



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 35, Number 2, Summer Issue, June 2024

Terrelle Sales (Pepperdine University), Editor

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 Responding Constructively Across Differences”

Please Plan to Attend the CCTE Fall 2024 Conference
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”**

See Conference Preview, Tentative Program, Registration Form, and Call for Research Proposals (pages 10-14 of this newsletter)



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Newsletter of the
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Volume 35, Number 2, Summer Issue, June 2024, Section 1—Officer Reports & Policy

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California Council on Teacher Education: Serving as Your Educational Hub for Community, Advocacy, Learning, & Joy

A Message from CCTE President Karen Escalante

Greetings, CCTE Community; allow me to introduce myself. I am Karen Escalante, your new CCTE President. In addition to the educational hats I wear, I am a mother, a daughter, a sister, a middle child (IYKYK), a niece, an aunt, a spouse, a Godmother, a human mother, and a dog mother; I am a griever (having lost two best childhood friends and my father all in short proximity of time). I am someone who loves a family member to the moon and back who struggles with significant mental illness—and it fractures my heart daily. I share all this (some for the first time in print) to offer you my full humanity in our shared spaces. There is no separation between my lived experiences and who I am as an educator and CCTE president. Each of us, as educators, comes with a range of lived experiences, just as our Pk-12 students, teacher candidates, and in-service teachers do. Lived experiences allow us to connect and find community. Before I began my tenure track position, a few individuals on the search committee made up a salacious lie about me, hoping to hire another candidate. While the university eventually proved it to be a false accusation, I entered my new space with no sense of belonging; this continues today. In sharp contrast, CCTE has been my haven, my home, a space that has always welcomed my voice, ideas, wholeness, joy, and humanity. I hope you find it to be your home as well. I would be remiss if I did not thank Helene Mandell for bringing me into the CCTE Community. Helene, thank you, and I love you!



The Work

CCTE's charge "to work toward improving education at every level through fostering teacher development and growth opportunities" remains energized and robust. During our Spring 2024 Policy Action Network (SPAN) Conference in March, members met with seventeen legislative offices

in Sacramento to discuss our three identified priorities: retain funding for Teacher Residencies, the criticality of Ethnic Studies, and appropriate compensation for the immense labor of Mentor Teachers. The work and preparation involved in our legislative visits were streamlined, authentic, and professionally delivered, resulting in one of our most successful SPAN conferences. Following SPAN, our CCTE Board voted to support Senate Bill 1391, which seeks to strengthen the educator workforce by requiring the Cradle to Career (C2C) dashboard to provide critical data on teacher grant programs, along with teacher training pipelines that will help foster a more diverse and equitable teacher workforce in California. The Board also

signed on to a bond sponsored by Public Advocates to end California's unconstitutional school facility funding system. As noted in the bond, "On average, the wealthiest 20% of districts have sixteen times more bonding capacity per pupil than the poorest 20%."

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A Message from CCTE President Karen Escalante

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Additionally, CCTE has recently developed a Literacy Work Group led by Juliet Wahleithner. As you will read in this newsletter, our work group “agrees that reading is a civil right and that all students should have the opportunity to learn to read.” Further, “like in any area, our knowledge is continually evolving: there is no one science of reading.” We encourage you to share, discuss, and disseminate our CCTE White Paper on the ScienceS of Reading.

So many of our CCTE members are “working to improve education at every level” through mentoring, advocacy, research, service, guiding as critical friends, engaging in hard conversations, centering humanity, fighting for our profession and professionalism, gathering in communities of practice, lifting each other up, sharing resources, and welcoming one another into our shared spaces with warmth and gratitude. Pause when necessary. Drink your water, take a walk, and rest. There is much to do, and you are allowed to recharge.

National Organizations

We continue to be prominently involved in our national organizations. The American Association of Colleges for Teacher Education (AACTE) held its annual meeting in Denver, Colorado, this February, with many CCTE members presenting and attending. AACTE’s 2025 annual meeting will occur in Long Beach, California, next February, a unique opportunity for CCTE to collaborate, gather, and present. AACTE’s Washington Week (WW) and *Day on the Hill* will occur June 2nd - 5th, 2024; we will have members in attendance to represent California and our educational priorities. We continue to appreciate the long-standing relationship and role of Kimberly White-Smith as CCTE’s Vice President for AACTE and on the Advisory Council of State Representatives (ACSR) for the Western Region.

The Association of Teacher Educators (ATE) held its 2024 annual meeting in Anaheim, California, in March, making it accessible for many CCTE members and California educators. If you attended ATE and are new to CCTE, we welcome you! Thank you to Michele McConnell for her outreach and leadership in her new role as CCTE’s Vice President for ATE.

Fall Conference

The CCTE Fall 2024 Conference planning committee, led by co-chairs Brent Duckor and Carrie Holmberg, has been meeting regularly in anticipation of CCTE’s October Conference titled “Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom.” Linda Darling Hammond, President of the California State Board of Education and President and CEO of the Learning Policy Institute, will deliver our keynote address. Mark your calendars and put in for your travel

requests; join us October 17th - 19th, 2024, for learning, friendship, research, collaborative partnerships, and a mini getaway with morning strolls along the water. We look forward to being in a shared space with you.

The Fall Conference will also be available virtually for those who prefer, and you will find a preview of the conference, the tentative program, the registration form, and the call for proposals for research sessions in this newsletter.

What I Am Reading

I am a voracious book buyer/borrower (but I only rarely find time to read). Recently, I have been carving out space to read daily because of (1) our exploration of the Science of Reading and (2) learning and enjoyment. Currently, I am reading *The Art of Gathering* by Priya Parker, *Rethinking Teacher Preparation and Program Design* by Hollins & Warner, which is the ATE book club selection, *Presumed Incompetent* edited by Niemann et al., and *Reframing Assessment to Center Equity* edited by Henning et al. I would love to hear what you are reading.

I wish you a peaceful and joyful summer. May you find time to participate in activities that fill your cup before we begin again in the fall.

Karen Escalante
CCTE President
karen.escalante@csusb.edu

Key Items in This Newsletter for Your Attention

CCTE White Paper on the Sciences of Reading

Preview
of the CCTE Fall 2024 Conference,
Along with Tentative Program,
Registration Form,
and Call for Proposals
for Research Sessions

Retrospective
of the CCTE Spring 2024 SPAN
Conference

Introducing the CCTE Working Group on Literacy

By **Juliet Wahleithner**

California State University, Fresno

For over 75 years, researchers have debated the best ways to approach reading instruction (Kim, 2008; Pearson, 2004). Often referred to as the Reading Wars, researchers and practitioners on one side of the debate call for a phonics-based approach to early literacy instruction, based on Chall's (1967) work, while researchers and practitioners on the other side argue for a more holistic, whole-language approach that includes attention to phonics along with attention to context and background knowledge, based on Goodman's work (1967). One difference this time is the way the popular media has also joined the conversation, most notably with Emily Hanford's 2022 American Public Media podcast, *Sold a Story*.

Partly in response to the ongoing debates, the California Legislature took action with the passage of SB 488 in October of 2021. SB 488 mandated the Commission on Teacher Credentialing (CTC) develop new literacy standards for all teacher preparation programs and new literacy-focused Teaching Performance Expectations (TPE). SB 488 also called for the Reading Instruction Competence Assessment (RICA) to be replaced by a new performance assessment aligned with specific literacy TPEs by July 1, 2025. To comply with the SB 488 legislation, teacher preparation programs across the state currently are working to revise their programs to ensure alignment with the new standards, with implementation required by July 1, 2024. Meanwhile, any new programs proposed to the CTC, including new proposals for the PK3 Early Childhood Education Specialist Instruction credential, are already required to demonstrate their alignment with the literacy standards and TPEs.

However, for some groups, the efforts California has taken were not enough. This became evident earlier this year with the convergence of two events.

The first of these was the proposal in the current legislative session of AB 2222, sponsored by Assemblymember Blanca Rubio, which would have required focused, phonics-based reading instruction using only state-approved curricula in the early grades. Additionally, the Bill would have mandated all TK-fifth grade teachers, literacy coaches, and literacy specialists participate in 30 hours of "Science of Reading"-focused professional development. Among other things, the Bill also called for additional updates by the CTC to the literacy standards and shifts in the qualifications of members of the CTC's Committee on Accreditation. Ultimately, the Bill failed to advance past the Assembly Education Committee.

At the same time AB 2222 was circulating through the legislature, a collaboration of education advocacy groups—including Decoding Dyslexia, California Reading Coalition, and Families in Education—filed a formal compliance complaint against the Committee on Accreditation's decision to grant Initial Program Approval to Mills College: Northeastern University's preliminary Multiple Subject program, which had been granted program approval by the Committee on Accreditation, on January 25, 2024. Despite the fact that outside reviewers had found the program to align with the Multiple Subject Literacy Program Standards and TPE 7, the basis for this complaint referred to "instructional practices in the program's coursework that are not 'evidenced-based,' supported by research, or reflective of guidance in the English Language Arts/English Language Development Framework."

The convergence of these actions, both of which effectively worked to undermine the professionalism of teachers and teacher educators in California, prompted the California Council on Teacher Education (CCTE) leadership and the CCTE Policy Committee to take action. On March 11, during the CCTE Spring Policy Action Network (SPAN) Conference Opening Session, Policy Committee Co-Chair Pia Wong announced the creation of a CCTE Working Group on Literacy. Because of my role as a CCTE Board Member, a member of the Policy Committee, an Associate Professor of Literacy Education, and a California Writing Project Site Director and Executive Committee member, I was approached to lead this group. I also was part of the CTC's committee to develop the literacy standards. During SPAN and in the days after, others with literacy expertise and an interest in taking a stand against efforts of outside groups to mandate how we do teacher education reached out to express their interest in joining the group. Ultimately, we ended up with a Working Group team of seven.

Between April 4, 2024 and May 8, 2024, our team met five times. Our first task was to develop a definition of what we believe constitutes the Science of Reading and to draft the accompanying white paper. We began by pulling together various resources to help further educate ourselves. These included research articles, podcast interviews with experts, and documentaries. Just prior to our first meeting, Robert J. Tierney and P. David Pearson released, *Fact-Checking the Science of Reading: Opening Up the Conversation*, a text we found to be particularly helpful. Next, we took time to, individually, review the existing research, which included dividing the articles and chapters of Tierney and Pearson's text, and write summaries of what we read. We then, individually, reviewed the summaries each person had constructed for what we found to be the key points. These were compiled into a single document. Ultimately, we decided to use the following questions to frame our argument:

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Introducing the CCTE Working Group on Literacy (continued)

What do we mean by reading?

What constitutes robust reading/literacy instruction?

Why should the sociocultural contexts of reading instruction be included?

Collectively, we clustered our main points under each of these framing questions and then worked to revise our document into the white paper. Our hope is that this paper will serve to educate others on the robustness of what constitutes high quality reading instruction and the fact that, indeed, there is not one set Science of Reading. Instead, we see the research on reading instruction to be continually evolving, just like any other area of science, which is why we adopted the phrase coined by Mimi Miller, the “ScienceS of Reading.”

In the coming weeks, we will be distributing this document to teacher educators and policymakers throughout the state and nation in addition to the membership of CCTE. As a Working Group, we are continuing to meet, as we recognize that attacks and attempted mandates are likely not over and it will be important to keep the CCTE membership and others in the teacher education community informed with the most current research and instructional theories and strategies in order to assure that teachers are prepared to meet the needs of all students in all of our schools.

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Members of CCTE Working Group on Literacy

Karen Escalante, Ed.D., Assistant Professor of Teacher Education & Foundations, CSU San Bernardino & CCTE President
 Anita Flemington, Ed.D., Professor of Education, University of LaVerne & CCTE Policy Committee Member
 Betina Hsieh, Ph.D., Endowed Professor of Teacher Education, University of Washington & CCTE Past President
 Michele McConnell, Ph.D., Assistant Professor of English Studies, CSU Fresno & CCTE Vice President for ATE
 Mimi Miller, Ph.D., Professor of Education, CSU Chico & CCTE Policy Committee Member
 Juliet Michelsen Wahleithner, Ph.D., Associate Professor of Literacy Education, CSU Fresno & CCTE Board Member & CCTE Policy Committee Member
 Nancy T. Walker, Ph.D, Professor of Education, University of La Verne

CCTE White Paper: ScienceS of Reading

As a collective body, the California Council on Teacher Education (CCTE) agrees that reading is a civil right and that all students deserve the opportunity to learn to read. In 2021, California’s legislature felt so strongly about this right that members passed SB 488, which led to *California’s Teaching Performance Expectation (TPE) 7: Effective Literacy Instruction for All Students*. TPE 7 covers the depth and breadth of literacy instruction (i.e., from evidence-based foundational reading skills to meaning-making that is culturally and linguistically sustaining) and has been designed to integrate with current California English Language Arts and English Language Development standards at all grade levels.

Once again, however, the debate over appropriate reading instruction is in full force. We saw this most recently with California’s proposed AB 2222, legislation that would have mandated “science of reading”-only instructional approaches in grades PK-5. By “science of reading,” the legislation focused almost exclusively on instruction in phonics in service of ensuring children can decode text. Yet reading goes well beyond being able to pronounce the words on a page. Indeed, TPE 7 calls for a broader approach to literacy instruction that includes more than decoding. We argue that educators should focus, instead, on the “ScienceS of Reading,” highlighting that, like in any area, our knowledge is continually evolving: there is no one science of reading.

What do we mean by reading?

We want to begin by defining what we mean by reading. While we agree that reading includes decoding the words on a

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CCTE White Paper: ScienceS of Reading (continued)

page, we argue that reading also includes making meaning of those words. If a student can decode the words but does not understand what those words mean, is that student fully literate? Our answer is no. Without language comprehension or word knowledge, decoding can lead to insufficient comprehension of the text. In alignment with this understanding, the International Dyslexia Association’s 2018 *Knowledge and Practice Standard 4f* states that readers need to “Know/apply in practice considerations for factors that contribute to deep comprehension” (p. 10).

Our broader definition of reading concurs with the 2026 National Assessment of Educational Progress (NAEP) *Reading Assessment Framework* (NAGB, 2021), which states:

Reading comprehension is making meaning with text, a complex process shaped by many factors, including readers’ abilities to

- engage with text in print and multimodal forms;
- employ personal resources that include foundational reading skills, language, knowledge, and motivations; and
- extract, construct, integrate, critique, and apply meaning in activities across a range of social and cultural contexts.

What constitutes robust reading/literacy instruction?

Given this broader definition of reading, the teaching of reading/literacy must go beyond just instruction in decoding. While phonics propels the learning of letter-sound relationships and readers’ ability to pronounce pseudo-words, this approach alone does not enhance reading comprehension. It offers little support for young readers’ abilities to read for meaning (Tierney & Sheehy, 2005), failing to support emergent readers to make sense of their world and the world of others through written language. “To dismiss the use of context as an over-reliance on ‘guessing’ or ‘predicting’ ignores important evidence. The essence of most theoretical models of reading involves semantic, syntactic, and orthographic processing” (Tierney & Pearson, 2024, p. 65). Thus, instruction must focus on developing vocabulary, writing, and academic language while attending to multilingualism, background knowledge, motivation, culturally sustaining pedagogies, diverse texts, and assessments, all areas delineated in TPE 7.

Specifically, reading/literacy instruction should include the following developmental facets:

1. Foundational skills (including letter-sound knowledge and phonemic awareness);
2. Language (especially the language of schooling);
3. Knowledge (especially knowledge of the natural, social, and cultural worlds in which we live);
4. Writing (so students benefit from moving back and forth between oral and written language registers);
5. Motivation (so students are highly engaged in their reading); and
6. Relevance (so all students can capitalize on their cultural and personal assets in learning to read (Tierney & Pearson, 2024).

Finally, readers’ background experiences must also be considered, as they are key determinants of meaning-making.

Why should the sociocultural contexts of reading be considered?

A focus on the simplified version of the Science of Reading fails to account for the developmental, cultural, contextual, and historical diversity of learners, the sociocultural factors that contribute to the inequities in reading achievement, and the individual needs of struggling readers. We argue for a view of reading that sees literacy as a set of practices grounded in a sociocultural context (Street, 1985), in which individuals use texts to interact with one another and society. This view of reading aligns with the International Dyslexia Association’s 2018 *Knowledge and Practice Standard 1.5*, which states “Identify (and explain how) environmental, cultural, and social factors contribute to literacy development” (p. 9).

Quality reading instruction must consider these sociocultural aspects of literacy development. Understanding students’ backgrounds, languages, cultures, lived experiences, and contexts is essential for quality literacy instruction. Indeed, teaching reading can be a method of creating a space for learners to explore meaning-making with culturally diverse tools and partners, building upon and advancing learners’ use of their cultural repertoire of experiences and strategies in culturally relevant and responsive ways, and allowing them to make connections between the words on the page and their

CCTE White Paper: ScienceS of Reading (continued)

own experiences (Tierney & Pearson, 2024). The goal for teachers is to bridge the gap between community and classroom to support meaning-making activities.

In addition, “As Johns (2023) stated: ‘Much that the modern science of reading investigates and everything that it claims to know about the practice, turns out to be cultural ‘all the way down.’ This is all the more apparent as the science and history of this field converge on a shared understanding—an understanding that reading is indefinitely multiform and unsettled. It is shaped by cultural experience, by history itself” (Tierney & Pearson, 2024, p. 426).

Recommendations & Next Steps

In conclusion, we believe that reading instruction and the preparation of teachers to teach reading must be open and inclusive. The ScienceS of Reading are not settled and will continue to evolve. As such, there is no one right way to teach every child to read. Instead, teachers must be prepared with a full repertoire of strategies so they may respond to the individualized needs of the full classroom of learners before them.

To best serve our students, we must commit to reviewing and conducting research faithfully and without bias. Second, we must commit to using valid and research-based instructional strategies. Third, we must resist any action or policy that would make reading instruction more restrictive than what is recommended by the full body of research (Tierney & Pearson, 2024). Using multiple evidence-based approaches is the only way to serve the needs of every learner.

We recommend that teacher educators ensure that, in their programs and in their preparation and professional development of teachers to teach reading, they incorporate the full range of instructional approaches we have highlighted here. We also recommend that members take action: Reach out to colleagues, educational organizations, and policymakers to inform them of all that effective reading instruction includes. And finally, stay abreast of the ScienceS of Reading because, as we have highlighted, this is an evolving field. CCTE will continue to be engaged in these efforts.

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Suggested Further Reading

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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 virtual, 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: calcouncilteachered

LinkedIn: California Council on Teacher Education

X(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 Fall 2024 issue of the newsletter is August 1.

We also look forward to reports in each issue from CCTE officers and committees and from the associated organizations and SIGs, plus updates on upcoming CCTE conferences and activities, as well as brief articles on new programs, research, and other events in the California teacher education community. The deadline for these news updates for the Fall 2024 issue is August 15. Email your submissions to Terrelle Sales (see above).

Upcoming CCTE Conferences

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”**

Spring 2025

Sacramento

(and virtually)

Date and Location

to be Determined

Theme:

Spring Policy Action Network

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 complete our 2023-2024 membership year, which began July 1, 2023, and extends to June 30, 2024, and embark on the upcoming 2024-2025 membership year:

Membership

We have enjoyed institutional memberships in CCTE during the 2023-2024 year from some 73 institutions (mostly public and private colleges and universities, along with some community colleges, county offices of education, and state education agencies). We also have had an additional 35 individual members this year.

Membership renewal information and forms were emailed to all institutional and individual members in April encouraging them to renew early for the upcoming 2024-2025 year, and many have already done so. We are anticipating another healthy membership year starting July 1.

Sponsorships

In addition during the 2023-2024 year we have enjoyed 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 2024-2025 membership year, since these sponsorships provide crucial additional financial support for our CCTE activities.

Along with the annual co-sponsorships we have also been assisted by sponsorships of our semi-annual conferences from the Association of Independent California Colleges and Universities, the Office of the Chancellor of California State University, the University of California Office of the President, the California Association of School-University Partnerships, and the School of Education at the University of Redlands. We will welcome sponsors of our upcoming CCTE Fall 2024 Conference.

Associated Organizations/Affiliated Organizations

During this 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), 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 Michele McConnell, 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.

CCTE Fall 2024 Conference

A preview of the Fall 2024 CCTE Conference appears in this newsletter along with the tentative program, registration form, and call for research session proposals. We hope all CCTE members and friends will register and participate in that next CCTE conference.

New Faculty and Graduate Student Programs

During the upcoming 2024-2025 membership year we are again 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. 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 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.

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



CCNews

Newsletter of the
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Terrelle Sales (Pepperdine University), Editor

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CCTE Fall 2024 Conference

Theme:

“Feedback for All:

**Preparing for Deeper Learning for Equity
and Excellence in the California Classroom”**

To Be Held October 17-19

**On Site at the Kona Kai Resort in San Diego
and Virtually for Those Who Prefer**

By Brent Duckor & Carrie Holmberg

CCTE Fall 2024 Conference Co-Chairs

This fall’s CCTE Conference at the Kona Kai Resort in San Diego October 17-19, 2024 on the theme, “Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom,” will feature a variety of panel discussions, research presentations, practice-based workshops, and keynote speaker, Dr. Linda Darling-Hammond. Darling-Hammond is the founding President and CEO of the Learning Policy Institute, the Charles E. Ducommun Professor Emerita in 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*. We hope you will join Linda and all of us for this important gathering.

This year’s conference theme will center our communities of practice on feedback for all, by all, and with all. Situated between new calls for reforming testing regimes and changing grading practices, our conference invites everyone to ask questions and look for answers—not only on the meaning of grades and test scores—but also on the power of formative feedback to transform lives and enrich our students’ learning experiences. We will hold space for the intersections of feedback and education policy on Thursday with special attention on implications for preparation and support in emergent bilingual/multilingual and special ed/inclusive communities of practice in Friday’s sessions. Saturday’s program is especially practitioner-focused. PK-12 experts will be sharing and dialoguing with conference-goers about concrete ways feedback practices can benefit all our students. Attendees will also find all the committee meetings, caucuses, association gatherings, and editorial board meetings that traditionally convene during the Fall CCTE conference.

This year’s conference on feedback for all welcomes all CCTE communities from prior years to reflect upon and think about the role of assessment for learning in our work and invites contributions from everybody on how to make feedback make a difference in our pedagogy and systems of support. We hope you will respond to the Call for Proposals.

Special thanks goes to the conference planning committee, which has been hard at work to bring you conference experiences you will enjoy and learn from. Committee members in addition to the co-chairs include: Lara Ervin-Kassab, Karen Escalante, Marni Fisher, Anita Flemington, Reyna Garcia Ramos, Alan Jones, Terrelle Sales, Reyan Warren, and Juliet Wahleithner.

Further Details

On the following pages in this newsletter please find a tentative program for the CCTE Fall 2024 Conference as well as the registration form and the call for research proposals. A more detailed announcement will be emailed to CCTE delegates, members, and friends later in June.

If you are interested in participating on the Planning Committee for the Conference, please contact Fall Conference 2024 Co-Chairs Brent Duckor and Carrie Holmberg: brent.duckor@sjsu.edu & carrie.holmberg@sjsu.edu

Tentative CCTE Fall 2024 Conference Program

Wednesday, October 16:

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

Thursday, October 17:

| | |
|---|-------------------|
| 9:00 a.m. to 10:30 a.m. - California Association for Bilingual Teacher Education | La Jolla Room |
| 9:00 a.m. to 10:30 a.m. - Association of Independent California Colleges and Universities-Education (AICCU-ED). | Coronado Room |
| 9:00 a.m. to 10:30 a.m. - California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED). | Point Loma I & II |
| 10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus | Del Mar Room |
| 10:30 a.m. to Noon - Joint Meeting of the Association of Independent California Colleges and Universities-Education California Association for Bilingual Teacher Education California Association of Professors of Special Education/Teacher Education Division California Association of School-University Partnerships With Staff from the Commission on Teacher Credentialing | Point Loma I & II |
| 11:00 a.m. to 11:30 a.m. - Newcomers Meeting and Orientation | Del Mar Room |
| 11:45 a.m. to 12:15 p.m. - Pick up Box Lunches (for those who ordered them) | Point Loma Foyer |
| Noon to 1:00 p.m. - Meetings of First Four CCTE Special Interest Groups: Arts and Education, Inclusion, Lives of Teachers, & Teacher Induction | |
| 1:00 p.m. to 3:00 p.m. - Fall Conference Opening Session Introductions & Organizational Updates Conference Orientation by Fall Conference Co-Chairs Brent Duckor & Carrie Holmberg Keynote Address: Linda Darling-Hammond (President of California State Board of Education, and President and CEO of Learning Policy Institute) Followed by Panel Discussion | Point Loma I & II |
| 3:15 p.m. to 4:15 p.m. - First Policy Session Conversation with staff of the Commission on Teacher Credentialing moderated by CCTE Policy Committee | Point Loma I & II |
| 4:15 p.m. to 5:15 p.m. - Concurrent Research Presentations | |
| 5:30 p.m. to 6:30 p.m. - Concurrent Research Panels & Workshops | |
| 6:30 p.m. to 7:30 p.m. - Joint Presidents' Reception | Point Loma I |
| 7:30 p.m. to 9:00 p.m. - Workshop on Publishing in Educational Journals | Point Loma II |

Friday, October 18:

| | |
|---|--------------------------|
| 7:30 a.m. to 9:00 a.m. - Meeting of the <i>Teacher Education Quarterly</i> Editorial Board | Del Mar Room |
| 7:30 a.m. to 9:00 a.m. - Meeting of the <i>Issues in Teacher Education</i> Editorial Board | Bay Room |
| 7:30 a.m. to 9:00 a.m. - Informational Meeting of the CCTE Professional Development for Mentor Teachers Committee (PD4MT). | Point Loma III |
| 8:30 a.m. - Continental Breakfast for All Conference Registrants | Point Loma I & II |
| 9:00 a.m. to 10:15 a.m. - Friday Morning General Session, Part 1 Panel Conversation on Feedback-Centered Practices for Bilingual/Multilingual Communities of Learners | Point Loma I & II |
| 10:15-10:30 a.m. Break | |
| 10:30-11:30 a.m. - Friday Morning General session, Part 2 Panel Conversation on Feedback-Centered Practices for Inclusive/Special Education Learning Communities | Point Loma I & II |
| 11:30 a. m. -noon. - Connecting the Dots Between Two Friday Morning Panels | Point Loma I & II |
| Noon to 1:15 p.m. - Conference Awards Luncheon (for those who purchase tickets) | Cabo Courtyard |
| 1:30 p.m. to 2:45 p.m. - Concurrent Research Roundtables | |
| 3:00 p.m. to 4:00 p.m. - Second Policy Session Discussing Work of the CCTE Policy Committee and Plans for the CCTE 2025 SPAN Conference | Point Loma I & II |
| 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 | Point Loma I &, II & III |
| 6:00 p.m. to 7:30 p.m. - Poster Session | |

Saturday, October 19:

| | |
|--|----------------|
| 8:30 a.m. - Continental Breakfast for All Conference Registrants | Point Loma III |
| 9:00 a.m. to Noon - Saturday Conference Session on the Role and Power of Feedback in PK-12 Spaces Panel Discussion followed by Rotating Exhibit/Discussion Tables | Point Loma III |
| Noon-12:30 p.m. Meeting of CCTE New Faculty Support Program Participants | Del Mar Room |

California Council on Teacher Education Fall 2024 Conference Registration

Please use this form to register for the CCTE Fall 2024 Conference, October 17-19;

Or to pay by credit card, use the on-line portal on the "Fall 2024 Conference" page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____ (include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

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

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

Check the Appropriate Category:

- Basic Registration - \$495
- Special for P-12 Educators - \$395
- Special for Part-Time Faculty - \$375
- Special for Retired Educators - \$350
- Special for Students - \$250
- Special for 4 or more registrants from the same institution - \$475 each
(please 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 - \$60
- Friday Luncheon - \$75

Virtual Registration—for persons wishing a link to the virtual presentation 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 - \$395
- Special for P-12 Educators - \$295
- Special for Part-Time Faculty - \$275
- Special for Retired Educators - \$250
- Special for Students - \$200
- Special for 4 or more registrants from the same institution - \$375 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 2024 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 Proposals for CCTE Fall 2024 Conference

The California Council on Teacher Education (CCTE) invites submission of research (empirical or theoretical), practice, and policy presentations and workshop proposals for the CCTE Fall 2024 Conference to be held October 17-19. The theme for the Conference is “Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom.” The Conference will involve both on-site and virtual attendees, but individuals submitting proposals must plan to register for and attend on site in San Diego.

Effective formative feedback is a critical element of instruction that benefits student learning (Andrade & Brookhart, 2016; Duckor & Holmberg, 2023; Fisher, 2012; Hattie & Timperley, 2007; Hattie & Zierer, 2018; Sadler, 1989). Researchers have also found that feedback must be differentiated and contextualized to inspire and improve student performance (Moon, Brighton, & Tomlinson, 2020). Helping teachers to develop more effective tools, practices, and strategies, therefore, for offering and supporting differentiated formative feedback is an important component of equity-focused assessment reform aimed at State priorities for continuous improvement and equity-driven instruction (Ladson-Billings, 2008; Noguera, Darling-Hammond, & Friedlaender, 2015). Ruiz-Primo and Li (2013) and Ruiz-Primo, Solano-Flores, and Li (2014) further argue that the field should first learn about what expert teachers do and how they frame their feedback practices for emerging bilingual learners, in particular.

This conference unpacks the complexity of activating teachers and students to engage in systematic and sustainable feedback practices using different lenses/frameworks. We present formative feedback frameworks for better understanding the complexity, dimensions, and facets of feedback practices across systems. By examining these frameworks, we offer new perspectives on current feedback practices across different ecosystems of assessment reform.

The state of the empirical research and array of design and implementation challenges is the context of the proposed conference. We seek to provide a space for teacher educators to engage in urgent problem solving, resource sharing, and critical planning to promote the effective assessment for deeper learning praxis across the state. This year’s conference is organized in response to any of the following strands of inquiry.

Strand One:

The Policy Context of Assessment Reform and Deeper Learning in Public Education

What implications do higher education policies concerning feedback for all (FFA) have for praxis in PK-12?

What roles should teacher educators play in informing how assessment for deeper learning and formative feedback takes shape in schools and classrooms?

How does identity and positionality shape and inform students’ and teachers’ experience of feedback practices?

Strand Two:

Building District and School Capacity for Feedback-Rich School Systems and Classroom Learning Environments

What models, frameworks, strategies, and practices are associated with effective design, implementation, and evaluation of formative feedback centered work in PK-12?

How are schools partnering with assessment scholars for support with matters such as curriculum design and instructional practice, constructing courses, and identifying texts and other resources?

How can districts and schools respond to push-back and efforts to undermine assessment for learning aimed at deepening feedback rich systems for children and young people?

Strand Three:

Professional Education and Teacher Preparation Focused on Anti-Racist, Culturally Responsive Approaches to Assessment for Deeper Learning

What does effective support for current and future BIPOC identified teachers who can work as formative assessors from the ground up look like?

How might classroom assessment capacity building and support be better embedded in teacher preparation programs, in particular courses in the fields of ethnic studies, psychological foundations of learning, classroom learning environments, language focused learning, cross- and multicultural education with a framework for diversifying the field?

What are the potentials and possibilities for equity and excellence for traditionally marginalized students in a feedback-rich culture of schooling?

Strand Four:

Other Teacher Education Topics and Issues

Proposals related to any aspect of teacher education or education research or policy are also welcome.

How to Submit Proposals

This year, in addition to presentation submissions, CCTE is also inviting proposals for workshops. Interested parties are

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Call for Proposals for CCTE Fall 2024 Conference (continued from previous page)

encouraged to respond to one of the strands above; however any proposal that addresses the span of teacher education (PK-12/higher education) is welcome. Proposals must be submitted as a Word document (New Times Roman, 12 pt. font), PDF, or Google Doc via google form, and include:

- ◆ Google form cover sheet which lists the proposal title, names, affiliations, and e-mail addresses of all presenters, along with an indication of whether the proposal focuses on research, practice, or policy analysis. While there is no guarantee, authors may indicate their preference between concurrent presentations or workshops, roundtable presentations, or poster session presentations. Cover sheet and proposal upload may be accessed with the following link: <https://forms.gle/VzvCigo4fpGoghWQ6>
- ◆ File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.
- ◆ Questions can be addressed to Marni Fisher and Kimiya Sohrab Maghzi, the Co-Chairs of the CCTE Research and Practice Committee, at: calcouncil.research@gmail.com

The authors of all accepted proposals will be asked to prepare a video presentation which will be posted prior to the Conference on a CCTE Go-React platform where they can be viewed and commented on by Conference registrants both prior to and during the Conference; then the videos will be moved to the CCTE YouTube Channel following the Conference. Authors of accepted proposals will also be invited to present either in a concurrent session (presentation or workshop), roundtable session, or poster session at the on-site Conference.

Deadline

Deadline for proposals for the CCTE Fall 2024 Conference is August 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;
- ◆ For [research proposals](#), describe theoretical framework, methodology, and overview of results.
- ◆ For [theoretical proposals](#), describe the central problem, mode(s) of inquiry, and findings.
- ◆ For [practice proposals](#), describe the key elements of practice, with conclusions and/or point of view.
- ◆ For [policy analysis proposals](#), describe relevant literature, strategy for analyzing, developing, or evaluating policy, and your conclusions.
- ◆ For [workshop proposals](#), describe a particular problem or challenge, the practices that address the issue, and an overview of planned activities.
- ◆ For [panel proposals](#), each speaker should offer a description/overview/abstract (which includes citations) of no more than 500 words each.
- ◆ [Optional General Proposal Template: https://tinyurl.com/CCTEGenTemplateCopy](https://tinyurl.com/CCTEGenTemplateCopy)

Criteria for Selection

The extent to which the proposal:

- ◆ If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- ◆ If a practice proposal, how well conceived and described is the practice?
- ◆ If a policy analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
- ◆ If a workshop proposal, how well do the proposed practices address the stated problem or challenge? How well do the planned activities model approaches to addressing the problem or challenge?
- ◆ Clearly states its significance for teacher educators at both the higher education and PK-12 levels.

Qualifications

Persons submitting proposals must be CCTE members or delegates (information and a form for joining CCTE are available on the CCTE website at www.ccte.org) and must register for and participate on-site at the Fall 2024 Conference at the Kona Kai Resort in San Diego (a registration form appears in this newsletter).

Publication

Prior to the conference, selected presenters will have their abstracts published in a special issue of *CCNews*, the CCTE newsletter, which is emailed to the CCTE membership. Immediately following the conference, authors of all accepted proposals will be invited to submit a written version of their presentation to be published in the *CCTE Fall 2024 Research Monograph* later in the fall.

Retrospective of CCTE SPAN 2024 Conference



Most sessions at the Conferene were held in the hotel's Metropolitan Terrace Room.

The Spring 2024 SPAN Conference of the California Council on Teacher Education was held on March 11 and 12 at The Citizen Hotel in Sacramento and virtually. The 137 registrants (118 on site and 19 virtual) engaged in sessions Monday morning and afternoon to discuss talking points and prepare for visits to legislative offices on Tuesday as well as to participate in concurrent research roundtables, associated organization meetings, and a Policy Summit held by the California Alliance for Inclusive Schooling. Monday was capped off with a hosted reception.

Tuesday morning was devoted to group visits to 17 different legislative offices where CCTE members shared the talking points developed by the CCTE Policy Committee. The Conference concluded Tuesday afternoon following a policy workshop by staff from the Commission on Teacher Credentialing.



Members of one of the 17 CCTE legislative visit teams at the Capitol with Ashonte Smith (center), legislative aide to Senator Dave Cortese. Team members are Erin Whitney and Jessica Zacher Pandya (left of center) and Veronica Valadez, John Pascarella, and Karen Escalante (center to right).



CCTE President Betina Hsieh offers introductions at the opening Conference session on Monday morning.



CCTE President-Elect Karen Escalante (right) with graduate students Gabriel Orosco and Veronica Valadez at the Conference.

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Retrospective of CCTE SPAN 2024 Conference

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The CCTE Spring 2024 SPAN Conference also included continental breakfasts and buffet lunches both days. The Monday luncheon featured an address by Marquita Grenot-Scheyer, chair of the Commission on Teacher Credentialing and chair of the Board of Directors of the American Association of Colleges of Teacher Education. The Monday luncheon was co-sponsored by the Association of Independent California Colleges and Universities, the California State University Office of the Chancellor, and the University of California Office of the President

The speaker at the Tuesday luncheon was Erin Gabel, staff consultant to the Assembly Subcommittee on Education Finance. The Tuesday luncheon was sponsored by the School of Education at the University of Redlands.



The Conference reception was held Monday evening in the Scandal Lounge of The Citizen Hotel, and was sponsored and hosted by the College of Education at California State University Sacramento.

The co-chairs of the CCTE Spring 2024 SPAN Conference are Cynthia Grutzik of San Francisco State University, Nicol Howard of the University of Redlands, and Pia Wong of California State University Sacramento, assisted by the members of the CCTE Policy Committee. This was the eighth annual CCTE SPAN Conference and that same team has coordinated all of them.



Conference attendees help themselves to the buffet luncheon in the Metropolitan Terrace on Tuesday.



CCTE President Betina Hsieh (standing) talks with Sarah Johnson, chair of the CCTE Communications Committee who arranged the 17 legislative office visits.

The SPAN 2024 Program, the CCTE Talking Points, and PowerPoints from the main sessions are all available for reading and downloading on the CCTE website (www.ccte.org). See the SPAN 2024 Conferene page.

Proposals Invited for Future CCTE Fall Conference Themes

By **Karen Escalante**

CCTE President

California State University San Bernardino

Our California Council on Teacher Education (CCTE) community enjoyed a highly successful and inspiring Fall 2023 conference built around the Ethnic Studies movement. That conference theme was proposed by James Fabionar and Reyes Quezada of the University of San Diego. This coming Fall 2024, our conference theme is “Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom,” proposed by Brent Duckor and Carrie Holmberg of San Jose State University.

Did you know that the CCTE Board of Directors welcomes theme proposals for future Fall Conferences? Do you and a colleague or team have a passionate idea for a future CCTE Fall Conference that speaks to education within and across California? The Fall 2025 Conference does not yet have a theme, so maybe you are the person to spark an idea! Proposed themes will be considered by the CCTE Board and once approved the individual or individuals making the proposal will be asked to form a planning committee and work with the Board and other CCTE leaders to further develop the theme and build a conference program around it.

Ideas are invited and welcome and will be presented to the CCTE Board for consideration. If you need additional information please email Alan Jones, the CCTE Executive Secretary, at alan.jones@ccte.org, and if you are ready to propose a theme please draft a brief proposal outlining the theme you have in mind and its relevance and importance to teacher education and email it to Alan Jones and also to me (karen.escalante@csusb.edu) and CCTE President Elect Terrelle Sales (terrelle.sales@pepperdine.edu).

CCTE 2024 Election Results and Current Leadership

The annual CCTE election for 2024 was held via an e-mail ballot and results were announced at the closing session of the SPAN Conference on March 11.

Terrelle Sales of Pepperdine University was elected CCTE President Elect and will serve in that role for the next two years, then two years as President, and a final two years as Past President. Other current officers are Karen Escalante as President (California State University San Bernardino), Betina Hsieh as Past President (University of Washington), Kimberly White-Smith as CCTE Vice President for AACTE (University of San Diego), and Michele McConnell as CCTE Vice President for ATE (California State University Fresno).

Newly elected members of the CCTE Board of Directors for three-year terms are James Fabionar of the University of San Diego, Nirmla Griarte Flores of California State Polytechnic University Pomona, and Kimiya Sohrab Maghzi of the University of Redlands. They join previously elected members of the Board: Kara Ireland-D’Ambrosio of San Jose State University, Reyna Garcia Ramos of Pepperdine University, Nat Hansuvadha of California State University Long Beach, Antoinette Linton of California State University Fullerton, Daniel Soodjinda of California State University Stanislaus, and Juliet Wahleithner of California State University Fresno.

All CCTE institutional delegates and individual members are eligible to vote in annual elections. The CCTE election in 2025 will involve election of three new members of the Board of Directors. Any delegates or members interested in being a candidate for the Board are encouraged to participate on CCTE committees and attend conferences and to indicate their interest to the Past President or Executive Secretary.

Other members of the CCTE leadership team include Alan H. Jones as Executive Secretary, Monica Boomgard (California State University Northridge) and Deborah Hamm (California State University Long Beach) as Co-Assistant Executive Secretaries, Reyes Quezada (University of San Diego) as Editor of *Teacher Education Quarterly*, and Allison Smith (University of Massachusetts Global) as Editor of *Issues in Teacher Education*.

The chairs and co-chairs of all CCTE committees and the leaders of the ten CCTE associated organizations also participate as members of the CCTE leadership and attend Board meetings in an ex-officio capacity.

Report on CASUP Activities

By **Jan Zoller**
CASUP President
Fresno Pacific University

The California Association of School-University Partnerships (CASUP), an affiliate of the National Association for School-University Partnerships (NASUP, formerly the National Association of Professional Development Schools) and an associated organization of the California Council on Teacher Education (CCTE), had the privilege of being involved with NASUP's national conference held on the West Coast for the first time in March in Anaheim. With the theme of "Magical Collaborations," great workshops, speakers, and networking allowed attendees to learn about and from various school-university partnerships across the United States.

During the conference, CASUP hosted a dual immersion school visitation to Ralph Gates Elementary School in Lake Forest, California. Attendees enjoyed a tour of this award-winning school while spending the morning with administration, teachers, and students experiencing the world of dual immersion education. Ralph Gates Elementary School has participated in a school-university partnership with the University of California Irvine for many years. CASUP also recently held our annual election for new members of the CASUP Board of Directors and we are pleased to welcome the following new board members:

Dr. Christine Luna, California State University, Fresno

Dr. Michael Vallejo, University of La Verne

Dr. Beverly Young, Executive Director, Above & Beyond Teaching

For more information about CASUP, please visit our website:

www.casup.org

I can also be contacted by email at Jan.Zoller@fresno.edu

2024 STENT Summer Conference To Be Held July 31-August 1

The Supervisors of Teacher Education Network Team (STENT) asks you to save the dates of July 31 and August 1 for the Fifth Annual STENT Virtual Conference, this year around the theme "Building a Community of Supervisors for Equity and Justice."

The 2024 STENT Conference will include small group workshops which will provide an opportunity for questions, sharing ideas, and thinking about any adjustments you may wish to make in your supervisor practice. A call for workshop proposals was distributed recently and appears on the CCTE website (www.ccte.org) on the STENT 2024 Conference page.

A formal conference announcement and registration materials for the conference will be available soon and will be emailed to the CCTE membership and posted on the website.

Registration options will include a \$300 payment to cover five to eight registrants, a \$150 payment for three to four registrants, or a \$40 payment for a single registrant. Registrations can be submitted through the mail with a check or through an on-line portal on the CCTE website if you wish to pay by credit card (see the STENT 2024 Conference page). Institutions who pay the \$300 fee as part of their CCTE annual membership renewal will receive a request to submit the names of their 5-8 registrants. All other registrations should include the name and email address of the individuals being registered.

The STENT Conference will be entirely virtual, and all registrants will receive the link for participation a few days prior to the two-day event.

If you have questions or wish additional information please contact the STENT Team Lead, Lisa Sullivan, via email at:

lhsullivan@ucdavis.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: currently vacant.

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 (University of Redlands).

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 Sohrab 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



CCNews

Newsletter of the California Council on Teacher Education

Volume 35, Number 2, Summer Issue, June 2024, 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 the Statewide Residency Technical Assistance Center (SRTAC)

We are thrilled to share information about the **SRTAC**, a powerful partnership among five County Offices of Education, The Residency Lab, WestEd, and the UCLA Teacher Education Program. Awarded by the California Commission on Teacher Credentialing (CTC) in August 2023, SRTAC is dedicated to providing targeted, developmentally appropriate technical assistance and comprehensive support to teacher and counselor residency programs across California.

Meet Our Regional Hubs and Contacts:

Northern Hub:

Humboldt County Office of Education

Contact: Sheila Rocker Heppe

Email: srockerheppe@hcoe.org

Capital Hub:

Sacramento County Office of Education

Contact: Tierra Crothers

Email: tcrothers@scoe.net

Bay Area Hub:

Santa Clara County Office of Education

Contact: Padma Ramnath

Email: pramnath@sccoe.org

Central Hub:

Tulare County Office of Education

Contact: Adriana Cervantes-González

Email: acgonzalez@tcoe.org

Southern Hub:

San Diego County Office of Education

Contact: Conni Campbell

Email: conni.campbell@sdcoe.net

Join Us for the SRTAC Regional Kick-Off Events 2024-25!

As we gear up for the 2024-25 school year, we are excited to host several regional kick-off events to introduce our initiatives and connect with educators across the state. Stay tuned for more details on these dynamic gatherings designed to bring the SRTAC mission to life.

Save the Dates: SRTAC 2024-25 Events

Planning ahead, we have a series of events lined up to ensure you are well-equipped with the resources and support needed for a successful residency experience. Keep an eye out for our announcements and mark your calendars! Stay connected with us as we embark on this journey to transform residency programs across California. Together, we can make a lasting impact on the future of education.

For more information and updates, visit our website srtac.sccoe.org or contact your regional hub representative. Let's make the 2024-25 school year the best one yet!

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 or who is currently studying for and/or seeking employment as a teacher educator. 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 \$75 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 titled “New and Aspiring Faculty of Color” has been initiated and is coordinated by Heather Michel and Terrelle Sales. 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 PK-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:

heather_m@cedfoundation.org

CCTE is excited to maintain this intentional focus to recruit, support, and recognize new faculty of color to serve 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 at the CCTE Fall 2024 Conference, again at noon on Saturday, October 19.

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 PK-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 35, Number 2, Summer Issue, June 2024, 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 based on 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:

**How Do We Talk About Israel and Palestine
in a Way That Centers Our Values of Equity?**

By Allegra Brown

see pages 26-27

**Debriefing on CRTWC's Last Webinar:
Responding Constructively Across Differences**

By The CRTWC Team

see pages 28-29

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 profiles added periodically.

Be sure to check it all out frequently.

How Do We Talk About Israel and Palestine in a Way That Centers Our Values of Equity?

By Allegra Mercedes Brown
Improvement Coach with CTEPP

Once a society loses this capacity [to dialogue], all that is left is a cacophony of voices battling it out to see who wins and who loses. There is no capacity to go deeper, to find a deeper meaning that transcends individual views and self-interest. It seems reasonable to ask whether many of our deeper problems in governing ourselves today, the so-called “gridlock” and loss of mutual respect and caring might not stem from this lost capacity to talk with one another, to think together as part of a larger community.

—Peter M. Senge, in “A New View of Institutional Leadership” in *Reflections on Leadership*

Many of us who have dedicated our lives to public education have done so out of a commitment to social justice. Particularly during the last several years, we have learned and reflected on how we can be practitioners who work towards a society with more diversity, equity, inclusion, and belonging. In public education in California, our usual conversations about equity are centered on Black and Brown and/or low-income students. While we certainly still have much work to do to address inequities for these populations, these are conversations we are accustomed to having.

We are not as accustomed to applying the equity lenses we have developed to conversations about issues that may be more fraught with disagreement, such as the issue of Israel and Palestine. Yet, this is an issue where power imbalances are at play, harm is occurring, and our own lives and the lives of students we serve are affected. How could we not create space to employ all the tools we have been honing to this current equity issue? It is the perfect opportunity to practice all we have been learning about what this work requires: bravery, a culture of safety, a willingness to experience discomfort, unlearning or relearning history and social constructs, and decisions about how we are willing to use our privilege and what level of risk we are willing to take.

At a recent convening for the Center for Transformational Educator Preparation Programs (CTEPP), faculty and leaders from Colleges of Education across various California State University campuses gathered to

Allegra Mercedes Brown has served as an improvement coach for the California State University Center for Transformational Educator Preparation Programs (CTEPP) the past two years. She is also an executive coach and strategic planning facilitator who uses a culturally responsive lens. You can connect with her at: allegra@allegramercedesbrown.com

conclude a three-year project to bring more racial equity to teacher preparation programs. Given we had spent much of the last few years learning about how to address inequity, it seemed essential that we not shy away from discussing what is happening on campuses and in the Middle East. We held a 45-minute roundtable to have a structured discussion (using the Focused Conversation Method described below) about what people were experiencing, feeling, questioning, learning, and deciding to do. The number of people in attendance demonstrated overwhelmingly that our educational leaders are in need of spaces to process. Many of the people who participated expressed the desire to hold conversations like this when they returned to their own campuses. We shared the Focused Conversation Method with them and are sharing it with you now, in the hopes that you will also create space for this important dialogue.

The Focused Conversation Method (see Table 1) was developed by the Institute of Cultural Affairs (ICA) as part of its Technology of Participation. It is a relatively simple process that enables a conversation to flow from surface to depth. A facilitator leads the conversation through a series of questions at four levels.

The questions listed in the example column are the ones that were asked at the roundtable. However, these specific questions could be substituted and some ideas for alternate questions are listed below (see Table 2). In addition to following the level of questions listed above, here are some other important points to remember about using the Focused Conversation Method.

Set agreements: We discussed the following four agreements at the onset of the conversation: Stay Engaged; Speak Your Truth; Experience Discomfort; Expect & Accept Nonclosure. These come from Glenn Singleton’s “Courageous Conversations About Race.”

Get every voice in the room: It is important that everyone answers the first question. After that, people may answer as they feel compelled to. (There are some who are more inclined to process with emotions, others who are more inclined to process through insights/interpretation).

No right answers: The leader has nothing to teach. There are no right answers hidden up a secret sleeve. We ask questions to find out what actual answers might arise.

Use open-ended questions: All questions are open-ended and cannot be answered with a simple “yes” or “no.” Yes and no answers do not make for lively conversation, nor do they actually tell you very much. For example “What did you like about it...or dislike?” is infinitely more interesting

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How Do We Talk About Israel and Palestine in a Way That Centers Our Values of Equity?

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than “Did you like it?” Creating open-ended questions is more difficult than it seems.

Trust the group’s wisdom: In order to ask questions, you have to trust that the group has wisdom. The best

conversations confront the group seriously with a topic, but do not reach a set conclusion. Furthermore, as a facilitator, there is no need to paraphrase for the group. If a summary is needed, the group can do it.

Table 1
Focused Conversation Method

| <i>Question Type</i> | <i>Purpose</i> | <i>Example</i> |
|------------------------------------|--|---|
| Objective (Data) | Begin with observable facts, external reality, ask questions that engage the senses | “What have you seen someone do or heard someone say about Palestine or Israel in the past few weeks?” |
| Reflective (Emotions & Perception) | Evoke immediate personal reactions, internal responses, sometimes emotions or feelings, hidden images, and intuitive associations with the facts | “What emotions have you felt over the past two weeks?” |
| Interpretive (Meaning) | Draw out meaning, values, significance, implications. Build collective understanding and awareness. Identify options and possibilities. | “What questions do you have?” “What insights have these two weeks given you?” OR How is your thinking different now than it was two weeks ago?” |
| Decisional (Action) | Bring the conversation to a close, eliciting resolution and enabling the group to make a decision about the future | “What small (less than 10 min) action do you want to take after this conversation?” |

Table 2
Four Levels of Questions

1. What? (Objective)

What happened?
Who was there?
What are some things we did?
What do you notice about this?
What facts do we know?
(Remember to go around the group on the first question to cultivate participation: e.g., What’s one thing you saw or heard?)

2. Gut? (Reflective)

Where were you surprised?
Where were you concerned?
What was annoying?
What was inspiring or hopeful?
What was easy or difficult?
Where were you engaged or not engaged?
When were you bored?
When were you excited?

3. So What? (Interpretive)

What is the significance of this?
What options are open to us?
What insights are beginning to emerge?
What kind of changes would we need to make?
How well have we lived up to our expectations?
What new vantage point does this give us?
What underlies these issues?
What are we being compelled to consider?

4. Now What? (Decisional)

What are we going to do?
What are our next steps?
Who will do it? By when?
What will we do differently next time?
What are we really committed to do?
How will we apply what we just learned?

Debriefing the Last CRTWC Webinar

Responding Constructively Across Differences

By the CRTWC Team

Introduction

The Center for Teaching & Reaching the Whole Child presented a webinar on “Responding Constructively Across Differences: Tools for Navigating Challenging Conversations” at the end of March 2024. We were thrilled and so appreciative of those of who were able to attend from across the [United States, Canada, and Europe!](#)

Our webinar goal was to increase participants’ awareness about CRTWC and its role in supporting educators’ and students’ social, emotional, and cultural competency development. We provided a brief introduction and ‘unpacking’ of the Anchor Competencies Framework—a Framework that is grounded in the latest research on social and emotional learning, culturally responsive and sustaining teaching practices, the science of learning, and human development.

We would like to share a few highlights from the webinar that might ignite your thinking regarding this timely topic, as teachers are increasingly forced to navigate challenging and polarizing situations in their classrooms. In addition, a brief summary of the webinar may ‘spark your interest’ as a ‘preview’ of our future webinar possibilities.

In the webinar, we shared that...

- ◆ the Framework is ‘not a program’, but a ‘lens—an aperture’ designed to support the development of the Anchor Competencies and it offers a ‘roadmap’ or ‘tool’ for helping educators to teach and support learning with a Social, Emotional and Cultural aperture.

- ◆ the Anchor Competencies are foundational for teachers to support students’ social and emotional development, thriving, and academic success. navigating difficult conversations is often challenging and may be uncomfortable, especially in the polarizing times we are living in. As one of our colleagues shared, doing the internal work of examining our own biases and assumptions prepares us to know and manage our emotional responses to situations.

The Center for Reaching and Teaching the Whole Child (CRTWC) is an associated organization of the California Council on Teacher Education (CCTE). This report was distributed by CRTWC on April 17, 2024, and is reprinted here for the information of the CCTE membership. Email address: rebecca.crtwc@gmail.com

- ◆ the stress response or “fight or flight response”—a reaction often activated when faced with challenging situations or difficult conversations—can narrow our lens or aperture, helping us to focus on the immediate stressor, but limiting our information gathering, our question asking, and our ability to see the situation from multiple perspectives. The Framework offers a tool for us to consider these reactions, identify the situations that cause them to arise, and find the practices and strategies needed to respond with greater awareness.

- ◆ learning to become aware of and managing emotional schema, scripts, and responses, can help educators to respond more constructively across differences. Developing skills like mindful awareness can widen our aperture in teaching and strengthen our productive response to challenging experiences.

In a follow-up survey, we asked participants about the usefulness of the webinar and the likelihood that they would recommend it to a colleague or a friend.

- ◆ **100%** of participants shared that they were either “Likely” or “Very Likely” to recommend a webinar by CRTWC to a friend or colleague.

- ◆ **80%** of participants reported that the webinar was “Very Useful.” And, 20% reported that it was “Useful” or “Somewhat Useful.”

When asked to identify a take-away from the webinar, participants shared some of the following:

- ◆ *“I wish to investigate the Framework further and make it ‘live’ in my work in a deliberate way.”*

- ◆ *“Loved all of the concepts being shared. You all are doing such important work to support young teachers to be in this most important profession.”*

- ◆ *“I appreciate how the Framework emphasizes context, as I’ve found in my own self-reflection that different dimensions of different contexts—such as relational closeness, psychological safety, conceptual congruity or incongruity, self-awareness, etc.—play a critical role in how a situation unfolds. I think this Framework puts so many of my ideas together in a beautiful, organized way, and am so happy that I was able to take part in this webinar!”*

In our post webinar review discussion, the CRTWC team realized the webinar was just a ‘snapshot’ of the larger picture of the Anchor Competencies

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Debriefing the Last CRTWC Webinar

Responding Constructively Across Differences

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Framework. The conversation continues to evolve as we continue to share the Framework with each other.

◆ *“I broadened my understanding of how the Anchor Competencies Framework can guide my response and behavior during difficult conversations. The ‘real world’ teaching case scenario involving a contentious verbal interchange between two teacher candidates was something I could relate to in my role as an educator. My understanding deepened hearing from the other panelists on how parts of the Framework can help educators respond constructively to challenging situations. The sample statements of how you might diffuse the situation were very helpful.”*

—CRTWC Webinar Panelist

Next Steps

We are already thinking about our next webinar! But for now...we are staying in the moment.

“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”

—Viktor Frankl, *Man’s Search for Meaning*

In ‘Joy’ for the ‘Work’....