



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 36, Number 2, Summer Issue, June 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 9-16 of this newsletter)



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California Council on Teacher Education: Standing Firm in Our Commitments to Education

A Message from CCTE President Karen Escalante

Greetings, CCTE Community,

We recently passed a sobering milestone—100 days into Trump’s return to office—and the consequences for education, equity, and human dignity are deeply concerning. As Cheryl Holcomb-McCoy, President and CEO of the American Association of Colleges for Teacher Education (AACTE), asked: *“What happens when we strip education of its resources, devalue its professionals, and politicize its purpose? We’re finding out in real-time, and nowhere are the consequences more alarming than in our efforts to diversify the educator workforce.”*

At CCTE, we believe in navigating these times together; that is our commitment to education. This involves leaning into our professional communities, reading and writing together, organizing together, and meeting with policymakers. This is a time for collective courage—for raising our voices a little louder. We are standing firm. If you are ready to get more involved, lean in. We welcome your passion, your voice, and your leadership. Our charge continues to be “improving education at every level through fostering teacher development and growth opportunities.”

SPAN

CCTE’s 9th annual Spring Policy Action Network (SPAN) conference was a great success! This year, CCTE continued to focus its advocacy efforts on

three key areas: preparing a diverse workforce for the ongoing shortage, retaining effective teachers, and ensuring the integrity and fidelity of ethnic studies across the curriculum. I extend my sincere gratitude to the dedicated SPAN team: Pia Wong, Cynthia Grutzik, Eduardo Muñoz-Muñoz, and Allison Smith. A special thank you to Sarah Johnson, who

has consistently and skillfully coordinated our legislative visits for many years, and thank you to Rebekah Harris for her valuable assistance to Sarah this year. Finally, many thanks to each of you who registered, attended the sessions, participated actively, engaged in legislative visits, shared your research, advocated for teacher education, and fostered a strong sense of community.



DEI Statement

As I have shared in every issue of *CCNews*, CCTE is a community dedicated to advancing education at every level by fostering meaningful opportunities for teacher development and growth.

Central to our mission are the values of Justice, Equity, Diversity, and Inclusion (JEDI).

In alignment with these priorities, we recently released a powerful statement crafted by our JEDI Committee, chaired by Daniel Soodjinda. This statement reaffirms our unwavering commitment to Diversity, Equity, and Inclusion—and it reflects the heart of who we are as an organization. To borrow the

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A Message from CCTE President Karen Escalante

(Continued from previous page)

words of Tom Petty and the Heartbreakers, “*We won’t back down.*”

We stand firm in our values. You can read our full “CCTE Statement in Support of Diversity, Equity, and Inclusion (DEI) in Education” in this issue of *CCNews* (see pages 5-6) and on our website at www.ccte.org.

Fall 2025 Conference

Our Fall 2025 Conference, “Who We Are, Why We Matter: Teaching and Teacher Educator Professionalism, Expertise, Advocacy, and Innovation,” will be held October 16 and 17 at the University of San Diego. This will be our first conference in a university setting, and we are looking forward to being in community in our familial spaces. We will still be in lovely San Diego, enjoying fabulous food, scenery, and the company of CCTE friends. Mark your calendars now and save the date. More information about the fall conference, including an overview, tentative program, registration form, and call for research proposals, can be found in this *CCNews* (see pages 9-16).

What I am Reading

This season has been incredibly busy, as the academic year comes to an end. Still, I have been slowly reading a few meaningful titles: *I’ve Been Thinking...Reflections, Prayers, and Meditations for a Meaningful Life* by Maria Shriver, *Man’s Search for Meaning* by Viktor E. Frankl, and I’m continuing to read *Mind Magic* by James Doty, M.D. While summer is often a time for writing proposals and engaging in research, please nourish yourself with activities and people who bring you joy.

In Community,

Karen Escalante

CCTE President

Karen.escalante@csusb.edu

Reference

Holcomb-McCoy, C. (2025). When we defund education, we defund teacher diversity. *Diverse: Issues in Higher Education*. <https://www.diverseeducation.com/opinion/article/15743577/when-we-defund-education-we-defund-teacher-diversity>

Update from the CCTE Communications Committee

By **Sarah Johnson**

Chair, CCTE Communications Committee
Fresno Pacific University

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* and other social media:

Facebook: California Council on Teacher Education

Instagram: [calcouncilteachered](https://www.instagram.com/calcouncilteachered)

Instagram: [calcouncilteachereducation](https://www.instagram.com/calcouncilteachereducation)

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 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

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

(and virtually)

Theme:

Spring Policy Action Network

A Message from CCNews Editor Nirmla Griarte Flores

Dear CCTE Colleagues,

By the time you receive this issue of *CCNews*, you're probably heading to the beach with your family, jetting off on a long-awaited trip abroad, or simply relaxing at home, enjoying your favorite drink while flipping through the pages of that long-neglected book.

Summer is here! And with it comes the perfect opportunity to embrace the 3 Rs of the season: Recuperate, Reflect, and Re-energize—essentials not just for personal well-being, but for sustaining our passion as educators and preparing to make a deeper impact in the lives of our students and colleagues.

Recuperate: After a year of challenges—whether navigating contentious educational policies, coping with shrinking federal and state funding for teacher preparation programs, or witnessing the widening equity gap as marginalized students lose access to essential resources like mental health services, technology, and qualified teachers—it's time to rest and recharge. Teacher educators have been working tirelessly to mentor student teachers, manage field placements despite school closures or staffing shortages, and advocate for curriculum that reflects social justice and equity. Classroom teachers have met shifting demands head-on—implementing trauma-informed practices, addressing learning loss, and creatively reimagining instruction in under-resourced schools. Now is the time to give your mind and body a much-needed break.

Reflect: Take stock of the meaningful progress you've made. Maybe you redesigned your syllabus to integrate culturally responsive pedagogy. Perhaps you mentored a teacher candidate who found their voice and confidence under your guidance. You might have published a paper on inclusive teaching practices, presented at a national conference, led a professional learning community in your district, or organized a workshop for new teachers. Did you engage in policy advocacy by writing to legislators about the importance of funding teacher residency programs or opposing laws that restrict what can be taught in classrooms? These actions, big and small, shape the future of education and empower the next generation of teachers and learners.

Re-energize: Let this summer be a season of renewal. Reignite your creative spark—whether it's designing a new practicum model, piloting an inquiry-based unit, or experimenting with tech tools that enhance engagement. Take a walk, join a yoga class, or finally try that hiking trail. Nourish your physical health and mental clarity. Reconnect with fellow educators, attend an institute or webinar, or simply enjoy a long conversation with a colleague who inspires you. Dream big—set intentions for the coming year, journal your goals, and chart a path to becoming the educator you aspire to be.

Let us all take full advantage of this season to recuperate from the past, reflect on our purpose, and re-energize for what's ahead—because we owe it not only to ourselves, but to the future generation whose lives we are called to shape. Enjoy your summer—and thank you for all that you do.

In solidarity,
—**Nirmla Griarte Flores**

CCNews Editor

Member of CCTE Board of Directors

California State Polytechnic University Pomona

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CCNews Call for Articles and News

The goal of *CCNews*, the quarterly newsletter of the California Council on Teacher Education (CCTE), is to serve as a forum for CCTE members to share information and celebrate our successes. We encourage all 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 Fall 2025 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 2025 issue is August 15. Email your submissions to Nirmla Griarte Flores (see above).

CCTE Statement in Support of Diversity, Equity, and Inclusion (DEI) in Education

*Drafted by CCTE JEDI (Justice, Equity, Diversity, & Inclusion) Committee
and Approved Unanimously by the CCTE Board of Directors on April 23, 2025*

The California Council on Teacher Education (CCTE) strongly reaffirms its commitment to Diversity, Equity, and Inclusion (DEI) in education, particularly in light of the recent actions by the Trump Administration and the U.S. Department of Education to eliminate DEI initiatives at the federal level. These actions, as outlined in the Department's official statement, reflect a fundamental misunderstanding of what DEI represents within PK-12 schools, higher education institutions, and in teacher education programs.

At the heart of the current discourse is a widespread mischaracterization of DEI, often framed as a divisive and discriminatory ideology rather than what it truly is—a research-based, pedagogically sound framework that ensures access, representation, and success for all students. The recent federal guidance claims to be dismantling DEI in order to “end discrimination based on race” and “eliminate harmful race stereotypes.” However, this assertion is based on a false premise that DEI itself is discriminatory, when in fact, DEI efforts have always aimed to counteract discrimination and provide equitable educational opportunities.

What DEI Actually Means in PK-12 and Higher Education

Diversity, Equity, and Inclusion are not political talking points, nor are they mechanisms for exclusion. Instead, they are fundamental principles that shape effective and fair educational environments for all students.

- Diversity acknowledges the broad spectrum of identities, backgrounds, and lived experiences that students bring into the classroom. This includes but is not limited to race, ethnicity, gender, ability, socio-economic status, language, citizenship status, and cultural heritage. In schools, diversity means recognizing and valuing these differences rather than erasing them.
- Equity ensures that all students have access to the resources, opportunities, and support they need to succeed. It is not about giving preferential treatment but rather about removing systemic barriers that have historically disadvantaged certain groups. Equity recognizes that different students may need different levels of support in order to achieve their full potential.
- Inclusion is the practice of creating learning spaces where every student feels valued, heard, and respected. Inclusion goes beyond representation; it fosters a sense of belonging and engagement for all students, ensuring that curriculum, teaching practices, and policies reflect the diverse experiences and needs of the student population.

And consider the opposite of these terms. A lack of diversity means that the varied identities, backgrounds, and lived experiences of students are not being represented, acknowledged, or valued within the school community. A lack of equity means that individuals are not being treated equally. A lack of inclusion means that some groups and individuals are being excluded from activities and benefits enjoyed by others. Ultimately a refusal to acknowledge and implement goals and programs that foster justice, equity, diversity, and inclusion is to invite and accept the opposite; to instead champion inequality, bigotry, and white supremacy.

These principles are foundational to effective teaching and learning. They are supported by decades of educational research showing that when schools embrace DEI, student achievement, retention, and engagement improve. Schools that implement DEI frameworks cultivate critical thinking, empathy, and problem-solving skills—essential competencies for success in a multicultural democracy and global economy.

DEI Is Not What the Federal Government Claims It to Be

The recent statement from the U.S. Department of Education suggests that DEI initiatives are inherently discriminatory and use harmful racial stereotypes. This could not be further from the truth. DEI efforts do not promote exclusion, racial bias, or ideological indoctrination. Rather, they:

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CCTE Statement in Support of Diversity, Equity, and Inclusion (DEI) in Education

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- Work to dismantle barriers to opportunity by ensuring that historically marginalized students have access to high-quality education and the necessary resources to thrive.
- Promote factual, comprehensive, and historically accurate curricula that reflect the contributions and experiences of diverse communities.
- Cultivate inclusive school climates where students from all backgrounds and abilities feel safe, supported, and valued.
- Prepare future educators and leaders to effectively serve diverse student populations with cultural competence and responsiveness.

DEI is not about lowering academic standards, forcing ideological conformity, or privileging any one group over another. It is about ensuring that every student—regardless of background—has a fair and meaningful chance at success. The recent efforts to dismantle DEI at the federal level not only misrepresent its purpose but also threaten to roll back decades of progress in educational access, equity, and excellence.

The Role of DEI in Teacher Education

Diversity, Equity, and Inclusion are not abstract concepts—they are central to effective teacher preparation and student success. DEI efforts in teacher education focus on:

- Ensuring that teacher candidates develop the skills to teach diverse student populations. Teachers must be prepared to work with multilingual learners, students with disabilities, and students from varied cultural and racial backgrounds.
- Addressing disparities in teacher preparation and student outcomes. Research has shown that students of color benefit academically and socially when they have teachers who reflect their backgrounds. DEI efforts aim to diversify the teacher workforce and provide all students with high-quality instruction.
- Creating inclusive school climates that support student learning. Schools that embrace DEI principles see higher student engagement, reduced disciplinary disparities, and improved academic outcomes

Recommendations for Action

As the federal government continues to attack DEI efforts, teacher educators, researchers, and teacher preparation programs must take a proactive stance. Based on the recommendations from Shaun Harper's Dear Colleague letter (2025), we encourage institutions to:

- **Defend and Publicly Reaffirm Their Commitment to DEI:** Institutions should make clear statements supporting DEI and demonstrating how it aligns with their mission of preparing effective educators.
- **Use Data to Show the Impact of DEI:** Teacher education programs should collect and share data on student outcomes, faculty diversity, and school climate to demonstrate the necessity of DEI efforts.
- **Challenge Misinformation:** When critics claim that DEI promotes discrimination, segregation, or political ideology, educators must push back with evidence-based responses.
- **Strengthen Coalitions to Protect DEI:** Teacher educators, school districts, and professional organizations should work together to advocate for policies that support equity and inclusion in education.

The California Council on Teacher Education reiterates its commitment to justice, equity, diversity, and inclusion as essential components of the preparation of teachers and other educational professionals needed to assure that our schools are open to, fully serving, and offering role models to all California students. Further, we urge—indeed we demand—that all of our member institutions stand firm in maintaining and expanding activities and programs that promote justice, equity, diversity and inclusion.

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 have nearly completed our 2024-2025 membership year which concludes on June 30, 2025:

Membership

We have enjoyed 68 institutional memberships (22 CSU campuses, 9 UC campuses, 32 private and independent campuses, 2 community colleges, 2 county offices, and 1 state agency) and 16 individual memberships during this 2024-2025 membership year. All institutional members from the 2023-2024 membership year renewed for 2024-2025 and our institutional membership income has exceeded our budget expectations by over \$4,000. In contrast, the 16 individual memberships we received during 2024-2025 is only about half of what we had the previous year, and thus fell some \$3,000 below budgeted expectations.

Membership renewal letters and forms were emailed in April to all current members, both institutional and individual, seeking renewals for the new 2025-2026 membership year that starts July 1, and many of those renewals have already been received. Those who have not yet renewed are encouraged to do so as soon as possible so that both 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 also underway 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.

Associated Organizations/Affiliated Organizations

During this 2024-2025 year, we have enjoyed 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 will be working with CCTE again during the upcoming 2025-2026 membership year.

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

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From the Desk of the CCTE Executive Secretary

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faculty, those aspiring to become teacher education faculty, and graduate students on your campuses and encourage their involvement now. We are also seeking one or more volunteers from the CCTE leadership or membership to assist with coordination of the NAFOC.

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 last March 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 2025 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 Report

Each June, the CCTE Board of Directors approves an annual budget outlining expectations for income and expenditures. 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

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
(and virtually)

Theme:

Spring Policy Action Network



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Newsletter of the California Council on Teacher Education

Volume 36, Number 2, Summer Issue, June 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—Why We Matter: Teaching and Teacher Educator
Professionalism, Expertise, Advocacy, and Innovation**

By Juliet Wahleithner

CCTE Board of Directors & CCTE Fall 2025 Conference Chair

In recent years, assaults on teaching and teacher education have continued to rise nationwide. These attacks have taken place locally, as school boards have worked to pass policies aimed at controlling how and what teachers teach. And these attacks have occurred at the state and, particularly in 2025, national levels, as 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. Most recently, in California, we saw these attempts play out through the proposed AB 1454, which sought to influence how literacy is taught in elementary classrooms. At the federal level, we've witnessed similar efforts, as recent policies have targeted Diversity, Equity, and Inclusion (DEI) initiatives, seeking to undermine frameworks that promote a racially diverse teaching force and inclusive and culturally sustaining educational practices. Only rarely—if at all—have teachers and teacher educators been brought into the conversations around these policy issues.

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. We are excited to announce the speakers for our general sessions. 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, will help us kick-off the conference at our Thursday Opening Session. On Friday, 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. After Dr. Holcomb-McCoy speaks, CCTE Past President Dr. Betina Hsieh, now the Boeing Professor of Teacher Education at the University of Washington, will lead a working session to guide us in thinking through and planning our own advocacy efforts.

The Fall 2025 Conference will also bring some changes to our annual fall conference. This year, the conference will take place October 16-17 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. These 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 later in the fall on Saturday, November 8, that will include research presentations and a synthesis conversation building on the on-site conference.

The bulk of the on-site conference will stay the same as in the past, 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, which 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 meet 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, registration information, and the call for research session proposals on the following newsletter pages. We look forward to you joining us in San Diego in October.

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

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

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 of the CCTE Professional Development for Mentor Teachers Committee (PD-4MT).

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 Chaired 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

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 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

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

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California Council on Teacher Education
Fall 2025 Conference Registration
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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):

- ☐ 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 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

A list of hotels near the University of San Diego will be available on the Fall 2025 Conference page of the CCTE website for those wishing overnight accommodations to choose from.

Call for Proposals for CCTE 2025 Fall Conference

October 16–17, 2025 (site-based) and November 8, 2025 (Virtual)

In recent years, assaults on teaching and teacher education have continued to rise nationwide. These attacks have taken place locally, as school boards have worked to pass policies aimed at controlling how and what teachers teach. And these attacks have occurred at the state and national levels, as 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. Most recently, in California, we see these attempts play out through the proposed AB 1454, which seeks to influence how literacy is taught in elementary classrooms. At the federal level, we've witnessed similar efforts, as recent policies have targeted Diversity, Equity, and Inclusion (DEI) initiatives, seeking to undermine frameworks that promote a racially diverse teaching force, and inclusive and culturally sustaining educational practices. Only rarely—if at all—are teachers and teacher educators brought into the conversations that lead to these policies.

As Dr. Karen Escalante shared in her Fall 2024 CCNews President's Message, a focus for CCTE in the coming years is ensuring teacher educators are a part of those conversations as we focus on what it means to be advocates and professionals. With this in mind, the CCTE Board selected *Who We Are, Why We Matter: Teaching and Teacher Educator Professionalism, Expertise, Advocacy, and Innovation* as the theme for the Fall 2025 Conference.

We invite you to submit proposals to present recent research that align with the conference theme and fit within one of the three strands detailed below. Additionally, we invite proposals that address other relevant issues within teaching and teacher education.

Conference Theme:

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

Strand 1:

What does it mean to be a professional in teacher education? How does this include advocacy?

Points to consider:

- How is teaching and teacher education governed today? How has it been governed historically?
 - ☐ How is the historical perspective complicated by gender, race, ethnicity, and/or policies?
 - ☐ How do we guide the profession? What do we do if the state is telling us to do something we see as problematic?
 - ☐ Are state structures the best guidelines for quality teaching?
 - ☐ Do we want to create space for an external force to manage higher education?
 - ☐ Are the structures constraining the imagination and the questions, and the resources of the field?
 - ☐ How do we, as educators, maintain control when our authority in the field is typically usurped? How do we understand how it has been usurped?
- How, as a profession, do we hold ourselves and/or our programs accountable?
 - ☐ Do we have a responsibility to call out those who are not living up to the standards?
- How are programs' values reflected in their coursework and practices? What are your program's values? How do they show up in your courses?
 - ☐ Are there institutions that have already gone through a process of establishing their values? Can we take something from it?
- How is it our responsibility as a field to advocate for and support students who have been/are being marginalized, particularly students of color?
- Who holds the authority to define professionalism in education and/or teacher education?
- How do programs define "success" per their goals, mission, and focus?
- How do stakeholders (accrediting bodies, local governing bodies) define success in the profession?
 - ☐ Are TPA/TPE/edTPAs the benchmark for great teachers? Great programs?
- Within Teacher Education, how do we prepare people to understand state/federal policies and interpret them for their local context?
- What models of mentorship are used and are effective?

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Call for Proposals for CCTE 2025 Fall Conference

October 16-17, 2025 (site-based) and November 8, 2025 (Virtual)

—continued from previous page—

Strand 2:

How do we advocate for our profession? How do we develop advocacy skills in our students?

Points to consider:

- How do we advocate for change?
- How do we advocate for educational voices (in various spaces) during times of change? How do we ensure teachers and teacher educators have a seat at the table?
- What does it look like for us, as teacher educators, to re-claim authority over the educational profession?
- How are leaders shepherding advocacy and empowering stakeholders?
- In what ways are teachers, and specifically teachers of color, being prepared/empowered as professionals/advocates in their local context/community?
- Where do we have spaces—or create intentional spaces—for empowerment? Voice? Change? Safety? What are the impacts of these spaces?
- With recent attacks on Diversity, Equity, and Inclusion efforts, how can we advocate for antiracist practices; social/racial justice; equity; diversity, and inclusion-based practices, programs, and policies?
- How do we advocate for real teachers in a time of AI and for the ethical and responsible use of AI and technology to support our work?
- How do we work with our accrediting bodies to make sure they understand what we, as professionals, need?
- How do we advocate for teachers/candidates to overcome systemic barriers that have historically oppressed teachers from marginalized communities?
 - ☐ How does the Commission on Teacher Credentialing address systemic inequities that create barriers?
- What is the role of CCTE and associated organizations in upholding the profession? How do we, as members of these organizations, hold ourselves accountable? How do we promote advocacy?
 - ☐ How are we responding to attacks on DEI?

Strand 3:

CCTE's charge: "to work toward improving education at every level through fostering teacher development and growth opportunities."

- Proposals related to teaching, teacher education, education, policy areas, disability studies, etc., not connected to the theme are welcome.

How to Submit Proposals

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

There will be two site-based conference days, with an additional virtual gathering the morning of November 8. You will be asked on the cover sheet form to indicate whether you prefer to present in a site-based or virtual conference format.

All proposals must be submitted as a Word document, PDF, or Google Doc (New Times Roman, 12 pt. font) via the google form, and include:

1. 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, panels, roundtable presentations, or poster session presentations. Cover sheet and proposal upload may be accessed with the following links:
<https://forms.gle/VzvCigo4fpGohWQ6> or <https://bit.ly/cctefall2025>
2. 50-word abstract for the conference program

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Call for Proposals for CCTE 2025 Fall Conference

October 16-17, 2025 (site-based) and November 8, 2025 (Virtual)

—continued from previous page—

3. 100-word abstract for the *CCNews*
4. 2-4 keywords
5. File attachment of a maximum 1,800-word, single-spaced, proposal with references. Abstract, references, tables, and figures are not part of the word count. There should not be any names of the presenters inside the document (File names will be changed by the research committee before sending proposals to reviewers).

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

Authors of accepted proposals will be invited to present in either:

- a concurrent session (presentation, panel, or workshop), roundtable session, or poster session at the on-site conference or
- a panel, workshop, roundtable, or digital poster for the virtual conference.

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. The videos will be moved to the CCTE YouTube Channel following the Conference.

All presenters will be invited to submit a paper to the fall *CCTE Monograph* for publication.

Deadline

Deadline for proposals for the CCTE Fall 2025 Conference is August 15, 2025

Content of the Proposal

1. A brief overview of the study/project/program session including purpose/objectives;
2. Indication of significance to the field of teacher education;
3. The following, depending on type of proposal:
 - ☐ For research proposals (<https://bit.ly/CCTE-RP>), describe theoretical framework, methodology, and overview of results.
 - ☐ For theoretical proposals (<https://bit.ly/CCTE-TP>), describe the central problem, mode(s) of inquiry, and findings.
 - ☐ For practice proposals (<https://bit.ly/CCTE-PrP>), describe the key elements of practice, with conclusions and/or point of view.
 - ☐ For policy analysis proposals (<https://bit.ly/CCTE-PAP>), describe relevant literature, strategy for analyzing, developing, or evaluating policy, and your conclusions.
 - ☐ For workshop proposals (<https://bit.ly/CCTE-WP>), describe a particular problem or challenge, the practices that address the issue, and an overview of planned activities.
 - ☐ For panel proposals (bit.ly/45CL3ue), 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>

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 K-12 levels.

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Call for Proposals for CCTE 2025 Fall Conference

October 16-17, 2025 (site-based) and November 8, 2025 (Virtual)

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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 2025 conference at the University of San Diego in San Diego (registration information and a form are on the previous page of this announcement).

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 members. Immediately following the conference, authors of the accepted proposals will be invited to submit a written version of their presentation to be published in the *CCTE Fall 2025 Research Monograph* later in the fall.

QR Code

Use the QR code below to submit proposals:



Announcing the STENT Summer 2025 Virtual Conference

By **Lisa Sullivan**
*University of California Davis
STENT Team Lead*

The Supervisors of Teacher Education Network Team (STENT) Summer 2025 STENT Virtual Conference will be held July 30 and 31. Registration for the Conference is now open and the registration form as well as an online registration portal can be found on the California Council on Teacher Education (CCTE) website at www.ccte.org. See the STENT Summer Conference page of the website.

STENT annual institutional memberships, which include group registrations for the Summer Conference, are also an option available with CCTE annual institutional memberships for the upcoming 2025-2026 membership year. See the membership page of the CCTE website for information and membership forms.

A call for Workshop Proposals is also available on the CCTE website STENT Summer Conference page. Proposals should be submitted by June 9.

As in prior years, the STENT Virtual Summer Conference will feature two days of workshops.

STENT is an associated organization of CCTE. We hope you will participate in the two-day STENT 2025 Summer Virtual Conference. All teacher educators are welcome.

Plan Now To Attend the 10th Annual CCTE SPAN Conference on March 23-25, 2026

The California Council on Teacher Education's Spring Policy Action Network, SPAN, was started in 2017 with the goal of positioning our organization as a resource to legislators and a policy voice for educator preparation. Join us in Sacramento on March 23-24, 2026, to carry this work forward and celebrate our 10th annual SPAN Conference. We have already set the dates and secured the Sacramento City Library Galleria for both days, so save the date!

March 23-24, 2026
Tsakapoulous Library Galleria
Sacramento
(Virtual Option Available via Zoom)

Note also that we will be initiating a new registration option, pending CCTE Board approval:

Early Bird Registration Due December 20
Regular Registration from December 21 - March 23

Stay tuned for additional details. There will be a SPAN preview session and discussion at the CCTE Fall 2025 Conference in San Diego and the formal announcement of the SPAN 2026 Conference, including the tentative program, registration form, and call for research proposals will be emailed to the CCTE membership in early December.

We're looking forward to seeing you there.

—SPAN Co-Chairs

Cynthia Grutzik, San Francisco State University
Pia Wong, California State University Sacramento
Eduardo Muñoz-Muñoz, San Jose State University
Allison Smith, University of Massachusetts Global



CCNews

Newsletter of the California Council on Teacher Education

Volume 36, Number 2, Summer Issue, June 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

Results of CCTE 2025 Annual Election

The California Council on Teacher Education (CCTE) annual election in 2025 involved election of three new members of the Board of Directors. The three members elected to the Board are Eduardo Muñoz-Muñoz (San José State University), John Pascarella (University of Southern California), and Elsie Solis (California State University San Marcos). They will serve three-year terms. Congratulations to Eduardo, John, and Elsie,

The three members of the Board of Directors whose terms expired in 2025, and who were therefore replaced in the 2025 election, are Kara Ireland-D'Ambrosio (Alliant International University), Antoinette Linton (California State University Fullerton), and Daniel Soodjinda (California State University Stanislaus). Thank you to Kara, Antoinette, and Daniel for their three years of service on the Board as well as their continuing involvement with CCTE.

There are 14 positions on the CCTE Board of Directors. In addition to new members Eduardo, John, and Elsie, the other 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 James Fabionar (University of San Diego), Nirmala Griarte Flores (California State Polytechnic University Pomona), Reyna Garcia Ramos (Pepperdine University), Nat Hansuvadha (California State University Long Beach), Kimiya Sohrab Maghzi (University of Redlands), and Juliet Wahleithner (California State University Fresno).

Next year, the CCTE 2026 annual election will also include the election of the President Elect and the Vice Presidents for AACTE and ATE as well as three new Board members.

The Nominations and Elections Committee, chaired by CCTE Past President Betina Hsieh (University of Washington), will, as stipulated in the CCTE By-laws, recruit a slate of nominees for the offices to be elected in 2026.

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 have any questions about CCTE election

procedures, please contact CCTE Executive Secretary Alan H. Jones. If you have an interest in being nominated for a CCTE office in 2026 or other future years, please share that information with both the Nominations and Elections Committee and Alan Jones. 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 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 starts 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 currently 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 memberships, CCTE also seeks annual sponsorships to help support its 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
(and virtually)

Theme:

Spring Policy Action Network

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 Chair: Sarah Johnson, Fresno Pacific University.

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 & 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 & 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 & 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 & 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 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.

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.”

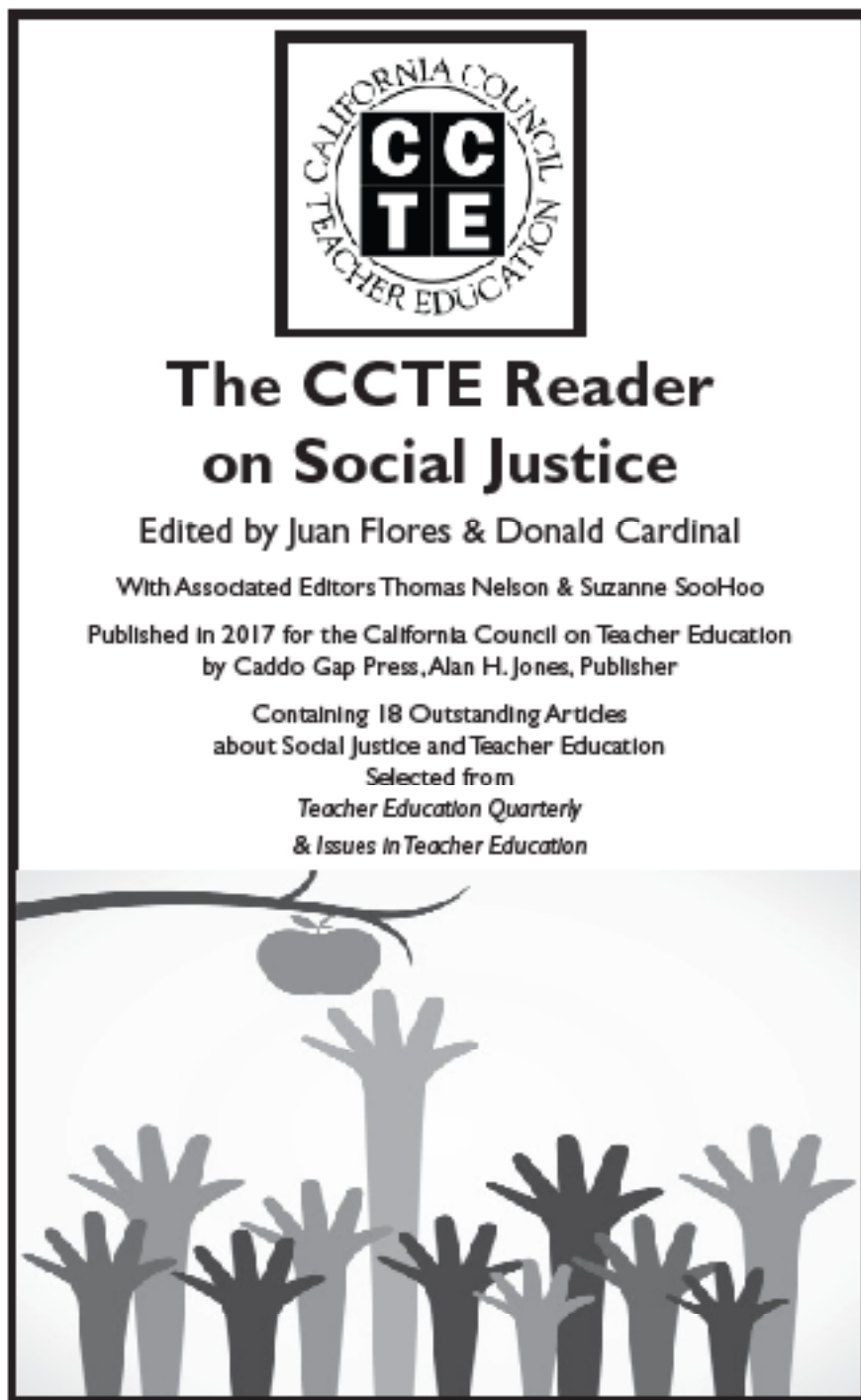
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

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 2, Summer Issue, June 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

No submissions were received for this issue of *CCNews*. We encourage submissions for future issues.

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.