



# CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

## CCNews

Quarterly Newsletter of the  
California Council on Teacher Education

Volume 34, Number 3, Fall Issue, September 2023

Terrelle Sales (Pepperdine University), Editor

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

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**Announcing the CCTE Fall 2023 Conference**  
**“The Ethnic Studies Moment in California Public Education:**  
**Preparing the Field for Historic Change”**

**To Be Held October 19-21**  
**On Site at the Kona Kai Resort in San Diego**  
**and Virtually for Those Who Prefer**

See Pages 6-10 for Preview, Tentative Program, and Registration Form



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## Standing Our Ground, Journeying Together, Supporting One Another

### A Message from CCTE President Betina Hsieh

As I write this president's message, I am on my way back home after attending this year's Association for Teacher Educators (ATE) summer conference in Washington, D.C., with its theme of "Embracing Our Past as We Prepare for the Future through Responsibility, Diversity, Advocacy, and Celebration." The

current president of ATE, Jon Yoshioka, ended the conference with a presidential address during which he played two songs—Tom Petty and the Heartbreakers' "I Won't Back Down" and Israel "IZ" Kamakawiwo'ole's version of "Wind Beneath My Wings." Jon reminded those of us in the room how important it is for us to not back down as we (and the teachers, teacher candidates, students, and communities we serve) face continual attacks on our professionalism, our histories, and our identities. "In a world that keeps on pushing [us] around," or at least tries to, we must have courage to stand our ground and to fight for more just schools, schools in which all students have access to the truth about the experiences of all people in their communities, in our state and nation, and globally. While reckoning with hard truths may not always be comfortable, it is necessary for growth.

How do we develop the strength and courage to stand our ground? I would advocate for two ways: (1) through lifelong learning; and (2) in community with those who will support our growth, even, and especially, in challenging times.

As teacher educators, we teach teachers. Teaching teachers can be discouraging and at times overwhelming.

In times like these when there is so much information to sift through, when AI's promise and possibilities often seem overshadowed by its uses to further dehumanize and automate inherently human forms of representation and communication, and as teachers are often told what and

how to teach instead of being respected for the knowledge, experiences, and pedagogies they bring to classroom, it is easy to feel alone and resigned. Often there is too much to do and too little time to do it in.

Our call to continue doing often takes away the time, energy, and motivation to engage in our own learning. But, we cannot teach what we don't know, and we cannot teach well what we don't know well. As teacher educators, we must model continual growth, deepening of our knowledge, and learning for ourselves and the educators we serve. We must push ourselves beyond our own comfort zone, particularly in ways that can

allow us to advocate with a stronger voice for those we serve: teachers, communities, families, and students.

As we learn, as we grow, and as we advocate, we need "the wind beneath [our] wings," those heroes in our personal and professional circles that encourage and hold us up, reminding us who we are and why we are doing this work. We need to be in community.

At different stages in our lives, different people will help make up our community. Some of us will be fortunate enough to have mentors and femtors with more experience in certain

—continued on next page—



## A Message from CCTE President Betina Hsieh

(Continued from previous page)

areas that can help us navigate paths they've already walked along. Many of us will have critical friends, some of whom become (academic/chosen) family. Some of us will have the privilege to mentor and walk alongside those newer to our field, mutually benefiting from their perspectives, knowledge, and experiences, as we support their growth. Whatever the case, if we are to engage in teacher education in times like these, we need one another.

CCTE's Fall 2023 Conference provides a space for us to engage in lifelong learning in community with fellow (teacher) educators from across the state. Unlike many conferences where we can feel like a number, we hope that CCTE conferences can always be a place that feels more like (a professional) home. This was a theme that emerged time and time again at our recent CCTE Board of Directors meeting where the uniqueness of shared community was held up as a hallmark of our organization.

Our Fall 2023 Conference will focus on "The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change" and will be a powerful time for both learning and community with colleagues throughout California. Conference co-chairs Drs. James Fabionar and Reyes Quezada, alongside the conference planning committee, continue to work hard on creating a conference that deeply considers how ethnic studies lenses can help to support all our work in teacher education, recognizing that we each have different levels of experience with ethnic studies frameworks. We know this is an area of critical importance, and that teacher educator learning and knowledge is necessary to help us lead alongside some of the powerful ethnic studies work already happening at the K-12 level, which will only continue to expand in the next few years. We hope to learn from you and with you at the Fall Conference, through presentations and conversations, and we hope that you will have time to reconnect with those who lift you up and help you to do the important work you do with future and current educators.

Another opportunity to learn and extend community with fellow teacher educators from across the country is to attend and be a part of ATE's next annual conference which will be held in Anaheim, March 27-30, 2024. President Yoshioka's continuation of the theme of "A Professional Educator's Kuleana (Responsibility): Preparing for the Future through Accountability, Diversity, Advocacy, and Celebration" is a powerful one, deeply aligned with the humanizing frames with which we've approached our work and aligned ourselves during my CCTE presidency. Drs. Kevin Kumashiro, Deborah Ball, and Etta Hollins are slated to be speakers at the ATE 2024 Conference, and presenters from around the country will come and share about the work they're doing in their programs and states. After attending ATE's recent conferences, I can truly say that the Anaheim event will be a conference where people are coming to learn

as well as to be in and build up community. ATE conference proposals can be submitted until September 15 through the ATE website and CCTE members submitting to the CCTE Fall 2023 Conference can indicate if they would like their CCTE proposal to also be considered for the Spring 2024 ATE conference as well.

Again, and as always, I look forward to our paths crossing again soon. As we enter another academic year, I send you all courage, strength, and peace with a sprinkle of excitement and much love. May you stand strong, journey in community, and both give and receive what is necessary for joy in your professional journey.

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

## CCTE Fall 2023 Conference

October 19-21  
Kona Kai Resort  
in San Diego  
and Virtually

Theme:  
*"The Ethnic Studies Moment  
in California Public Education:  
Preparing the Field  
for Historic Change"*

See pages 7-10  
for Preview,  
Program,  
and Registration  
Information

## Update from the CCTE Communications Committee

By Sarah Johnson

*Chair, 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 *CCNews*, 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 Zoom meetings has started and will continue throughout the coming CCTE membership year. To get involved contact Committee chair Sarah Johnson or CCTE Executive Secretary Alan Jones if you are interested in joining us!

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

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## CCNews Call for Articles and News

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

terrelle.sales@pepperdine.edu

The deadline for article submissions for the Winter 2023 issue of the newsletter is November 1.

We also look forward to reports in each issue from CCTE officers and committees and from the associated organizations and SIGs, plus updates on upcoming CCTE conferences and activities, as well as brief articles on new programs, research, and other events in the California teacher education community. The deadline for these news updates for the Winter 2023 issue is November 15. Email your submissions to Terrelle Sales (see above).

## Upcoming CCTE Conferences

**Fall 2023**  
**October 19-21**  
**San Diego**  
**(and virtually)**

**Theme:**  
***“The Ethnic Studies Moment  
in California Public Education:  
Preparing the Field for Historic Change”***

**Spring 2024**  
**March 11-12**  
**Sacramento**  
**(and virtually)**

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

**Fall 2024**  
**October 17-19**  
**San Diego**  
**(and virtually)**

**Theme:**  
***“Feedback for All:  
Preparing for Deeper Learning  
for Equity, Inclusion, and Excellence  
in the California Classroom”***

## 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 forward with our 2023-2024 membership year, which began July 1, 2023, and extends to June 30, 2024:

### Membership & Sponsorship

Our membership numbers for the 2022-2023 year were the largest in the history of CCTE. We have enjoyed involvement of some 65 institutional members and nearly 50 individual members this past year, which exceeded our membership goals. Membership renewals for the 2023-2024 year were sent out in April and we have already received over 50% positive response.

Also during the 2022-2023 year we benefitted from annual co-sponsorships of CCTE from the 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 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. Several of those sponsors have already renewed their support for the 2023-2024 year and we anticipate that all will soon. We invite other institutions to join the annual sponsorship program as we move through the 2023-2024 membership year, since those sponsorships provide crucial additional financial support for our CCTE activities.

### Associated Organizations/Affiliated Organizations

As we move into the 2023-2024 year we have the participation of the Association of California Community College Teacher Education Programs (ACCCTEP), the Association of Independent California Colleges and Universities-Education (AICCU-ED), the California Alliance for Inclusive Schooling (CAIS), the California Alliance of Researchers for Equity in Education (CARE-ED), 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), the Center for Reaching and Teaching the Whole Child (CRTWC), and the Supervisors of Teacher Education Network Team (STENT) as CCTE associated organizations. These nine organizations are recognized by CCTE as sharing visions, goals, and activities on behalf of teacher education in California.

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 an affiliated member of Californians Together, an advocacy organization on behalf of bilingual education and English learners.

### Semi-Annual Conferences

The Fall 2023 CCTE Conference will take place October 19-21 at the Kona Kai Resort in San Diego and virtually around the theme “The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change.” See further details about the Conference in this newsletter.

And also watch for information on the Spring 2024 Spring Policy Action Network (SPAN) Conference in March in Sacramento.

### New Faculty and Graduate Student Programs

During this 2023-2024 membership year we again are offering opportunities for participation in the CCTE New Faculty Support Program and the CCTE Graduate Student Support Program. Both programs are available and open to interested applicants for the current membership year and beyond. Information about the programs is available in each issue of the newsletter and on the CCTE website. Also check out the information on the New and Aspiring Faculty of Color (NAFOC) group on page 12 of this issue of this newsletter

### 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*. Each issue of the newsletter is emailed to all CCTE delegates, members, and friends, while the two journals are emailed in PDF format to all CCTE institutional delegates and individual members. Everyone in the CCTE community is 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, as well as our conference planning committees, 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



# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 34, Number 3, Fall Issue, September 2023, Section 2—Conferences

Terrelle Sales (Pepperdine University), Editor

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## **CCTE Fall 2023 Conference** **“The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change”**

**To Be Held October 19-21**  
**On Site at the Kona Kai Resort in San Diego**  
**and Virtually for Those Who Prefer**

By **James Fabionar & Reyes Quezada**  
*University of San Diego*  
Co-Chairs, Fall 2023 CCTE Conference Planning Committee

Please join us for the Fall 2023 Conference of the California Council on Teacher Education (CCTE) this October 19-21 around the theme “The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change.” The conference will be held in a hybrid format to accommodate both in-person and virtual attendees. There are both on-site and virtual registration options for the conference, with lower fees for virtual attendees since the live-stream they will receive will not include all conference sessions, food services, and other benefits.

Please join us for another exciting and impactful CCTE Conference.

On the following pages please find:

- An Update on Fall Conference Plans
- An Introduction to Keynote Speaker Miguel Zavala
- An Overview of the Conference Theme.
- The Tentative Fall 2023 Conference Program.
- The Conference Registration Form (including on-site and virtual options).

The Fall 2023 Conference will be co-sponsored by the Association of California Community College Teacher Education Programs (ACCCTEP), the Association of Independent California Colleges and Universities-ED (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 Researchers for Equity in Education (CARE-ED), the California Association of School-University Partnerships (CASUP), the Center for Reaching and Teaching the Whole Child (CRTWC), and the Supervisors of Teacher Education Network Team (STENT). The Conference is also supported in part by institutions who are CCTE Annual Co-Sponsors: the College of Education, California State University Los Angeles; the College of Education, California State University Sacramento; the California State University Office of Educator & Leadership Programs; the Graduate College of Education, San Francisco State University; and the School of Leadership and Education Sciences, University of San Diego. CCTE deeply appreciates the co-sponsorship and support from all of these organization and institutions.

### **Guest Room Reservations for On-Site Attendees:**

If you will be attending the on-site conference and will need a guest room at the Kona Kai Resort, please make your reservations by calling the hotel’s toll-free number at 800-566-2524. To receive the special group rate for the Conference, indicate that you are attending the California Council on Teacher Education Fall 2023 Conference and provide the nights for which you wish to reserve a guest room. If rooms are no longer available at the Kona Kai Resort there are several other near-by hotels within close walking distance on Shelter Island

# CCTE Fall 2023 Conference Update

By James Fabionar & Reyes Quezada

*University of San Diego*

Co-Chairs, CCTE Fall 2023 Conference Planning Committee

On October 19-21, 2023, the California Council on Teacher Education (CCTE) will host its annual Fall Conference in San Diego. This year's theme is "The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change." The purpose of the conference will be to engage teacher educators in critical dialogue about ethnic studies as an emerging subject matter area and a culturally-sustaining and community-responsive orientation to teacher preparation and schooling.

This year's gathering is the nation's first conference on ethnic studies hosted by a statewide teacher education organization. To mark the moment, the conference will open on Thursday afternoon with a keynote address by Dr. Miguel Zavala, Professor and Associate Dean of the College of Ethnic Studies at California State University Los Angeles, titled "The Movements for Ethnic Studies in K-12 California Schools: Tensions, Possibilities, and Lessons for Transforming Teacher Education."

Furthering exploration of this year's theme, on Friday morning the Conference will feature a panel entitled "On the Ground: Principled Exemplars of K-12 Ethnic Studies Implementation." Representatives from five school districts will present on the challenges and successes of implementing their ethnic studies programs. CCTE is honored to welcome leaders from Fresno Unified School District, Jefferson Elementary School District (Daly City), Oakland Unified School District, San Diego Unified School District, and Santa Barbara Unified School District. This interactive panel presentation will be a rare and valuable opportunity to learn from the design, implementation, and evaluation efforts of ethnic studies educators from across the state.

The Fall Conference will be held in a hybrid format to accommodate both in-person and virtual attendees. Both on-site and virtual registration options are available, with lower fees for virtual attendees. Please join us for another exciting CCTE Conference!

## Miguel Zavala Will Be Fall Conference Keynote Speaker

**Miguel Zavala, Ph.D.**, is former Director of the Urban Learning Program at California State University Los Angeles and current Associate Dean in the College of Ethnic Studies. The son of Mexican immigrant industrial workers, he has dedicated a significant part of his life to education and community organizing.

Miguel continues to be actively engaged in community organizing, helping build teacher-led organizations in South Los Angeles. Over the last 15 years he has held leadership positions in the California Chapter for the National Association for Multicultural Education (CA-NAME), and he has worked to develop transformative spaces for preparing ethnic studies teachers.

His research centers on the intersection of ethnic studies pedagogies, critical literacies, and decolonization. His most recent publications include *Raza Struggle and the Movement for Ethnic Studies*, *Rethinking Ethnic Studies* (co-edited volume), and *Transformative Ethnic Studies in Schools* (co-authored with Christine Sleeter). His research has contributed and supported the institutionalization of ethnic studies in California public schools. He helped found the journal *Ethnic Studies Pedagogies*.

The title of Miguel's keynote address at the CCTE Fall 2023 Conference will be "The Movements for Ethnic Studies in K-12 California Schools: Tensions, Possibilities, and Lessons for Transforming Teacher Education."



**Miguel Zavala**

# Exploring the Fall 2023 CCTE Conference Theme

By **James Fabionar & Reyes Quezada**

*University of San Diego*

Co-Chairs, CCTE Fall 2023 Conference Planning Committee

Policies for ethnic studies have now been passed at all levels of public education in California. In the fall of 2021, Assembly Bill 101 (AB101) was signed into law requiring high school students to complete an ethnic studies course to graduate. AB101 complements policies adopted in each of the state's higher education systems: the California Community Colleges, California State University, and University of California. In addition to these developments, many schools and local education agencies have implemented their own ethnic studies initiatives. In some instances, these reforms go far beyond single courses to include infusing principles of ethnic studies across all subject matter areas and grade levels. The widespread institutionalization of ethnic studies has led to an array of efforts within and across systems to clarify, among other issues, what ethnic studies is, what ethnic studies pedagogy involves, and how academic credit is articulated from institution to institution. However, these discussions are happening in spaces and among people with varying expertise on the subject. This includes schools and colleges of education and teacher preparation programs.

The 2023 CCTE Fall Conference will bring together teacher educators, ethnic studies scholars, deans of colleges of education, personnel from local education agencies, policy makers, and community members to learn from one another and explore the challenges and possibilities associated with ethnic studies in schools. Providing a keynote address will be Dr. Miguel Zavala, Associate Professor of Urban Learning and Associate Dean of the College of Ethnic Studies at California State University Los Angeles. A leading scholar of ethnic studies pedagogy, Dr. Zavala will help us explore how ethnic studies in teacher education can guide the preparation of culturally relevant and critically conscious community educators. The conference planning committee has organized the fall gathering around the following goals:

- ◆ Introduce pedagogical frameworks rooted in the history of ethnic studies and explore how ethnic studies pedagogy promotes humanizing, anti-racist, and anti-bias education.
- ◆ Examine teacher and teacher educator identity formation as critical dimensions of ethnic studies pedagogy.
- ◆ Foster collaboration between the fields of ethnic studies and teacher education.
- ◆ Map and promote partnerships among teacher educators, ethnic studies scholars, local educators, and other role players.
- ◆ Exchange resources and share practices from effective initiatives (i.e., teacher preparation, professional development, community-responsive curriculum and instruction, districtwide implementation, and evaluation).
- ◆ Connect role players from across fields, systems, and silos to explore the complexities and possibilities of credential and authorization policies.
- ◆ Contextualize and respond to the political climate of cultural and linguistic assimilation, censorship, and criminalization of minoritized groups and share strategies for backlash to ethnic studies.

With these aims, the conference will provide something for everyone, whether they are new to ethnic studies or not. The planning committee believes the fall gathering is an opportune time to explore how an ethnic studies vision of teacher education can better reflect and celebrate the diversity of our state.

Members of the CCTE Fall 2023 Conference Planning Committee are: Grace Cho (California State University, Fullerton); Karen Escalante, CCTE President Elect (California State University, San Bernardino); James Fabionar, Co-Chair of Fall 2023 Conference Planning Committee, CARE-ED (University of San Diego); Betina Hsieh, CCTE President (California State University, Long Beach); Alan H. Jones, CCTE Executive Secretary; Kelly León, Assistant Editor of *Teacher Education Quarterly* (San Diego State University / University of San Diego); Jennifer Manglicmot (University of San Diego); Eduardo Muñoz-Muñoz, President of CABTE (San José State University); Reyes Quezada, Co-Chair of Fall 2023 Conference Planning Committee, Editor of *Teacher Education Quarterly* (University of San Diego); and Daniel Soodjinda, CCTE Board Member (California State University, Stanislaus).

If you have questions or suggestions related to the Fall 2023 Conference planning and implementation effort please email:

[jfabionar@sandiego.edu](mailto:jfabionar@sandiego.edu) or [rquezada@sandiego.edu](mailto:rquezada@sandiego.edu)



## Tentative CCTE Fall 2023 Conference Program

### Wednesday, October 18:

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

### Thursday, October 19:

9:00 a.m. to 10:30 a.m. - <b>Association of Independent California Colleges and Universities-Education (AICCU-ED).</b>	Coronado Room
9:00 a.m. to 10:30 a.m. - <b>California Association for Bilingual Teacher Education.</b>	La Jolla Room
9:00 a.m. to 10:30 a.m. - <b>California Association of Professors of Special Education (CAPSE/TED).</b>	Point Loma I & II
10:00 a.m. to 11:00 a.m. - Meeting of the <b>CCTE Graduate Student Caucus.</b>	Del Mar Room
10:45 a.m. to Noon - Joint Meeting of the	Point Loma I & II

**Association of Independent California Colleges and Universities-Education**  
**California Association for Bilingual Teacher Education**  
**California Association of Professors of Special Education/Teacher Education Division**  
**California Association of School-University Partnerships**  
 With Staff from the **Commission on Teacher Credentialing**

11:00 a.m. to 11:30 a.m. - <b>Newcomers Meeting and Orientation.</b>	Del Mar Room
11:45 a.m. to 12:15 p.m. - Pick up Box Lunches, for those who ordered them.	Point Loma Foyer
11:45 a.m. to 12:45 p.m. - Meeting of <b>CSU Ed Prep Leaders</b>	La Jolla Room

Noon to 1:00 p.m. - Meetings of First Four **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.** Point Loma I & II

Introductions & Organizational Updates:

Conference Orientation by Fall Conference Co-Chairs **James Fabionar & Reyes Quezada** (University of San Diego)

**Keynote Address: Miguel Zavala** (California State University, Los Angeles).

“The Movements for Ethnic Studies in K-12 California Schools: Tensions, Possibilities, and Lessons for Transforming Teacher Education.”

Followed by Response Panel.

3:15 p.m. to 4:15 p.m. - **First Policy Session.** Point Loma I & II

Conversation with staff of the Commission on Teacher Credentialing moderated by CCTE Policy Committee

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 20:

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. - Information Meeting of the <b>CCTE Professional Development for Mentor Teachers Committee (PD4MT).</b>	Point Loma III

8:30 a.m. - Continental Breakfast for All Conference Registrants. Point Loma I & II

9:00 a.m. to 10:30 a.m. – Friday Morning Session. Point Loma I & II

Panel Conversation on Conference Theme Featuring Representatives from Five School Districts.

“On the Ground: Principled Exemplars of K-12 Ethnic Studies Implementation.”

10:45 a.m. to 11:45 a.m. - **Table Talks.** Point Loma I & II

Noon to 1:15 p.m. - **Conference Awards Luncheon.** Cabo Courtyard

1:30 p.m. to 2:45 p.m. - **Concurrent Research Roundtables.**

Six Roundtable Sessions – Point Loma II, Point Loma III, Coronado Room, La Jolla Room, Bay Room, Del Mar Room

3:00 p.m. to 4:00 p.m. - **Second Policy Session** Point Loma I & II

Discussing work of the **CCTE Policy Committee** and plans for the **CCTE 2024 SPAN Conference.**

4:15 p.m. to 5:30 p.m. - **Meetings of Four CCTE Special Interest Groups.**

Credential Program Coordinators, Equity and Social Justice, Technology and Teacher Education, & Undergraduate Teacher Education

6:00 p.m. to 7:30 p.m. - **Poster Session.** Point Loma I, II & III

### Saturday, October 21:

8:30 a.m. - Continental Breakfast for All Conference Registrants Point Loma III

9:00 a.m. to Noon. - **Saturday Conference Session on Implementation of Ethnic Studies.** Point Loma III

Noon - Lunch Meeting of the CCTE **New Faculty Support Program** Participants Del Mar Room

## California Council on Teacher Education Fall 2023 Conference Registration

Please use this form to register for the Fall 2023 CCTE Conference, October 19-21;  
Or if you wish to pay by credit card, use the on-line portal on the “Conferences” page of the CCTE website ([www.ccte.org](http://www.ccte.org)).

Name \_\_\_\_\_

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

Telephone \_\_\_\_\_

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

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

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

#### **On-Site Registration—for persons wishing to attend the Conference at the Kona Kai Resort in San Diego**

Check the Appropriate Category:

- Basic Registration - \$445
- Special for P-12 Educators - \$345
- Special for Part-Time Faculty - \$325
- Special for Retired Educators - \$300
- Special for Students - \$150
- Special for 4 or more registrants from the same institution - \$425 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) - \$50
- California Association for Bilingual Teacher Education Meeting (Thursday) - \$50
- California Association of Professors of Special Education Meeting (Thursday) - \$50
- Thursday Noon Box Lunch - \$50

#### **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 - \$295
- Special for P-12 Educators - \$225
- Special for Part-Time Faculty - \$200
- Special for Retired Educators - \$150
- Special for Students - \$100
- Special for 4 or more registrants from the same institution - \$275 each (submit a form for each with combined payment)

Additional 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) - \$30
- California Association for Bilingual Teacher Education Meeting (Thursday) - \$30
- California Association of Professors of Special Education Meeting (Thursday) - \$30

**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 2023 Conference” page of the CCTE website: [www.ccte.org](http://www.ccte.org)  
For our records those using the on-site portal are also asked to complete and email this registration form to: [alan.jones@ccte.org](mailto:alan.jones@ccte.org)



## Update from AICCU-ED

By **Deb Erickson**  
President of AICCU-ED  
*Point Loma Nazarene University*

AICCU-Ed represents the private institutions of higher education who prepare almost half of the credentialed educators in California; we are pleased to be an associated organization of the CTE. We're looking forward to seeing our members at the fall conference in October. During our meeting, we will be discussing ideas for future priorities of AICCU-Ed; as well, we will be discussing policy, action, and advocacy pertinent to the private IHEs. Please join us and give input as to the direction and issues AICCU-Ed will tackle during the upcoming year.

In addition, AICCU-Ed has several opportunities for our members:

### CTC Commission Meeting Prep

- These meetings enable our members to review the upcoming CTC agenda and provide input on each item's impact on independent colleges and universities across the state.

### CABTE Collaboration

- This is an opportunity for our members to get support and/or give input on bilingual authorizations.

### Working Groups

- These ongoing groups provide a forum to focus on a specific topic:
  - Residencies (Facilitator: Eugenia Mora-Flores)
  - Subject Matter (Facilitator: Darrell Banks and Keith Walters)
  - PK-3 (Facilitator: Kelly Vaughn)
  - Literacy Standards (Facilitator: Anita Flemington)

### CalTPA Support

- These support sessions provide an overview of the CalTPA cycles and are posted on YouTube.

If you have a specific interest and would like to facilitate a group, please contact me at

derickso@pointloma.edu

Again, we're looking forward to continuing our work together in service of education.



## CABTE Report

By **Eduardo Munoz-Munoz**  
CABTE President  
*San Jose State University*

◆ CABTE is excited to welcome Dr. Clara Amador-Lankster (National University) as the new president elect, and celebrate the reelection of Dr. Reyna García-Ramos (Pepperdine University) as our secretary. Onwards!

◆ CABTE's board is also enriched by the addition of new members: Dr. Iván Montes (Alder Graduate School of Education), Dr. Danna Moreno (University of California, Santa Cruz), and Dr. Joy Ee (Loyola Marymount University). Together, stronger!

◆ Our recent retreat discussed a focused approach to the short term and long-term goals, with an emphasis on organizational efficiency.

◆ Check out our new website! ([www.cabte.org](http://www.cabte.org)). Thank you, Dr. Nirmla Flores, for your coordination efforts!

### CABTE Strategy:

◆ In our recent retreat we also discussed the development of sustainable partnership with California EL-focused organizations. Meetings to explore common ground and action with these organizations are forthcoming.

### CABTE Advocacy:

◆ CABTE is continuing to discuss how to best support the field in the implementation the new Bilingual Teacher Performance Expectations, entering into effect in September 2023. As such, we are preparing pedagogical audiovisual materials to be disseminated in the field.

### CABTE Scholarship:

◆ We celebrate the publication of a timely article in *Language and Education* by our members Drs. Adam Sawyer and Fernando-Ferran Rodríguez-Valls: "I found comfort in Spanglish: Translanguaging and the linguistic experiences of bilingual teacher candidates in rural California."



# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 34, Number 3, Fall Issue, September 2023, Section 3—CCTE Activities**

Terrelle Sales (Pepperdine University), Editor

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

## Introducing NAFOC New and Aspiring Faculty of Color

By **Heather Michel**  
Co-Coordinator of NAFOC  
*CalStateTEACH*

The New and Aspiring Faculty of Color (NAFOC) group within the California Council on Teacher Education was started in 2022 and is an extension of the New Faculty Program supported by CCTE. NAFOC demonstrates the CCTE's commitment towards addressing diversity and representation in both the K-12 and the higher education spaces. NAFOC is co-coordinated by Heather Michel of CalStateTEACH and Terrelle Sales of Pepperdine University, with additional guidance from Ernest Black at CalStateTEACH. Membership in the NAFOC currently includes 15 faculty members and district leaders, two of whom have moved into higher education positions since the group's inception. The group meets virtually from 11 a.m. to Noon on the first Friday of each month and face-to-face at a Saturday luncheon during the annual CCTE Fall Conference in San Diego. Topics and discussion include conference presentation preparation, CV and cover letter review, interview tips, and broader topics including imposter syndrome, navigating white spaces, and DEI disruption and equity work. If you are interested in supporting or joining NAFOC, attending a session, or know of someone who might benefit from NAFOC membership and participation, please reach out to Heather Michel, at [heathermichel@calstateteach.net](mailto:heathermichel@calstateteach.net) or 619-813-4361.

Current NAFOC participants are:

Carol Battle, Administrative Faculty, High Tech High School of Education

Tracy Dennis, Assistant Professor, California State University, Northridge

Anay Fereshetyan, Instructional Coach with Fresno Unified School District and Adjunct Professor at National University

Ebony Hailey, Program Manager, Fresno Unified School District and Adjunct Faculty at National University

Loretta Johnson-Smith, Assistant Professor, Mount Saint Mary's University

Cindy Li, Assistant Professor, Pacific Oaks College

Shaylyn Marks, Assistant Professor and Director of Teaching Credentials, California State University, Bakersfield

Stephanie Morgado, Education Consultant

Mark Nguyen, Assistant Professor, National University

Tess Reid, Program Manager, Fresno Unified School District and Adjunct Professor at National University

Brice Scott, High School Principal in Los Angeles Unified School District and Adjunct Faculty at National University

Annie Song, Instructor, Los Angeles County Office of Education and Supervisor at California State University, Los Angeles

Gladys Viallueva, Professor in Residence, California State University, Fresno

Ana York, Assistant Professor, California State University, Stanislaus

# CCTE Committees

## *An Invitation to Get Involved*

The California Council on Teacher Education (CCTE) has several standing and special 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. Committee Chair: Shadi Roshandel (California State University, East Bay).

**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. Committee Chair: Sarah Johnson (Fresno Pacific University).

**JEDI Committee:** The CCTE Committee on Justice, Equity, Diversity, and Inclusion explores and recommends policy and action to the Board of Directors and membership. Committee Chair: Eric Engdahl (California State University, East Bay).

**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. Committee Co-Chairs: Deborah Hamm (California State University, Long Beach) & Mona Thompson (California State University, Channel Islands).

**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. Committee Co-Chairs: Cynthia Grutzik (San Francisco State University), Nicol Howard (University of Redlands), & Pia Wong (California State University, Sacramento).

**Professional Development for Mentor Teachers Committee (PD4MT):** The Professional Development for Mentor Teachers Committee coordinates and develops programs for professional development of supervisors and mentor teachers. Co-Chairs: Virginia Kennedy (California State University, Northridge) & Melissa Meetze-Hall (San Bernardino County Superintendent of Schools).

**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. Co-Chairs: Marni Fisher (Saddleback College) & Kimiya Maghzi (University of Redlands).

If you wish to join any of these committees, or the special committees involved in planning each CCTE semi-annual conference, please contact the committee chairs or email CCTE Executive Secretary Alan Jones at: [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

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

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

For purposes of this support program, a new faculty member is defined as any person who is in their first five years of employment as a teacher educator, 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](mailto:alan.jones@ccte.org).

Applications will be accepted and considered at any time.

Also, within the CCTE New Faculty Support Program a special support group entitled “New and Aspiring Faculty of Color” has been initiated and is coordinated by Heather Michel at CalStateTEACH and Terrelle Sales of Pepperdine 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 also 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 [heathermichel@calstateteach.net](mailto:heathermichel@calstateteach.net) for general information, scheduling, and questions. Also check out the description on page 12 of this newsletter.

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 a similar meeting is scheduled for the CCTE Fall 2023 Conference, again at noon on Saturday.

## CCTE Associated and Affiliated Organizations

There are nine 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)**

**Supervisors of Teacher Education Network Team (STENT)**

The “affiliated” organizations are:

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

**Association of Teacher Educators (ATE)**

**Californians Together (CalTog)**

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 in San Diego 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. Those SIGs which choose to will also meet at the beginning of the Spring SPAN Conferences in Sacramento.

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.

## **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 participation in and 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 by 50%. Other expenses related to attending the Conference will remain the responsibility of the student. In years when more students apply than there are funds available for support in the CCTE Graduate Student Fund, priority will be given to doctoral students over masters students, and additional preferences will be based on how close students are to completing their degree programs.
5. No more than five students will be awarded support per year from any given institution, again with preferences among applicants based on level of degree sought and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.
6. It is not guaranteed that all of the Conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all participants in the program will still be committed to attend the Conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the Conference poster session, and the Research Committee is asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

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

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



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

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

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

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

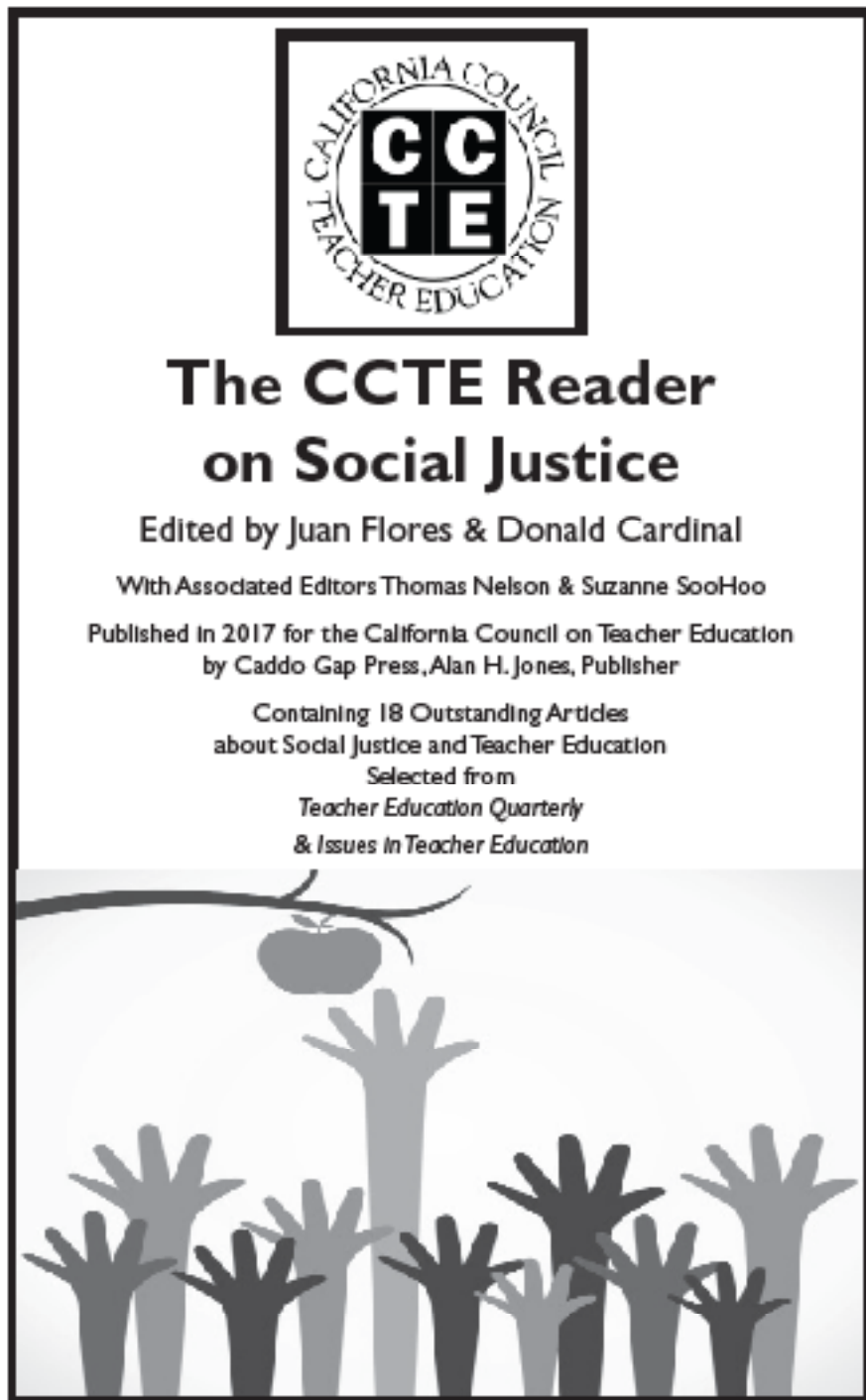
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

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

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

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

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





# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 34, Number 3, Fall Issue, September 2023, Section 4—Articles from the Field**

Terrelle Sales (Pepperdine University), Editor

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

## Articles and Reports

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

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

In this issue of the newsletter you will find on the following pages an article submitted to the newsletter:

### **Curricula for Personal and Professional Transformation in Pre-Service Education**

By Susan Ross & Talya Drescher

See pages 19-23

## **Be Sure to Check the CCTE Website Regularly**

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

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

You will find news, announcements, membership information, previews and retrospectives on our semi-annual conferences, policy updates, and invitations for participation in such programs as the CCTE New Faculty Support Program, the CCTE Graduate Student Support Program, and the CCTE PD4MT 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.

# Curricula for Personal and Professional Transformation in Pre-Service Education

By Susan Ross & Talya Drescher

Data from the California Department of Education (CDE) (2018) indicates that teachers serve nearly 800,000 students with diagnosed disabilities in the State of California. Education specialist licensure program graduates work closely with students and their families who have a wide range of physical, cognitive, and physical disabilities including autism spectrum and attention deficit hyperactivity disorders, to name a few. In order to meet credentialing standards and effectively help children and families, our pre-service teachers must be capable of assessing and managing complex challenges such as navigating legal timelines, working through communication differences and conflict resolution as well as knowing how to differentiate instruction to meet the diverse needs of today's classrooms.

In order to prepare our students to develop the knowledge, skills, and capacities to meet these challenges, California State standards, which drive the curriculum, require a rigorous year-long post-baccalaureate licensure program which includes both coursework and clinical practice. Although the program prepares our students professionally, the typical curriculum is ill-equipped to guide our students through the inevitable psychological challenges that emerge during teacher training, let alone the perils that tend to happen after graduation which can be reflected in high rates of attrition in the teaching profession, most notably among special educators (Carver-Thomas & Darling-Hammond, 2017).

The purpose of this brief is to introduce a Figure-8 Model of a Complete Transformation (Ross, 2017) that can be used by students and educators to improve pre-

service teachers' success during teacher preparation and during induction. This brief begins with an overview of transformation and the Model of a Complete Transformation and then maps the students' transformation from the time that they begin considering a teaching career.

## Summary of the Figure-8 Model of a Complete Transformation

Change is an essential part of the process of transformation but is not equivalent to transformation. Transformation is a process that causes a structure fundamental to functioning—namely the ego, mind, or body—to be rearranged, which results in an entirely new identity, behaviors, capacities, and relationships (Ross, 2020a). We can observe transformation in higher education when our students begin studies in their major and grow to become professionals capable of being responsible for leading, teaching, and decision-making that affects the lives and wellbeing of others.

Ross' (2008) seminal research reports that transformation unfolds across thirteen overlapping and successive phases that follow a pattern of a figure-8 consisting of an upward and downward cycle (see Figure 1 on next page). The upper circle consists of life-changing experiences that are well-known as the Hero's Journey by Joseph Campbell (1949/1968) and the lower depicts the integration of the peak or transformative high. Although life-changing experiences occur to everyone at least a few times across one's lifespan, a person who does not complete the lower half of the Figure-8 will not transform (Ross, 2020b). Faculty who design curricula and psychosocial support for students across the entire trajectory of transformation are in a better position to make long-lasting contributions to the wellbeing and success of our students, professions, and communities.

## Mapping the Student's Transformative Learning Journey

A map while driving helps us to recognize signs and signals in our environment so that we can arrive at our desired destination. Just as our curriculum is designed to equip students with knowledge and skills for success, the Figure-8 Model helps students to make sense of uncomfortable experiences (and subsequent feelings) that arise during the travails of obtaining a degree. It is common for example, for students to have self-doubt when they first meet the children at their teacher training site or thoughts of 'giving up' when personal problems collide with mounting

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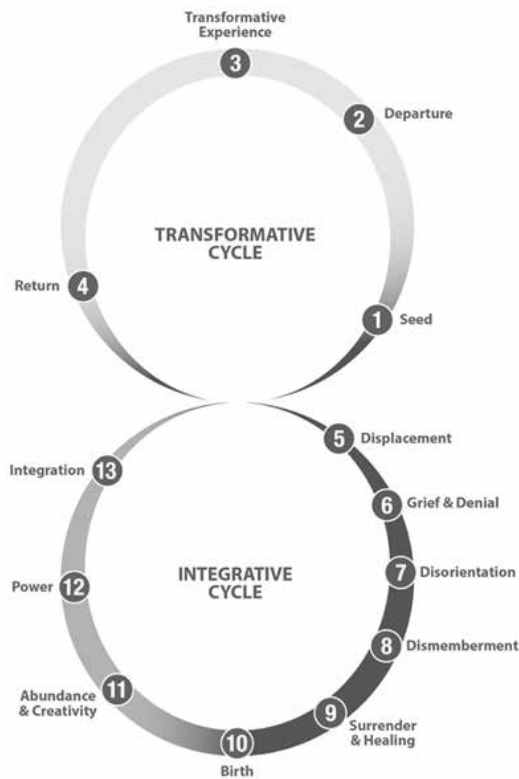
Dr. Susan Ross is an Associate Professor of Recreation Therapy at San Jose State University specializing in Recreation Therapy. Research about the Figure-8 Model of a Complete Transformation is at <https://www.researchgate.net/profile/Susan-Ross-12>. The Figure-8 Model is also described in a book (Ross, 2020c) for lay audiences titled, *The Map to W: Real-life Stories of Crisis, Change and Reinvention* ([www.suzyross.net](http://www.suzyross.net)). E-mail address: [susan.ross@sjsu.edu](mailto:susan.ross@sjsu.edu)

Dr. Talya Drescher is an Assistant Professor of Special Education at California State University, Channel Islands. Prior to her appointment at CSUCI, she had over a decade of experience as a K-12 special educator in Los Angeles area public schools. Her primary areas of research include co-teaching in pre-service programs and the use of mixed reality simulation in post-secondary education. E-mail address: [talya.drescher@csuci.edu](mailto:talya.drescher@csuci.edu)

# Curricula for Personal and Professional Transformation in Pre-Service Education

(Continued from Previous Page)

Figure 1



pressures of a major project deadline.

To illustrate how students might progress through the process of transformation, Dr. Drescher draws upon 24 years as an educator to describe her anecdotal observations of students' experiences (Table 1). With exception to the Table header, we will refer to the pre-service teacher as 'student' because the pre-service teacher is a student in a post-baccalaureate program.

## Student Experiences of Each Phase of Transformation

### Phase 1: Seed

**Description:** The seed that rests within the unconscious—and contains the latent yet complete version of the new self—awakens. The student feels drawn towards a promise of a new and different life.

**Student Experience:** *The "seed" is planted when a student begins to explore options regarding becoming a teacher. This might be in the form of taking a survey course, going to*

*information sessions, or getting a school-based job where they can observe the role of the teacher. This is an exciting and curious time where possibility is in the air, exploration allows for multiple pathways and the student begins to imagine themselves as a professional, working in the field.*

### Phase 2: Departure

**Description:** The student chooses a major and leaves what is familiar, what they have always known, to embark on a journey of self-discovery.

**Student Experience:** *The student has hopes of becoming a teacher and the anxieties that come with the decision to take a leap of faith and open the door by applying to a licensure program. The transformation is underway as the student can now envision themselves in the role of a teacher and is actively taking steps to make it a reality.*

### Phase 3: Transformative Catalyst

**Description:** The student encounters an experience or experiences that are life-changing. There is a harmonious sense of "everything is right or as it should be." The student has a sense that they will never again be the same and views much of what they encounter through a positive and hopeful lens.

**Student Experience:** *The acceptance letter acts as a catalyst; it is the door on which one side is the exploring student and the other side is the future teacher. This is a distinct moment in time in terms of the identity of the student. Walking through the door, metaphorically, means that one is leaving the search behind and confidently walking toward the future.*

### Phase 4: Return

**Description:** Positivity and the 'high' of being selected for the licensure program eventually begin to wear down as the student begins to understand the curricular demands that lie ahead.

**Student Experience:** *The start of the academic licensure program marks the solidification of the new identity. The "student" or "applicant" is now a "pre-service teacher" and with that title comes pride, a clear plan in terms of course work, and future career.*

—continued on next page—

# Curricula for Personal and Professional Transformation in Pre-Service Education

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## **Phases 5 & 6: Displacement, Grief, and Denial**

**Description:** For a brief period, the student feels out of place; “Do I really belong here?”; and then undergoes a fluctuation between sadness and denial (e.g., sad that they have less free time and denial regarding the responsibilities to which they must now adjust).

**Student Experience:** *Being a pre-service teacher means that the “outdated self” must be left behind in order to nurture the self as a budding professional. This means adjusting to new social norms at school in order to be successful (such as dress code and accountability) and stepping back from long-standing friendships. Clothing and punctuality are surface level shifts that can be seen, but underneath, emotional shifts are taking place too. These types of adjustments leave many pre-service teachers with a subtle or obvious sense of loss. At times, he or she might, in a moment of denial, abandon class responsibilities so as to indulge in a weekend of fun with family and friends.*

## **Phase 7: Disorientation**

**Description:** Underneath the surface that often evades conscious awareness, students undergo an identity crisis. Students might observe, for example, that family members and childhood friends treat them in familiar ways, yet inside, the student feels increasingly different and more independent (e.g., “The person I am at school is not the same as the person I am ‘at home’. When I’m at home surrounded by my friends from the past...then what?”).

Torn between past allegiance and the comforts that come along with long-term relationships and the need to be true to the emerging self cause inner dissonance. This inner struggle might show up as an ongoing sense of agitation, unrest, confusion.

**Student Experience:** *This phase is particularly challenging because those from old circles- family and friends- still treat the pre-service teacher the same in terms of expectations. There might be the expectation that the annual two-week winter holiday is honored just as before and yet the pre-service teacher is carrying a new academic and emotional load; the ability to celebrate no longer looks or feels as it did prior to their licensure program. They might simply not have the time to participate or they may be elsewhere in terms of their thoughts and priorities. One might say that the pre-service teacher is torn between worlds.*

*In our department, we have an understanding that November is particularly challenging for pre-service students. This is a time of the academic year where both feet are on the ground in terms of coursework and clinical practice, collegial groups have been made to support one another and they find their time consumed by school and student teaching.*

## **Phase 8: Dismemberment**

**Description:** Life circumstances cause the student to lose a sense of control and to descend into a deeply distressing period of darkness, loss, and coming to terms with inner truths. The student might question, “If you asked me how I was, I couldn’t even really tell you. I had nothing to say, I was blank.” There is real a sense of just trying to survive. I’m leaving everything that I know... right now. I don’t know where I’m going to go.”

**Student Experience:** *The end of the semester is in sight, but simultaneously, final projects are near due and responsibility in clinical placement are becoming more demanding. At the same time, it’s a time of year where in the past they might have been planning for the upcoming holidays, planning for vacation and looking forward to a relaxing time sharing with family and friends. Not coincidentally, this is the time of year, we might hear students questioning their future as a teacher or expressing anger, denial, and grief at their loss of free time, and in essence, the way their life used to be.*

*The feeling of overwhelm is common during this time. The light at the end of one tunnel (semester 1) is coming closer but the darkness of the second tunnel (semester 2) is just on the other side. The excitement and pride in completing one term of a yearlong program is met by the anxiety of returning for the second term. The pre-service teacher has no calm at this time; they don’t know how to feel.*

## **Phase 9: Surrender and Healing**

**Description:** The student encounters circumstances that ask them to rise to a challenge that is extremely scary or intimidating and requires that they choose a healthier action. This choice ends a long-held dysfunctional pattern. Students begin receiving the type of support, understanding, success, and camaraderie they have longed to achieve. The student might say, “I was stuck and I couldn’t even explain why it was there. But now I am facing my fears.”

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**Student Experience:** *Semester two begins and the anxiety tends to fall away; resignation and planning for the second half of the experience takes hold. There is understanding of the challenges in coursework and student teaching; it's not going to be easy, but it's doable and the end is closer than the beginning. Pre-service teachers' relationship with the mentor often shifts at this mid-year point from observer to apprentice/colleague. Questions indicate understanding of the teaching practice as they are more clearly able to relate what they see in clinical practice to how they envision themselves as a teacher. Sometimes, especially in the case of education specialists who experience two clinical placements, this marks the beginning of the second placement. The switch, for some, indicates a fresh start and a shift from student-apprentice to student-teacher.*

## **Phase 10: Birth**

**Description:** The student has the first experience of "I have arrived."

**Student Experience:** *Oftentimes, at this point, relationships with classmates, mentors and students have taken shape and the pre-service teacher begins to see the fruit of their labor. Perhaps a child writes a paragraph about their winter break when only a few short months before, they struggled to string together words to make a coherent sentence. Maybe a mentor teacher asks for help in lesson planning based on observations and is eliciting advice on how to move forward with a challenging topic that needs to be taught.*

## **Phase 11: Abundance and Creativity**

**Description:** The student receives support, resources, and relationships to engage in creative endeavors which he or she loves that causes feelings of confidence, "I feel good about myself, it's really weird, I feel good about myself and strong." And others might feel an internal barrier towards progress that they know deep inside, must be overcome: "While I wish I didn't have to do this...., I know I must," or "I know I cannot do this any differently. I must move forward."

**Student Experience:** *New opportunities to apply knowledge toward the betterment of young people increase self-esteem in the student teacher as they begin to latch onto the notion that their presence is making a difference. We might see renewed interest in creating engaging lessons or interest in structuring time to allow for the blossoming of relationships with students and colleagues. This time can feel like a burst*

*of energy or if visualized in the imagination, might look like more vibrant colors than only months before.*

## **Phase 12: Power**

**Description:** The student awakens to the self with greater understanding of their gifts, work, and relationships. They might say, "I don't talk to any of my old [less-healthy] friends... they're gone. I am capable and confident to face this challenge on my own."

This phase of transformation affords self-assuredness that says, "I feel like I don't have to overextend myself to prove my worth and capacities. I feel supported for the first time."

**Student Experience:** *The pre-service teacher has realized the power of teaching; the power of helping a student learn something new, the ability to successfully moderate a conflict on the playground, and the knowledge that their hard work and efforts have paid off in gold, for themselves and for the student in their charge (i.e., students that the teacher supervises/mentors). They begin to apply for jobs for the following school year. They aren't yet finished with their academic or clinical program, but success is now within grasp.*

*The time has come for scheduling interviews and choosing a place to work. It is time to complete the transformation and see to it that the "pre-service" experiences of the past year become "in-service" experiences.*

## **Phase 13: Integration**

**Description:** The initiate enjoys an inner state of homeostasis, balance, harmony, and bliss that permeate his or her outer life circumstances.

"Now, I like to be alone. I am 'ok' with being alone—I can actually be alone. I realize now that I can always go find people."

"It was the first time in my life where everything was aligned at the same time. I knew it was rare. I wanted to savor it while it lasted."

**Student Experiences:** *The student has completed exams, submitted forms for graduation, invited family members to the ceremony, and celebrated with friends. It is bittersweet and even scary to soon say goodbye to all that is familiar. Graduation is the only threshold standing between the student and their future career and life. Graduation day*

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comes to pass. The student teacher has become the teacher; all the learning experiences of the past year culminate and a professional teacher is born. The caterpillar has become the butterfly.

## Implications

As a result of observing her students' tumultuous journey, an attempt is being made to directly address the challenges of transformation preemptively. At the beginning of the school year for example, students will be appraised of the psychosocial challenges that will likely lie ahead. Students will be purposefully encouraged to share in writing and verbally in the classroom about their challenges and celebrations intellectually, interpersonally, and emotionally. The curriculum asks students to engage in self-reflection, meaning-making, and personal growth. Although the primary purpose of education is for students to learn academic content, the psychosocial challenges of the students' underlying transformation is arguably a hidden curriculum (Jackson, 1968) that merits direct attention and integration into the classroom. Use of the empirically-based Figure-8 Model as a framework to communicate the transformative journey (Ross, 2020c) to students aims to legitimize, address, and guide students through the transformational process.

## Future

In the coming year, the authors intend to create and study a transformation curriculum to be piloted in a university seminar course that coincides with field and coursework. The authors hope that this project can help students to better navigate the psychosocial emotional challenges that come with being a pre-service teacher. The research will include two focus groups and students' use of a Transformation Workbook designed to deepen critical self-reflection and to share their experiences in community. The study examines how use of the Figure-8 Model when integrated into the curriculum, affects the students' psychosocial wellbeing, success at their clinical placement, satisfaction with the curriculum, and learning outcomes.

## Call to Action

The authors are seeking teacher educator volunteers interested in serving as a pilot site to either participate in a study and/or use the Transformation Workbook. The goal of the workbook is to support the students' success by introducing them to the Figure-8 Model, explaining the process of transformation from the perspective of Special Education, and providing exercises, reflections, and activities designed to facilitate personal growth.

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