

# CCNews

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

**Volume 28, Number 3, Fall Issue, September 2017**

Jo Birdsell, Editor (National University)

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## Looking ahead to the CCTE Fall 2017 Conference

see preview and additional information on pages 9-12

### CCTE Fall 2017 Conference Keynote Speakers



Dr. Noma LeMoine (left) and Dr. Douglas E. Luffborough, III (right) will be the Thursday and Friday keynote speakers at the CCTE Fall 2017 Conference. For additional background information see page 13 of the Summer 2017 issue of *CCNews*.



# CCNews

Newsletter of the  
California Council on Teacher Education

## Welcoming a New Academic Year

### A Message from CCTE President Sharon Russell

As the light changes in hue and the days shorten, we are reminded that the academic year begins again for the teacher education community and our California P-12 schools. This year teacher educators continue to embrace change and deepen collaboration in our professional communities. The general education teacher education programs will begin to implement new Educator Preparation Standards and new Teacher Performance Expectations. CalTPA 2.0 will enter into a field test of the new instrument piloted last year. The education specialist work group continues its work in building its new credential structure. Cal Council hopes to serve as the meeting place where teacher educators can work together to implement these changes.

As a first step toward this goal, the Intersegmental Project launched its state-wide eight-hour curriculum for district-employed supervisor (DES) training for Basic Teaching Credential Programs on August 15, 2017. To provide maximum access the training is online and a certification and badge is generated upon completion of each module. Over the summer, materials were reviewed multiple times and two different learning management systems (LMS) were piloted. *Course Networking*, <https://www.thecn.com>, a user friendly platform that combines a LMS with social media possibilities, was chosen for financial and security reasons. The encryption and security is high and no participant has to be involved with social media. The LMS provides the capacity to do badging and build community among interested district-employed supervisors and teacher preparation programs.

Since we need to maintain confidentiality of DES information, the decision was made to add a layer of security. Therefore, project members will send the emails of participants to [IntersegmentalProject@calcouncil.com](mailto:IntersegmentalProject@calcouncil.com) to enable an invitation to the training. The Intersegmental Project will send an invitational email and a pin number to program nominees enabling their participation. The teacher preparation program will get an email conformation.

CCTE institutional members can join the Intersegmental Project by paying an additional fee of \$100 with their annual CCTE institutional membership dues. Non-CCTE

members have a fee of \$200 and can sign up to participate on the CCTE website using PayPal. If you have already paid your dues but did not pay the Intersegmental Project membership, you can add it by going to PayPal on the CCTE website. Membership in the project provides the institution with an unlimited number of participants in training and a report of participant completion. The CCTE Board of Directors approved the creation of an intersegmental committee to coordinate and maintain the curriculum project and a mechanism to collect the minimal fee from institutions using the curriculum to defray foundational and maintenance costs.

Cal Council wants to thank all who have participated in the process. Without the “Coalition of the Willing” from over forty teacher preparation programs and the generosity of supporting institutions such as National University, CSU-Long Beach, University of San Diego, and Cal-StateTEACH this project would not have come to fruition nor would it be so representative of all of our teacher education communities.

Cal Council will continue to increase its advocacy and present a clear and consistent voice for teacher education in the policy arena. I urge all members to stay

informed about the national and California contexts and to communicate with policymakers to continue California’s support of public education and quality teacher preparation. Cal Council continue to advocate for funding for California K-12 schools and teacher preparation programs at both the national and state levels.

In this newsletter, you will have the opportunity to read about the Fall 2017 Conference in San Diego. There will be an excellent line up of speakers, researchers, and Saturday Institutes to inform our work. Looking toward next Spring, the SPAN conference committee is working to cast another agenda that will deepen our advocacy position, honor your suggestions, and include an ever-growing community of collaborators. You will also see in this issue an announcement about mini-grants from the California CEEDAR Project.

—Sharon E. Russell, President  
California Council on Teacher Education



Sharon Russell

## Looking Ahead to CCTE 2018 Election

The California Council on Teacher Education annual election in 2018 will involve election of three officers—President-Elect, Vice President for AACTE, and Vice President for ATE, each to two-years terms—as well as three members of the Board of Directors to three-year terms. The election will be formally announced via email to all members and delegates by the first of the year and will then be held through an on-line ballot during February and early March, with the results announced at the Spring Conference on March 9, at which time the newly elected officers and Board members begin their terms of office.

The CCTE Nominations and Elections Committee, chaired as stipulated in the CCTE By-Laws by the Past President, Juan Flores, has the responsibility for nominating two candidates for each open position. The Committee welcomes suggestions, recommendations, and volunteers as it seeks potential candidates this fall, in order to have a list of candidates to announce some time in December. While

any CCTE member or delegate is eligible to be nominated, the Committee is particularly interested in candidates who have demonstrated their commitment to CCTE through service on our standing committees, semi-annual conference planning committees, and as leaders of any of our SIGs and associated organizations.

Members of the Board of Directors attend quarterly Board meetings and serve as members or chairs of CCTE standing committees. The Vice Presidents for AACTE and ATE serve as CCTE's primary liaison to those national organizations, for which CCTE is in each case the official state chapter. The President-Elect serves initially for two years in that role, and then assumes the role of President for two years, as well as Past President for a final two years, so that office involves a six-year commitment.

Please address your suggestions, nominations, or personal interest in being a candidate to Juan Flores via e-mail at [jflores@csustan.edu](mailto:jflores@csustan.edu)

### Upcoming CCTE Conferences

**Fall 2017**

**Kona Kai Resort, San Diego  
October 19-21**

**Theme: "Social Justice and Equity:  
Having a Meaningful Dialogue to Inspire Action"**

**Spring 2018**

**The Citizen Hotel, Sacramento  
March 8-9**

**Theme: "SPAN: Spring Policy Action Network"**

**Fall 2017**

**Kona Kai Resort, San Diego  
October 18-20**

**Theme: To Be Determined**

## From the Desk of the CCTE Executive Secretary

Following are brief updates on current activities of the California Council on Teacher Education (CCTE) which will hopefully be of interest to all CCTE members, delegates, and friends:

### Membership Remains Strong

Membership renewals and new memberships for the 2017-2018 CCTE membership year are now being received. Renewal information was emailed in May to all institutions and individual who were 2016-2017 members and reminders as needed will be sent in September. All indications are that membership numbers for 2017-2018 will continue to be strong, with nearly all campuses in California participating.

It should be noted that the forms for submitting CCTE institutional memberships also include options for institutions to join three associated organizations—the California Association of Bilingual Teacher Educators (CABTE), the California Association of Professors of Special Education (CAPSE), and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET)—as well as the Intersegmental Collaboration. The dues collected for those organizations are passed through to each. We encourage all institutional members to support and participate in these associated organizations.

### Annual Sponsorship Program

CCTE appreciated institutional co-sponsorships from California State University Long Beach, California State University Los Angeles, Loyola Marymount University, the University of Redlands, and the California State University Collaborative for the Advancement of Linked Learning during the 2016-2017 year. We hope yet other institutions will join as co-sponsors during 2017-2018.

### Fall 2017 Conference Coming Up

The Fall 2017 CCTE Conference will be held October 20-22 at the Kona Kai Resort in San Diego around the theme “Equity and Social Justice: Having a Meaningful Dialogue to Inspire Action.” See the preview, tentative program, and registration form on pages 11-15 of this newsletter. Register now and join us for a great conference. Also of special interest is the *CCTE Reader on Social Justice* that has been published in association with the Fall Conference theme.

### Spring Conferences in Sacramento

The CCTE Spring 2018 Conference will be our second SPAN (Spring Policy Action Network) Conference, scheduled for March 8-9, 2018, at The Citizen Hotel in Sacramento. Be sure to put that on your schedule and watch for additional details in upcoming email announcements and future issues of *CCNews*.

### CCTE New Faculty Program

The CCTE New Faculty Support Program will enter its seventh year during 2017-2018. The program is open to any teacher education faculty in their first five years of service at any of our CCTE member institutions. The benefits of the program include discounted CCTE membership and conference registration as well as mentorship from an experienced CCTE leader.

### CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program will enjoy its eighth year during 2017-2018. The program is open to graduate students at any CCTE member institution. The benefits include discounted CCTE membership and conference registration, an opportunity to submit a proposal for one of our conference programs, mentorship from a CCTE leader, and participation in the CCTE Graduate Student Caucus. All students involved with CCTE are invited to the Caucus meeting on Thursday morning of the Fall Conference.

### Position and Event Announcements

For several years CCTE distributed announcements of available positions and special events at member institutions via e-mail to all members and delegates. Because of a rapidly increasing number of announcements, two years ago we added a special section to the CCTE website for posting of such announcements. Having such announcements posted is one of the benefits of being a member institution of CCTE. Please be sure to log in and check the announcements at [www.ccte.org](http://www.ccte.org)

### CCTE Journals

All CCTE members and institutional delegates receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as each issue is published. This year included a special summer issue of *Issues in Teacher Education* on bilingual education, co-guest edited by Magaly Lavadenz of Loyola Marymount University and Rey Baca of the University of Southern California, published and distributed in June. The Summer 2017 issue of *Teacher Education Quarterly* was distributed in July, and fall issues of both journals are planned for October.

If you have any questions about CCTE and our various activities, please don't hesitate to contact me.

—Alan H. Jones, CCTE Executive Secretary  
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## Update from the CCTE Policy Committee

By **Mona Thompson & Susan Westbrook**  
*Co-Chairs, CCTE Policy Committee*

### Fall Conference Policy Sessions

Immigration lawyer Anna Hysell, whose North San Diego County office works with immigrants, will be sharing her expertise with CCTE Conference attendees during the 3:15 p.m. Policy Session on Thursday October 19th at the Fall 2017 Conference.

Daily we learn of new efforts to discriminate against immigrants to our country. Recently a reporter asked a member of the White House staff what had happened to the meaning of the Statue of Liberty and its poem that says “Send me your tired, your poor, your huddled masses yearning to be free...” Sadly, the reporter’s question remained unanswered.

On August 2, 2017, President Trump told Congress he wanted to limit immigration to one-half of the current number, require them to speak English, and bring a needed skill to this country (whatever that may be).

As California educators we know many of our students and their families face both legal and personal challenges as a result of the negative attitudes and actions of the current administration in Washington D.C. How can these students learn with so much on their minds? As their teachers/professors do we have any obligation to support them? Is so, what do we do? Ms Hysell will be sharing her knowledge, experiences, and suggestions to help us answer these questions.

The Friday afternoon Policy Session at the Fall 2017 Conference will feature reports from staff of the Commission on Teacher Credentialing.

### Legislation

#### Financial Aid

*AB 169 (O'Donnell)* Teaching credential: teacher recruitment: Golden State Teacher Grant Program

*Status:* Senate Education Committee

*Summary:* Subject to an appropriation by the Legislature, this bill would establish a program to be administered by the Student Aid Commission to provide a grant to each student enrolled in an approved teacher credentialing program who commits to working in a high-need field for four years. The bill would require a grant recipient to agree to repay the grant to the state in specified circumstances.

#### General

*AB 410 (Cervantez)* Teacher credentialing: beginning teacher induction programs: fees

*Status:* Assembly Appropriations, suspense file

*Summary:* This bill would prohibit a school district, county office of education, or charter school from charging a fee to a

beginning teacher to participate in a beginning teacher induction program beginning with the 17-18 school year. The bill defines a beginning teacher for purposes of this provision as one holding a preliminary credential.

*AB 952 (Reyes)* Teachers: Bilingual Teacher Professional Development Program

*Status:* Senate Appropriations, suspense file

*Summary:* AB 99 of the 2017–18 Regular Session, which has been adopted by the Legislature, would establish the Bilingual Teacher Professional Development Program and would require the State Department of Education to allocate grant funding to local educational agencies or a consortia of local educational agencies for purposes of providing professional development services to specified teachers and paraprofessionals to provide instruction to English learners.

This bill would require the commission, on or before July 1, 2020, in consultation with the Committee on Accreditation, to develop a process for the purpose of identifying short-term, high-quality pathways to address the shortage of bilingual education teachers. The bill would require the commission, on or before July 1, 2020, to provide recommendations that identify the most effective incentives for enabling existing schools of education in public institutions of higher education to establish, maintain, or expand a bilingual education program of professional preparation. The bill would require the commission to submit an initial report to the appropriate policy committees of the Legislature regarding the development of those pathways for the preparation of bilingual education teachers on or before July 1, 2019, and a final report regarding the development of those pathways and the commission’s recommendations for bilingual education programs of professional preparation on or before July 1, 2021.

*SB 436 (Allen)* Teachers: California STEM Professional Teaching Pathway Act of 2017

*Status:* Assembly Education Committee

*Summary:* This bill would establish the California STEM Professional Teaching Pathway for the purpose of recruiting, training, supporting, and retaining qualified science, technology, engineering, and mathematics (STEM) professionals, including military veterans, as mathematics and science teachers in California. This bill would require the commission to document the impacts of the bill and include that information in a specified report. The bill would require its provisions to be implemented only upon the enactment of an appropriation in the annual Budget Act or another statute for its purposes.

#### Credentialing

*AB 170 (O'Donnell)* Teaching credentialing

*Status:* Chaptered

*Summary:* This bill would no longer require, for issuance of a

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## Update from CCTE Policy Committee

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multiple subject teaching credential only, that the baccalaureate degree be in a subject other than professional education.

### Curriculum

*SB 135 (Dodd)* Pupil instruction: media literacy

*Status:* Assembly Appropriations

*Summary:* This bill would require the State Board, in the next revision of instructional materials or curriculum frameworks in social sciences for grades 1 to 12, to include instruction on media literacy. For the purposes of this bill, “media literacy” means “the ability to encode and decode the symbols transmitted via electronic or digital media and the ability to synthesize, analyze, and produce mediated messages.” The bill would also require the State Department of Education to make a list of resources and materials on media literacy available to teachers on its website.

### Permanent Status

*AB 1220 (Webber)* Certificated school employees: permanent status.

*Status:* Senate Education Committee

*Summary:* Existing law requires an employee of a school district who, after having been employed by the school district for 2 complete consecutive school years in a position or positions requiring certification qualifications, is reelected for the next succeeding school year to a position requiring certification qualifications, at the commencement of the succeeding school year, to be classified as a permanent employee of the school district.

This bill would instead authorize a county superinten-

dent of schools, and the governing board of a school district, to offer an employee of the county superintendent of schools or the school district in a position or positions requiring certification qualifications to continue for up to 3 complete consecutive school years as a probationary employee.

The bill would require a county superintendent of schools, and the governing board of a school district, if a probationary employee is offered a 3rd complete consecutive school year of probationary employment, to develop an individualized improvement plan to assist in addressing the deficiencies identified in the probationary employee’s evaluation, to provide copies of all prior evaluations before the plan meeting, and to provide individualized professional development consistent with the plan.

This bill would provide that, to the extent these provisions conflict with any provision of a collective bargaining agreement entered into before January 1, 2018, by a public school employer and an exclusive bargaining representative, these provisions shall not apply until the expiration or renewal of that collective bargaining agreement.

### CCTE Policy Contacts

The CCTE Policy Committee Co-Chairs can be contacted by e-mail as follows:

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Get Tuned in to the

### CCTE SPAN (Spring Policy Action Network)

Read the report about the CCTE Spring 2017 SPAN Conference  
Held This Past March 30-31 in Sacramento  
on Page 18 of the Summer 2017 issue of *CCNews*  
(that issue is available on the CCTE website)

And be ready to register for the CCTE Spring 2018 SPAN  
To be held March 8-9 again at The Citizen Hotel in Sacramento

Watch for Future SPAN Announcements and Reports



# Updates from the Commission on Teacher Credentialing

## California Center on Teaching Careers

The establishment of the Tulare County Office of Education’s California Center on Teaching Careers (CCTC) represents a serious commitment toward solving California’s dire teacher shortage. The Center offers an innovative and connected approach toward the recruitment, preparation and retention of quality candidates through its new digital platform, [californiateach.org](http://californiateach.org). With its initial launch in August 2017, the platform is a collaboration between the CCTC, the California Commission on Teacher Credentialing (CTC), and other partners throughout the state.

The [californiateach.org](http://californiateach.org) interactive *vortal* (or vertical digital portal) breaks new ground, leveraging technology to bring a comprehensive approach to solving the teacher shortage through the sharing of best practices to build a qualified, effective, and diverse teacher candidate pool. The Center’s multiple partnerships with education agencies throughout the state will provide prospective teachers the information they need to explore the many pathways available to enter the profession. Candidates will have a personalized experience through the vortal, receiving relevant content based upon their individual profile. They will be able to track their progress as they explore options, determine a course of action and reach milestones in their path to becoming an educator.

The vortal will be launching in phases, offering a con-

tinuum of programs and services to support and inform all stakeholders. The platform is designed to grow and adjust as it seeks to positively impact teaching and learning in California’s 21st Century classrooms. It is a combined effort, drawing and building upon the Center’s relationships with school district leaders, county offices of education, Institutions of Higher Education (IHEs), the Commission, and others.

An initial effort in phase 1 is the development of a robust management system designed to ensure that potential candidates are provided the most current and relevant information to meet their individual profile, needs and goals. Connections will be forged between candidates and teacher preparation programs, based upon the pathway selected by the individual.

For prospective teachers, personalized content offered through [californiateach.org](http://californiateach.org) will be updated continually by the Center and education partners. Whether simply beginning to consider teaching as a career, exploring options for teacher preparation programs, seeking financial incentives and support or learning interview techniques as they seek a teaching position, the vortal is designed to be a hub of information and support every step of the way toward becoming a 21st Century educator.

The Center recognizes the ongoing impact of technology

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## Updates from the Commission on Teacher Credentialing

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on ways people connect, communicate, gather information, organize and plan. As such, phase 1 will also feature a rollout of extensive and varied PSA and social media campaigns to reach prospective candidates. As another exciting and innovative method of generating interest in the teaching profession, the Center will be introducing the targeted placement of AVATARS (Animated Virtual Assistant for Teaching and Resources). An AVATAR utilizes hologram technology to engage, inform, and connect interested individuals to further information.

As information needs for teacher applicants evolve, teacher recruitment practices must also be updated for the 21st Century. During phase 1, the Center will develop and disseminate a toolkit designed to support school districts, reflecting updated best practices for teacher recruitment and retention.

Due to the teacher shortage, in recent years school districts have seen a dramatic increase in the number of emergency-style permits issued to fill staffing needs in the state of California. As such, another toolkit is being designed during phase 1 to address the urgent need to move Provisional Internship Permit (PIP) and Short-Term Staff Permit (STSP) holders into a teacher preparation program. The goal of this toolkit is to support school district efforts to retain quality candidates as well as to offer tools needed by permit holders to pursue a full teaching credential.

Many permit holders demonstrate the dedication, talent, and diligence required to become a successful teacher. The PIP/STSP toolkit will provide tools to credential analysts, human resources departments, school site staff, and IHEs to track and transition candidates into a preparation program. With these permits being valid for a maximum of one year, time is of the essence. The Center is committed to providing vital, relevant, and timely information on ways PIP and STSP holders may pursue certification.

The Center's services will evolve and delve deeper into ways to recruit, support, and retain prospective teachers during subsequent phases. Phase 2 will see further refinement of data integration with partner institutions as well as enhancements to personalized digital pathways for candidates. For instance, a platform will be designed during this phase to prepare employers to conduct virtual job fairs, allowing potential candidates to connect to teaching opportunities online.

During phase 3, the Center will respond to the results obtained from the ongoing collection and reporting of data. New resources and information will continue to be introduced during this phase as well, including a YouTube channel with engaging and relevant videos tailored to user interests and needs. The customer database and intake protocols will be refined, and micro-credentials will be developed and promoted. It is our goal to refine protocols and procedures based upon users' feedback as we work to strengthen our abilities to connect candidates to districts and IHEs.

A centerpiece of the Center will be its campaign to at-

tract and inspire new and diverse talent in the education field, particularly in the areas of math, science, and special education. An additional goal is to connect and help match candidates – whether substitute teachers, permit holders (PIP and STSP), or graduates of teacher preparation programs – to positions that will be a good fit for the individual and employing district.

In the fall of 2017, after soliciting stakeholder input, the Center will develop and release a request for California Educator Development (CalEd) grant proposals. This funding opportunity is designed to help promote professional development and preparation of teachers and school leaders, as well as to further address California's teacher shortage. This effort will be in coordination with the California Commission on Teacher Credentialing (CTC).

Finally, the Center seeks to elevate the profession by demonstrating that teaching is a rewarding and challenging career, offering opportunities to be creative and innovative while guiding, collaborating, integrating technology, and growing as an educator and leader. By raising awareness of the benefits of becoming a 21st century teacher, and providing the support needed to get there, the Center will help to bring more aspiring educators into the profession.

For additional information on the California Center on Teaching Careers and its digital platform, [californiateach.org](http://californiateach.org), contact Donna Glassman-Sommer, CCTC Executive Director, at (559) 730-2549, (800) 336-6549, or [donnags@tcoe.org](mailto:donnags@tcoe.org)

### Field Test for the Updated CalTPA and the Newly-Developed CalAPA

The field test of these two performance assessments begins October 2, 2017. Candidate submissions will be uploaded to the online platform starting in January 2018, and will be scored by California assessors April through May. Programs and candidates will receive information about results of the field test in May 2018. Public webinars will be held by CTC and ES staff on October 18 to share the revised assessments based on pilot test findings. Webinars will be archived on the CTC's website.

At the conclusion of the field test and once all revisions have been made based on the field test results, the redeveloped CalTPA will be required for preliminary teacher candidates starting July 2018. A passing standard study will be conducted spring of 2018 and a passing standard will be set by the CTC at its August 2018 meeting.

Recently, at the June CTC meeting, the Commission granted a non-consequential administration year for the CalAPA in 2018-19. A passing standard study will be conducted spring of 2018 and a passing standard will be set by the CTC at its August 2018 meeting. The CalAPA will be required for preliminary administrator candidates starting July 1, 2019

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## Updates from the Commission on Teacher Credentialing

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For more information on the Commission's performance assessments for teachers and leaders, to volunteer your program to be a part of the field testing in 2018-19 (low incidence SS programs are needed for the field test), and/or to apply to participate as an assessor for the field tests of the CalTPA and CalAPA, spring of 2018, please visit [www.ctcpa.nesinc.com](http://www.ctcpa.nesinc.com). Assessors will be compensated for their training time and for scoring submissions by the Commission's technical contractor, Evaluation Systems group of Pearson.

### Elementary Subject Matter Programs

At the June 2017 Commission meeting CSU Channel Islands, CSU Dominguez Hills, CSU Long Beach, CSU Stanislaus, San Jose State, and Concordia University Irvine were all approved to offer Elementary Subject Matter programs.

These 6 ESM programs are the first to operate in California since 2004 and bring back the option for a candidate for a Multiple Subject or Education Specialist credential may satisfy subject matter by passing the CSET:MS or by completing a Commission-approved Elementary Subject Matter program. For more information on Elementary Subject Matter programs please visit the Commission's web page on submitting a proposal for an Elementary Subject Matter program.

### Induction Conference: Leading the Change

A conference, sponsored in conjunction with the Commission, focusing on both teacher and leader induction will take place at the DoubleTree by Hilton at the Fresno Convention Center on December 5-6, 2017. Dr. Anthony Muhammad and Dr. Russell Quaglia will be the keynote speakers. Register at [www.californiainductionconference.com](http://www.californiainductionconference.com).

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## CEEDAR Mini-Grant Opportunity for Faculty Teams in California Institutions of Higher Education

CEEDAR recently awarded funds to California for faculty in colleges and universities with educator preparation programs (EPPs) to develop collaborative curriculum projects that focus on inclusive education. Funds will be awarded as small grants for interdisciplinary faculty teams to redesign courses and programs to improve educator preparation to effectively teach ALL students, including those with disabilities, in general education settings. This funding comes as an extension of CEEDAR's multi-state consortium to develop resources and educator preparation programs

focused on inclusive practices in schools. The purpose of the funding, in the form of mini-grants, is to broaden the community of inclusive practice across EPPs in California. The CEEDAR Mini-Grant Program will be coordinated in collaboration with the California Council on Teacher Education (CCTE) and the California State University. Further details on proposal requirements and submission will be provided at the CCTE Fall 2017 Conference in San Diego, October 19-21.

### CCNews Call for Articles and News

The goal of *CCNews* continues to be to create a forum for CCTE members to share information and celebrate our successes. We encourage all SIG chairs and concurrent session and poster session presenters at CCTE semi-annual conferences to write about their sessions and presentations for the newsletter. Just e-mail your submissions as an attachment to the editor:

[jbirdsell@nu.edu](mailto:jbirdsell@nu.edu)

The deadline for materials for the Winter 2017 issue is November 15.

We look forward to reports from CCTE officers and committees, from the associated organizations and SIGs, as updates on upcoming CCTE events and activities, plus brief articles on new programs, research, and other events in the California teacher education community.

—Jo Birdsell  
National University  
Editor of *CCNews*

# CCTE Announces Search for a New Editor for *Issues in Teacher Education*

The California Council on Teacher Education (CCTE) is seeking an individual Council member or a team to serve as the next editor (or co-editors) of *Issues in Teacher Education*, one of the two scholarly journals sponsored by CCTE, such appointment to be effective July 1, 2018.

*Issues in Teacher Education* is a peer-reviewed journal published twice a year, each spring and fall, by Caddo Gap Press and distributed in PDF format to the CCTE membership and other subscribers and distribution outlets. A third special issue was published this year in the summer, but that will not necessarily be repeated as part of the future regular schedule of the journal.

*Issues in Teacher Education* features original manuscripts focusing on topics, concerns, methodologies, and policies for improving the quality of teacher education broadly defined to include preservice preparation, the induction years, and the professional development of career teachers. The journal also includes book reviews of interest to the teacher education community.

The term of editorship is three years, renewable if mutually desired by the new editor and the Council. So the appointment of a new editor (or editors) will run from July 1, 2018, to June 30, 2021.

The journal utilizes the Open Journal System (OJS) submission process and all manuscripts undergo a blind peer-review prior to selection for publication. The editor is responsible for coordinating all aspects of manuscript solicitation, submission, reception, review, communication with authors, and final editing for submission to the publisher. These responsibilities include receiving manuscript submissions, notifying authors of the status of manuscripts, sending manuscripts out for peer review, maintaining a roster of reviewers, forwarding reviewer responses and acceptance status to authors, working with authors to prepare manuscripts for publication, selecting the contents of each issue, readying each issue for the publisher, and reviewing final proofs prior to publication.

The journal also has a website which includes background information, the OJS submission portal, guidelines for authors, sample tables of contents and articles, information on back issues, and subscription information. The editor is responsible for maintaining the website in coordination with the CCTE webmaster.

The editor serves as chair of an Editorial Board comprised of five at-large members of CCTE, plus the CCTE President and CCTE Executive Secretary. Currently a co-editor serves as secretary of the Editorial Board, and the editor may appoint other associate editors as needed. The Editorial Board meets at least twice yearly during each

CCTE semi-annual conference, and communicates at other times by email and telephone as needed. The editor sits *ex officio* on the CCTE Board of Directors, which requires attendance by the editor at quarterly CCTE board meetings. The editor reports regularly to the CCTE Board concerning the operation of the journal.

While the CCTE annual budget provides general support for publication and distribution of the journal, applicants for editor will be expected to have adequate support from their employing institution for editorial time, clerical assistance, student interns to assist with the journal, and other needs of the editorial team.

Applications and nominations for editor (or co-editors) should be submitted by e-mail to Alan H. Jones, CCTE Executive Secretary, at [alan.jones@ccte.org](mailto:alan.jones@ccte.org). A professional vitae for each candidate for editor or co-editor should accompany the letter of application or nomination. Candidates for editor must be individual members or institutional delegates of CCTE, should have demonstrable standing as scholars in the teacher education field, and should have previous experience in editing and publication of educational materials on a fixed schedule.

Candidates are also asked to provide information regarding support that may be provided by their employing institution, such as a reduced teaching load/released time, part-time managing editor, part-time copy editor, technical support for the journal website and submission system, office space, clerical support, graduate student assistants, etc.

The deadline for application/nomination is December 1, 2017. Following that date a four-member CCTE search committee—consisting of two representatives of the CCTE Board of Directors and two representatives of the *Issues in Teacher Education* Editorial Board—will review applications and nominations, hold interviews, and recommend a choice for editor to the CCTE Board of Directors. The CCTE Board will make the appointment at its March 2017 meeting. The new editor will then work with the current co-editors to assure a smooth transition prior to assuming the editorship on July 1, 2018.



# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 28, Number 3, Fall Issue, September 2017, Section 2

Jo Birdsell, Editor (National University)

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

## Preview of CCTE Fall 2017 Conference

### “Social Justice and Equity: Having a Meaningful Dialogue to Inspire Action”

By **Shannon Stanton & Charlane Starks**  
*Co-Chairs of the CCTE Fall 2017 Conference*

The CCTE Fall 2017 Conference, around the theme “Social Justice and Equity: Having a Meaningful Dialogue to Inspire Action,” seeks to not only start a meaningful dialogue around issues of equity and social justice, but also to propel us to action. As teacher educators we are in a unique space to prepare teachers to address all of these issues in the classrooms where they will teach. Our teachers must have the tools to address and facilitate these issues, but it must first begin with us—the teacher educators.

How are we defining equity and social justice? What does it look like in our teacher education programs and courses? How does what we do make an impact in the everyday classroom? This Fall Conference will provide a space for narrative dialogue, both sharing and listening from multiple perspectives, by casting a wider net and broader lens to see both common and unique challenges of the social justice and equity work in the California education system.

By the end of this conference we want to:

- ◆ Have reflected on where we are individually around these issues.
- ◆ Share how we discuss them in our own practice.
- ◆ Learn practical ways to prepare our preservice teachers to engage in this type of work.
- ◆ Facilitate meaningful conversations and learning objectives around issues of equity and social justice.
- ◆ Have at least one action item we will do as we return to our campuses—to not only keep the dialogue going, but take action.

We invite you to join us at the Kona Kai Resort in San Diego on October 18-21 to participate in the conversation. It will be a great time for sharing ideas, hearing practices, research, testimonials and the work that is currently being done in our teacher education and K-12 communities.

A few of the special events at the Fall Conference we are especially looking forward to are:

- ◆ A Wednesday Night Pre-Con Coffee/Tea Town Hall conversation around social justice and equity, everyone invited.
- ◆ Two powerful keynotes by Dr. Noma Lemoine (Thursday) and Dr. Doug Luffborough III (Friday).
- ◆ The Thursday afternoon Policy Session featuring attorney Anna Hysell discussing issues related to DACA and supporting Dreamers.
- ◆ A Friday afternoon session announcing the *CCTE Reader on Social Justice* with a focus on discussing ways to use the volume with students and classes.
- ◆ The Friday afternoon SIG on Equity and Social Justice meeting that will feature presentations by Consuelo Castillo Kickbusch, President/CEO of Educational Achievement Services, and Aldo Ramirez, Director of Family Engagement with the San Bernardino City Unified School District.
- ◆ Two Saturday morning back-to-back workshops, the first on Teaching Tolerance by Sara Wicht on behalf of the Southern Poverty Law Center, and the second by conference keynoter Douglas Luffborough III on restorative justice.

Please plan to attend the full conference so as not miss any of these exciting activities. If you haven't registered yet, use the form on page 12 or the on-line registration portal on the CCTE website.

### See Additional Information on Fall 2017 Conference

Page 12 - Tentative Fall Conference  
Program

Page 13 - Fall Conference  
Registration Form

Page 14 - Announcement of CCTE  
Reader on Social Justice

## Tentative Fall 2017 CCTE Conference Program

### Wednesday, October 18:

- 9:00 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators Forum.
- 10:00 a.m. to 5:00 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.
- 11:30 a.m. to 6:00 p.m. - Statewide Meeting of Education Deans, including luncheon and late afternoon reception.
- 7:30 p.m. to 8:30 p.m. - Social Justice and Equity Pre-Conference Coffee/Tea Talk (open to everyone).

### Thursday, October 19:

- 8:00 a.m. to 6:00 p.m. - Conference Registration/Exhibits Room Is Open.
- 8:00 a.m. to 9:30 a.m. - Meeting of the California Association of Bilingual Teacher Educators.
- 9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division.
- 9:00 a.m. to 11:15 a.m. - Meeting of the Independent California Colleges and Universities Council on the Education of Teachers.
- 9:45 a.m. to 10:50 a.m. - Graduate Student Caucus Special Program with Dr. Doug Luffborough (all students welcome).
- 11:00 to 11:30 a.m. - Newcomers' Meeting (for first-time or recent new attendees).
- 11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).
- 11:30 a.m. to 12:45 p.m. - Lunch Meeting of California Education Deans.
- 11:30 a.m. to 12:45 p.m. - First Set of Special Interest Groups: Arts & Education, Coordinators of Credential Programs, Lives of Teachers, & Special Education.
- 12:45 to 1:00 p.m. - Break.
- 1:00 to 3:00 p.m. - Opening Session:
  - Introductions with CCTE President Sharon Russell (CalStateTEACH) presiding.
  - Conference Orientation by Shannon Stanton (Whittier College) & Charlane Starks (Elk Grove Unified School District), Co-Chairs of Fall Conference.
  - Thursday Keynote Address by Dr. Noma LeMoine.
  - Audience Response—Interactive Reflective Activity.
- 3:00 to 3:15 p.m. - Break.
- 3:15 to 4:15 p.m. - First Policy Session, featuring presentation by attorney Anna Hysell of North County Immigration on DACA and supporting Dreamers.
- 4:15 to 4:30 p.m. - Break.
- 4:30 to 5:45 p.m. - First Set of Concurrent Research and Practice Sessions.
- 5:45 to 6:00 p.m. - Break.
- 6:00 to 8:00 p.m. - Joint Presidents' Reception & Social Hour Sponsored by CABTE, CAPSE, ICCUCET, & CCTE.
  - With cash bar, complimentary hors d'oeuvres, presentations, and entertainment, followed by Songfest.

### Friday, October 20:

- 7:30 to 8:30 a.m. - *Teacher Education Quarterly* Editorial Board Meeting.
- 7:30 to 8:30 a.m. - *Issues in Teacher Education* Editorial Board Meeting.
- 8:00 a.m. to 6:00 p.m. - Conference Registration/Exhibits Room Is Open.
- 8:00 to 8:30 a.m. - Coffee, tea, juices, and pastries.
- 8:30 to 11:45 a.m. - Morning Session featuring Friday Keynote Address by Dr. Doug Luffborough III.
- 10:00 a.m. to 10:15 a.m. - Break.
- 10:15 a.m. to 10:45 a.m. - Social Justice and Equity Interactive Experience.
- 10:45 a.m. to 11:45 a.m. - Workshops for teacher educators with Drs. LeMoine and Luffborough.
- 11:45 a.m. to Noon - Break.
- Noon to 1:30 p.m. - Conference Awards Luncheon.
- 1:30 to 1:45 p.m. - Break
- 1:45 to 3:00 p.m. - Second Set of Concurrent Research Sessions, including session introducing the *CCTE Reader on Social Justice*.
- 3:00 to 3:15 p.m. - Break.
- 3:15 to 4:15 p.m. - Second Policy Session, featuring presentation from the Commission on Teacher Credentialing.
- 4:15 to 4:30 p.m. - Break.
- 4:15 to 5:30 p.m. - Second Set of Special Interest Groups: Teacher Induction; Equity and Social Justice, Pedagogies for College and Career Readiness, Technology and Teacher Education, & Undergraduate Teacher Preparation.
- 5:30 to 5:45 p.m. - Break.
- 5:45 to 7:45 p.m. - Poster Session for Research and Practice Topics, with wine and cheese.

### Saturday, October 21:

- 8:00 a.m. to noon - Conference Registration.
- 8:00 to 9:00 a.m. - Coffee, tea, juice, and pastries.
- 9:00 to 10:15 a.m. - Institute I: Teaching Tolerance by Sara Wicht on behalf of the Southern Poverty Law Center.
- 10:15 to 10:30 a.m. - Break.
- 10:30 to 11:45 a.m. - Institute II: Restorative Justice with Dr. Doug Luffborough III.
- 11:45 a.m. to Noon - Closing session with conference summary and brief preview of Spring 2018 Conference.
- Noon - Adjournment.

## California Council on Teacher Education Fall 2017 Conference Registration

Please use this form to register for the Fall 2017 CCTE Conference and return by mail with payment by check;  
Or if you wish to pay by credit card, use the on-line form in the "Conferences" page of the CCTE website ([www.ccte.org](http://www.ccte.org)).

Name \_\_\_\_\_

Preferred Mailing Address \_\_\_\_\_

\_\_\_\_\_

(include ZIP code)

Telephone \_\_\_\_\_

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

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

Registration Category: Each Category Includes Conference Registration and Meals (check the appropriate category):

- Basic Pre-Registration - \$295 (will be \$320 on site)
- Special for Retired Educators - \$150 (will be \$175 on site)
- Special for P-12 Educators - \$150 (will be \$175 on site)
- Special for Students - \$50 (will be \$75 on site)
- Special for 4 or more registrants from the same institution - \$275 each (submit a form for each with combined payment)

Special Events (check those desired):

- Thursday SIG Time (includes box lunch) - \$25
- Friday Awards Session (includes luncheon) - \$40
- Check here if you wish vegetarian options.

California State University Field Coordinators Forum Meeting and Refreshments (Wednesday)

- Special Fee for Those Attending - \$25

Statewide Meeting of Education Deans (Wednesday luncheon, meeting, and reception)

- Special Fee for Those Attending - \$120

CABTE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

CAPSE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- Special Fee for Those Attending - \$25

Total from above (please enclose check for this amount payable to California Council on Teacher Education): \$ \_\_\_\_\_

Special Interest Groups: You are urged to attend a SIG of your choosing (check the ones you may attend):

- |  |  |
|--|--|
| Thursday at 11:30 a.m.   | Friday at 4:15 p.m.  |
| <input type="checkbox"/> Arts in Education                         | <input type="checkbox"/> Equity and Social Justice                   |
| <input type="checkbox"/> Credential Program Coordinators/Directors | <input type="checkbox"/> Teacher Induction                           |
| <input type="checkbox"/> Lives of Teachers                         | <input type="checkbox"/> Pedagogies for College and Career Readiness |
| <input type="checkbox"/> Special Education                         | <input type="checkbox"/> Technology and Teacher Education            |
|  | <input type="checkbox"/> Undergraduate Teacher Preparation           |

Conference pre-registration deadline is September 15, 2017. 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

For on-line registration and payment via credit card, use form on the "Conferences" page of the CCTE website: [www.ccte.org](http://www.ccte.org)

After September 15 registrations will be accepted at the on site rate up to and at the Conference.

For hotel guest rooms within the CCTE block, call the Kona Kai Resort at 800-566-2524 and indicate that you are attending the CCTE Fall 2017 Conference. Rooms must be reserved by September 17 to receive the Conference rate of \$169.

## CCTE Publishing Special Reader on Social Justice in Conjunction with Fall 2017 Conference

The California Council on Teacher Education is producing 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 Educa-*

*tion*—published during the period 2004 to 2015. The collection has been 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 will go to support the activities of CCTE.

The *Reader* will be officially introduced at the Fall Conference during a special research session which will feature the editors and some students who have used the volume this summer, and while Conference attendees will have an opportunity to purchase the reader at the Conference the volume is currently available for individual or class orders.

In addition, 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 during the coming academic year. If you are interested in purchasing copies or obtaining a pre-publication copy to review, please contact Alan Jones at [alan.jones@ccte.org](mailto:alan.jones@ccte.org) now. All CCTE members and delegates were emailed information about the publication and how to order the *CCTE Reader on Social Justice* in early July.

Further information on ordering copies will be included in future issues of *CCNews* as well as at the Fall Conference.



### The CCTE Reader on Social Justice

Edited by Juan Flores & Donald Cardinal

With Associated Editors Thomas Nelson & Suzanne SooHoo

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

Containing 18 Outstanding Articles  
about Social Justice and Teacher Education

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





## **Meetings of Associated Organizations at the CCTE Fall 2017 Conference**

Meeting of the  
**California Association of Bilingual Teacher Educators**

Thursday, October 20 - 8:00 a.m. to 9:30 a.m.

Meeting of the  
**California Association of Professors of Special Education/ Teacher Education Division**

Thursday, October 20 - 9:00 a.m. to 11:30 a.m.

Meeting of the  
**Independent California Colleges and Universities Council on the Education of Teachers**

Thursday, October 20 - 9:00 a.m. to 11:15 a.m.

All three meetings are on the morning of the first day of the Fall Conference;

Regular Conference program begins that afternoon.

Conference attendees at these associated organization meetings must check the appropriate boxes  
on your registration form and add these modest fees to your total registration.

(This covers the room rental and food service at the associated organization meetings).

## **Other Meetings at the CCTE Fall 2017 Conference**

Meeting of the  
**California Education Deans**

Wednesday, October 19  
11:30 a.m. (including luncheon) to 5:00 p.m. (followed by reception).

Meeting of the  
**California State University Field Coordinators Forum**

Wednesday, October 19 - 9:00 a.m. to 3:00 p.m.

Meeting of the  
**CCTE Graduate Student Caucus**

Thursday, October 20 - 9:45 to 10:50 a.m.



# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 28, Number 3, Fall Issue, September 2017, Section 3

Jo Birdsell, Editor (National University)

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## Cesar Chavez Posters at CCTE Spring 2017 SPAN Conference

By Maggie Beddow

*California State University, Sacramento*

César Chávez once stated, “The end of all education should surely be service to others.”

Thus, in honor of César Chávez Day—March 31s—it was my privilege, along with my California State University, Sacramento credential candidates—Zara Heffner, Sara Fornalski, and Adriana Oseguera—to have the opportunity to showcase our research-based César Chávez posters at the 2017 California Council on Teacher Education SPAN Conference at The Citizen Hotel in Sacramento.

And although it is customary for my social studies methods students to plan and teach César Chávez lessons

each year in the greater Sacramento region, these three students went the extra mile as future change agents to prepare unique and informative posters, featuring some aspect of social justice activism, civic engagement, and/or service learning that was the focal point of their lessons.

Each poster included grade-level objectives, standards, activities, and assessments, based on the lesson plans as well as artifacts generated by their elementary school students in their student teaching field placements.

*Sí, se puede!*

*The three posters that were displayed as part of the CCTE Spring 2017 Conference poster session appear on the next page of this newsletter.*

### CCTE Standing Committees

There are six standing committees involved with primary CCTE activities. Those committees are:

#### Awards Committee

Committee Chair: Eric Engdahl, California State University, East Bay

#### Communications Committee

Committee Co-Chairs: Raina Leon, St. Mary's College & Lyn Scott, California State University, East Bay

#### Membership Committee

Committee Chair: Deborah Hamm, California State University, Long Beach

#### Nominations and Election Committee

Committee Chair: Juan Flores, California State University, Stanislaus

#### Policy Committee

Committee Co-Chairs: Mona Thompson, California State University, Channel Islands  
& Susan Westbrook, California Federation of Teachers

#### Research Committee

Committee Co-Chairs: Laurie Hansen, California State University, Fullerton  
& Cynthia Geary, University of La Verne

All CCTE committees are composed of volunteers from the membership.

If you are interested in joining any of these committees, please e-mail CCTE Executive Secretary Alan Jones at [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

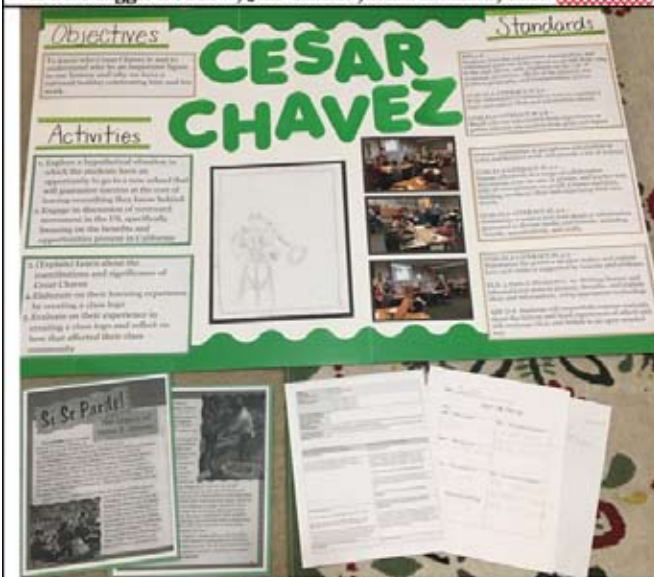
## Cesar Chavez Posters at CCTE Spring 2017 SPAN Conference



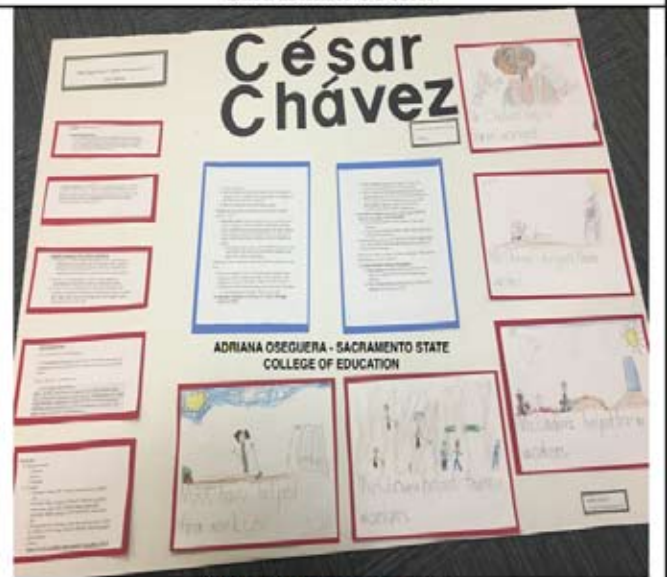
L-R: Maggie Beddow, Jim Cantor, Zara Heffner, Sara Fornalski



Zara Heffner's Poster



Sara Fornalski's Poster



Adriana Oseguera's Poster

## Career Videos Available

Looking for a free collection of videos about various careers? NextVista.org is a library of over two thousand student-audience videos made by teachers and students around the world. There are more than one hundred videos about different careers, and you are welcome to use them as writing prompts for students (For instance: “Pick three videos to watch. Is the highlighted career interesting to you? Why or why not?”), or for media critique (“How would you have made this video differently?”), or as templates for a video project (“Research a job, interview someone who does that job, and write a script for a one- to two-minute video telling (a) what a typical day looks like and (b) what kind of education or training is required for that position”).

For more information about these and any videos at NextVista.org, feel free to contact Rushton Hurley, a long-time supporter of California teacher education, at [rh@nextvista.org](mailto:rh@nextvista.org)

# A Tribute to Allen Black

By **Paul Ammon**

On May 29, 2017, Allen Black, a member of the faculty in the Graduate School of Education (GSE) at the University of California, Berkeley for over 20 years, passed away at the age of 84. Allen joined the GSE faculty in 1980 as Coordinator of the Developmental Teacher Education (DTE) Program. At that time, DTE was just being launched, with special approval from the California Commission on Teacher Credentialing, as a new experimental program that departed from the (then) standard one-year teacher preparation program by enrolling students for two full years, so that they could complete the requirements for a Masters degree in Human Development and Education, along with a Multiple-Subjects Credential.

As DTE Coordinator, Allen took on the challenge of doing much of the day-to-day work that would be needed in order for the new program to realize its promise. To that task he brought a Ph.D. in Developmental Psychology and a total commitment to DTE. He worked intensively with credential candidates as an instructor and supervisor, while he also collaborated extensively with other faculty and doctoral students in the GSE, and with cooperating educators in nearby schools.

In short, Allen's hard work paid off. While the DTE program had started small, with an initial cohort of just five students, it was soon enrolling cohorts of about twenty students, who were selected from pools of about a hundred applicants. Allen was then named Associate Director of DTE in 1987. By the 1990s, DTE had gained recognition at the state and national levels as an outstanding teacher preparation program, and Allen had gained recognition as a teacher

educator with a particularly good understanding of how to give student teachers a solid foundation for teaching.

He made numerous presentations to professional organizations in California and beyond, including the California Council on Teacher Education. And, along with others involved in DTE, he published extensively on the work being done in the program, and on the theoretical foundation for it from the field of child development. In addition he served on a number of professional committees and advisory boards regarding teacher education, including service as Chair of an Advisory Panel for the Review of Teacher Credentialing Requirements in California for the Commission on Teacher Credentialing. In 1990, Allen was appointed Assistant Dean for Administration of Teacher Education in the GSE, a position he held until 1997.

After two decades of service to the GSE, and to the field of teacher education, Allen Black retired in 2001. His legacy includes a few hundred well-prepared teachers who went on to have successful careers in education, and who therefore were able, collectively, to have a positive impact on the development of thousands of young students. It also includes a number of teacher educators whose own development as professionals benefitted from Allen's wisdom, and who were inspired by his work.

*Paul Ammon is a long-time member of the California Council on Teacher Education, a former member of the CCTE Board of Directors, and a recipient of the CCTE Distinguished Teacher Educator Award. He is retired after several decades of teaching at the Graduate School of Education at the University of California, Berkeley, and is still a regular attendee at CCTE conferences.*

## Be Sure to Check the CCTE Website Regularly

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

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

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

The latest feature of the website is a listing of teacher education position openings and special events at our member institutions. That listing is at the top of the right hand column of the home page.

Be sure to check it all out regularly.



# CCNews

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

**Volume 28, Number 3, Fall Issue, September 2017, Section 4**

Jo Birdsell, Editor (National University)

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

## **Reports from CCTE Conference Presentations and Other Articles from the Field**

Presenters at concurrent and poster sessions and Special Interest Groups at California Council on Teacher Education semi-annual conferences are invited to submit reports on their research and practice for publication in *CCNews*. The newsletter also welcomes other articles from the California teacher education community

On the following pages:

From the Spring 2017 CCTE Conference research roundtables:

“Co-Creating a STEM Rubric Tool:

A University and School District Partnership Impacting Pre-Service Teacher Preparation.”

By Megan J. Sulsberger & Corin Slown, *California State University, Monterey Bay*,

See pages 20-22.

Other reports and articles will appear in future issues of the newsletter.

## **Co-Creating a STEM Rubric Tool: A University and School District Partnership Impacting Pre-Service Teacher Preparation**

By **Megan J. Sulsberger & Corin Slown**

*California State University, Monterey Bay*

### **Overview**

In this article, we discuss our co-created STEM rubric tool and accompanying protocols as tools for effectively coaching pre-service teachers on best practices in STEM teaching. We also highlight the usefulness of establishing university and district partnerships to prepare the next generation of STEM educators versed in NGSS and CCSS-M instructional demands. In our case, this partnership made the creation of our tool and the shifting of pre-service teacher STEM practices possible.

### **Review of the Literature Supporting the STEM Rubric Tool and Coaching Practices**

California's demand for new Mathematics and Science teachers in the next 10 years is expected to be over 33,000 (California Teachers Association, 2016). The demand for mathematics and science teachers is far greater than the pool of teachers credentialed in these fields, and many students in the state continue to be taught by teachers who are under-prepared in these subjects (California Teachers Association, 2016). Numerous studies show that students who do not have qualified mathematics and science teachers demonstrate lower achievement gains than those whose teachers are qualified in these fields (Darling-Hammond, et al., 2016).

Additionally, the need for science literacy in students' lives is imperative (National Research Council, 2012). However, an effective STEM education consists of more than isolated facts. Fostering discipline-specific literacy through critical thinking, problem-solving, open-ended inquiry, and collaboration amongst peers using integrated instruction is the focus of K-12 STEM education (Ejiwale, 2012). An effective STEM education incorporates science and engineering practices as well as bridging disciplinary boundaries to help students deepen their understanding. Through instructional strategies responsive to student needs, effective teachers can impact STEM learning. However, many teachers need support to be able to achieve these aims (Darling-Hammond, et al., 2016). Further, pre-service teachers make up a particularly high-need group within this sector.

Growth in student learning occurs at a rate three times more for an effective teacher (Frontier, 2014). Among the most influential components of a student's education are the characteristics of the teacher, the quality of the curriculum, and the quality of the teacher (Hattie, 2009). Student learning occurs through three specific targeted actions by the teacher: (1) Addressing students' preconceptions or misconceptions

through instruction; (2) Helping students to organize useful knowledge, including content and developing a conceptual framework; and (3) Creating opportunities for student definition of goals and self-evaluation of progress toward those goals through metacognition in the learning environment (National Research Council, 1999). In addition, in a learning-centered environment the teacher clearly articulates what is taught, why it is taught, and what mastery of information looks like (Talley, 2014).

There is a need to build capacity and to increase STEM teaching and learning in California's classrooms. As a significant factor in determining student success is the quality of teachers, transforming professional practice to a collective endeavor addresses the pipeline for new teachers and provides support to improve retention. Providing consistent feedback on teachers' current level of practice creates the potential for continued growth (Dweck, 2012). Therefore, it is likely that feedback specific to STEM utilizing a STEM rubric tool will also indicate teacher growth and progress in these areas.

### **Key Elements of the STEM Rubric Tool**

Our university and a neighboring school district have engaged in a partnership to develop an observational rubric for the purposes of bolstering STEM teaching practices among our shared pre-service teacher population. The tool and its accompanying training materials were developed using direct language from the 2016 version of the California Standards for the Teaching Profession with concepts and/or structures from additional tools such as the Center for Educational Leadership 5D+ Teacher Evaluation Rubric, the Charlotte Danielson Framework for Teaching, and the STEM Education Quality Framework. In order to provide pre-service teachers with clear feedback, an additional fillable PDF accompanies this rubric as a part of the observational protocol. Our goal with the rubric is to provide pre-service teachers with a non-evaluative tool that will assist them in identifying strong teaching methods and honing their practices as STEM educators.

The STEM rubric currently identifies STEM teacher and student "look fors" as an observable measure. This tool is aligned to the CSTPs, which both parties currently rely on for evaluative purposes, and includes prioritized STEM practices as identified by the team. The decision to develop the new CSTP-aligned tool with an emphasis on STEM prioritized skills with CCSS-M and NGSS alignment was the best available solution to meet the needs of the district and pre-service teachers. Each CSTP was reviewed for relevance

—continued on next page—



## **Co-Creating a STEM Rubric Tool: A University and School District Partnership Impacting Pre-Service Teacher Preparation**

(continued from previous page)

to teaching STEM. The prioritized skills were identified in a strategic sequence. First, an emphasis on CSTP 3 to develop and expand pre-service teachers understanding of NGSS and CCSS-M. Then, additional CSTPs will be strategically added to the training and evaluation of pre-service teachers when capacity is greater.

One cohort of pre-service teachers and all university clinical coaches have been trained and have calibrated with the rubric tool. Additionally, these groups have been offered professional development experiences that enhanced their understanding of and capacity for the STEM prioritized skills. For example, post surveys from a NGSS professional development and a STEM curriculum training have indicated that parties found these helpful in owning the STEM prioritized skills.

### **Implementation of the STEM Rubric Tool**

Pre-service teachers have had multiple opportunities to engage with the STEM rubric: (1) They encountered the top three prioritized skills in the rubric through a class assignment, reflection, and discussion; (2) They observed an NGSS-aligned science lesson for 5th grade and scored the instructor using the rubric; (3) They observed a second NGSS-aligned science lesson and scored using the rubric with a subsequent debrief; (4) They developed a lesson plan, taught an NGSS-aligned Science lesson and scored one another using the top three prioritized skills; and (5) They experienced the tool as they were coached through one of their math and/or science lessons as a formal observation.

Pre-service teachers received an introduction to the rubric tool through a specified training. Initially, they played a game to match the CSTPs and the identified STEM prioritized skills. This was followed by a debriefing period where discussion in small groups and a large group discussion facilitated the exploration of the prioritized skills. Using guided practice, the pre-service teachers annotated the rubric individually. A group discussion of academic language and meaning/word choice followed the individual annotation work. Then, pre-service teachers used post-it notes to identify STEM teaching practices that were seen or unseen based on their personal experience. Finally, pre-service teachers provided examples of observable student actions to provide evidence of effective teaching of STEM practices as reflected by the rubric.

The conversation centered on “what are measurable pieces of evidence that show effective STEM teaching in the classroom?” Pre-service teachers then scored a sample science lesson as presented through a vignette, discussing at their tables what pieces of evidence they could pull from the

text and what questions they had regarding the information that was presented. At the end of the training, pre-service teachers completed an exit ticket reflecting on their initial STEM rubric training.

Following training with the STEM rubric, pre-service teachers referenced the STEM rubric to score each other as they taught science lessons. As each candidate prepared, presented, and reflected on warm and cold feedback, there were significant opportunities for pre-service candidates to use the rubric to reflect on their own and their peers’ teaching. All candidates informally assessed each other as part of their methods coursework. In preparing lessons for the formal observation, pre-service candidates also utilized the rubric. Once the clinical coaches formally assessed the pre-service candidates, there was yet another opportunity to explore the rubric through discussion with their clinical coach. Pre-service teachers’ prioritized skills are formally evaluated in science or math using our STEM tool and accompanying observation form, with additional informal visits.

### **Analysis of the Impact of the STEM Rubric Tool**

This work has directly benefited both the university and the school district. On the university side, the tool has necessitated training in the form of quality NGSS and CCSS-M professional development for the clinical coaches, pre-service and cooperating teachers, and university personnel. Thus, its use has increased university personnel’s capacity for STEM educational efforts. From the district’s perspective, using this tool as a teaching tool for pre-service teachers and clinical coaches has raised awareness and enthusiasm for STEM in their existing hires via their pre-service teacher population. It has necessitated the purchase of curriculum and instructional time for STEM. Additionally, they are investing in a population of STEM-ready pre-service teachers to hire upon credential completion.

### **Conclusions & Implications of the Practice**

Our university and the collaborating school district share a vision for teacher professional growth and development, emphasizing critical areas of Common Core State Standards in Math and the Next Generation Science Standards. By co-creating a STEM-specific rubric tool to evaluate pre-service teachers’ understanding and implementation of STEM practices, this work has increased the attention given to pre-service teacher STEM preparation, evaluated the training and coaching of pre-service candidates specific to STEM, and positively impacted partnerships. At this critical time in

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STEM education and preparation of new teachers in California, others may benefit from replicating these practices.

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