



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 34, Number 4, Winter Issue, December 2023

Terrelle Sales (Pepperdine University), Editor

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Please Plan to Attend the CCTE Spring 2024 SPAN Conference
March 11-12
The Citizen Hotel, Sacramento
(and virtually)

See Conference Preview, Registration Form, and Call for Research Proposals
(pages 6-8 of this newsletter)



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Meeting the Moment With Courage, Compassion, and Care

A Message from CCTE President Betina Hsieh

In my notes from our recent CCTE Fall 2023 Conference, “The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change,” I wrote this question, “How are you embodying and enacting humanization in your work with teacher candidates?” This is a challenging but important question that I have thought about often since the Conference. As I considered the frameworks offered by Dr. Miguel Zavala in his opening keynote, around principles of ethnic studies through community responsiveness, epistemic grounding, and systemic change, I kept returning to his words that “ethnic studies is about healing.” I also held these words in my mind and heart, as I listened to the presentations of classroom teachers, district leaders, and university collaborators in the Friday keynote panel led by Dr. Allyson Tintiango-Cubales and including brilliant educators from throughout our state. For me, this “non-traditional” second keynote embodied Dr. Zavala’s framework principles in action. The partnership of teachers and leaders from Fresno Unified School District, Jefferson Elementary School District, Oakland Unified School District, San Diego Unified School District, and Santa Barbara Unified School District with faculty members in local teacher preparation and/or ethnic studies programs, reminded me how much we have to learn from one another as we meet the “ethnic studies moment in California public education” and how much we can find hope when we look to our K-12 colleagues doing the work in schools and communities.



Hope and healing are particularly precious to us in the current times in which we are living. Just prior to the start of the conference, the CCTE board of directors released a statement regarding human rights violations in the Middle East. In the subsequent two weeks since this statement was released, we have seen ongoing and escalating violence in Gaza, with the number of Palestinian children killed increasing at least 5 fold to nearly 4,000 at the time of this writing, according to the World Health Organization of the United Nations. As we noted in our initial statement, “Injustice anywhere diminishes us all as humans, beyond borders, labels, and creeds. As educators we have dedicated our lives to support education and students from various backgrounds, and this desire extends to all countries in the world, including those in the Middle East. Our work supports democracy, access, inclusion, basic freedom, and human rights, which are aspirations for humankind across nationalities.” The statement, as all our statements aim to do, includes resources for teaching about and supporting youth impacted by ongoing violence and displacement, which we know is not limited to Gaza and Iran, as we witness these situations also in Sudan, Congo, Ukraine, Armenia-Azerbaijan, and against ethnic communities in China and Myanmar.

As (teacher) educators who care deeply about humanity, children, and families, we are called upon to meet this moment with courage, compassion, and care, for the children

—continued on next page—

A Message from CCTE President Betina Hsieh

(Continued from previous page)

and families impacted by this time of global crisis, as well as those impacted by ongoing issues of personal, local, regional, and national concern. We are called to embody and enact humanization in our work. This requires us to engage with one another in ways that recognize our shared humanity and to be willing to listen to and center the voices of those most impacted by contexts of harm, by loss, and by trauma. It also requires us to hold on to counter-narratives of hope and beauty within devastating times of loss to sustain us and remind us of the power of community.

These times may push us out of our own comfort zones, to consider perspectives that challenge deeply held beliefs and loyalties, and ask us to take difficult stances; however, I urge each of us to consider how we are continually using our privilege and positions to create more humanizing, inclusive, equitable, and just space for those who are suffering. I also remind us that we can simultaneously hold space for the humanity of many groups of people, but we cannot do so if we allow for human rights violations against (and mass dehumanization of) any group of people. We, as educators, have a profound responsibility to enact and embody changes in the world we wish to see, in the spaces and on the lands we occupy, to build together towards a better future.

Returning to Dr. Zavala's keynote, while our work must be community responsive, epistemically grounded, and work towards systemic change, it can begin with our individual

commitments to healing and building healing-centered spaces. I hope that in this season, in which the weight of individual and collective human suffering can feel so great, we can make space for ourselves, the students with whom we work, our colleagues, and our communities, to move towards healing, collective building, and a more just world. May our words, actions, and support for one another in the spirit of shared humanity be an example to those we serve.

On a final and more concrete note, in light of rising conference costs and challenging economic times for education throughout our state and our nation, we are launching a CCTE support initiative that asks our institutional and individual members and friends to make donations to CCTE, as well as to renew their memberships and sponsorships and support faculty in joining and attending our conferences. We know that this is a financially challenging time for many institutions and individuals, but we ask you to make whatever contributions you can and to act as CCTE advocates in your teacher education spaces, so that we can continue the work we have been collectively building towards in our lifetime as a professional organization. We thank you in advance for your support.

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

An Appeal to CCTE Members, Delegates, and Friends

The California Council on Teacher Education (CCTE) is requesting that individual members, individual delegates, institutional members, and all friends of the organization provide financial assistance if you are able to help assure that CCTE can maintain its usual level of activity and service throughout the current academic year. This appeal is being made because ongoing increases in hotel costs at both our Spring 2023 SPAN Conference and our Fall 2023 Fall Conference exceeded our budgeted expectations, leaving us with an unpaid balance due as well as insufficient funds to support our usual activities from now until our next membership renewal cycle in June of 2024.

We hope that voluntary contributions from our members and friends will allow us to meet current and ongoing needs this year while we recalibrate our budget planning in line with current conference costs so as to assure that next year's budget is appropriately balanced.

On the CCTE website (www.ccte.org) you will find "join or donate" in the menu at the top of the home page. That menu choice will take you to the membership page, where the initial entry below the introductory text provides four options for making a contribution: a donation appeal/form for individuals, which can be printed out and mailed in with a check; an on-line donation portal for individuals which can be used to contribute using a credit card; a donation appeal/form for CCTE member institutions, which can be printed out and mailed in with a check; and an on-line donation portal for member institutions which can be used to contribute using a credit card. We invite you to use any of those four options to make whatever contribution you are able.

Thank you in advance for your support of CCTE. All donations will be acknowledged by an email letter of thanks. CCTE is a recognized 501c3 tax-exempt organization so any donations you make are eligible if you itemize deductions when filing your tax returns.

—Betina Hsieh, Karen Escalante, Eric Engdahl, & Alan H. Jones
CCTE Executive Committee

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 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 monthly Zoom Committee meetings for this academic year has started. To get involved contact Committee Chair Sarah Johnson or CCTE Executive Secretary Alan H. Jones if you are interested in joining us!

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 2024 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 2024 issue is February 15. Email your submissions to Terrelle Sales (see above).

CCTE Conferences in 2024

Spring 2024

March 11-12

The Citizen Hotel

Sacramento

(and virtually)

Theme:

Spring Policy Action Network

Fall 2024

October 17-19

Kona Kai Resort

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 (CCTE) as we move forward with our 2023-2024 membership year, which began July 1, 2023, and extends to June 30, 2024:

Membership & Sponsorship

We currently have 65 institutional members of CCTE for this 2023-2024 membership year, with a few additional institutions still expected to renew their memberships. We also have 32 individual members this year

In addition during the 2023-2024 year we continue to benefit from annual co-sponsorships of CCTE by 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, and the School of Leadership and Educational Sciences at the University of San Diego. 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

This 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), the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), and the Supervisors of Teacher Education Network Team (STENT) as CCTE associated organizations. These ten 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 CCTE Vice Presidents, Kimberly White-Smith and Michael Cosenza, serve as our primary liaisons with those national organizations. In addition, CCTE is an affiliated member of Californians Together (CalTog), an advocacy organization on behalf of bilingual education and

English learners, and former CCTE Board member Grace Cho is our liaison with CalTog.

Semi-Annual Conferences

The Fall 2023 CCTE Conference took 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 a retrospective about the Conference in this newsletter.

A preview of the Spring 2024 Spring Policy Action Network (SPAN) Conference to be held March 11-12 in Sacramento also appears in this newsletter, along with the registration form and call for research proposals.

And an early preview of the Fall 2024 Conference is also included in this newsletter. We hope all CCTE members and friends will participate in each of the conferences.

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 which includes the New and Aspiring Faculty of Color (NAFOC) group and the CCTE Graduate Student Support Program. These programs are available and open to all 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*. 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 4, Winter Issue, December 2023, Section 2—Conferences

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CCTE Spring 2024 SPAN Conference “Spring Policy Action Network”

**To Be Held March 11-12
On Site at The Citizen Hotel in Sacramento
and Virtually for Those Who Prefer**

By Cynthia Gritzik, Nicol Howard, & Pia Wong
Co-Chairs, CCTE Policy Committee
and Spring 2024 SPAN Conference Planning Committee

We are excited about the 7th annual California Council on Teacher Education (CCTE) Spring 2024 SPAN (Spring Policy Action Network) Conference on March 11 and 12. As is our custom, a major focus of the Conference will be our meetings with policy makers and policy shapers on the morning of March 12th. In preparation for that we have a number of new approaches that we are looking forward to implementing.

First, there are many new members on the education-related Senate and Assembly Committees in the California Legislature. Thus, we have an excellent opportunity to introduce CCTE and emphasize what a resource we can be as they engage in their new committee work.

Second, we are pivoting to a new modality—rather than conducting a survey of the CCTE community this year, we will be presenting three storylines related to: (1) coordinating investments in the teacher pathway; (2) strengthening support for Ethnic Studies implementation; and (3) elevating and legitimizing the role of mentor teachers. The Policy Committee is integrating input, evidence, and data gathered from CCTE members at the Fall 2023 Conference in October. “Stories” and corresponding evidence will be shared with the CCTE membership in December. The Policy Committee will then gather feedback in order to finalize the talking points at a pre-Conference meeting in February.

During day one of SPAN 2024 (March 11), Conference attendees will review these talking points in preparation for meetings with policy guests (legislators and legislative staff) on March 12th. We are excited about this new approach and look forward to your feedback and involvement as a collective to make our voices heard with policy makers.

The SPAN 2024 Conference schedule will also include time for SIG meetings, for associated organization meetings, for research presentations, and for dialogue with the Commission on Teacher Credentialing, as well as the late afternoon reception and social time on that Monday, and a closing session on Tuesday afternoon when results of the annual CCTE election will be announced.

Register for SPAN 2024 Now

Be sure to register for SPAN early, as we expect this conference to fill to capacity. Complete and mail in the SPAN 2024 registration form on the next page of this newsletter, or access the on-line registration portal on the CCTE website (www.ccte.org) if you wish to pay by credit card. Again this year there are both on-site and virtual registration options. If you will be attending the on-site conference and will need a guest room at The Citizen Hotel, please make your reservations by calling the hotel’s toll-free number at 916-447-2700. To receive the special group rate for the Conference, indicate that you are attending the California Council on Teacher Education Spring 2024 SPAN Conference (group # 877-781-8559) and provide the nights for which you wish to reserve a guest room. Guest room reservations need to be made by February 16 to receive the discounted group rate.

Call for Research Proposals

You are also encouraged to submit a proposal for a research presentation at SPAN 2024. See the call for proposals on page 8 of this newsletter. The Proposal deadline is January 15, 2024.

California Council on Teacher Education Spring 2024 SPAN Conference Registration

Please use this form to register for the CCTE Spring 2024 SPAN Conference, March 11-12;
Or if you wish to pay by credit card, use the on-line portal on the “Conferences” page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____ (include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

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

On-Site Registration—for persons wishing to attend the Conference at The Citizen Hotel in Sacramento

Check the Appropriate Category:

- Basic Registration - \$425
- Special for P-12 Educators - \$375
- Special for Part-Time Faculty - \$350
- Special for Retired Educators - \$325
- Special for Students - \$200
- Special for 4 or more registrants from the same institution - \$400 each
(please submit a form for each with combined payment)

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

Each category includes access to live-streamed Conference sessions via a link and password to be provided to each virtual registrant (check the appropriate category):

- Basic Registration - \$325
- Special for P-12 Educators - \$275
- Special for Part-Time Faculty - \$250
- Special for Retired Educators - \$225
- Special for Students - \$150
- Special for 4 or more registrants from the same institution - \$300 each (submit a form for each with combined payment)

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 “Spring 2024 SPAN Conference” page of the CCTE website:

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

Call for Research Proposals for CCTE 2024 SPAN Conference

The California Council on Teacher Education (CCTE) invites submission of research, practice, and policy proposals for the 2024 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 2024 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 2024 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 11 and 12, and the roundtable sessions will likely be held on Monday March 11. Following the Conference, written versions of presentations will be invited for publication in *CCTE's Spring 2024 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/CCTESPAN2024>

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

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

Deadline: Deadline for proposals for the 2024 Spring Policy Action Network Conference is January 15, 2024.

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 in the 2024 SPAN Conference.

Publication: Following the Conference, presenters will be invited to submit a written version of their presentation for inclusion in the *CCTE Spring 2024 Research Monograph*, which will be produced in PDF format and emailed later in the Spring to all CCTE delegates and members.

CCTE Fall 2023 Conference Summary

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

Last month, we had the honor and pleasure of chairing CCTE's 2023 Fall Conference in San Diego. We opened the event by celebrating the gathering's status as the nation's first-ever teacher education conference on ethnic studies. The Conference theme, "*The Ethnic Studies Moment in Public Education: Preparing the Field for Historic Change*," was a charge to shift teacher preparation to support successful implementation of ethnic studies in California schools.

In the month since the conference, we have had a chance to reflect on how well-aligned the activities to this charge were. Traditional markers of success were present: all general sessions, research sessions, special interest groups, workshops, and poster sessions were well attended. Beyond these, we observed a strong sense of community and collaboration and a commitment among participants to implement new ideas and practices.

We owe a huge debt of gratitude to all the attendees who contributed to making the conference such a stimulating and purpose-driven gathering. We are especially appreciative of the planning committee that guided our work over the last year and half: Betina Hsieh, Karen Escalante, Daniel Soodjinda, Grace Cho, Alan Jones, Jennifer Manglicmot, and Kelly León. Thank you, *muchas gracias*, and *maraming salamat po* for everyone's hard work and dedication.

Driving this year's conference was the belief that CCTE needs to be a leader in the state's effort to address systemic racism through ethnic studies in public education. Because the field of teacher education is such a critical meeting point among research, theory, policy, and practice, CCTE needs to be at the table as the educational community works through tensions and roadblocks associated with implementing new policies on ethnic studies in secondary schools, community colleges, the CSU and UC campuses, and private higher education institutions.

But first, we must take a hard look at how ethnic studies requires changes to the programs and practices in our field such as those associated with pre-service preparation, early career induction, professional learning, and educational leadership. Thus, we organized the conference with a high degree of intentionality. The planning committee established 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.

Anchored to these goals, we developed four strands to guide research and workshop proposals (an unusual practice for CCTE conferences) and sought scholars, community leaders, and practitioners whose work exemplifies positive movement in these areas.

On Thursday of the Conference, Dr. Miguel Zavala provided a powerful keynote address titled, "*The Movements for Ethnic Studies in K-12 California Schools: Tensions, Possibilities, and Lessons for Transforming Teacher Education*." Grounded in familial, professional, and community experiences, his interactive presentation emphasized three interrelated dimensions of the work at the intersection of teacher education and ethnic studies.

The first is that ethnic studies is community responsive pedagogy. This aspect of ethnic studies emphasizes learning through direct action to contextualize and improve the material conditions associated with racism and intersecting forms of oppression.

Second, he noted that epistemology matters. For instance, prevailing views of what constitutes knowing and learning are rooted in policy-driven perspectives of what schools are and can do. This concept of schooling often disregards, ignores, and devalues what authentic learning looks like in communities that are not white, middle class, mono-lingual English speaking, and American-born.

The third is that ethnic studies is and requires systemic change. To grow the capacity in and through the profession to genuinely teach diverse groups, especially the most politically and structurally vulnerable among us, we need teachers and leaders who know how to change our systems.

Friday's Conference activities began with a panel of educators from school districts who are responsible for

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CCTE Fall 2023 Conference Summary

(continued from previous page)

designing, implementing, and evaluating ethnic studies reforms in Oakland, Daly City, Santa Barbara, Fresno, and San Diego. Moderated by Dr. Allyson Tintiangco-Cubales of San Francisco State University, the panel distilled the many ways the world of teaching in public schools is shifting in response to the array of ethnic studies initiatives and reforms taking shape across our state. Through a series of presentations and a question-and-answer session, the panelists provided illustrations of pedagogical frameworks, student engagement, community partnerships, and challenges and successes associated with designing and implementing ethnic studies in principled and effective ways. Taken together, these experiences underscore the need for teacher educators to connect with what is happening in schools and consider appropriate programmatic changes.

The culminating Conference session was a Saturday showcase of ethnic studies pedagogies. The morning began with three short presentations by higher education scholars who are working with teachers to develop ethnic studies pedagogies. Dr. Paolo Magcalas discussed a new course he is developing for the Post-Baccalaureate Certificate in Ethnic Studies Pedagogies at CSU Los Angeles. Dr. Jesse Mills highlighted his work with a regional ethnic studies editorial collective in San Diego, which brings together ethnic studies scholars, teacher educators, and teachers to develop community responsive curriculum and pedagogy centered on local oral histories. Finally, Dr. Michael Dominguez shed light on his work with teachers in professional learning communities on embracing new disciplinary conceptions of ethnic studies. Following the panel, teachers and teacher educators from a variety of university, district, subject matter, and grade-level settings shared examples of ethnic studies pedagogies from their contexts in a series of table talks. The morning ended with conference participants summarizing what they learned from those currently working in the field and anticipating future steps and directions.

Several understandings about the state of ethnic studies and teacher education emerged across the Conference. We highlight three interrelated gleanings that we hope CCTE will take up in the coming years. The first is addressing the impact of the technocratic state on the teaching profession. Decades of accountability policies have positioned teachers as curriculum implementers, or practitioners responsible to non-local frameworks, standards, and performance. Ethnic studies sheds light on the need for teachers who are curriculum producers who work first from what is known about the diverse learners in their charge, their families, their communities, and the range of conditions that influence whether, and to what degree students feel seen, safe, valued, and engaged in authentic and relevant learning.

The second is the need to emphasize community-

driven praxis. There is a need for curriculum that positions community knowledge and experiences within a broader context as an integral part of one's education. Scholars and practitioners of ethnic studies pedagogy complement a generation of research emphasizing the importance of connecting classrooms to local forms of capital to enacting the assets of non-mainstream learners.

And finally, the third is the need for greater diversity in our profession. While there is some growth in this regard within the state, there is still much to be done to convince young people of color that teaching is a viable career for creating a positive impact in society.

As we reflect on the past year of planning the Conference, perhaps the biggest marker of success was the several first-time presenters and attendees who pulled us aside and asked us if CCTE is always this diverse and forward thinking. They were clearly excited about the Conference and our organization. We cannot help but note that this in a nutshell reflects the transformative power of ethnic studies in education: greater diversity, new energy, and an inclusive and humanizing vision of the future.

As we move forward, we would like to see how CCTE and the broader teacher education field can be more strategic about shifting pre-service, induction, professional learning, and educational leadership programs to reflect ethnic studies pedagogies. Building capacity of this nature will be the framing focus of an upcoming themed issue of *Teacher Education Quarterly (TEQ)*. We encourage conference participants, in particular individuals who presented at the research sessions, to consider submitting a manuscript. It is scheduled to be published in Spring 2025. The Call for Manuscripts and submission guidelines will be released this coming winter along with the Winter 2024 issue of *TEQ*.

—James Fabionar

School of Leadership and Education Sciences
University of San Diego
jfabionar@sandiego.edu

—Reyes Quezada

School of Leadership and Education Sciences
University of San Diego
Editor, *Teacher Education Quarterly*
rquezada@sandiego.edu

Scenes from the CCTE Fall 2023 Conference



A main Conference session underway



CCTE President Betina Hsieh and CCTE Co-Assistant Executive Secretary Monica Boomgard



Conference co-chair James Fabionar introduces a session



On a break between sessions



Some refreshments too

Scenes from the CCTE Fall 2023 Conference



Melissa Meetze-Hall, Karen Escalante, Debbie Meadows, and Daniel Soodjinda



Registration and exhibits room



CCTE President Betina Hsieh, CCTE Co-Assistant Executive Secretary Monica Boomgard, and CCTE President Elect Karen Escalante



CCTE Past President Virginia Kennedy and CCTE President Betina Hsieh



Small Group Discussion Meetings Too

*Photographs
from Conference
Provided by
Monica Boomgard,
Grace Cho,
and Karen Escalante*

Preview of Fall 2024 CCTE Conference

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

By **Brent Duckor & Carrie Holmberg**
CCTE Fall 2024 Conference Co-Chairs
San José State University

The California Council on Teacher Education will host its annual Fall 2024 Conference in San Diego at the Kona Kai Resort and virtually on October 17-19, 2024. The theme is “Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom.”

The focus of the Conference will be to engage teacher educators in critical dialogue about assessment reforms that support feedback for all. By confronting the racist legacies of accountability and testing, the Conference seeks to advance intersectional and interprofessional dialogue from different perspectives. With feedback at the center of the Fall 2024 Conference, we seek to open up new spaces that allow for a renewed focus on assessment for deeper learning. We will celebrate project-based learning, authentic classroom and community work, and performance-based classroom assessment that positions learners on a journey with others. Equity-focused, formative feedback gives us all a chance to lean towards growth, exploration, and making “next steps” that re-engage and offer a tangible way forward.

The Fall 2024 Conference events will focus on three research strands: (1) the policy context of assessment reform and deeper learning in public education, (2) building district and school capacity for feedback-rich school systems, and (3) professional education and teacher preparation focused on anti-racist, culturally responsive approaches to assessment for deeper learning. Conference events will take place both on-site and online. Select proceedings will be brought together in a special issue of *Teacher Education Quarterly* on assessment for deeper learning and teacher education following the Conference.

Fall 2024 Conference Keynote Will Be Linda Darling-Hammond

The keynote speaker of the Fall 2024 Conference will be Linda Darling-Hammond. Darling-Hammond is

the founding President and CEO of the Learning Policy Institute, the Charles E. Ducommun Professor Emerita of the Graduate School of Education at Stanford University, and the President of the California State Board of Education. She is a past president of AERA and author of over 600 publications, including the award-winning books *The Right to Learn*, *Preparing Teachers for a Changing World*, and *The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future*.

Darling-Hammond knows teacher education and educational policy well. She founded the Stanford Center for Opportunity Policy in Education and helped to redesign the Stanford Teacher Education Program when she served as faculty sponsor there. Darling-Hammond has been named one of the most influential people affecting educational policy in the United States. During her career she co-founded a preschool and a high school. The conference planning committee is delighted that Professor Linda Darling-Hammond will be giving the keynote at the Fall 2024 Conference.

Further Details

More details about the CCTE Fall 2024 Conference will appear in upcoming issues of *CCNews*. A formal announcement of the Conference including a full preview, the tentative program, the registration form, and the call for research proposals will be emailed to CCTE delegates, members, and friends in June 2024.

The Fall 2024 Conference will include meetings of several of the CCTE associated organizations, CCTE special interest groups, research sessions, policy sessions, and related activities.

If you are interested in participating on the Planning Committee for the Fall 2024 Conference, please contact either Brent Duckor or Carrie Holmberg:

brent.duckor@sjsu.edu
carrie.holmberg@sjsu.edu

ACCCTEP Fall 2023 Convening Summary

By **Megan Kaplinsky**
ACCCTEP President
Long Beach City College

The Association of California Community College Teacher Education Programs (ACCCTEP) held its annual convening in October at San Diego Mesa Community College on the theme “Community & Connection: Creating Synergy Through Partnerships.” Welcomed by a keynote from Dr. Steve Bautista of Santa Ana College on “Creating and Sustaining Hope-Generating Systems for Aspiring Educators,” the Convening was the first in-person event sponsored by ACCCTEP since the pandemic began.

Featured speaker Adele Burnes, California Division of Apprenticeship Standards Deputy Chief, launched a half-day discussion on building capacity for apprenticeships in teacher education. Panelists from statewide community colleges showcased their early childhood education and special education apprenticeship programs. As the need for paid opportunities to support pre-service educators is well-known, avenues to support students early in their career ladder are often not as common. The California Apprenticeships Initiative, which recently launched the latest Request for Application, is one avenue that many community colleges may pursue to support students as they enter and begin on their teacher education pathway.

Other ACCCTEP Convening workshops highlighted emerging issues in teacher education. A session on how community college teacher education programs can connect with ethnic studies discipline colleagues to enhance pathway curriculum, instruction, and student supports showcased the power of ethnic studies praxis.

At the conclusion of the Convening, ACCCTEP Regional Caucuses met, led by Regional Liaisons to take a look into regional and local issues to bring back to the statewide organization in the spring. ACCCTEP will provide virtual professional development and networking opportunities for members and guests this spring and invites interested parties to join our listserv.

Please email ACCCTEP President Megan Kaplinsky at mkaplinsky@lbcc.edu to join the listserv or visit the ACCCTEP.org website for membership options.

CCTE Fall 2023 Research Monograph Just Published

The *CCTE Fall 2023 Research Monograph*, containing 13 articles expanding on research presentations at the CCTE Fall 2023 Conference, has been published and distributed via email to CCTE delegates and members in PDF format. Following are the articles in the issue:

“Project-Based Learning and Ethnic Studies” by Marni E. Fisher, Joe A. Petty, Meredith A. Dorner, Heather Johnston, Christina Cho, Mina Chun, Kimiya Sohrab Maghzi, Ingrid Beaty, Jeremy Cavallaro, & Danelle Tickel

“The UC/CSU Collaborative for Neuroscience, Diversity, and Learning: The Need to Integrate Ethnic Studies in University Teacher Preparation Programs” by Kai Greene, Sue Sears, Anna Osipova, & Susan Porter

“Uncharted Waters: Building an Ethnic Studies Capacity into a Predominately White Charter School” by Joe A. Petty, Marni E. Fisher, Mina Chun, Meredith A. Dorner, Shanna Del Rosario, Ingrid Beaty, Kimiya Sohrab Maghzi, Jeremy Cavallaro, Jasmine Ramirez, Danelle Tickel, & Chistina Cho

“Using Mixed Reality and Vignettes as a Way to Prepare Candidates for Ethnic Studies” by Michael Vallejo & Shana Matamala

“The Healing Value in (Re)Constructing Each Other: A Post Borderlands Approach to TK-3 Identity Studies” by Michelle Angela Domingues

“A Study of Spanish-Speaking Latina Immigrant Mothers’ Experiences When Participating in the IEP of Their Children With Disabilities” by Veronica Ferrufino

“Integrating Equitable Inclusion: Proposing restorative Practices in the K-18 Educational Setting” by Marni E. Fisher, Joe A. Petty, Mina Chun, Kelsey Wan, Ingrid Beaty, Kimiya Sohrab Maghzi, Meredith A. Dorner, Paul McDonald, Jeremy Cavallaro, & Jasmine Ramirez

“An Exploratory Study of Bilingual Teacher Residencies in California” by Magaly Lavadenz & Elvira G. Armas

“Living Critical Race Theory Through a DisCrit Lens: A Prismatic Case Study of Teaching and Disability” by Kimiya Sohrab Maghzi, Marni E. Fisher, & Mina Chun

“Supporting Equity and Innovation Through a Career Pathway Certificate Program and Career Technical Education (CTE) Credential” by Jenna Porter, Stephanie Biagetti, Pia Wong, & John Pellman

“Choosing to Change—CTEPP Change Stories” by Bre Evans-Santiago & J. Kevin Taylor

“Leadership, Professional Learning Communities, and Change: Building a Better Special and General Education Team” by Marni E. Fisher, Meredith A. Dorner, Joe A. Petty, Kelsey Wan, Allison Petersen, Ingrid Beaty, Jeremy Cavallaro, Jasmine Ramirez, Mina Chun, Paul McDonald, & Kimiya Sohrab Maghzi

“Forming Collaborative Partnerships to Benefit K-8 Students’ Sense of Belonging in Mathematics Classrooms” by Shannon Panfilio-Padden & Addy Wissel

The *CCTE Fall 2023 Research Monograph* has been posted to the CCTE website (www.ccte.org) and is also available for purchase as a PDF file (see the final page in the volume for ordering information).



CCNews

Newsletter of the
California Council on Teacher Education

Volume 34, Number 4, Winter Issue, December 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 CEEDAR

Collaboration for Effective Educator Development, Accountability, and Reform

The Newest CCTE Associated Organization

By **Linda Blanton**

CEEDAR State Lead for California

The CEEDAR Center is pleased to be a new associated organization of the California Council on Teacher Education (CCTE). CEEDAR, the Collaboration for Effective Educator Development, Accountability, and Reform, is a national center headquartered at the University of Florida whose mission is to support students with disabilities in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices.

In response to a request by CEEDAR to the CCTE Board of Directors, the CCTE Board at its October 2023 meeting approved adding CEEDAR to the list of CCTE associated organizations. There are now 10 organizations associated with CCTE, each having received that designation from the CCTE Board based on mutual visions and activities in support of teacher education in California.

CEEDAR operates in over 20 states, providing technical assistance to support educators and policymakers as they work on state-specific tasks to accomplish mutually beneficial goals aligning with the Center's mission and goals. In California, representatives from educator preparation programs and state agencies have worked in collaboration with CEEDAR since 2015 on tasks and products such as developing webinars and podcasts on critical collaboration around issues of diversity, equity, and inclusion for use by teacher educators throughout the state as they redesign programs to meet state standards.

Another example of an accomplished task by the team is a survey of all educator preparation programs in California, with a subset of interviews, to better understand the extent to which educational administration programs include content and experiences on inclusive education practices to prepare their graduates for the reality of schools.

Please refer to the CEEDAR website (www.ceedar.org) for more information, especially to access helpful resources for use in educator preparation and professional development.

If you are interested in getting more involved with CEEDAR's work in California, contact Linda Blanton, who serves as the CEEDAR state lead in California, at:

lindablanton@ufl.edu

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 H. Jones at: 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.

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 for general information, scheduling, and questions at:

heathermichel@calstateteach.net

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 have held a luncheon meeting on the Saturday of the CCTE Fall 2022 and Fall 2023 Conferences and a similar meeting will be held the CCTE Fall 2024 Conference, again at noon on Saturday.

CCTE Associated and Affiliated Organizations

There are ten 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 Californians Together (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)

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)

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 get involved with any of these organizations. 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.

The SIGs meet at each CCTE Fall Conference in San Diego concurrently at two designed times. Those SIGs which choose to will also meet at the beginning of the Spring SPAN Conferences in Sacramento.

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

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 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.



The CCTE Reader on Social Justice

Edited by Juan Flores & Donald Cardinal

With Associated Editors Thomas Nelson & Suzanne SooHoo

Published in 2017 for the California Council on Teacher Education
by Caddo Gap Press, Alan H. Jones, Publisher

Containing 18 Outstanding Articles
about Social Justice and Teacher Education

Selected from
Teacher Education Quarterly
& *Issues in Teacher Education*





CCNews

**Newsletter of the
California Council on Teacher Education**

Volume 34, Number 4, Winter Issue, December 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

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

Comparing PSTs' Perceptions of Math and Literacy Methods

By Carolyn Mitten

See pages 22-24

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 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.

Comparing PSTs' Perceptions of Math and Literacy Methods

By Carolyn Mitten
Westmont College

Introduction

The release of *A Nation at Risk* (NCEE, 1983) prompted significant discourse over the ways in which math and literacy are taught in elementary schools throughout the United States. In both fields, this was just one component of a larger discussion of learning theory and its role in the teaching and learning of math and literacy—a conversation often referred to as the “math wars” or “reading wars” (Pearson, 2004; Schoenfeld, 2005). Recently, both fields have promoted a more balanced view of what it means to teach math and literacy. Teachers are encouraged to embrace engaging, student-centered instruction while focusing on foundational skills, content standards, and assessment (NCTM, 2014; Tompkins et al., 2019). In addition, educators have promoted methods for integrating math and literacy (e.g. Wilburne et al., 2011) and researchers have suggested an interdisciplinary approach to teaching may improve student learning outcomes (Campbell & Henning, 2010). However, many new teachers continue to compartmentalize content area instruction and research on preparing students to understand the connections between disciplines, like math and literacy, continue to be limited. This study examined how preservice teachers (PSTs) understand the connections between math and literacy instruction to identify ways to support new teachers in enacting best practices.

Methods

This qualitative case study was conducted with a small cohort of elementary PSTs at a small liberal arts institution. Each participant ($n=4$) was enrolled in a math and a literacy methods course during the Fall 2019 semester. Both courses are part of a one-year elementary credential program where PSTs complete all coursework in the fall alongside a fieldwork placement. In order to understand the perceived connections between math and literacy pedagogy, the following research question was posed: in what ways are the teaching of math and literacy similar and different, as described by PSTs concurrently enrolled in both methods courses? To answer this question, a semi-structured focus group interview was conducted with all participants at the conclusion of the 16-week course. The interview protocol asked participants about their understanding of each

discipline and methods for teaching the content. At the end of the course, math and literacy teaching philosophy papers were also collected from each participant. In each essay, PSTs were asked to articulate their beliefs about how math and literacy should be taught with examples from their fieldwork.

For qualitative data analysis, an inductive approach was used to identify substantial themes in PSTs' perceptions of the similarities and differences in teaching methods (Hatch, 2002). During the first two in-depth readings of the focus group transcript and philosophy papers, the researcher noted preliminary codes that summarized salient ideas in the data. From these initial codes, they looked for potential relationships amongst those themes to develop a codebook of larger themes emerging from the data. In a third reading of the data, the researcher coded the data one more time using the larger themes and finalized the analysis with a detailed summary of each final code and cross-checking the alignment of coded data with that summary. As a validity measure, the participants conducted a member check to verify the accuracy of the final themes presented in the following sections.

Results

After analyzing the data for similarities and differences of PSTs perceptions, four salient themes were found. In terms of similarities, the importance of context and balance were two common threads amongst the data. The data also revealed two themes related to differences in the way PSTs perceived the need for intentionality and interdisciplinary approaches when teaching math and literacy. Each of the four themes are described below.

Context is Critical

While PSTs supported the research-based practices presented in both methods courses, they readily acknowledged that the context in which they were student teaching impacted how they understood those theoretical ideas in practice. Because each PST was placed in a different grade level, the emphasis of both literacy and math instruction was seen as focusing on explicit, foundational skills in the younger grades and higher-level, student-centered applications in the upper grades. As one participant summarized, “I think it depends on what grade you end up in. In the lower grades it is going to be more straightforward and [explicit] and as students get older, you’ve got the tools and freedom to be more creative...and [use] higher-order thinking.” This observation felt to them to be in contrast to

Carolyn Mitten is an assistant professor and chair in the Education Department at Westmont College, Santa Barbara, California. Email: cmitten@westmont.edu

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what they learned about providing opportunities in all grade levels for students to engage in developmentally-appropriate, high cognitive demand, and collaborative learning.

The PSTs also found that how their cooperating teacher (CT) modeled, or did not model, instructional practices that aligned with coursework influenced how they envisioned those practices into their own teaching. For some, seeing research-based practices in action inspired students to change their own negative experiences. One participant noted a strong contrast in her own literacy experiences and those of her CT, "when I was in elementary everything was more phonics, grammar, diagramming sentences and there was no creative aspect so I hated it in elementary. Now, I see my kids and...most of them really enjoy literacy which is so important because now they want to learn it." In other instances, what they were learning in their methods courses was not being enacted: "I personally didn't see visuals, games, or manipulatives. I didn't see anything concrete or tangible that kids could use [for math]." In either case, what the participants saw or did not see in relation to their coursework impacted how they were able to envision and implement best practices.

A Need for Balance

By the end of the course, PSTs communicated an overarching need for balance when teaching math and literacy in the elementary classroom. In both content areas, they acknowledged the need for a wide variety of instructional strategies and assessment methods to best meet student needs. When reflecting on their coursework, one participant reflected "I wasn't aware of how necessary it is to have a balanced approach. I wasn't aware of how necessary it is to have those building blocks...that phonics are the building blocks for fluency and comprehension. But then also to incorporate choice, interest and engagement...and reading, writing, listening and speaking." Each PST described different elements of balance in each content area—using a variety of instructional approaches (e.g., teacher-vs.-student-centered), assessments (e.g., formal vs informal), and differentiation methods (e.g., accommodations and modifications).

While PSTs valued a balanced approach to instruction, most noted that this required teacher investment as they engaged in fieldwork. CTs were seen as good models of balanced pedagogy, yet they observed the high level of planning and pedagogical content knowledge required to make it happen. PSTs contrasted this with their own

experiences as learners in math and literacy classrooms—settings that emphasized one kind of instruction and assessment for all content and lacked a differentiated approach to meet a variety of student needs. As one participant explained, "the way we were taught was very straight-forward but we've been talking about a balanced approach which leads into the pedagogy of teaching where it's our responsibility to bring in the creativity...the teacher shapes it into a balanced approach."

Math Requires Intentionality

Although all participants discussed the need for teachers to approach their instruction in math and literacy in a balanced way, one overarching difference was the level of intentionality this would require in the two disciplines. While PSTs had positive beliefs and experiences in literacy when starting their methods course, the opposite was true for math. Overwhelmingly, they had very different first hand experiences from the practices emphasized in their math methods course or, in some cases, observed in their fieldwork placements. As one participant said, "my view of literacy was expanded but math was completely changed."

Because of this significant difference in experiences and prior knowledge between content areas, all PSTs affirmed that teaching math in a way that aligns with best practice would take more concentrated effort and time. One participant described math as requiring intentionality "because it's easier and faster to teach the algorithm, whereas understanding why place values are so important in that algorithm and breaking that down takes a lot longer for students to learn...whereas in literacy it is kind of built in." This was especially clear to them as they observed their CT and students in fieldwork,

There were a lot of times where I would watch my CT do something and I thought "Oh I could have added that but oh that would have taken a lot more time and effort" which I'm going to try hard to do but it is a reality that we face...it's going to take a lot of intentionality and prioritizing what we want to put in because we're only going to have so much time.

This challenge of intentionality was exacerbated by the fact that their fieldwork placed far greater emphasis on literacy, with significant limits on dedicated math instructional time. PSTs perceived this to be the biggest contribution to their need for intentionality.

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Literacy is Naturally Interdisciplinary

In contrast to math instruction, PSTs felt that teaching literacy was interdisciplinary by nature because, as one participant noted, “language is the core of everything and if you don’t understand the language then how are you going to even understand the content.” Solid foundational literacy skills were seen as a gateway to learning in all other subjects and teachers could use other subject-area content to practice those skills and access content. When reflecting on her time in fieldwork, one participant shared the following example:

In field work, one of the things my CT did was she had a listening instruction lesson that she gave to the students but it was about something with science. It was about animals, something intriguing for the students and they thought they were learning about the animals but really it was a listening instruction to see if they could hear what was being said and understand enough to answer questions about it. That’s one of the things that means a lot to me in literacy...we can use all the other subjects to teach literacy.

Because of the interdisciplinary nature of literacy, they viewed it as easier to model best practices since they observed their CTs had significant time and opportunities to model good reading, writing, speaking, and listening throughout all content area instruction. In contrast, they felt math “lends itself to more content-specific instruction.” PSTs had a hard time envisioning how they could integrate math into other content area instruction, but acknowledged that a similar interdisciplinary approach might provide more opportunities to model the research-based practices they learned about in their math methods course.

Discussion

Initial findings demonstrated that PSTs viewed literacy instruction as more interdisciplinary and fundamental to setting students up for success in all other content areas, including math. While PSTs acknowledged the importance of research-based practices for both, they believed that teaching math in ways that aligned with their methods course required more intentionality than literacy. These results suggest that credential programs may want to emphasize how math might

be integrated into other content areas, as well—perhaps through Children’s literature or emphasizing quantitative reasoning through writing. In addition, the significant role the math methods course played in encouraging PSTs to teach in ways that contrasted with their own experience provides evidence of the value of offering a distinct math methods course, rather than a general methods course.

Both math and literacy instruction were described as similar in the need for balanced pedagogy— approaches. Having opportunities to see these practices enacted in their fieldwork was significant in developing PST buy-in. Similar programs should continue to identify CTs who provide positive teaching examples in both math and literacy and/or provide opportunities to reflect on teaching vignettes when examples of best practice are not demonstrated in the field. Future work will continue to explore the longevity of these beliefs through the first years of teaching, as well as identify best practices for teaching PSTs to integrate math across content areas.

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