



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

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

Volume 36, Number 3, Fall Issue, September 2025

Nirmla Griarte Flores (California State Polytechnic University Pomona), Editor

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

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Please Plan to Attend the CCTE Fall 2025 Conference

October 16-17 at the University of San Diego and Virtually

**Theme—Why We Matter: Teaching and Teacher Educator
Professionalism, Expertise, Advocacy, and Innovation**

See Conference Preview, Tentative Program, & Registration Form (pages 8-11 of this newsletter)



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California Council on Teacher Education: Leaning into Advocacy to Further Our Purpose and Mission

A Message from CCTE President Karen Escalante

Greetings, CCTE Community,

Welcome back to a new academic year. This is often a time of excitement and newness, yet you might also be feeling anger, frustration, and pain—to name a few—following ongoing political events. These events and distractions have profound implications for our work as educators. There remains a national uprising as we witness kidnapping at the hands of Immigration and Customs Enforcement (ICE) in California, the abhorrent treatment of Senator Alex Padilla during the Homeland Security Secretary's press conference, and the delay/dismissal of educational funding. CCTE rejects these ideas and harmful policies toward students and educators. We also stand firmly against the treatment of Senator Padilla. CCTE reached out to Senator Padilla's office to offer our care and support to him, his family, and his office.

The "Big Bill"

To help us further understand the educational implications of the "Big Bill" passed in July, AACTE hosted a webinar in early August, open to the public, in which the following ideas were shared:

- ◆ The Bill has deeply troubling implications for education and slashes federal investments we rely on.
- ◆ This Congress has sent a deafening and

devastating message about its value for education.

- ◆ We must understand that the fight for public education is just beginning.
- ◆ There are deep concerns about federal student aid restrictions.



- ◆ Medicaid, food assistance, and social safety net programs (all cut from the Bill) will become part of the California budget in 2027, thus impacting our educational budget.

AACTE's Washington Week

AACTE held its annual Washington Week / Day on the Hill from June 1 to 4, 2025. Four California educators—Reyan Warren, Belinda Pereira, Rhianna Casesa, and I—represented CCTE during this advocacy conference. Reyan participated in Holmes Scholar activities (you can read more about her Washington Week experience in this newsletter), I participated in State Leadership

Institute sessions, and we all engaged in state-focused time to plan our advocacy visits.

During our Day on the Hill, we met with Senator Padilla's office, Senator Schiff's office (I put a pin in "Long Beach" in Senator Schiff's California map), Representative Aguilar's office, and Representative DeSaulnier's office. Representative Aguilar and DeSaulnier's visits were member-level visits,

—continued on next page—

A Message from CCTE President Karen Escalante

(Continued from previous page)



Belinda Pereira, Rhianna Casesa, Karen Escalante, and Reyan Warren at the U.S. Capitol

giving us unique opportunities to speak with the congressmembers themselves.

While not scheduled, Reyan and I were able to separately pop into Senator Padilla's office and meet with his staff member, Andrew Carrillo, for a few minutes. The CCTE multilingual advocacy group has been meeting with Andrew virtually for the past year, so seeing him in person and taking a photo was a lovely treat. Some additional treats included saying hello to Senator Padilla and having an elevator conversation with Senator Cory Booker—what a joyful individual!

The AACTE State Leaders Institute (SLI) Will Be Held on November 7th, 2025

AACTE will hold its virtual state leaders institute on Friday, November 7th. This virtual SLI is open to all CCTE members. While it is highly encouraged that those who wish to become more involved in leadership within our organization attend, the event is open to all members. I hope to see you there!

—continued on next page—



AACTE participants meeting with U.S. Representative Pete Aguilar, from left to right: Rhianna Casesa (Sonoma State University), Reyan Warren (University of San Diego), Karen Escalante (California State University San Bernardino), Representative Aguilar, Pablo Gutierrez Cervantes (California State University San Bernardino), Stacey Ortiz (California State University San Bernardino), Sailesh Maharjan (California State University San Bernardino), Belinda Pereira (Saint Mary's College), and Jaime Kent (University of Hawai'i at Manoa)

A Message from CCTE President Karen Escalante

(Continued from previous page)

Increased Advocacy

CCTE is a community dedicated to advancing education at every level by fostering meaningful opportunities for teacher development and growth. One critical area necessary for advancing education is leaning into advocacy. CCTE has been engaged in advocacy through various avenues, including our Policy Committee, SPAN conferences, Literacy Work Group, our JEDI committee, our upcoming fall conference, and our Multilingual Work Group with Senator Padilla's office, to name a few.

To further our purpose and mission to yet a greater extent, CCTE has started an Advocacy Group to ensure we are at the table, and not on the menu of critical conversations in California and beyond. If you would like to join the advocacy group, please email me.

Fall 2025 Conference

Our Fall 2025 Conference, "Who We Are, Why We Matter: Teaching and Teacher Educator Professionalism, Expertise, Advocacy, and Innovation," is almost here! It will be held on October 16 and 17 at the University of San Diego. We have an all-star lineup of speakers, affiliated organizations, and friends you want to see and catch up with. This will be our first

conference in a university setting, and we are looking forward to being in community in our familial spaces. Registration for the conference, hotel information, and the tentative schedule can all be found in this newsletter.

On the Saturday following the conclusion of the CCTE Fall Conference, the Advisory Council of State Representatives (ACSR) Western Region will be holding a conference, also at the University of San Diego. CCTE was granted a financial award many years ago to hold a Western Region conference, and then COVID hit, stalling our efforts for some time. We are excited to have our Western AACTE friends be able to gather for a day of community, leadership, strategic planning, and support. Our CCTE board of directors, officers, and Western affiliates will be in attendance.

What I Am Reading

While this summer was more about getting outside, family time, resting, and discovering new passions, I also made time to read. This summer, I have been reading: *The Alchemist* by Paulo Coelho, *Atomic Habits* by James Clear, journal articles related to "Policy / Advocacy," and *The Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk. I hope you found time to rest, get outside, and—in all the ways necessary—prepare for the academic year ahead.

In Community—
Karen Escalante
CCTE President



Andrew Carrillo from Senator Padilla's office
with Karen Escalante and Reyann Warren

Upcoming CCTE Conferences

Fall 2025

October 16-17

University of San Diego

(and virtually)

Theme: **Who We Are, Why We Matter:**
Teaching and Teacher Educator Professionalism,
Expertise, Advocacy, and Innovation

Spring 2026

March 23-24

Sacramento Public Library Galleria

(and virtually)

Theme:

Spring Policy Action Network

A Message from CCNews Editor Nirmla Griarte Flores

It is with great excitement that I share the Fall 2025 issue of *CCNews*. In these pages, you'll find information about the CCTE Fall Conference—a chance for you to enhance your scholarship, your classroom insights, and your advocacy work into a collective dialogue with colleagues across the state and beyond.

This year's conference theme—“*Who We Are, Why We Matter: Teaching and Teacher Educator Professionalism, Expertise, Advocacy, and Innovation*”—could not be more timely. We know that teacher educators continue to face challenges, from local school board restrictions on classroom content to state and federal policies that shape teacher preparation without inviting our voices.

Here in California, the introduction of AB 1454 illustrates how deeply policy decisions can reach into our classrooms, while at the national level, we've seen attempts to weaken Diversity, Equity, and Inclusion initiatives—efforts that ultimately undermine the richness of a diverse and culturally sustaining teaching force.

Against this backdrop, our Fall Conference is more than an academic gathering—it is a moment to affirm our expertise, to support one another, and to advocate for the profession we value so deeply. I encourage you to attend and participate fully. Your presence and voice will help shape the future of our field.

Whether you plan to join us in person or virtually, I look forward to the energy, ideas, and solidarity that this year's Conference will surely bring. Together, we remind the world why we matter.

In solidarity,
—**Nirmla Griarte Flores**

CCNews Editor

Member of CCTE Board of Directors
California State Polytechnic University Pomona
ngflores@cpp.edu

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 Special Interest Group (SIG) chairs, CCTE associated organizations, and concurrent session, roundtable, and poster session presenters at CCTE semi-annual conferences to write about their sessions, activities, 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, Nirmla Griarte Flores, at California State Polytechnic University Pomona: ngflores@cpp.edu. The deadline for article submissions for the Winter 2025 issue of the newsletter is November 1.

We also look forward to reports in each issue from CCTE officers and committees and from the associated organizations and SIGs, plus updates on upcoming CCTE conferences and activities, as well as brief articles on new programs, research, and other events in the California teacher education community. The deadline for these news updates for the Winter 2025 issue is November 15. Email your submissions to Nirmla Griarte Flores (see above).

Update from CCTE Executive Secretary Alan H. Jones

Following are updates on the primary activities of the California Council on Teacher Education (CCTE) as we move through our 2025-2026 membership year which started on July 1, 2025:

Membership

Membership renewal letters and forms were emailed in April to all previous members, both institutional and individual, seeking renewals for the new 2025-2026 membership year, and most of those renewals have been received already. Those who have not yet renewed are encouraged to do so as soon as possible so that institutional delegates and individual members do not miss any of their membership benefits, which include receiving both CCTE journals in PDF format, voting rights in CCTE annual elections, and opportunities to serve on CCTE committees and working groups.

Sponsorships

During the 2024-2025 year we received annual sponsorships of CCTE from the Graduate College of Education at San Francisco State University and the School of Leadership and Education Sciences at the University of San Diego. We also received sponsorships for the Fall 2024 Conference from the Thompson Policy Institute on Disability at Chapman University and the California Association of School-University Partnerships. The California Alliance for Inclusive Schooling, GoReact, and Jugo were sponsors of the 2025 SPAN Conference. We hope that these sponsorships will be forthcoming again during the 2025-2026 year and additional sponsorships will, of course, be welcomed.

Semi-Annual Conferences

The CCTE Fall 2024 Conference was held October 17-19 in San Diego and virtually around the theme "Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom." The total registration for the Fall Conference was 340 individuals, 313 of those were on site and 27 participated virtually. The Spring SPAN 2025 Conference was held virtually on March 17-18 with 111 registrations. Planning is now nearly complete for the CCTE Fall 2025 Conference around the theme "Who We Are, Why We Matter: Teaching and Teacher Education Professionalism, Expertise, Advocacy, and Innovation" which will be hosted by the School of Leadership and Education Sciences at the University of San Diego (see additional information, the tentative program, and the registration form on pages 7-14 of this newsletter). The Spring 2026 SPAN Conference

will be both on-site at the Sacramento Public Library Galleria as well as virtual for those who prefer. It will be the 10th annual SPAN Conference and that anniversary will be appropriately celebrated.

Associated Organizations/Affiliated Organizations

During this 2025-2026 year, we are again enjoying the participation of the Association of California Community College Teacher Education Programs (ACCCTEP), the Independent California Colleges and University-Education (ICCU-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), the Supervisors of Teacher Education Network Team (STENT), and the UC|CSU Collaborative for Neuroscience, Diversity, and Learning as CCTE associated organizations. We are pleased that all of those organizations continue to collaborate with CCTE and participate in our conferences and other activities.

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 serve as our primary liaisons with those national organizations. In addition, CCTE is affiliated as a contributing member of the Californians Together organization.

New Faculty and Graduate Student Programs

CCTE continues to offer opportunities for participation in the CCTE New Faculty Support Program, including the New and Aspiring Faculty of Color (NAFOC) group, and the CCTE Graduate Student Support Program. These programs remain available to interested applicants at any time. Information about these programs is available in each issue of *CCNews* and on the CCTE website. These programs are essential in our efforts to bring new people into the profession and engage them as participants in CCTE. So please be sure to share these opportunities with both new faculty, those aspiring to become teacher education faculty, and graduate students on your campuses and encourage

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Update from CCTE Executive Secretary Alan H. Jones

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their involvement now.

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*. Issues of both journals are emailed to the membership upon publication. Each issue of the newsletter is emailed to CCTE members, delegates, and others who have attended our conferences and otherwise expressed interest in CCTE, while the two journals are emailed only to delegates and members. Please encourage all CCTE colleagues to submit manuscripts to both journals and the newsletter and to volunteer as a reviewer for either or both journals.

Committees

Each of the CCTE committees—Awards Committee, Communications Committee, JEDI Committee (Justice, Equity, Diversity, and Inclusion), Membership Committee, Nominations and Elections Committee, Policy Committee, Professional Development for Mentor Teachers Committee (previously the Intersegmental Project, now called PD4MT), and Research Committee—continues to move forward with their activities. Participation on any of the committees is open to all CCTE members and delegates.

Working Group on Literacy

A special CCTE Working Group on Literacy was established in March of 2024 to address concerns about national and local attacks on reading instruction in teacher education programs. The Working Group drafted a *CCTE White Paper on ScienceS of Reading* that was emailed to the CCTE membership, published in the Summer 2024 issue of *CCNews*, and distributed both across California and nationally to policy makers and other educational organizations. Members of the Working Group have also offered expertise at meetings of the Commission on Teacher Credentialing and the Committee on Accreditation. The Working Group continues to meet and to explore in greater depth issues around literacy, reading instruction, and educational professionalism. Several members of the Working Group are now serving on the planning committee for the CCTE Fall 2025 Conference which will focus on issues of professionalism in teacher education.

CCTE Annual Election

The CCTE 2025 annual election involved election of three new members of the Board of Directors. Those elected were Eduardo Muñoz-Muñoz of San José

State University, John Pascarella of the University of Southern California, and Elsie Solis of California State University San Marcos.

The 2026 CCTE election will involve the offices of President Elect, the two Vice Presidents of AACTE and ATE, and three seats on the Board of Directors.

Financial Update

In June the CCTE Board of Directors approved an annual budget outlining expectations for income and expenditures during this 2025-2026 year. The main sources of income each year are institutional and individual membership dues, registrations for participation in the Fall and Spring Conferences, and sponsorships. Primary expenditures categories each year are conducting the conferences, publication of the two journals, and staffing.

—Alan H. Jones

CCTE Executive Secretary
e-mail: alan.jones@ccte.org

Update from the CCTE Communications Committee

By Sarah Johnson & John Pascarella
Co-Chairs, CCTE Communications Committee

The Communications Committee of the California Council on Teacher Education (CCTE) is active throughout the year. Our virtual meetings are monthly, and we continue to work to establish a regular cycle of communication with CCTE members in a variety of ways: through *CCNews*, updating the website regularly, listserv e-mails, and *LinkedIn*:

LinkedIn: California Council on Teacher Education

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

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



CCNews

Newsletter of the California Council on Teacher Education

Volume 36, Number 3, Fall Issue, September 2025, Section 2—Conferences

Nirmala Griarte Flores (California State Polytechnic University Pomona), Editor

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Please Plan to Attend the CCTE Fall 2025 Conference

October 16-17 at the University of San Diego and Virtually

**Theme—Who We Are, Why We Matter: Teaching and Teacher Educator
Professionalism, Expertise, Advocacy, and Innovation**

By **Juliet Wahleithner**

CCTE Board of Directors & CCTE Fall 2025 Conference Chair

A year ago, most of us would not have imagined what 2025 would bring. Across the country, we have seen greater attacks on teaching and teacher education than many of us thought were possible. At the national level, funding to support education is threatened daily. In states across the country, legislative bodies have passed policies, often influenced by organizations operating outside the sphere of education, that impact both what teachers teach and how they are prepared.

Only rarely—if at all—are teachers and teacher educators brought into the conversations or even regarded as experts.

In the Summer of 2024, the California Council on Teacher Education (CCTE) Board of Directors approved “Who We Are, Why We Matter: Teaching and Teacher Educator Professionalism, Expertise, Advocacy, and Innovation” as the theme for the Fall 2025 Conference. That theme feels even more relevant and necessary now. Our Fall Conference is now just a month and a half away, and we look forward to being in a space with other teachers and teacher educators so that we can, collectively, remember who we are and why we matter, especially in a time where so often we are told we don’t.

The Thursday Opening Session on October 16 will kick off with Dr. Kevin Kumashiro, an internationally recognized expert on educational policy, school reform, teacher preparation, and educational equity and social justice, with a wide-ranging list of accomplishments and awards as a scholar, educator, leader, and advocate. On Friday, October 17, we will have the privilege of, first, hearing from Dr. Cheryl Holcomb-McCoy, President and CEO of the American Association of Colleges for Teacher Education (AACTE) and former dean and distinguished professor of the School of Education at American University in Washington, D.C. Dr. Holcomb-McCoy will help us explore what it means to be advocates for teachers and teacher education. Later that morning, CCTE past president Dr. Betina Hsieh, now the Boeing Professor of Teacher Education at the University of Washington, will guide us in examining our own identities as educators and our own spheres of influence, helping us to consider how we can be advocates for the profession in our own spaces.

The Fall 2025 Conference brings some changes to our Annual Fall Conference format. This year, the Conference will take place at the University of San Diego, hosted by the School of Leadership and Education Sciences. This change in venue allows us to make some promising shifts in the schedule, which include beginning the Opening Session at 10:30 a.m. Thursday and shifting the poster session to lunchtime on Friday. In lieu of a Saturday session, we will instead hold a follow-up virtual session on Saturday, November 8.

The bulk of the conference will stay the same as past years, with time to be inspired and invigorated by both the keynote addresses in the large group sessions and the work of our colleagues in the various research presentations. These research presentations will again include concurrent presentations, roundtable presentations, panels and workshops, and the poster session. The Fall 2025 Conference will also include the usual associated group meetings, special interest group meetings, an awards presentation on Friday afternoon, and receptions each day.

The California University Field Coordinators Forum, the CCTE Board of Directors meeting, and the statewide meeting of education deans will each take place on Wednesday, October 16, the day prior to the Fall Conference, also hosted by the School of Leadership and Education Sciences at the University of San Diego.

See the tentative conference schedule and registration information on the following newsletter pages. We look forward to you joining us in San Diego in October. Register now for the Conference and if you need overnight accommodations use this link—<https://www.sandiego.edu/finance/torero-travel-and-expense/hotels.php>

Tentative CCTE Fall 2025 Conference Program

Wednesday, October 15:

9:00 a.m. to 3:00 p.m. - Meeting of the California University Field Coordinators Forum.

10:00 a.m. to 4:30 p.m. - Meeting of the Board of Directors of the California Council on Teacher Education.

11:30 a.m. to 4:30 p.m. - Statewide Meeting of Education Deans and Directors.
Lunch at 11:30 a.m. Meeting from 1:00 p.m. to 4:30 p.m. Cash bar at 5:00 p.m.

Thursday, October 16:

9:00 a.m. to 10:15 a.m. - California Association for Bilingual Teacher Education (CABTE).

9:00 a.m. to 10:15 a.m. - Independent California Colleges and Universities-Education (ICCU-ED).

9:00 a.m. to 10:15 a.m. - California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED).

9:00 a.m. to 9:45 a.m. - Meeting of the CCTE Graduate Student Caucus.

9:45 a.m. to 10:15 a.m. - Newcomers Meeting and Orientation.

10:15 to 10:30 a.m. - Break.

10:30 a.m. to Noon - Fall Conference Opening Session.
Introductions & Organizational Updates.
Conference Orientation by Fall Conference Chair Juliet Wahleithner.
Keynote Address: Kevin Kumashiro.

Noon to 1:00 p.m. - Lunch Break and Meetings of CCTE Special Interest Groups.

1:15 p.m. to 2:15 p.m. - First Policy Session.
Two concurrent conversations with staff of the Commission on Teacher Credentialing on current topics.

2:15 to 2:30 p.m. - Break.

2:30 p.m. to 3:45 p.m. - Concurrent Research Presentations.

3:45 to 4:00 p.m. - Break.

4:00 p.m. to 5:15 p.m. - Concurrent Research Panels & Workshops.

5:15 to 5:30 p.m. - Break.

5:30 p.m. to 6:30 p.m. - Joint Presidents' Reception.

Friday, October 17:

7:30 a.m. to 8:45 a.m. - Informational Meeting about the CCTE Professional Development for Mentor Teachers (PD4MT).

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

9:00 a.m. to 10:15 a.m. - Friday Morning General Session, Part 1.
Keynote Speaker: Cheryl Holcomb-McCoy, President and CEO of AACTE.

10:15-10:30 a.m. Break.

10:30-11:45 a.m. - Friday Morning General session, Part 2.
Thematic Discussion conducted by Betina Hsieh, CCTE Past President.

Noon to 1:15 p.m. - Lunch and Poster Session.

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

2:45 to 3:00 p.m. - Break.

3:00 p.m. to 4:00 p.m. - Second Policy Session.
Discussing Work of the CCTE Policy Committee and Plans for the CCTE 2026 SPAN Conference.

4:00 to 4:15 p.m. - Break.

4:15 p.m. to 5:00 p.m. - Closing Session.
Fall Awards Presentations, Conference Recap, & Adjournment.

California Council on Teacher Education Fall 2025 Conference Conference Registration

Please use this form to register for the CCTE Fall 2025 Conference, October 16-17;
Or to pay by credit card, use the on-line portal on the “Fall 2025 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

Early-Bird On-Site Registration (paid by September 15)—for persons wishing to attend the Conference at the University of San Diego

Check the Appropriate Category:

- ☐ Basic Registration - \$495 (after 9/15 will be \$595)
- ☐ Special for P-12 Educators - \$395 (after 9/15 will be \$495)
- ☐ Special for Part-Time Faculty - \$375 (after 9/15 will be \$475)
- ☐ Special for Retired Educators - \$350 (after 9/15 will be \$450)
- ☐ Special for Students - \$250 (after 9/15 will be \$350)
- ☐ Special for 4 or more registrants from the same institution - \$475 each (after 9/15 will be \$575)
(please submit a form for each with combined payment)

On-Site Registration after September 15—for persons wishing to attend the Conference at the University of San Diego

Check the Appropriate Category:

- ☐ Basic Registration - \$595
- ☐ Special for P-12 Educators - \$495
- ☐ Special for Part-Time Faculty - \$475
- ☐ Special for Retired Educators - \$450
- ☐ Special for Students - \$350
- ☐ Special for 4 or more registrants from the same institution - \$575 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
- ☐ 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

—continued on next page—

California Council on Teacher Education Fall 2025 Conference Registration —continued from previous page—

Early-Bird Virtual Registration (paid by September 15)—for persons wishing a link to the virtual presentation of most Conference sessions

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)

Virtual Registration after September 15—for a link to the virtual presentation of most Conference sessions

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 - \$300
- ☐ Special for 4 or more registrants from the same institution - \$475 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):

- ☐ 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 2025 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

Below are hotels near the University of San Diego which offer discounted rates for persons attending events at the University. When calling for a reservation indicate that you are attending an event at the campus:

Best Western Plus Hacienda, 4041 Harney St., San Diego 92110 – 619-298-4707
 Dana on Mission Bay, 1710 W. Mission Bay, San Diego 92109 – 619-222-6440
 Hilton Gardens, 4200 Taylor St., San Diego 92110 – 619-260-0607
 Humphrey Half Moon Inn, 2303 Shelter Island Dr., San Diego 92106 – 619-264-3411
 Pacific Terrace, 610 Diamond St, San Diego 92109, 858-581-3500
 Town & Country San Diego, 500 Hotel Circle, San Diego 92108 – 877-504-0119

CCTE Awards Committee Seeks Nominations for Fall 2025 Awards

By **Betina Hsieh**
*CCTE Past President
and Chair of Awards Committee
University of Washington*

In the spirit of recognizing excellent work being done in teacher education throughout the state, CCTE would like to announce and call for nominations for awards to be handed out at this year's Fall Conference: Outstanding Emerging Teacher Educator and Outstanding Mid-Career Teacher Educator.

The **CCTE Outstanding Emerging Teacher Educator Award** will be given to a California-based Teacher Educator in their first 5 years of teacher education practice. The **CCTE Outstanding Mid-Career Teacher Educator Award** will be given to a California-based Teacher Educator with 6-15 years of teacher education experience.

Both awards are open to teacher educators who are part-time/affiliated faculty, adjunct faculty/lecturer, clinical faculty, or tenure-track faculty in any undergraduate teacher preparation pathway programs (e.g. community college/liberal studies programs) and/or post-baccalaureate accredited teacher education program in the state. Self-nominations or nominations by colleagues are welcomed. Please see the e-mail sent recently to the CCTE membership for the full call for proposals.

To submit a nomination for either of these awards, please e-mail the nominee's CV and a statement of nomination (no longer than 500 words) discussing the nominee's qualifications for this award according to the award criteria with the subject line: **Nomination for CCTE's [Name of Award]: [Nominee Name]** by **September 15, 2025** to CCTE Past President Betina Hsieh at bychsieh@uw.edu.

At this year's fall conference awards program and in the winter issue of *CCNews*, we will also debut three new awards and their criteria in collaboration with the Justice, Equity, Diversity, and Inclusion (JEDI) Committee of CCTE: the Award for Critical Research, Scholarship, and Creative Activities in Teacher Education; the Award for Transformative Community-Grounded Work in Teacher Education; and the Award for Critical Leadership in Teacher Education. The full call for these awards will be available in the Winter newsletter, with awardees then being announced at CCTE's SPAN conference in the Spring of 2026.

Looking Ahead to March 2026 The Tenth Annual SPAN Conference

From **Cynthia Grutzik,**
Eduardo Muñoz-Muñoz,
Allison Smith, & Pia Wong
CCTE Policy Committee & SPAN Co-Chairs

We are already looking ahead to our 10th Annual SPAN conference in March 2026, and in fact the road to SPAN 2026 begins at the Fall Conference in San Diego. There, on Friday afternoon, we'll open the conversation on Talking Points with feedback from SPAN 2025, an outline of CCTE's current policy priorities, and ideas for what to share with policymakers in March.

If you participated in SPAN 2025, our talking points framed the urgency of staying the course and deepening the state's commitment to educator preparation.

- ◆ Talking Point 1 – We need consistent and reliable funding via a permanent funding source so that future teachers can plan to enter these programs with certainty.
- ◆ Talking Point 2 – We must intensify our focus on retaining teachers through supported opportunities for professional learning (e.g. National Board, Mentor Teachers).
- ◆ Talking Point 3 – The Ethnic Studies requirement and model curriculum have been an important first step, and the state needs to complete the process to fund this graduation requirement.

Talking Points give legislators a clear message from our organization, but they also are a way for CCTE members to discuss important issues and find common ground. Be sure to join the conversations at the Fall Conference, which will be formative and informative as we develop the 2026 Talking Points and build our capacity as advocates.

Policy Committee members: watch your emails for an invitation to a September meeting.

Everyone: Save the date now for the 10th Annual SPAN Conference, March 23-24 in Sacramento, at the Sacramento City Library Galleria!



CCNews

Newsletter of the California Council on Teacher Education

Volume 36, Number 3, Fall Issue, September 2025, Section 3—CCTE Activities

Nirmala Griarte Flores (California State Polytechnic University Pomona), Editor

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

Nominees Sought for 2026 Annual Election

By **Betina Hsieh**

CCTE Past President

*and Chair of Nominations and Elections Committee
University of Washington*

CCTE is seeking nominations for three open positions for the members-at-large of our Board of Directors, for the next CCTE President Elect, and for both of the CCTE Vice Presidents (Vice President for AACTE and Vice President for ATE).

There are 14 positions on the CCTE Board of Directors. Current Board members are President Karen Escalante (California State University San Bernardino), President Elect Terrelle Sales (Pepperdine University), Vice President for AACTE Kimberly White-Smith (University of San Diego), Vice President for ATE Michele McConnell (California State University Fresno), Past President Betina Hsieh (University of Washington), and Board members Nirmala Griarte Flores (California State Polytechnic University Pomona), Reyna Garcia Ramos (Pepperdine University), Nat Hansuvadha (California State University Long Beach), Maria Lemus (Fresno Pacific University), Kimiya Sohrab Maghzi (University of Redlands), Eduardo Muñoz-Muñoz (San Jose State University, John Pascarella (University of Southern California, Elsie Solis (California State University San Marcos) and Juliet Wahleithner (California State University Fresno).

CCTE Board members are an integral part of the CCTE Leadership Team and play a key role in shaping the organization's priorities, conferences (and conference themes), and activities. Three-year terms for new Board members will begin in 2026 (at the close of the SPAN conference) and end in 2029.

The CCTE President Elect is initially a two-year position. The President Elect serves in that role from 2026-2028, then serves as CCTE President for two years (2028-2030) and finally as CCTE Past President for two years (2030-2032). The CCTE Presidential line of succession is designed to allow for continuity in leadership across time, given that the CCTE President plays an integral leadership role in teacher education in the state of California as well as in the organization.

The CCTE Vice Presidents each serve initially for three years and are eligible to be re-elected for additional three-year terms.

All CCTE individual members and institutional

delegates are eligible to vote in CCTE annual elections and to be nominated as candidates for CCTE offices.

If you are interested in serving on the Board of Directors or running for the CCTE President Elect role or either of the Vice President roles, have questions about the role and commitments of these positions, or would like to nominate a colleague, please contact CCTE Past President Betina Hsieh at bychsieh@uw.edu.

If you have any questions about CCTE election procedures or if you have an interest in being nominated for a CCTE office in 2026 or other future years, please share that information with both Betina Hsieh (bychsieh@uw.edu) and CCTE Executive Secretary Alan Jones (alan.jones@ccte.org).

All CCTE officers are volunteers, and persons interested in being a candidate in future elections are encouraged to initially volunteer for and participate in the work of any of the various CCTE committees, Special Interest Groups, and associated organizations (see listing below).

Opportunities for Involvement with Activities of the California Council on Teacher Education

Participate in one or more
of the CCTE Committees
(see list of Committees
elsewhere in this newsletter)

Join one or more of the
CCTE Associated Organizations
(see list of Associated Organizations
elsewhere in this newsletter)

Take part in one or more
of the Special Interest Group (SIG)
meetings at the Fall Conferences
(see list of CCTE SIGs
elsewhere in this newsletter)

CCTE Membership Renewals for the 2025-2026 Year Underway

In anticipation of the upcoming 2025-2026 CCTE membership year that started on July 1, all current institutional and individual members have received renewal letters and forms via email in early April, with the request that they submit their renewals prior to the start of the new membership year to assure that all members and delegates continue to receive their membership benefits without interruption.

CCTE membership goals for the 2025-2026 year are to receive renewals from all current institutional and individual members as well as to experience some modest growth in the organization's membership. We have institutional memberships from campuses in the California State University system, campuses of the University of California, most if not all private and independent colleges and universities engaged in preparation of teachers, community colleges with teacher preparation programs, county offices of education, state education agencies, and other educational associations and organizations. Individual memberships in CCTE are also welcomed from anyone interested or involved in teacher education.

Institutional members also have the opportunity to submit annual memberships in the California Association for Bilingual Teacher Education, the California Association of Professors of Special Education,

the Independent California Colleges and Universities-Education, the Supervisors of Teacher Education Network Team, and the Professional Development for Mentor Teachers along with their annual CCTE membership. Each institutional member may appoint six delegates to CCTE and if interested may add as many additional delegates as they wish, each at an additional fee equivalent to an individual membership.

Membership benefits for institutional delegates as well as individual members include receiving each issue of the two CCTE-sponsored professional journals (*Issues in Teacher Education* and *Teacher Education Quarterly*) as well as the CCTE newsletter (*CCNews*), the right to vote in the CCTE annual election of officers and in any policy votes held at the semi-annual conferences, the opportunity to participate on CCTE standing committees of interest, and the chance to participate in Special Interest Group meetings held at each Fall Conference.

Along with institutional memberships, CCTE also seeks annual sponsorships from colleges and universities and other organizations, agencies, and commercial entities to help support our activities and programs. For additional information, contact CCTE Executive Secretary Alan H. Jones at:

alan.jones@ccte.org

Upcoming CCTE Conferences

Fall 2025

October 16-17

University of San Diego
(and virtually)

Theme:

Who We Are, Why We Matter:

Teaching and Teacher Educator Professionalism, Expertise, Advocacy, and Innovation

Spring 2026

March 23-24

Sacramento City Library Galleria
(and virtually)

Theme:

Spring Policy Action Network



CABTE
CALIFORNIA ASSOCIATION FOR
BILINGUAL TEACHER EDUCATION

By **Clara Amador-Lankster**
CABTE President
National University

The 2024-2025 year has been successful for the California Association of Bilingual Teacher Education (CABTE) Board and Membership acting on behalf of bilingual teacher education for IHes and LEAs in California. We are planning to have another successful 2025-2026 CABTE year!

CABTE Four Priority Areas for Year 2025-2026

- 501(c)(3) Establishment and Financial Sustainability of CABTE
 - ☐ Priority 1: CABTE has processed the filing of the 1023 EZ form with the IRS to become a 501(c)3 public non-profit organization. CABTE is waiting to hear back from the IRS in early fall 2025.
- Membership Growth and Strategic Partnerships
 - ☐ Priority 2: CABTE successfully sponsored the CABTE/CABE Graduate Student Research SYMPOSIUM for 18 graduate student poster presentations at the Annual 2025 CABE Conference in February in Long Beach, CA. CABTE initiated collaboration with CPEP (Council for Plurilingual Education Preparation/CSU) collaborative partnership to the existing partnerships with CCTE, CalTog, CABE and CTC. CABTE will explore a partnership with BTPDP from CDE.

- Visibility and Advocacy for Bilingual Programs
 - ☐ Priority 3: 2025 CABTE Open Letter
 - ☐ California Association for Bilingual Teacher Education (CABTE) Open Letter In Defense of Multilingualism, Equity, and Inclusive Education
 - ☐ CABTE secured a research grant from Silver Giving Funding to conduct a research study on the state of bilingual teacher preparation in California.
 - ☐ CABTE will be submitting a document proposing CTC Regulatory changes on waivers for CSET Spanish Subtest III to provide equitable access for all MS, SS and Education Specialist credential candidates.
 - ☐ CABTE Themed Proposal for 2026 Fall CCTE Conference was submitted and accepted by CCTE BoD.
- Supporting Bilingual Teacher Preparation (Program Design & Standards)
 - ☐ Priority 4: CABTE is responding to CTC by providing support to BILA programs at various phases of development prior and during the IPR process. CABTE has also provided SB488 Literacy Certification Reviewers (March, April, May, June and August 2025).

We look forward to the fruitful work we will accomplish together as an Associated Organization during the 2025-2026 academic year.

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: 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: Betina Hsieh, University of Washington.

Communications Committee: Coordinates ongoing activities such 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 Co-Chairs: Sarah Johnson, Fresno Pacific University, and John Pascarella (University of Southern California).

JEDI (Justice, Equity, Diversity, and Inclusion) Committee: Explores and recommends policy and action to the Board of Directors and membership. Committee Chair Daniel Soodjinda, California State University, Stanislaus.

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, and Mona Thompson California State University, Channel Islands.

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, Pia Wong, California State University, Sacramento, Eduardo Muñoz-Muñoz, San José State University, and Allison Smith, University of Massachusetts Global.

Professional Development for Mentor Teachers Committee (PD4MT): Coordinates and develops programs for professional development of supervisors and mentor teachers. Co-Chairs: Virginia Kennedy, California State University, Northridge, and Melissa Meetze-Hall, University of Redlands.

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, and 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

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 engaged with CCTE, 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 community.

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 at a CCTE member institution 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 \$87.50 per year.

Participants in this program will attend at least one CCTE Conference (either a Fall Conference in or a Spring SPAN Conference in) and the conference registration fee will be discounted 50%. Participants will be responsible for all other costs involved in attending any 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 at least one 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. This group usually 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.

CCTE Associated and Affiliated Organizations

There are two national teacher education organizations with which CCTE is “affiliated,” since CCTE serves as their official California state chapters. There are eleven 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. 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)

UC|CSU Collaborative on Neuroscience, Diversity, and Learning

The “affiliated” organizations are:

American Association of Colleges for Teacher Education (AACTE)

Association of Teacher Educators (ATE)

Californians Together (CalTog)

CCTE Special Interest Groups

Following are eight CCTE Special Interest Groups that are open to any interested persons:

Arts and Education. Explores issues and developments related to the integration of the arts into teacher education and PK-12 education.

Coordinators/Directors of Credential Programs: Offers an opportunity for coordinators and directors of credential programs to exchange information, discuss issues, and develop coordinated plans.

Equity and Social Justice: 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: Features programs that highlight the current and evolving roles of teachers at all levels of education.

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

Teacher Induction: 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: Explores issues and innovations in technology that impact and offer promise to the field of teacher education.

Undergraduate Teacher Education: Examines issues related to the undergraduate preparation of teachers.

The SIGs convene concurrently during each CCTE Fall Conference.

The SIGs are also encouraged to develop and schedule additional virtual programs as a way to share information with the CCTE membership. Stay tuned for announcements about these programs, which will be shared by email with the CCTE community or included in issues of *CCNews*.

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 announced 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 awardee will become a CCTE student member for the year, receiving a 50% discount on membership dues; and (b) The student registration fee for the Conference the awardee 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 aspired towards 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. 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. Those who are 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*—published 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.”

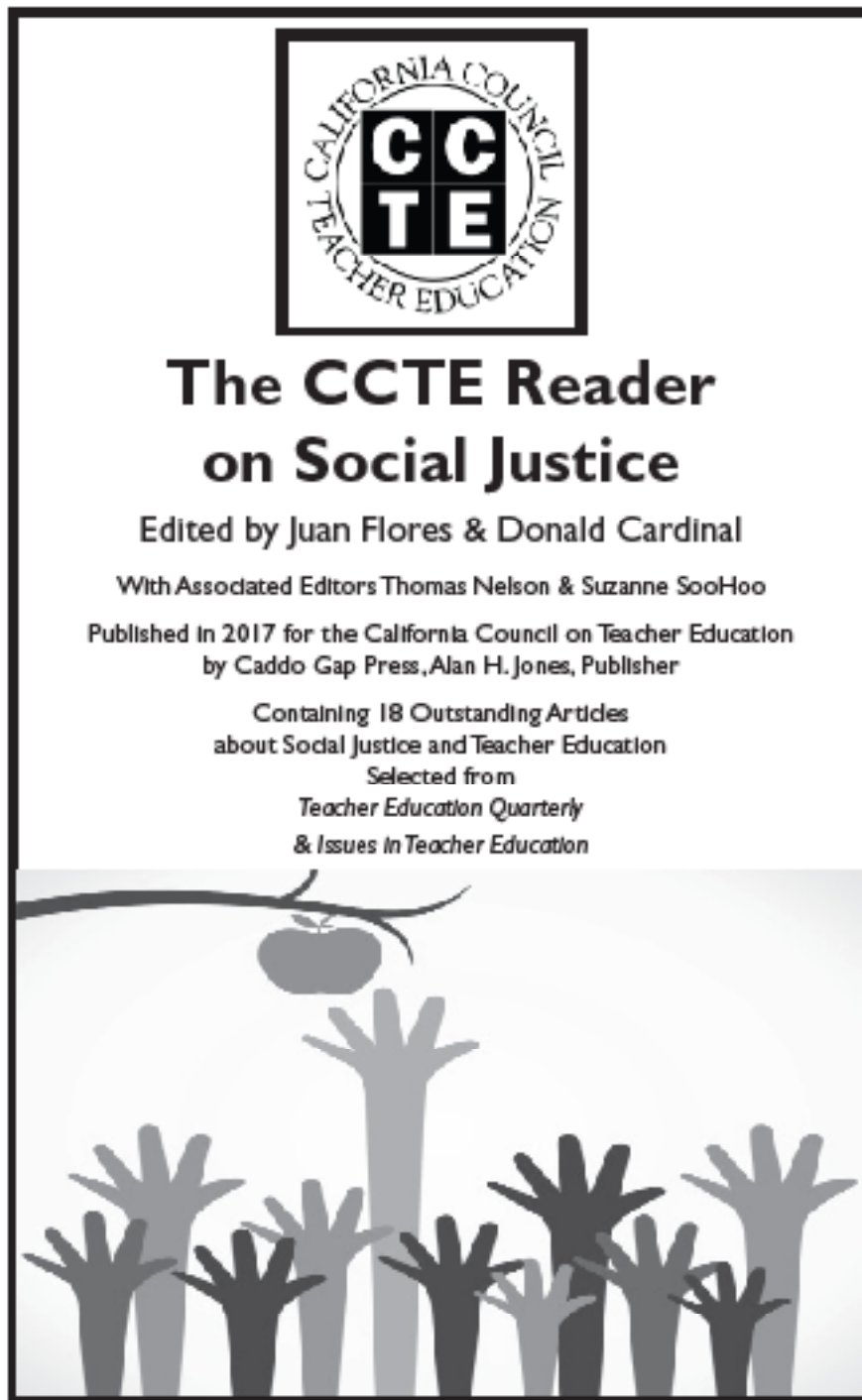
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

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.

Information about how to order the *CCTE Reader on Social Justice* is posted on the CCTE website at www.ccte.org where there is an online order form.





CCNews

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

Volume 36, Number 3, Fall Issue, September 2025, Section 4—Articles from the Field

Nirmala Griarte Flores (California State Polytechnic University Pomona), 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. Others are reports or commentary about teacher education related activities, associated organizations, or other activities. The newsletter also welcomes articles related to any aspect of 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 Nirmala Griarte Flores, California State Polytechnic University Pomona at:

ngflores@cpp.edu

In this issue of *CCNews* please find the following article:

**A Holmes Scholar's Experience
at AACTE's Washington Week on the Hill:
Part II**

By Reyan Warren

(see page 22)

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 programs such 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 new profiles added periodically.

Be sure to check it all out frequently.

A Holmes Scholar's Experience at AACTE's Washington Week on The Hill: Part II

By **Reyan Warren**

Doctoral Student

School of Leadership and Educational Sciences

University of San Diego

and

President, Holmes Scholars Council

When I reflect on my path as a Holmes Scholar, I carry with me both the weight of past institutional burden and the light of what true support and leadership can look like. Last year, I wrote about my experience attending AACTE's Washington Week on the Hill as a Holmes Scholar from California State University, San Bernardino. That trip to D.C. was a turning point; not just in my academic journey, but in how I defined my self-worth in the face of administrative adversity. I showed up for myself and for my future, even when the former chose not to.

This year, I write not from a place of defense, but from a place of peace and power. I am now a proud doctoral student at the University of San Diego (USD), continuing as a Holmes Scholar. This time not fighting or grasping for institutional support, but as the President of the Holmes Scholars Council, thriving in a space that affirms my leadership, scholarship, and vision.

The transition to USD has been nothing short of transformative. There, I am surrounded by faculty and leadership—especially our Dean—who do not just support their students in theory, but in action. From day one, I have been encouraged to grow, challenged to lead, and most importantly, believed in. This year's AACTE Washington Week felt different. Yes, the schedule was still fast-paced, and yes, I still had the opportunity to connect with policymakers and fellow advocates on Capitol Hill; but this time, I walked into every room not as someone seeking validation, but as someone already validated.

Again, just as last year, Dr. Karen Escalante was my Washington Week group lead, and together we met with Representative Pete Aguilar; this was my second time speaking with him on the Hill. We discussed the teacher education programs currently at risk under the present federal administration, including the unjust withholding of already Congressionally allocated funding from California and other states. We also visited Senator Alex Padilla's office, where we connected with a trusted colleague, Andrew Carrillo, who has been instrumental over the past



Karen Escalante and Reyan Warren in Washington D.C.

year in building a network of outstanding multilingual educators to consult with Senator Padilla's staff.

This year also brought a powerful moment in our meeting with Senator Brian Schatz of Hawai'i. Accompanying us was Jaime Kent, an extraordinary educator from Hawai'i, whose deep connection to his state's educational challenges and triumphs created one of the most moving exchanges of the week. We ended the night exhausted, but felt accomplished. Ready to do it all over again. Because if what is at stake affects the future of education for all, it is worth the fight.

I now understand what it means to be nurtured by an institution, not just tolerated. And that difference has made all the difference. If last year's message was one of resistance, this year's is one of restoration. I am living proof that we can honor our roots without being bound by them. That moving institutions does not mean abandoning purpose, but often reclaiming it.

The Holmes Scholars Program continues to be a foundational part of my doctoral journey. It has opened doors, sharpened my advocacy, and introduced me to a network of scholars who push the boundaries of equity and excellence.

To any doctoral student feeling stuck, unsupported, or unseen: you are not the problem. Sometimes the most radical act of self-preservation is to seek the soil where you can truly grow. Remind yourself that sometimes what does not work out, actually works out. Redirection is still protection. And I'm still winning.