest room at The Citizen Hotel by calling 877-781-8559 by February 13 (to get the conference rate be sure to ask for a room in the CCTE block). The Citizen puts us right in the middle of the city, within blocks of the Capitol. Nearby coffee shops, restaurants, and parks make it a great place to reconnect with colleagues.

Second, in 2023 we are again meeting on a Monday-Tuesday format. Plan to arrive by 9:00 a.m. on Monday, March 13 and conference sessions will end by 3:00 p.m. Tuesday, March 14. This early-in-the-week schedule reflects feedback we have received from legislative offices about the availability of legislators and staff. Our appointments with legislative offices, which will be virtual via Zoom again, will

be scheduled on Tuesday, March 14, and will give us more opportunities to talk with policymakers. Otherwise all the same conference features will be present, including: associated group meetings for ACCCTEP, AICCU-ED, CABTE, CAPSE, and the field coordinators; the deans meeting; research roundtables (see the call for proposals on page 11 of this newsletter); policy speakers and allies; and of course, our “day on the hill” activities. Please see the tentative schedule on the next page of this newsletter.

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

We are excited about these steps, and looking forward to seeing our CCTE friends and colleagues in Sacramento.



Tentative CTE Spring 2023 SPAN Conference Program

Monday, March 13:

9:00 a.m. - Meet and Greet Breakfast: In-Person - With Optional SIG Meetings

10:00 a.m. - Break

10:15 a.m. - Session One: In-Person & Zoom

Welcome to SPAN 2023 - President's Welcome by Betina Hsieh & Policy Committee Co-Chairs and Conference Overview

10:30 a.m. - Session Two: In-Person & Zoom

California's Educator Preparation Priorities - Policy Guest To Be Arranged; Overview of SPAN 2023 Survey Results and Analysis; Introduction to Talking Points and Materials for Legislative Visits; Sign Ups for Legislative Visits; Initial Meet-Up with Legislative Visit Team and Team Lead

Noon - Session Three: In-Person

Advocacy Lunch - Sponsored by Segment Leads: AICCU, UC, & CSU; Speaker

1:15 p.m. Session Four: In-Person

Research Roundtables: Accepted Proposals and Invited Presenters

1:20 p.m. - Roundtable One; 1:50 p.m. - Roundtable Two; 2:20 p.m. - Roundtable Three

2:50 p.m. - Break

3:00 p.m. - Session Five: In-Person & Zoom (depending on rooms and planning)

Concurrent Associated Group Meetings: Association of California Community College Teacher Education Programs (ACCCTEP); Association of Independent California Colleges and Universities-Education (AICCU-ED); California Association for Bilingual Teacher Education (CABTE); California Association of Professors of Special Education (CAPSE)

4:00 p.m. - Break

4:15 p.m. - Session Six: In-Person & Zoom

California Alliance for Inclusive Schooling Policy Summit

5:30 p.m. - Conference Reception

Tuesday, March 14:

8:00 a.m. - Session Seven: In-Person & Zoom

Team Breakfast and Legislative Visit Orientation - In-person participants gather at Team Tables for Breakfast with Team Leads; Virtual participants join one "Team" Zoom Meeting with a Group Lead; All participants Review the Talking Points and Legislative Visit schedules and materials

8:45 a.m. - Break and Transition to Zoom Meetings

9:00 a.m. - Session Eight: Multiple Zoom Meetings

Legislative Visits and Capitol Walks - Legislative Visits Scheduled Between 9:00 to 10:00 a.m.

Legislative Visits via Zoom, in own hotel rooms or other guest spaces; When finished come back to Main Conference Room to join another group or join a Walk to the Capitol with guided tour groups leaving at 9:45 and 10:45; Find legislative offices and leave materials behind; Guides are experienced advocates who will share what they know about policy processes as they walk and talk.

Noon - Session Nine: In-Person & Zoom

Lunch and Debriefing the Visits - 12:30 p.m. time certain for Debrief with Policy Guest from Monday;

Analysis and Next Steps for CTE Policy Committee; Last Opportunity to Vote in Annual CTE Election

1:15 p.m. Break

1:30 p.m. - Session Ten: In-Person & Zoom

Concurrent CTC Policy Workshops - Led by Mary Sandy, Cheryl Hickey, and David DeGuire

Session 1 on General CTC Policy and Session 2 on Leadership for Accreditation

2:45 p.m. - Continuation of Session Ten: In-Person & Zoom

Final Session - Announcement of CTE Annual Election Results; Preview of CTE Fall 2023 Conference; Conference Evaluation Adjournment at 3:00 p.m..

Wednesday, March 15:

9:00 a.m. - California University Field Coordinators Forum

Morning and afternoon meetings, including breakfast and lunch.

California Council on Teacher Education Spring 2023 SPAN Conference Registration

Please use this form to register for the Spring 2023 CCTE SPAN Conference, March 13-14;

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

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

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

- Registration - \$295
- Special for P-12 Educators - \$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 - \$275 each
(submit a form for each with combined payment)

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

- California University Field Coordinators Forum Meeting (Wednesday) - \$100

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

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

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

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

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

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

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

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

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

Or for on-line registration and payment via credit card, go to the "Spring 2023 SPAN Conference" page of the CCTE website:

www.ccte.org

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

alan.jones@ccte.org

Call for Research Proposals for CCTE 2023 SPAN Conference

The California Council on Teacher Education (CCTE) invites submission of research, practice, and policy proposals for the 2023 Spring Policy Action Network (SPAN) Conference. The purpose of the annual SPAN Conference is to position CCTE as a key teacher education resource poised to impact research, practice, and policy for quality teaching. CCTE-SPAN especially welcomes research that helps make teacher education work/expertise visible to state policy makers. SPAN 2023 will feature a roundtable format for research presentations, with each presenter having approximately 15-20 minutes to present their work and lead a discussion.

Given the current context of public education, for SPAN 2023 we are especially interested in research that:

- a. Offers policy makers a clear sense of how to support educators, particularly considering the needs and challenges faced by racially minoritized individuals, low-income communities, rural communities, and students needing special education programming and services.
- b. Contextualizes learners' experiences (academic, social emotional, etc.), especially as they navigate post-pandemic changes in their learning environments.
- c. Provides insights into the experiences of educator preparation candidates, especially those who are bilingual, people of color, and/or first generation.
- d. Details the successes of educator preparation programs in implementing antiracist and culturally responsive-sustaining practices and assessments in their programs.
- e. Informs the development of deep and meaningful partnerships between educator preparation programs and their district partners.
- f. Examines (re)humanizing policies that address standardized tests and/or implications for the integration of assessments into preparation programs.
- g. Explores the development and integration of Ethnic Studies (courses or programs) in educator preparation programs or in collaboration with campus partners.
- h. Describes the outcomes of state-funded programs such as Residencies, Paraprofessional Grants, and Integrated Teacher Education Programs, to give policymakers a clear message that funding is essential.

While priority will be given to proposals that focus on the above topics, any proposals that deal with any aspect of teacher education will be welcomed and considered. The authors of accepted proposals will be asked to prepare both a brief video presentation to be posted to the CCTE GoReact platform prior to the Spring Conference and a live roundtable presentation which will be part of the Conference program. The Conference is scheduled for March 13 and 14, and the roundtable sessions will be held on Monday March 13. Following the Conference, written versions of presentations will be invited for publication in the *CCTE 2023 Spring Research Monograph*.

How to Submit Proposals

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

Google form cover sheet which lists the proposal title, names, affiliations, and e-mail addresses, along with an indication of whether the proposal focuses on research, practice, or policy analysis. Cover sheet and proposal upload may be accessed with the following link (please copy or type into your browser):

<https://forms.gle/8Gdzi5QtyB8giELV6> or <https://tinyurl.com/CCTESPAN23>

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

Questions can be addressed to Kimiya Sohrab Maghzi and Marni Fisher, Co-Chairs of the CCTE Research and Practice Committee, at: Calcouncil.research@gmail.com.

Deadline: Deadline for proposals for the 2023 Spring Policy Action Network Conference is January 15, 2023.

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 and/or education policy.

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 proposals, describe relevant literature, strategy for analyzing, developing, or evaluating policy, as well as conclusion and implications for teacher education.

Criteria for Selection. The extent to which the proposal:

Focuses on policy and practice in California teacher education, with potential to inform legislators, staffers, other policymakers, and teacher education faculty and students.

If a research proposal, is it methodologically or theoretically sound, with relevant findings?

If a practice proposal, how well conceived and described is the practice?

If a policy proposal, are the strategies, conclusions, and implications for teacher education sound?

Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Qualifications. Persons submitting proposals must be CCTE members or delegates and must register for and plan to participate on-site in the 2023 Spring Policy Action Network Conference.

Publication. Following the Conference, presenters will be invited to submit a written version of their presentation for inclusion in *CCTE 2023 Spring Research Monograph*, which will be produced in PDF format and emailed later in the Spring to all CCTE delegates and members.



Fall 2022 Conference Retrospective

The CCTE Fall 2022 Conference was held on October 19-22 at the Kona Kai Resort in San Diego as well as virtually around the theme “ReHumanizing Education Through Anti-Racist and Anti-Bias Practices.” It was the most well attended CCTE conference ever, with 337 on-site registrants, 79 virtual registrants, and another 35 individuals who attended at least one of the several associated meetings.

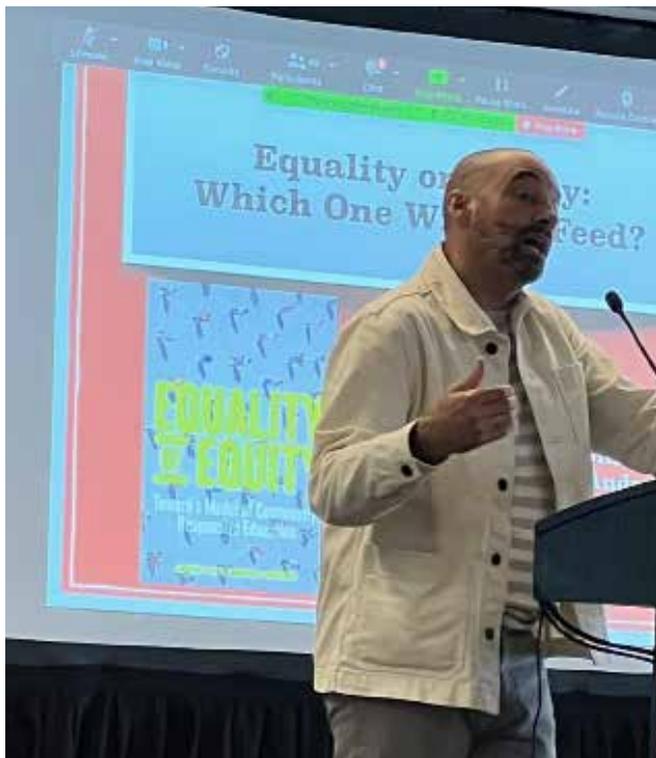
Major sessions included the opening keynote by Jeff Duncan-Andrade, the Friday keynote by Lorena German, a conversation with AACTE President and CEO Lynn Gangone, policy sessions with staff from the Commission on Teacher Credentialing and a preview of the CCTE Spring

2023 SPAN Conference, and a Saturday morning session focusing on Ethnic Studies, which will be the theme of the CCTE Fall 2023 Conference next October.

In addition there were 20 concurrent research presentations, six research roundtables featuring 17 different presentations, and the Friday poster session with 37 different posters plus wine, cheese, crackers, and popcorn.

The conference also included: Wednesday meetings of the California University Field Coordinators Forum, the statewide education deans, the CCTE Board of Directors, and the California State University Center to Close the Opportunity Gap; Thursday morning meetings of the California Association for Bilingual Teacher Education, the Association of Independent California Colleges and Universities-Education, and the California Association

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Jeff Duncan-Andrade delivers Thursday keynote.



AACTE involvement in the Fall 2022 Conference included a Friday morning conversation with Lynn Gangone (second from right), the President and CEO of AACTE, and a meeting with Holmes Scholars from California State University, San Bernardino. Pictured are Holmes Scholar advisor Karen Escalante (far left) and scholars Audrey Millan (second from left) and Rangel Zarate (far right).

More Fall 2022 Conference Scenes



Lorena German during her Friday keynote address.

(Continued from previous page)

of Professors of Special Education; Special Interest Group meetings on both Thursday and Friday; a Graduate Student Caucus followed by a newcomers meeting on Thursday morning; the presidents's reception for all attendees Thursday evening; a fireside chat session to explore the relationship between campus-based preparation and field experience in K-12 schools; a Friday breakfast meeting about the CCTE PD4MT program; the Friday awards luncheon (see article and photos from

—continued on next page—



James Fabionar (left) makes opening presentation at Saturday session on ethnic studies.

More Fall 2022 Conference Scenes

(Continued from previous page)

the luncheon on page 15 of this newsletter); a Saturday noon luncheon for participants in the CCTE New Faculty Support Program; and a gathering of faculty from California State University campuses involved in liberal studies programs.

Power-point presentations from many of the sessions have been posted to the CCTE website (www.ccte.org, see the Fall 2022 Conference page), recordings of the main conference sessions are available to watch and listen to on the CCTE YouTube channel, and brief videos of most of the research presentations are posted to the CCTE GoReact platform, all available to CCTE members, delegates and friends.

Special thanks and appreciation are offered to CCTE President Betina Hsieh and CCTE Board of Directors member Terrelle Sales who co-chaired the Fall 2022 Conference and introduced many of the sessions, to CCTE Co-Assistant Executive Secretaries Monica Boomgard and Laurie Hansen who served as on-site conference coordinators, to the many other CCTE members who assisted with conference activities, to those who made presentations and engaged by sharing their ideas at the conference, and to those who attended and participated in making it such a successful event.

Please plan on joining CCTE again at our Spring 2023 SPAN Conference and Fall 2023 Conference.



Terrelle Sales at his popcorn machine during the poster session on Friday evening.

Three CCTE Awards Presented at Fall 2022 Conference

Three CCTE awards were presented at the Friday luncheon during the Fall 2022 Conference. Rosemary Wrenn of Cuesta College received the CCTE Outstanding Dissertation Award, Vicki Graf of Loyola Marymount University received the CCTE Distinguished Teacher Educator Award, and the California Polytechnic State University San Luis Obispo

School of Education and Liberal Studies Team received the CCTE Innovative Practices in Teacher Education Award, a new award which recognizes programs which are focused on developing and implementing anti-bias and anti-racist teaching practices in teacher education. CCTE awards are selected from nominations received by the CCTE Awards Committee.



Rosemary Wrenn (left) receives the CCTE Outstanding Dissertation Award from CCTE Awards Committee Chair Shadi Roshandel (right).



Vicki Graf (center) receives the CCTE Distinguished Teacher Educator Award from CAPSE President Nat Hansuvadha (left) and CCTE President Betina Hsieh (right).



Lola Berber-Jimenez (left center) and Briana Ronan (center) of California Polytechnic State University San Luis Obispo and Oscar Navarro (right center) of California State University Long Beach receive the CCTE Innovative Practices in Teacher Education Award from CCTE Awards Committee Chair Shadi Roshandel (far left) and CCTE President Betina Hsieh (far right).

PD4MT Update

By **Virginia Kennedy**

California State University, Northridge

& **Melissa Meetze Hall**

Riverside & San Bernardino County Offices of Education

CCTE PD4MT Committee Co-Chairs

CCTE's PD4MT Committee (Professional Development for Mentor Teachers) welcomed current subscribers and all interested parties to our meeting at the CCTE Fall 2022 Conference on October 21. The basics of the structure and content of the 10-hour PD4MT2023 course for the 2022-2023 academic year, designed to meet CTC requirements regarding mentor teacher (supervisor, cooperating teacher, etc.) training were presented. Current subscribers then generously shared how their programs have integrated PD4MT into their work with mentor teachers.

The PD4MT Committee invites you to our next meeting during the SPAN Conference, March 13-14, 2023. Stay tuned for the exact date and time.

The course is offered on an academic year basis. It is not too late to sign up for PD4MT 22-23. Renewals and first-time subscriptions to PD4MT23 can be made on the CCTE website at www.ccte.org->Join or Renew->PD4MT. A power-point from the PD4MT meeting at the Fall Conference is also posted on the Fall 2022 Conference page on the website.

Any questions about PD4MT contact:

melissa.meetze-hall@calcouncil.com

virginia.kennedy@csun.edu

Fall Meeting of the California University Field Coordinators Forum

By **Jaime Pelegrin**

Secretary

California University Field Coordinators Forum

Alliant University

Thank you to those who were able to attend our California University Field Placement Coordinators Forum in San Diego and virtually on October 19. We had some great discussions surrounding placements, working with districts, MOUs, stipends for cooperating teachers, the required 10-hour training, moving beyond the Executive Orders, and virtual supervision. Staff from the Commission on Teacher Credentialing graciously attended and were able to address questions and concerns brought up by attendees using Jamboard. Please plan to join us for our Spring 2023 meeting in Sacramento in conjunction with the California Council on Teacher Education SPAN Conference. See the conference announcement and registration form in this newsletter.

Nominations Invited for CASUP Exemplary Awards

There is no formal application—submit only a letter of recommendation for the award. Submit a letter of recommendation by email to Dr. Shana Matamala, CASUP Awards Chairperson, at smatamala@laverne.edu. You will receive confirmation of application within 48 hours of submission. Nominations may only be made by current CASUP members.

Award nominations must be submitted by February 1, 2023, to be considered. The announcement of awards will be formally made at the California Council on Teacher Education SPAN conference on March 13-14, 2023 in Sacramento (Winners are not required to attend the conference). Award winners will be notified by March 1, 2023.

Exemplary Teacher winners receive a \$100 gift card for teaching supplies and a year membership to CASUP. Exemplary Partnership winners will both receive a year membership to CASUP and one \$100 gift card to enhance their partnership.

The nomination letter must include: Name and place of employment of person making the recommendation; Phone number and email of person making the recommendation; Name, address, phone, email, and place of employment of nominee; and Letter of recommendation (see nomination requirements below).

CASUP Exemplary Teacher

This award is designed to honor an exemplary teacher who has contributed to school-university partnerships. The teacher must be connected to a School-University Partnership as a cooperating teacher, mentor teacher or teacher leader. Explain why this person is exemplary. Describe how this person assists with a mutually beneficial partnership between P-12 and higher education communities to positively impact teaching and learning.

CASUP Exemplary School-University Partnership Award

This award is given to a P-12 school and university partner currently involved in an established school university partnership. The narrative for nomination should include strong rationale regarding the richness and strength of the partnership. *Focus can be on the nominee's innovation in any of the following:* (1) impact on PS-12th grade students, (2) cultural proficiency, (3) preparing teacher candidates, (4) professional development for experienced educators and/or (5) school reform.

Please note: Partnership winners will be asked to host a fall event at their site or via a webinar to share their knowledge from the partnership with the CASUP membership.

CCTE Associated and Affiliated Organizations

There are eight 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 Alliance of Researchers for Equity in Education (CARE-ED)

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.

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

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

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

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

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

SIGs also have the option to meet at the CCTE Spring SPAN Conferences during the Monday “Meet and Greet Breakfast.”

The SIGs are also 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 4, Winter Issue, December 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

Preview of CCTE 2023 Annual Election

The annual California Council on Teacher Education (CCTE) election in 2023 will involve election of the two CCTE Vice Presidents as well as three members of the Board of Directors. As is the process each year, the CCTE Nominations and Elections Committee, chaired by Past President Eric Engdahl, will recruit a slate of nominees which will be announced via e-mail to the membership in late December or early January. An opportunity will then be provided for any additional nominations by petition from the membership, and the final list of nominees will be emailed to the membership on or around February 1, followed by an on-line ballot to be voted no later than noon on Tuesday, March 14. The results of the election will be announced that afternoon during the final session of the CCTE Spring 2023 SPAN Conference and the elected officers and Board members will take office immediately.

The current CCTE Vice Presidents—Vice President for AACTE Kimberly White-Smith of the University of San Diego and Vice President for ATE Michael Consenza of California Lutheran University—have both indicated a willingness to stand for re-election to new three-year terms. In addition to those officers, the Nominations and Elections Committee is currently recruiting six nominees to stand for election to the three available positions on the Board of Directors. Terms on the Board of Directors are also for three years.

The offices of President, President Elect, and Past President will not be changed by the 2023 election. President Betina Hsieh of California State University Long Beach and President Elect Karen Escalante of California State University San Bernardino were elected in 2022 and are serving two-year terms in those positions, while Eric Engdahl of California State University East Bay is the current Past President and his term in that office also runs from 2022 to 2024. The CCTE annual election in 2024 will include the election of a new President Elect and at that time Karen will move into the office of President and Betina will become Past President.

The Board of Directors is composed of the five elected officers—President, President Elect, Vice President for AACTE, Vice President for ATE, and Past President—along with nine elected Board members. The nine Board members serve three-year staggered terms, with three members elected each year in the annual elections.

The current nine elected Board members are Grace Cho of California State University Fullerton, Kara Ireland-D'Ambrosio

of San Jose State University, Sarah Johnson of Fresno Pacific University, Antoinette Linton of California State University Fullerton, Kimiya Maghzi of the University of Redlands, Shadi Roshandel of California State University East Bay, Terrelle Sales of Pepperdine University, Daniel Soodjinda of California State University Stanislaus, and Ivannia Soto of Whittier College. Kara, Antoinette, and Daniel were elected last year to terms that expire in 2025. Shadi, Terrelle, and Ivannia were elected the previous year and their terms will expire in 2024. Grace and Sarah were elected in 2020 and their terms will expire in 2023. Kimiya was elected last year to complete the one year remaining on Karen's term when Karen was elected President Elect, so Kimiya is eligible to stand for re-election in 2023 to a full three-year term.

All candidates for CCTE offices or the Board of Directors must be either institutional delegates or individual members of CCTE and the Nominations and Election Committee always seeks interested individuals who have some experience with CCTE, either through service on any of the CCTE committees, attendance and participation at CCTE semi-annual conferences, or engagement with any of the CCTE Special Interest Groups or associated organizations.

Delegates or members who are potentially interested in being a candidate for any CCTE office are encouraged to express that interest to the Nominations and Elections Committee or to CCTE Executive Secretary Alan H. Jones (email alan.jones@ccte.org).

The formal announcement of the CCTE 2023 annual election will be emailed to all delegates and members in late December or early January and will include a description of the election procedures, the names of the candidates nominated by the Committee along with statements and digital photos from each nominee, and an invitation for additional nominations via petition from the membership.

The final election announcement will then follow around the first of February along with the on-line ballot. All current CCTE institutional delegates and individual members are eligible to vote in the annual elections. You are encouraged to participate. And if you are not currently a delegate or member, please consider joining in time to vote in the 2023 annual election. Membership information is available on the CCTE website (www.ccte.org) under the "join" menu on the home page.

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, full-time or part-time, 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 CCTE member and to participate in CCTE activities. 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 and coordinated this year by Heather Michel at National University. This group meets monthly (First Friday of the month 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 who 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;

then please reach out to Heather 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.

Participants in the New Faculty Support Program held a luncheon meeting on the Saturday of the CCTE Fall 2022 Conference and similar meetings may be scheduled at future 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.”

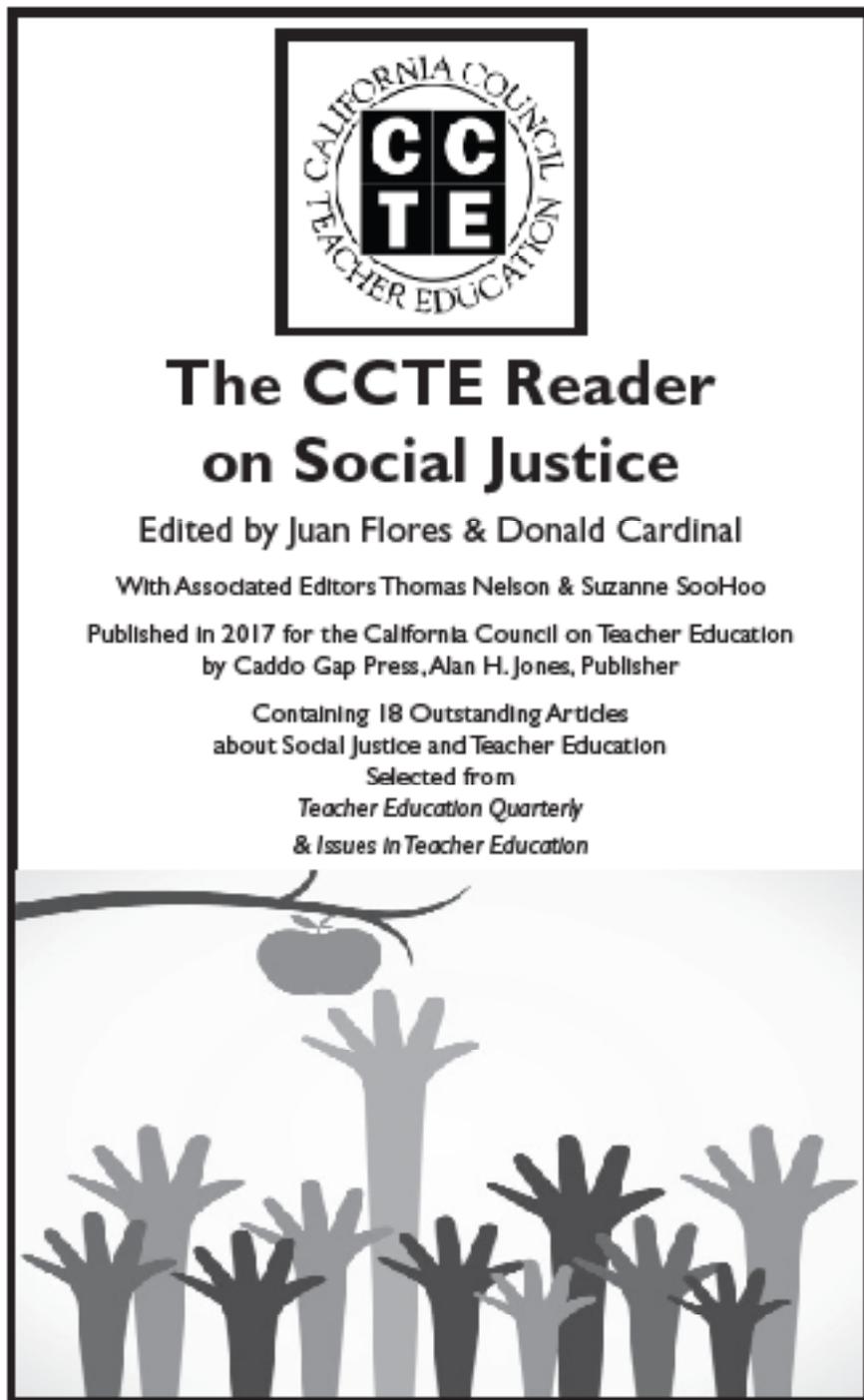
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

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 33, Number 4, Winter Issue, December 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 an article entitled:

California Alliance of Researchers for Equity in Education Introducing CARE-ED

Written by **The CARE-ED Leadership Team**

CARE-ED was recognized as the newest CCTE associated organization by the CCTE Board of Directors at its October 19, 2022 meeting, and in this article the CARE-ED Leadership Team provides some history and background on the organization as well as an overview of its activities and an invitation for your involvement.

See pages 23-25

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.

California Alliance of Researchers for Equity in Education

Introducing CARE-ED

Written by **The CARE-ED Leadership Team**

CARE-ED, the California Alliance of Researchers for Equity in Education, started in 2014 as a statewide collaborative of university-based education researchers and has evolved to include educational scholars more broadly. At the forefront, CARE-ED's intention has been twofold: (1) to provide a platform for members to speak as educational researchers, collectively and publicly, and in solidarity with organizations and communities in efforts to reframe the debate on education, and (2) to utilize the resources and assets at our disposal to organize at the state and local levels. As a collective, we hope that by leveraging our expertise and research we can impact policy and reframe debates on education. We also hope to be seen as a support system that partners with other community and educational organizations working toward equity and justice. In this article, we provide an overview of our research briefs and the ways in which we have leveraged the briefs to impact local policy.

Letters and Research Briefs

Over the past few years, we have written one formal letter and four research briefs, each with over a hundred signatures from educational researchers across California (see care-ed.org). In each brief, we present statewide concerns, highlighting failures to advance diversity and justice and offering research-based recommendations for policy and legislation. In this section, we provide an overview of each brief and discuss ways in which CARE-ED has developed since its founding.

In 2015, CARE-ED submitted a letter to the U.S. Department of Education in response to its request for public comments on the proposed federal Teacher Preparation Regulations. University-based researchers (including faculty, researchers, and administrators) throughout California were invited to sign their names in support of the letter.

In 2016, CARE-ED released a brief that analyzed the research basis for the assessments tied to the Common Core State Standards (CCSS).¹ We provided historical background on the CCSS and the assessments that have accompanied them, as well as evidence of the negative impacts of high-stakes testing. We then focused on the current implementation of CCSS assessments in California, expressing several concerns. Finally, we offered research-based recommendations for moving toward more meaningful assessment in California's public schools.

In 2018, CARE-ED released a brief analyzing the research basis for instituting Ethnic Studies and critical multicultural education in public schools.² We examined the racial framing of the traditional curriculum and highlighted research on the impact of traditional and alternative curricula

on students academically and personally. We turned specifically to California to see the seeds of hope and change already growing. We concluded with recommendations for educators, teacher educators, educational leaders, policy makers, and advocates for continuing to expand Ethnic Studies and critical multicultural education as key levers for advancing democracy in schools and society.

In 2019, CARE-ED released a research brief that analyzed barriers to advancing diversity and justice in teacher education.³ We concentrated our analysis on policy levers at the state level, particularly regarding accessibility to teacher education programs for potential students of color, such as financial burdens that testing and other requirements place on students.

In 2020, CARE-ED released a research brief that analyzed the impact of virtual education on students, in the context of schools closing because of Covid-19.⁴ The brief summarized the research into the impact of virtual education on students in elementary and secondary education, with a focus on six large-scale studies. We then drilled down into inequities that permeate virtual schooling, followed by an analysis of who actually benefits from expanding technology in education. We concluded with recommendations for policy and practice, emphasizing those that support equity.

Each brief ends with recommendations for state policy and legislation. It has been our hope that the briefs could be used by various organizations like CCTE, and community entities to support strategic mobilization happening on the ground. An example of this can be seen with the Ethnic Studies and critical multicultural education brief. Since its release in 2018, it has become one of several documents used by community organizers to support their efforts in making Ethnic Studies a high school requirement. It has been cited nationwide in endorsement letters sent to school districts to explain the importance and impact of Ethnic Studies. Across California, the research outlined in the brief has been quoted at school board meetings to demonstrate why Ethnic Studies should be a high school requirement. The brief has also been referenced at testimonies given at the California State Capitol and State Board of Education in continuous efforts to require Ethnic Studies statewide and ensure that the Ethnic Studies curriculum is grounded in the discipline of the field.

Reflecting on Strategy

The briefs demonstrate our efforts in advancing antiracism and justice in education. In order to avoid becoming static, we found it necessary to take a moment to pause and reflect on our collective as a whole, the knowledge and skills we bring to these efforts, and the effectiveness of

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our impact via the briefs. We asked ourselves: Is our strategy of writing briefs interrupting the structural and systemic inequities in education we seek to counter? Are our briefs impacting not only state policy and legislation but also local efforts? Can our efforts be coupled with on-the-ground organizing?

Grappling with these questions has motivated us to reimagine, more specifically, how we should grow as a collective and in turn organize and influence within and beyond our traditional scope of work. This particular focus has become especially critical due to multiple ongoing challenges in education, including the pandemic, the attack on Critical Race Theory and Ethnic Studies, gatekeepers to diversifying the teacher pipeline, and the teacher shortage in California.

Currently, we have over 650 members, which includes teacher educators, educational researchers, teachers, and community organizers. CARE-ED has hosted multiple sessions inviting registered and potential members from across the state to join us in dialogue around key initiatives led by CARE-ED, celebrating the work we have accomplished but also recognizing the important direction we must take to be viable. In past years, we have moved from writing research briefs to being intentional in how the current written briefs can be built upon or utilized to assist organizing efforts in education. In this next section, we will share key CARE-ED initiatives and the ways in which our CARE-ED briefs are being leveraged to make an impact on educational policy.

Leveraging Research Briefs to Make Impact

Outreach

As part of our efforts to be more impactful on policy issues, the CARE-ED outreach committee works on four fronts to build a stronger movement for equity and justice in education: (1) we've circulated petitions (based on our research briefs) to our members and affiliates and delivered them to key education leaders; (2) we've called upon our members during mobilization effort to write letters, make phone calls, and speak out at CTC meetings; (3) we've worked closely with partner organizations to design and deliver webinars that educate our members about important education issues, like preparing Ethnic Studies teachers; and, (4) we've developed new partnerships with organizations like the California Faculty Association (CFA) and the CCTE to continue to grow our membership.

Ethnic Studies

Advocating for Ethnic Studies in K-12 schools and an Ethnic Studies credential has been part of CARE-ED's ongoing work. This past year we hosted three webinars on Ethnic Studies, including *Organizing Around Ethnic Studies and the Attack on Curriculum*, *Ethnic Studies in Teacher Preparation*, and *Ethnic Studies Across the K-12 Curriculum*. We created a petition to the California State Board of Education with over 200 hundred signatures advocating for authentic Ethnic Studies. We have also been working collaboratively with the California Faculty Association and other key stakeholders in Ethnic Studies to advocate and fight for pathways for Ethnic Studies teachers.

Barriers to Diversity in Teacher Education

Standardized testing in teacher education has been another key initiative of CARE-ED. Drawing from our 2016 brief on *Barriers to Diversity and Justice in the California Teacher Pipeline*, we created a letter to the Commission on Teacher Credentialing (CTC) pushing to end high-stakes testing in teacher education. Signed by over two hundred educational researchers and teachers across the state, we hoped the letter would push the CTC to reframe the conversation around assessments in teacher education and move policy and practice in directions that would increase diversity and justice in education. We also organized CARE-ED members to submit public and written comments arguing for the end of standardized testing at CTC meetings.

Teacher Performance Assessments

Another example of leveraging our work is that of EDTPA and putting forth Assembly Bill (AB) 2047. Working in coalition with the California Faculty Association's (CFA) Teacher Education Caucus, AB 2047 sought to end the mandated use of teacher performance assessments in California's teacher education programs. This includes divorcing TPAs from all high-stakes decision making, and ending expenses related to TPAs from burdening students, programs, and public funds. The impetus to AB 2047 were several: First, concerns about design, validity, and reliability. Second, concerns about the impact of TPAs on program curriculum and candidate performance. Third, concerns about barriers to diversity. Fourth, concerns about the impact on the teacher shortage. California continues to experience a severe teacher shortage. One of the contributing factors is the layers of assessments and their cost that prospective

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teachers have to bear in order to become credentialed. TPAs contribute to the teacher shortage in California.

AB 2047 was the first time CARE-ED, with the guidance of CFA's legislative Director, engaged in the legislative process from beginning to end. It became a powerful opportunity to take a brief we had written and using it to organize at a different level that we were not previously accustomed to. Even though the Assembly Education Committee Chair (Assemblymember O'Donnell) refused to set the bill for a hearing and, thus, the bill died—we are not done. What is apparent is the growing momentum around this issue. We continue to meet with CFA and other entities that have come into the fold. We are currently working with the CFA Legislative director, GR Director and chair of the CFA PAC/Leg Committee to determine who will author another potential bill similar to AB 2047. Numerous educators from both K-12 and higher education continue to testify in opposition to the TPAs as well as meet with Assembly and Senate members to address concerns.

Conclusion

CARE-ED, a statewide alliance of educational scholars and researchers that centers on equity, democracy, and justice, stands ready to work collectively with you as we reframe the conversation in teacher education and move toward policy and practice in these directions. To get involved, please join our listserv at care-ed.org.

Notes

¹ California Alliance of Researchers for Equity in Education, "Common Core State Standards Assessments in

California: Concerns and Recommendations," February 2016, https://cd6dbb00-7991-40bc-bfd8-e2328db3c72e.filesusr.com/ugd/1e0c79_f53992db63314ed5aa4f5c3c29e0e434.pdf.

² California Alliance of Researchers for Equity in Education, "Ethnic Studies and Critical Multicultural Education: Educating for Democracy in California and Beyond," April 2018, https://cd6dbb00-7991-40bc-bfd8-e2328db3c72e.filesusr.com/ugd/1e0c79_92f41de2a75044da9c50adf576f4b772.pdf.

³ California Alliance of Researchers for Equity in Education, "Barriers to Diversity and Justice in the California Teacher Pipeline: Analysis and Recommendations for State Policy Regarding the Teacher Candidate," November 2019, https://cd6dbb00-7991-40bc-bfd8-e2328db3c72e.filesusr.com/ugd/1e0c79_3ce04a9eeced411da16cd311b49c18f7.pdf.

⁴ California Alliance of Researchers for Equity in Education. (2020). The Shift to Online Education During and Beyond the COVID-19 Pandemic: Concerns and Recommendations for California. Retrieved from <http://www.care-ed.org>.

CARE-ED Leadership Team

Ruchi Agarwal-Rangnath, CARE-ED Executive Director
(University of San Francisco)

Margarita Berta-Avila (California State University,
Sacramento)

Brian Charest (University of Redlands)

Alison Dover (California State University, Fullerton)

Nicholas Henning (California State University, Fullerton)

Kevin Kumashiro (Kevin Kumashiro Policy Consulting)

Christine Sleeter (California State University, Monterey Bay)

Miguel Zavala (California State University, Los Angeles)