CCNews

Newsletter of the California Council on Teacher Education

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At the CCTE Spring 2017 SPAN Conference

From left to right, Laurie Hansen, Alan Jones, Sue Westbrook, Jim Cantor, Sharon Russell, and Virginia Kennedy, enjoying a break during the CCTE Spring 2017 SPAN Conference in Sacramento. —Photo by Melissa Meetze-Hall

CCNews

Newsletter of the California Council on Teacher Education

Working for the Future

A Message from CCTE President Sharon Russell

As the academic calendar wends to a close, we have an opportunity to look back on the California Council on Teacher Education's endeavors to support teacher education in California. Both of our journals published important research for the profession and our colleagues expanded our community's knowledge of emerging research through their presentations, round tables, and poster sessions at our conferences. Both the Fall 2016 and Spring 2017 conferences were highly successful, with robust attendance and a lively interchange of ideas, research, and practice. In this newsletter, you will have the opportunity to read about the Spring 2017 Policy Action Network Conference in Sacramento as well as the plans for the Fall 2017 Conference in San Diego.

Sharon Russell

Increasing Our Advocacy

We have worked to increase our advocacy and present a clear and consistent voice for teacher education in the policy arena. The American Association of Colleges for Teacher Education (AACTE) has supported and helped us grow our influence for appropriate teacher education policy in California as well as at the national level.

Cal Council lent its support to a national effort lead by AACTE to repeal misguided federal teacher education regulations. As an organization we have stood against those regulations for a number of reasons, such as the crippling costs of the mandate, the lack of an evidence base, the conflict with the *Every Student Succeeds Act*, and the negative impact on diverse and poverty serving institutions. On May 9, 2017, the Department of Education gave notice that, pursuant to the Congressional Review Act, the teacher preparation regulations have been withdrawn.

In addition, CCTE was a signatory to a letter sent to the Senate and House of Representatives' Subcommittee on Labor, Health & Human Services, Education and Related Agencies requesting that Title II- A of the *Every Student Succeeds Act* be given full funding and not be eliminated. Such an elimination would leave states in a position of being unable to implement the new law and to effectively meet the needs of the students and the communities they serve. I urge all CCTE members to stay informed about the national and California context and to communicate with policy makers to continue our state's support of public education and quality teacher preparation.

Intersegmental Project

The Intersegmental Project has continued in its work to develop a statewide curriculum for district-employed supervisor (DES) training for Basic Teaching Credential Programs. Just to refresh your memory, the goal is to create an eight-hour District Employed Supervisors' (i.e., mentors, master teachers) training curriculum that California teacher educators can approve and deem portable among California teacher preparation programs. To provide maximum access the training would be web-based and a certification could be generated upon completion of each module.

In March 2017, the CCTE Board of Directors approved the creation of an intersegmental committee to coordinate the curriculum project and a mechanism to collect a minimal fee from institutions using the curriculum to defray foundational and maintenance costs. Institutional members can join the Project by paying an additional fee of $100 along with their annual CCTE institutional membership dues. Non-CCTE members involved with the Intersegmental Project will pay a fee of $200.

We want to ensure that there is representation from all the segments—independent colleges and universities, UCs, CSUs, and alternative programs. If you are interested in serving on the committee, please let us know via this link:

https://goo.gl/forms/HL6S28Wcqj6USOHH2

The Intersegmental Project curriculum designers met on Thursday, May 4th from 10:00 a.m. to 4:00 p.m. and Friday, May 5th from 9:00 a.m. to 3:00 p.m. to review, complete, and polish the curriculum. The meeting was hosted by California State University, Long Beach. The California Commission on Teacher Credentialing reimbursed travel costs and CalStateTEACH sponsored a light lunch. CCTE agreed to facilitate

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Message from CCTE President
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the meeting and communicate its logistics. Over forty participants from all segments of teacher preparation in California have worked on the modules over a four month time span.

After May 15, 2017, the modules—adult learning theory (one hour), cognitive coaching (three hours), content specific pedagogy and learning practices (one hour), inclusive practices (two hours), and professional expectations (one hour)—will be sent to other participants who have agreed to review them and provide feedback. Concurrently, a small team of web designers have begun to design the website for content and build a database for documentation of completion.

The goal is to launch a small pilot program this summer to get feedback from district employed supervisors about the content and the usability of the website. If you want to review modules or pilot the website this summer, please respond to this link:

https://goo.gl/forms/HL6S28Wcqj6USOHH2

The website will be ready for piloting from June 15th to July 31st. We will then close the site and use the information gathered in the pilot to make final adjustments and officially launch the website on August 15, 2017.

Cal Council wants to thank all who have participated in the process to date as well as those who will participate. The Project will be sending out regular communication to all who have joined the "Coalition of the Willing" about our progress to date and next steps. If you haven't joined yet, pleased do so by responding to this link:

https://goo.gl/forms/HL6S28Wcqj6USOHH2

Concluding Thoughts

If you have ideas, suggestions, or questions about our CCTE activities, don't hesitate to contact me or any of the other CCTE officers or members of the Board of Directors. We will be meeting for our annual CCTE leadership retreat and quarterly Board meeting on June 16 and 17 at Saint Mary's College of California and we look forward to both reviewing and extending our CCTE efforts.

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

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 7-8

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

Fall 2017

Kona Kai Resort, San Diego

October 18-20

Theme: *To Be Determined*

Leading by Example

AACTE Continues to Support Teacher Education to Its Fullest Potential

By **Reyes Quezada**
Member of the AACTE Board of Directors
University of San Diego

As the new member of the Board of Directors of the American Association Of Colleges For Teacher Education (AACTE) and Past CCTE President, I look forward to providing periodic updates on AACTE. At AACTE's February 28th Board of Directors meeting in Tampa, Florida, Dr. Renée Middleton became the new AACTE Chair of the Board of Directors and welcomed the new AACTE Board of Directors as well as the many participants who attended the 69th Annual Meeting. In my role as a new member of the Board of Directors, I am also one of three nominees to be AACTE's representative to the Council for the Accreditation of Educator Preparation (CAEP). The CAEP Board will select one of the three nominees at its June 2017 board meeting—wish me luck!

Dr. Sharon Robinson also addressed the Board of Directors as well as the delegates for the last time and thanked the organization for allowing her to lead AACTE for the past twelve years. Her keen insights on the state of teacher education and the profession and AACTE's role empowered us to continue to fight hard, to think, to challenge, to engage, and to advocate for quality educator preparation programs.

For those institutions that are AACTE members the organization continues to provide a plethora of services to its delegates, from the highly respected *Journal of Teacher of Education*, to the State Leaders Institute, the Day on the Hill, the Leadership Academy and now Quality Support Workshops on current trends and topics in teacher education given by AACTE experts and consultants throughout the United States. We encourage institutional delegates to share AACTE activities with your peers who are not delegates by having your college of education include the http://aacte.org/ link in their website as a resource. Many of the 69th AACTE conference sessions may be seen on its website as well as the many posted Blogs. I was able to participate as a panelist in one of the Major Forums entitled "Meeting the Needs of All Learners: Advancing Social Justice and Diversity in Teacher Preparation" where we discussed AACTE's four initiatives: NIC, Holmes Program, Diversity Teacher Action Work Group, and the Global Diversity Committee. The forum may be accessed through http://aacte.org/. Below are some AACTE updates.

Organizational Leadership News

The American Association of Colleges for Teacher Education said good-by to our longstanding leader and colleague, Dr. Sharon Robinson as CEO and President of AACTE. For 12 years she has led our organization with grace and leadership in shaping what AACTE is—a great organization that supports better education preparation programs so our children will have the best and most effective teachers in our classrooms. Dr. Robinson always supported the California state chapter (CCTE) in making sure our issues were at the forefront in all of the annual conferences. We wish her well this coming year as she continues to serve as a mentor for our new incoming President and CEO.

The Board of Directors, Dr. Robinson, AACTE staff, and the Executive Search Committee have chosen Dr. Lynn Gangone as the next of president and CEO. She will begin her tenure in June 2017. Dr. Gangone was with the American Council on Education, where she has served as vice president of the ACE Leadership Division. She is a well known and accomplished leader and manager with an outstanding sense of strategic vision and the skills needed to move AACTE to the next level of supporting educator preparation programs. We welcome Dr. Gangone and we look forward to meeting her at one of our CCTE conferences.

AACTE Professional Development Opportunities

AACTE is gearing up to hold its 70th Annual meeting from March 1-3, 2018, in Baltimore, Maryland. AACTE will continue accepting session proposals through May 30 of this year. Proposals should address the conference theme, "Celebrating Our Professional Identity: Shared Knowledge and Advocacy," with a focus on one of four strands: Strand 1—The Science of Learning; Strand 2—Learning in Context; Strand 3—Conceptualizing Meaningful Assessment; and Strand 4—Clinical Practice and Innovation. We hope CCTE members consider submitting a proposal so California will be well represented in Baltimore!

AACTE continues to support its institutional members by providing various opportunities for participation in its professional development series as well as in its Leadership Academy. The Leadership Academy will be held June 25-29 in Providence, Rhode Island. It provides the opportunity for individuals to learn the new leadership skills needed for effectively addressing the many challenges in education programs from various perspectives.

The setting allows participants to learn in a supportive environment so that new deans, department chairs, and other academic administrators can challenge themselves through dialogue and ask the necessary questions to become an effective leader. It is an opportunity to share points of views that may differ, yet have similar meanings as educators work in support of one another. Participants will learn from peers in similar and varied institutions as well as in professional positions in educator preparation programs. Please visit the AACTE website for many other program services: http://aacte.org/

Again, as an AACTE Delegate and as a new member of the Board of Directors I welcome your input as to how AACTE can best serve CCTE and all of California's teacher education and educator preparation programs. You can contact me at rquezada@sandiego.edu

From the Desk of the CCTE Executive Secretary

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

Membership Remains Strong

During the 2016-2017 membership year CCTE has received memberships from over 65 institutions (colleges, universities, county offices, and educational associations and agencies) and 50 individuals. Membership renewal information has recently been sent to all institutional and individual members for the 2017-2018 year.

Annual Sponsorship Program

CCTE has 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 this 2016-2017 year. We hope yet other institutions will sign on as co-sponsors during 2017-2018.

Spring Conferences in Sacramento

The first CCTE Spring Policy Action Network (SPAN) Conference was held in Sacramento on March 30-31 and was a huge success. See a reflection article about this event on page 13 of this newsletter. The second SPAN Conference is scheduled for March 8-9, 2018, in Sacramento. Be sure to put that on your schedule.

Fall 2017 Conference Coming Up

The Fall 2018 CCTE Conference will be held October 20-22 at the Kona Kai Resort in San Diego around the theme "Equity and Social Justice." See the preview, tentative program, and registration form on pages 9-11 of this newsletter. Register now and join us for a great conference.

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.

Position and Event Announcements

Over recent years CCTE has 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, last year 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

CCTE Annual Election Results

The 2017 CCTE election involved election of three new members of the CCTE Board of Directors to replace three members whose terms expired this March. The newly elected members of the Board are Monica Boomgard of California State University Northridge, Victoria Graf of Loyola Marymount University, and Nicol Howard of the University of Redlands. Congratulations to those three.

Special thanks to Eric Engdahl of California State University East Bay, Lyn Scott of California State University East Bay, and Mona Thompson of California State University Channel Islands who completed terms on the Board this spring, We are fortunate that all three of them remain active as chairs of CCTE committees.

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 issues are published. The Spring 2017 issues of both journals were distributed to the membership in April. 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, will be published and distributed in June. The Summer 2017 issue of *Teacher Education Quarterly* will be published and distributed in July.

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

The legislative analysis below clearly indicates to the reader that California's need for well qualified and dedicated classroom teachers continues to increase. Yet, teacher educators also recognize that some students face personal challenges that keep them from being able to meet the program rigors required to prepare them to teach. Below are a few thoughts the CCTE Policy Committee considered as we studied the bills that will influence the academic decisions of many students.

During the upcoming CCTE Fall 2017 Conference in San Diego, we will be looking at current issues of equality, equity, inclusion, and justice and how these issues influence college and university students' opportunities to become teachers. Here are a couple of things we thought about while preparing the bill analysis below. Do teacher educators need to worry about students and their rights under the U.S. Constitution? After all, we are with them such a few hours each week and, when together, we have tons of information to give them so they will be prepared when they enter the classroom. Don't students learn about their rights in their history classes or elsewhere in their education?

Some of today's students are facing "new" issues that limit their ability to be completely dedicated to their academic studies. Here are a few examples: (1) being frightened by the possibility of deportation because they trusted and came into the open as part of the "Dreamers" (DACA) program; (2) being worried that undocumented family members could be picked-up by ICE (Immigration and Customs Enforcement) and deported; (3) being worried because they have already lost someone dear to deportation; (4) being worried because they can't get good (or any) health care insurance since they are undocumented; (5) being worried because they have pressing bills for living expenses, helping to support family members, and paying for their own tuition and textbooks expenses; and last, but certainly not least, (6) being worried they will not be able to get work when they complete their college education. These and other concerns are a backdrop in the lives of many of our California college students.

The CCTE Fall Conference on Social Justice will be addressing some of these issues as well as others, such as: How can professors, or should professors, provide students with resources to help them understand their rights? Should teacher educators guide students to resources that will help them learn what they should do if picked-up by immigration and/or ICE or how to handle a home visit from Immigration and/or ICE? Students who know their rights could feel more prepared and secure and thus less distracted by fear. Just think, if they have strategies to help them handle the possibilities, they might be better students since they are more able to focus on their school work. We need these aspiring teachers to teach California's children. Let's give them all of the help and advice and support we can while they are in our teacher preparation programs and classes.

Education Budget

Increasing Funding for Schools

The May Revision includes $1.4 billion in 2017-2018 to continue implementation of the Local Control Funding Formula to 97 percent complete. The formula focuses most new funding to districts with low-income students, English learners and students in foster care. The increased funding also eliminates the deferral of funding that was included in the January Budget. For K-12 schools, funding levels will increase by about $4,058 per student in 2017-2018 over 2011-2012 levels.

For higher education, the May Revision continues to provide each university system and the community colleges with annual General Fund growth. In response to the State Auditor's review of the University of California (UC) Office of the President, the May Revision sequesters $50 million in UC funding until such time that the Auditor's recommendations and other UC commitments are implemented.

Department of Justice

The May Revision provides $6.5 million General Fund and 31 positions for the Department of Justice to address new legal workload related to various actions taken at the federal level that impact public safety, healthcare, the environment, consumer affairs, and general constitutional issues. From January 20, 2017, through the end of April, the Department of Justice expended over 11,000 hours of legal resources in response to these actions. The Department anticipates a continued level of legal workload to address concerns regarding further actions taken at the federal level.

Recognizing Budget Pressures and Threats

The state must also continue to plan and save for tougher budget times ahead. The federal government is contemplating actions—such as defunding health care for millions of Californians, eliminating the deductibility of state taxes and zeroing out funding for organizations like Planned Parenthood—that could send the state budget into turmoil. Moreover, by the time the budget is enacted in June, the economy will have finished its eighth year of expansion—just two years short of the longest recovery since World War II.

The above information is from the Governor's website:
https://www.gov.ca.gov/home.php
More information on the budget is available at:
http://www.ebudget.ca.gov

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Legislation

Financial Aid

AB 463 (Salas) Student financial aid: Assumption Program of Loans for Education

Status: Assembly Appropriations, referred to suspense file.

Summary: This bill would, among other things, require a participant in the Assumption Program of Loans for Education to demonstrate financial need, remove references to the Academic Performance Index, revise the information that the Superintendent is required to furnish to the Student Aid Commission annually regarding the program, and make conforming changes. *Additional Notes*: Assemblymember Salas has signed on as a co-author to AB 234.

AB 234 (Steinorth) Student Financial Aid: Assumption Program of Loans for Education

Status: Assembly Appropriations, referred to suspense file.

Summary: This bill would express the intent of the Legislature to restore the funding for the Assumption Program of Loans for Education (APLE) to its 2011-2012 fiscal year level, requiring the Student Aid Commission to award 7,200 new warrants for the assumption of loans under the program in the 2017-2018 fiscal year. The bill would appropriate $5,000,000 from the General Fund to the Student Aid Commission for the funding of warrants for the assumption of loans under the program for the 2017-2018 fiscal year.

AB 169 (O'Donnell) Teaching credential: Teacher Recruitment: Golden State Teacher Grant Program

Status: Assembly Appropriations, referred to suspense file.

Summary: Subject to an appropriation by the Legislature, this bill would establish a program to be administered by the State Department of Education to provide a grant of $20,000 to each student enrolled in an approved teacher credentialing program who commits to working in a high-need field for four years, within 5 years of receiving their initial credential. The Commission would be required to confirm a recipient had fulfilled their commitment to earn a credential in an appropriate field. High need fields for the purposes of this program would include: bilingual education, special education, and STEM. The bill would also authorize the Commission to identify additional high-need areas in the future.

General

AB 410 (Cervantez) Teacher Credentialing: Beginning Teacher Induction Programs: Fees

Status: Assembly Appropriations, referred to 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 2017-2018 school year. The bill defines a beginning teacher for purposes of this provision as one holding a preliminary credential.

SB 577 (Dodd) Public Postsecondary Education: Community College Districts: Teacher Credentialing Programs of Professional Preparation

Status: Senate Appropriations, referred to suspense file.

Summary: This bill would authorize the board of governors, in consultation with the California State University and the University of California, to authorize a community college district to offer a teacher credentialing program of professional preparation that meets specified requirements; including that the program has been accredited by the Commission's Committee on Accreditation on the basis of standards of program quality and effectiveness, tuition costs do not exceed those of the CSU system, and the program meets a specific need in the local region that is not being filled by another institution.

Teacher Supply

AB 586 (Holden) Personal Income Taxes: Credits: Deductions: Qualified Teacher: Professional Development Expenses

Status: Assembly Appropriations Committee.

Summary: This bill would, for each taxable year beginning on or after January 1, 2017, and before January 1, 2022, allow as a credit an amount equal to 50% of teacher induction expenses paid or incurred, up to $500, or up to a $2,500 tax deduction, as provided.

SB 807 (Stern) Personal Income Taxes: Credit: Exclusion: Teacher Recruitment and Retention Act of 2017

Status: Senate Appropriations Committee.

Summary: This bill, for taxable years beginning on or after January 1, 2017, and before January 1, 2027, would allow a credit under the Personal Income Tax Law in an amount equal to the costs paid or incurred by a teacher to earn a clear credential, as specified. The bill would also exclude from state income tax the gross income earned from teaching in a position where at least 50 percent of the time is spent instructing students.

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

Status: Referred to Assembly Appropriations, suspense file.

Summary: This bill would establish the Bilingual Teacher Professional Development Program within the Department of Education. The bill would also require the Commission to develop a process to authorize additional high-quality alternative routes for the preparation of bilingual education teachers. An initial report on the process would be required by the Legisla-

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ture on or before July 1, 2019, and a final report would be required on or before July 1, 2021. The bill would further require the Commission 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 on or before July 1, 2020.

AB 1217 (Bocanegra) Teachers: California Teacher Corps Act of 2017: Teacher Residency Programs

Status: Referred to Assembly Appropriations, suspense file.

Summary: This bill would enact the California Teacher Corps Act of 2017, which would authorize the Superintendent of Public Instruction to award grants to local educational agencies and consortia of local educational agencies to assist these agencies in establishing, maintaining, or expanding teacher residency programs, as defined. The teacher residency programs established by the bill would be defined as school-based teacher preparation programs in which a prospective teacher would teach alongside an experienced mentor teacher, as defined, while also receiving teacher training instruction in a teacher credentialing program in a qualified institution of higher education. This bill would appropriate $60,000,000 from the General Fund to the Superintendent on a one-time basis, available for the 2017-2018, 2018-2019, and 2019-2020 fiscal years, for this purpose.

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

Status: Senate Appropriations Committee, suspense file.

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 appropriate an unspecified amount from the General Fund to the Superintendent of Public Instruction for allocation to the California Center on Teaching Careers, and require reporting by the Superintendent.

Credentialing

AB 170 (O'Donnell) Teaching Credentialing

Status: Passed to the Senate, waiting for Committee assignment.

Summary: This bill would no longer require, for issuance of a multiple subject teaching credential only, that the baccalaureate degree be in a subject other than professional education. *Additional Notes*: Any institution that chooses to offer a bachelor's degree in professional education would forgo Pell Grant eligibility for their post-graduate credentialing programs.

SB 533 (Portantino) Teacher Credentialing: Governor's Urgent State of Need: Teacher Shortages

Status: Set for hearing May 15, Senate Appropriations Committee.

Summary: This bill would authorize the Governor to declare an "Urgent State of Need" in response to a teacher shortage in one or more school districts for a shortage of teachers in specific subject areas or a shortage of teachers with an authorization to provide bilingual instruction to limited-English-proficient pupils. The bill would authorize a school district subject to an "Urgent State of Need" declaration to employ as a teacher a person without a valid credential, certificate, or permit otherwise necessary to provide instruction to pupils. After five consecutive years of such service, that individual would be eligible to receive a credential in the appropriate subject matter.

Curriculum Changes

AB 155 (Gomez) Pupil Instruction: Civic Online Reasoning

Status: Assembly Appropriations Committee.

Summary: This bill would require the Instructional Quality Commission to develop, and the State Board of Education (State Board) to adopt, revised curriculum standards and frameworks for English language arts, mathematics, history-social science, and science that incorporate civic online reasoning. For the purposes of this bill, "civic online reasoning" is defined as, "the ability to judge the credibility and quality of information found on Internet Web sites, including social media."

SB 135 (Dodd) Pupil Instruction: Media Literacy

Status: Set for hearing May 15 Senate 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.

SB 203 (Jackson) Pupil Instruction: Digital Citizenship and Media Literacy.

Status: Set for hearing May 15.

Summary: This bill would require, on or before December 1, 2018, the Superintendent of Public Instruction, in consultation with the executive director of the State Board of Education, to identify best practices and recommendations for instruction in digital citizenship, Internet safety, and me-

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dia literacy and to report to the appropriate fiscal and policy committees of the Legislature on strategies to implement the best practices and recommendations statewide. The bill would require the Superintendent to convene and consult with an advisory committee consisting of specified representatives in developing the best practices and recommendations.

Permanent Status

AB 1220 (Webber) Certificated School Employees: Permanent Status

Status: Re-referred to Committee on Appropriations.

Summary: This bill would instead of two years, authorize an employee of such a school district who, after having been employed by the school district for 3 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. The bill would authorize the governing board of a school district to offer an employee of the school district in a position or positions requiring certification qualifications to continue for up to 5 complete consecutive school years as a probationary employee.

This bill would instead authorize each person who, after being employed for three complete consecutive school years by a county superintendent of schools in a teaching position maintained by the county superintendent of schools requiring certification qualifications, is reelected for the next succeeding school year to a teaching position to be classified as a permanent employee of the county superintendent of schools. The bill would authorize the county superintendent of schools to offer an employee of the county superintendent of schools in a teaching position in schools or classes maintained by the county superintendent of schools requiring certification qualifications to continue for up to five complete consecutive school years as a probationary employee.

Information on legislation was taken from:
http://www.ctc.ca.gov/commission/agendas/2017-04/2017-04-7A-insert.pdf
and https://leginfo.legislature.ca.gov

Federal Education Budget Proposal

The budget proposal calls for a net $9.2 billion cut to the department, or 13.6 percent of the spending level Congress approved last month. It is likely to meet resistance on Capitol Hill because of strong constituencies seeking to protect current funding, ideological opposition to vouchers and fierce criticism of (Secretary of Education Betsy) DeVos, a longtime Republican donor who became a household name during a bruising Senate confirmation battle.

Asked for comment, a spokesman for Sen. Lamar Alexander (R-Tenn.), chairman of the Senate Education Committee, referred to Alexander's response in March to the release of Trump's budget outline. That statement emphasized that while the president may suggest a budget, "under the Constitution, Congress passes appropriations bills."

Under the administration's budget, two of the department's largest expenditures in K-12 education, special education and Title I funds to help poor children, would remain unchanged compared to federal funding levels in the first half of fiscal 2017. However, high-poverty schools are likely to receive fewer dollars than in the past because of a new law that allows states to use up to 7 percent of Title I money for school improvement before distributing it to districts.

The cuts would come from eliminating at least 22 programs, some of which Trump outlined in March. Gone, for example, would be $1.2 billion for after-school programs that serve 1.6 million children, most of whom are poor, and $2.1 billion for teacher training and class-size reduction.

The documents obtained by *The Washington Post* outline the rest of the cuts, including a $15 million program that provides child care for low-income parents in college; a $27 million arts education program; two programs targeting Alaska Native and Native Hawaiian students, totaling $65 million; two international education and foreign language programs, $72 million; a $12 million program for gifted students; and $12 million for Special Olympics education programs.

Other programs would not be eliminated entirely, but would be cut significantly. Those include grants to states for career and technical education, which would lose $168 million, down 15 percent compared to current funding; adult basic literacy instruction, which would lose $96 million (down 16 percent); and Promise Neighborhoods, an Obama-era initiative meant to build networks of support for children in needy communities, which would lose $13 million (down 18 percent).

The Trump administration would dedicate no money to a fund for student support and academic enrichment that is meant to help schools pay for, among other things, mental-health services, anti-bullying initiatives, physical education, Advanced Placement courses and science and engineering instruction. Congress created the fund, which totals $400 million this fiscal year, by rolling together several smaller programs. Lawmakers authorized as much as $1.65 billion, but the administration's budget for it in the next fiscal year is zero.

The cuts would make space for investments in choice, including $500 million for charter schools, up 50 percent over current funding. The administration also wants to

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spend $250 million on "Education Innovation and Research Grants," which would pay for expanding and studying the impacts of vouchers for private and religious schools. It's not clear how much would be spent on research versus on the vouchers themselves.

The administration would devote $1 billion in Title I dollars meant for poor children to a new grant program (called Furthering Options for Children to Unlock Success, or FOCUS) for school districts that agree to allow students to choose which public school they attend—and take their federal, state and local dollars with them.

But the notion of allowing Title I dollars to follow the student—known as "portability"—is a controversial idea that the Republican-led Senate rejected in 2015. Many Democrats argue that it is a first step toward private-school vouchers and would siphon dollars from schools with high poverty to those in more affluent neighborhoods.

The administration is also seeking to overhaul key elements of federal financial aid. The spending proposal would maintain funding for Pell Grants for students in financial need, but it would eliminate more than $700 million in Perkins loans for disadvantaged students; nearly halve the work-study program that helps students work their way through school, cutting $490 million; take a first step toward ending subsidized loans, for which the government pays interest while the borrower is in school; and end loan forgiveness for public servants.

The loan forgiveness program, enacted in 2007, was designed to encourage college graduates to pursue careers as social workers, teachers, public defenders or doctors in rural areas. There are at least 552,931 people on track to receive the benefit, with the first wave of forgiveness set for October. It's unclear how the proposed elimination would affect those borrowers.

This article is taken from *The Washington Post,* May 17, 2017 edition https://www.washingtonpost.com/local/education/trumps-first-full-education-budget-deep-cuts-to-public-school-programs-in-pursuit-of-school-choice/2017/05/17/2a25a2cc-3a41-11e7-8854-21f359183e8c_story.html?tid=a_inl&utm_term=.539860184a5d

CCTE Policy Contacts

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

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E-mail almothomp@gmail.com

Susan Westbrook
California Federation of Teachers
E-mail suew447@aol.com

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 this issue of *CCNews*

And be ready to register for 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 Tulare County Office of Education's new California Center on Teaching Careers (CCTC) will change the way that you market your programs to future teachers, current teachers, and career changers. Through an innovative new digital platform, the center will connect you with candidates looking for the programs that you offer. The Center staff looks forward to collaborating with your institution to address the teacher shortage and build a pipeline of quality candidates and effective educators. Watch for an initial launch of the center's digital platform in summer 2017. For more information, contact Donna Glassman-Sommer, CCTC Executive Director at (559) 730-2549, or donnags@tcoe.org.

Elementary Subject Matter Programs

Revised Title 5 regulations effective April 1, 2017 restored the option for preliminary multiple subject or special education candidates to complete a Commission-approved elementary subject matter program as an option to meet the subject matter requirement in lieu of passing the CSET: Multiple Subject examination. Information on the submission and approval process can be found in PSA 16-12 (http://www.ctc.ca.gov/educator-prep/PS-alerts/2016/PSA-16-12.pdf)

Pilot Testing Completed for the Updated CalTPA and the Newly-Developed CalAPA

The pilot of these two performance assessments has been completed. Candidate submissions have been scored and the design teams will review feedback along with what has been learned from the experience thus far to prepare for the upcoming field testing. 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, and/or to apply to participate as an assessor for the field test, please visit www.ctcpa.nesinc.com.

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. Also available on the registration website is the Call for Presenters for breakout sessions—proposals are due by September 1, 2017. The conference registration fee will be waived for workshop presenters.

New Commission Website

In May 2017 the Commission's website was updated to the new state template. The organization of the website was maintained from the prior version so the links to documents should all still be operational.

Update to the Commission's log in and Passwords for the Online Credential System

The online credential system has been updated. As a result, each educator will be required to create a log in and password. The login and passwords will be valid for 6 months. Logins must be a minimum of 8 alphabetical characters while the password must be a minimum of 9 characters, with at least one capital letter, one lower case letter, one number, and one of the following symbols—<>;':~!#$%^&*()_+@.

Technical Assistance for the Revised Accreditation System

An accreditation *technical assistance web page* has been developed; all presentations and resources relating to technical assistance for accreditation can be accessed on this webpage (https://www.ctc.ca.gov/educator-prep/accred-assist)

Updated CSET: Multiple Subject Subtest II and CSET: Science Examinations

The Commission adopted revised Subject Matter Requirements (SMRs) for the CSET: Multiple Subject Subtest II and the CSET: Single Subject Science subtests to ensure alignment with the Next Generation Science Standards (NGSS). The adoption of the revised SMRs necessitated changes to the structure and content of these subtests.

Starting *Monday, August 7, 2017*, redeveloped versions of the CSET: Multiple Subject Subtest II and CSET Science subtests will be in place for candidates seeking a California Preliminary Multiple Subject Credential or a Single Subject Science Credential. Please see the explanation below regarding how these changes may affect your current and future candidates.

Single Subject Science Examination Changes. Examinees who have passed both of the current CSET: Science Subtest I (118) and the current CSET: Science Subtest II (119) do not need to take the revised CSET: Science Subtest I (215).

General Science Candidates. Examinees who have passed one of either the current CSET: Science Subtest I (118) or the current CSET: Science Subtest II (119) but who have not passed both by August 6, 2017 will need to take the updated CSET: Science Subtest I (215) beginning on August 7, 2017.

Science Candidates (Life Sciences, Chemistry, Earth and Space Sciences, Physics). Examinees who passed both of the current CSET: Science Subtest I (118) and the current CSET: Science Subtest II (119) but who have not passed the appropriate current CSET: Science Subtest III (120, 212, 122, or 123) by August 6, 2017 will need to take the updated CSET: Science Subtest II as appropriate for their content specialty (217, 218, 219, or 220) beginning on August 7, 2017.

Registration and additional information pertaining to these redeveloped subtests, including test information and preparation materials, is available on the examinations website (www.ctcexams.nesinc.com).

CCNews

Newsletter of the
California Council on Teacher Education

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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

Look around…why do we need to engage in a conversation about social justice and equity in education? Academic Achievement Gap… Black Lives Matters… English Language Learners… DREAMers… LGBTQ Bathroom Bill… Bullying…Islamophobia…Standing Rock… Over-identification of African American and Latinx students in special education and disciplinary action…and the list goes on and on. All of these are issues that require a recalibrated awareness and dialogue on Social Justice and Equity issues in the California P-16 education system.

In past few years, the political and social rhetoric has advanced with unprecedented speed in the United States and now calls for a refreshed sense of educator responsibility to teach and guide students, whether elementary, secondary, or post-secondary.

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 these 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 19-21 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.

Let's start the dialogue wherever you are: How are you talking about social justice and equity in your classrooms and community? What social justice or equity issue, challenge or knowledge do you want to co-construct with other conference attendees? As we approach this Fall Conference we invite you to share via e-mail, twitter, and facebook. We will be offering those opportunities to communicate prior to the Conference. Stay tuned.

See Additional Information on Fall 2017 Conference

Page 13 - Keynote Speakers

Page 14 - Tentative Fall Conference Program

Page 15 - Fall Conference Registration Form

Page 16 - Call for Proposals for Fall Conference

Page 17 - Announcement of CCTE Reader on Social Justice

CCTE Fall 2017 Conference Keynote Speakers

Dr. Noma LeMoine

Dr. Noma LeMoine will be the Thursday keynote speaker at the CCTE Fall 2017 Conference. Her career in education spans 35 years. She is a nationally recognized expert on issues of language and literacy acquisition and learning in African American and other Standard English Learner Populations.

For twenty years, Dr. LeMoine served as Director of the Los Angeles Unified School District's Academic English Mastery Program as well as ten years as Director of the District's Closing the Achievement Gap Branch. In this role, Dr. LeMoine oversaw implementation of the District's closing the achievement gap initiatives intended to eliminate disparities in educational outcomes for thousands of under-achieving students. During this period the district saw improved academic achievement scores in both African American and Latino/Hispanic student populations. Dr. LeMoine also directed in 81 schools the District's Academic English Mastery Program, which supported teachers, administrators, and paraeducators in effectively incorporating culturally and linguistically responsive pedagogy into core instruction.

Under Dr. LeMoine's visionary leadership, the Academic English Mastery Program became a national model for addressing the language, literacy and learning needs of African American and other students for whom Standard English is not native. The Program has been featured on *60 Minutes*, in periodicals including *Education Wee*k and *Teacher Magazine*, in the PBS Documentary "Do You Speak American" and has been lauded by the linguistic community as the exemplary instructional model for addressing the language acquisition needs of African American Standard English Learners (SELs).

Dr. LeMoine has served over ten years as adjunct professor at several California universities and colleges. Her research interests and expertise include language and literacy acquisition in Standard English Learner (SEL) populations, methodologies for improving learning in culturally and linguistically diverse students, and the impact of teacher training on classroom instruction.

Dr. Douglas E. Luffborough III

The Friday keynote speaker at the CCTE Fall 2017 Conference, Dr. Douglas E. Luffborough, III is an overcomer! As the son of a housekeeper, Dr. Luff grew up in an impoverished environment. At an early age he was thrown into the role of father figure to his three younger siblings while lacking a strong male role model for himself. Dr. Luff's greatest ambition was to become the first member in his family to attend college—a dream almost deferred when his family became homeless during his senior year in high school.

Despite homelessness and discouragement from his guidance counselor to attend college, Dr. Luff, with the help of an educational opportunity center (EOC) aggressively pursued his dream and was accepted into Northeastern University in Boston, Massachusetts to pursue a Business and Human Resources Management degree. Five years later he was chosen as the Student Commencement Speaker for his class and preceded then President of the United States, Bill Clinton. President Clinton was so impressed with Dr. Luff's leadership, tenacity and drive for success that he invited him and his mother to the White House.

After directing a national community service organization called City Year, Inc., Dr. Luff went back to school to receive his master's degree from the Harvard Graduate School of Education with a concentration in Administration, Planning, and Social Policy. He was also chosen to receive a Fellowship degree from the Center for Social Innovations at the Stanford University Graduate School of Business, Executive Program for Non-Profit Leaders. Recently, Dr. Luff completed his PhD at the University of San Diego School of Leadership Studies with a concentration in Organizational Leadership and Educational Consulting.

Dr. Luff has spent over 25 years working with organizations as an educational consultant, social entrepreneur, and advocate for social change. Extremely devoted to youth development and family empowerment, he has created and directed social service programs throughout the United States and Asia.

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.
7:30 p.m. to 8:30 p.m. - Social Justice and Equity Pre-Conference Coffee/Tea Talk.

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 presentations by the CCTE Policy Committee and the Commission on Teacher Credentialing.
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'oeurves, 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. - Workshop 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.
3:00 to 3:15 p.m. - Break.
3:15 to 4:15 p.m. - Second Policy Session, featuring a discussion of policy issues related to DACA and DREAMers.
4:15 to 4:30 p.m. - Break.
4:15 to 5:30 p.m. - Second Set of Special Interest Groups: BTSA & 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 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).

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

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.

- ❑ Arts in Education
- ❑ Credential Program Coordinators/Directors
- ❑ Lives of Teachers
- ❑ Special Education

Friday at 4:15 p.m.

- ❑ Equity and Social Justice
- ❑ Teacher Induction
- ❑ Pedagogies for College and Career Readiness
- ❑ Technology and Teacher Education
- ❑ 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, access the form on the "Conferences" page of the CCTE website: 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.

Call for Proposals for CCTE Fall 2017 Conference

Given this Fall's conference theme, "*Equity and Social Justice: Having a Meaningful Dialogue*," the Conference Planning Committee invites submission of research, practice, and policy proposals that will enable presenters and attendees to engage in reflection and discussion. We encourage sessions that:

- Address how educators can promote equity, and uncover what that looks like, and/or
- Provide practical resources that can be applied with immediacy by teachers, administrators, and teacher educators, and/or.
- Include segments such as youth, community/families, student teachers, or in-service professional development AND.
- **Focus on dialogue and interaction among people from a variety of perspectives. In short, get attendees talking!**

Although any proposal related to teacher education will be considered, preference will be given to sessions that relate directly to the theme. Proposals are sought for traditional, roundtable, and poster presentations. Accepted proposals will be assigned to whichever format the review committee feels is most appropriate. Please indicate if you are *not* able to present a poster or a roundtable. The Fall 2017 Conference schedule will include time slots for the following sessions:

- 60-minute concurrent presentations on Thursday or Friday in a separate room.
- 60-minute roundtable presentations on Thursday or Friday (2 presenters per table) in a common room.
- Poster presentations on Friday evening in a common room.

How to Submit Proposals

Step 1: Go to https://goo.gl/forms/LXEEEljBhHuiBC4r2 to complete the ONLINE proposal submission with the following information:

- Proposal title; lead author name; affiliation; address; work and home telephone numbers; and email address; along with an indication of whether the proposal focuses on research, practice, or policy analysis; and the preferred session format (traditional, roundtable, or poster presentation).

Step 2: Email your BLIND proposal as a Word doc attachment (New Times Roman, 12pt font) to Laurie Hansen, Chair of the CCTE Research, Policy, and Practice Committee at: *lahansen@fullerton.edu* and include:

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

Deadline

Deadline for proposals for the Fall 2017 Conference is August 15, 2017.

Content of the Proposal

- A brief overview of the study/project/program session including purpose/objectives;
- Indication of significance to the field of teacher education;
- SPECIAL FOR THIS CONFERENCE: List 1-2 inquiry questions related to your work that could provoke thought and discussion during the session.
- For *research proposals*, describe theoretical framework, methodology, overview of results, and implications for teacher education; include references.
- For *practice proposals*, describe the key elements of the practice, conclusions and/or point of view, implementation of the practice, and an analysis of its impact; include a review of the literature and references.
- For *policy analysis proposals*, describe relevant literature, rationale for the policy (i.e., is it based on best practices, research, or political considerations?), strategy for analyzing, developing, or evaluating policy, and conclusion; include references.

Criteria for Selection and Assignment to Traditional, Roundtable, or Poster Session

The extent to which the proposal:

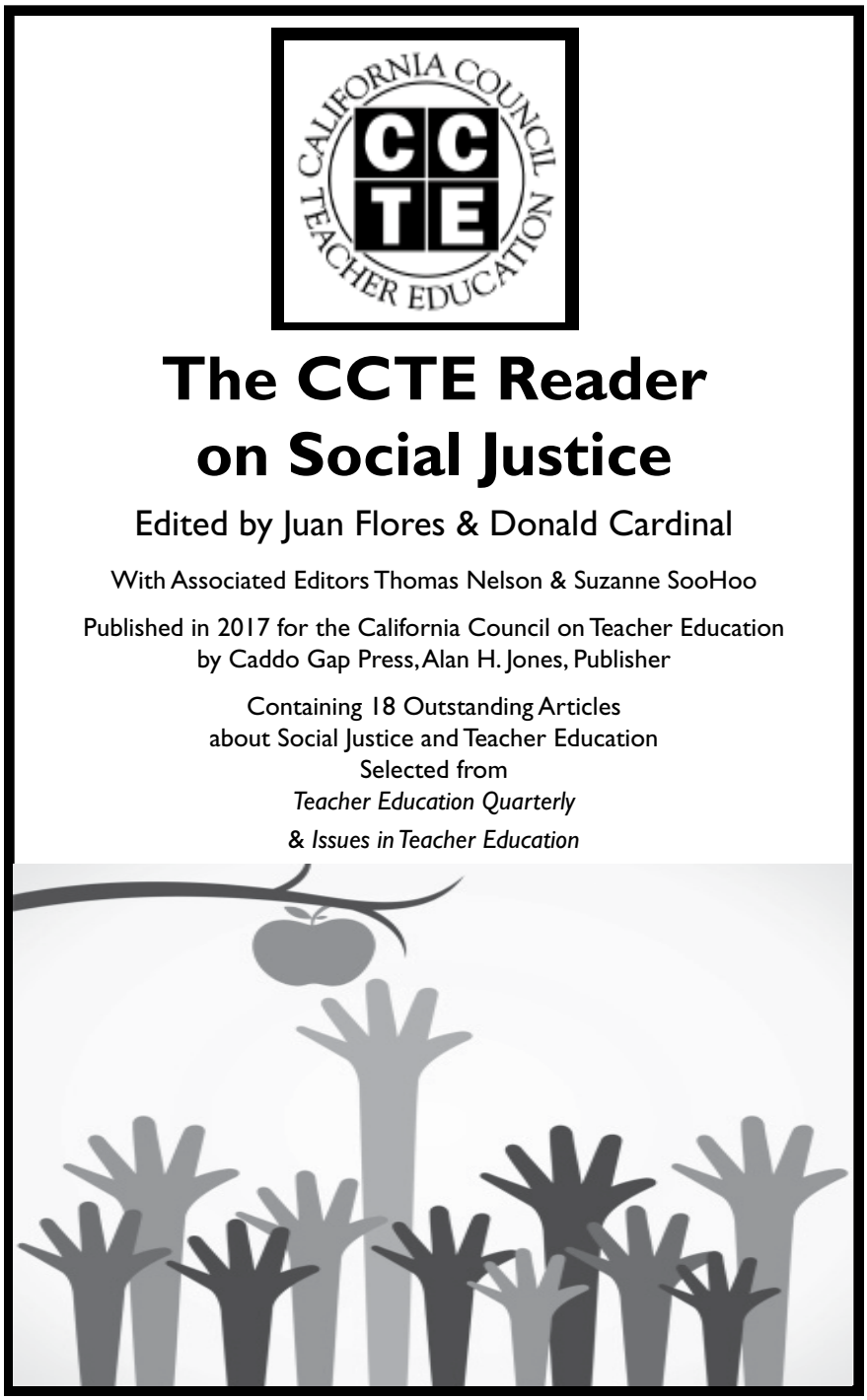
- Contributes to the theme of the conference or to other significant teacher education issues;
- Clearly states its significance for teacher educators at both the higher education and K-12 levels.
- Is grounded in major, salient, current research in the field.

In addition:

- If a *research proposal*, is it methodologically and theoretically sound, with relevant findings and implications for the field?
- If a *practice proposal*, how well conceived and described is the practice? Were the ideas implemented and does the author provide an analysis of the impact of the practice?
- If a *policy analysis proposal*, are the strategy, conclusions, and implications for teacher education sound?

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 will be available in electronic (PDF) format, will include 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 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: "It is our hope that this *CCTE Social Justice Reader* 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 of the authors, and Conference attendees will have an opportunity to purchase the reader at the Conference as well. Following the Conference the reader will continue to be offered for sale to CCTE members and other interested teacher educators.

In addition, preview copies of the reader will be made available this summer 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 obtaining a pre-publication copy to review, please contact Alan Jones at alan.jones@ccte.org and a PDF will be sent to you as an e-mail attachment. Individuals seeking a preview copy will be asked to give assurance that they will not reproduce or distribute the reader prior to making a quantity purchase for their students.

Information on ordering copies once publication is official will be included in future issues of *CCNews* as well as at the Fall Conference.

Reflecting on SPAN 2017 and Previewing SPAN 2018

By **Karen Lafferty**
Co-Chair of CCTE Spring SPAN Conferences

Thank you to all who attended the California Council on Teacher Education's 2017 Spring Policy Action Network (SPAN) Conference in Sacramento on March 30 and 31. We had our largest registration ever for a CCTE spring meeting! We appreciate you braving the high winds in the Metropolitan Terrace room and joining us for two days of policy-focused research, advocacy, and activities.

One highlight of Thursday morning was getting an inside view of state policy from Chelsea Kelley, consultant to the California State Assembly Education Committee, and Susanna Cooper, senior education policy consultant. Kelley shared an important insigh—because currently the Senate and Assembly are more or less aligned, the key becomes placing pressure on Governor Jerry Brown. She also offered suggestions on how CCTE can be effective, especially in coalition building. In the question and answer part of this session, CCTE members were able to voice their concerns about issues such as DACA and early childhood education.

Over lunch Thursday, attendees had the opportunity to hear remarks from Mark LaCelle-Peterson, Senior Vice President for Policy & Programs at AACTE. He emphasized the value of teacher educators taking control of the narrative around teacher preparation to focus on quality, innovation, and partnerships, encouraging CCTE members to use their voices to tell the real story of what's happening in teacher education.

In Thursday afternoon's split session, some conference participants remained at The Citizen Hotel for a policy analysis session while others headed to the State Capitol where they were able to become familiar with the layout of offices and leave materials with staffers, laying the groundwork for future visits. The California education deans also met at the Capitol and spoke with two members of the State Assembly. In the conference evaluations, people expressed that for next year they would like to set up meetings with staffers and legislators ahead of time. Rest assured, this is already in the works for SPAN 2018!

During the policy analysis session at the hotel, participants heard more from Mark LaCelle-Peterson, as well as from Roneeta Guha of the Learning Policy Institute, and CCTE's policy committee chairs, Mona Thompson and Sue Westbrook. Participants then held table discussions to help determine where CCTE should focus its policy efforts in the future.

Following the split session, the group reconvened late Thursday afternoon for a Policy Allies panel. Speakers included Timothy J. Allen of the Carlston Family Foundation, Jo Birdsell of Independent California Colleges and Universities Council on the Education of Teachers, Phil Garcia from California State University at Sacramento, E. Toby Boyd of the California Teachers Association, and Carlos Machado of the California School Boards Association. These speakers each shared thoughts on advocacy and offered policymaking advice to CCTE.

Thursday was rounded out by a reception where State Superintendent of Public Instruction Tom Torlakson stopped by to welcome CCTE to Sacramento. The SPAN Planning Committee would like to recognize the reception sponsors, The Carlston Family Foundation, the California Federation of Teachers, the California School Boards Association, California State University Sacramento, the California Teachers Association, and the Independent California Colleges and Universities Council on the Education of Teachers for their support.

Friday morning kicked off with the President's Networking Breakfast, sponsored by the Association of Independent California Colleges and Universities, the University of California Office of the President, and the California State University Office of the Chancellor Department of Teacher Education & Public School Programs. Other Friday morning highlights included two workshops on accreditation by staff from the Commission on Teacher Credentialing. We are especially grateful for their attendance and support on a state holiday.

Friday also featured CCTE's first-ever research roundtables and a research-focused poster session that included special presentations celebrating Cesar Chavez by California State University Sacramento credential candidates and information about the work of CCTE's Intersegmental Collaboration around preparation of cooperating teachers.

We would again like to thank the annual co-sponsors of CCTE—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—for helping make our first SPAN Conference a success. Special thanks to the Thompson Policy Institute for Disability and Autism at Chapman University for its support of the CCTE board meeting that Wednesday.

The SPAN Planning Committee has already met to review evaluation feedback, coordinate dates around other conferences (e.g., AERA, CABE), and begin organizing for next year. Mark your calendars for March 8th and 9th for SPAN 2018 in Sacramento! We also invite you to join us in planning and to watch for future updates in *CCNews*.

In the meantime, we look forward to seeing you all in San Diego in October at the CCTE Fall 2017 Conference, which will follow our traditional three-day format with a focus on the theme "Equity and Social Justice."

Along with Karen Lafferty the other co-chairs of the CCTE SPAN Planning Committee are Cindy Grutzik of California State University Long Beach and Pia Wong of California State University Sacramento.

Three New Board Members Chosen in CCTE 2017 Annual Election

The 2017 California Council on Teacher Education (CCTE) annual election involved election of three new members of the Board of Directors to serve three-year terms. Those elected are Monica Boomgard of California State University Northridge, Victoria Graf of Loyola Marymount University, and Nicol Howard of the University of Redlands. Their terms on the CCTE Board began at the close of the Spring 2017 Conference in Sacramento and will continue through Spring 2020.

Monica Boomgard

The three members of the Board of Directors whose terms expired this spring are Eric Engdahl of California State University East Bay, Lyn Scott of California State University East Bay, and Mona Thompson of California State University Channel Islands. Those three remain active with CCTE, since Eric chairs the Awards Committee, Lyn co-chairs the Communications Committee, and Mona co-chairs the Policy Committee.

Victoria Graf

The CCTE annual election in 2018 will involve not only the election of three more members of the Board of Directors, but also the positions of President Elect, Vice President for AACTE, and Vice President for ATE. If you have an interest in being nominated for a CCTE office in 2018 or other future years, please share that information with the Nominations and Elections Committee which is chaired by Juan Flores of California State University Stanislaus, CCTE Past President.

Nicol Howard

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).

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

The deadline for materials for the Fall 2017 issue is August 15.

—**Jo Birdsell**, *National University*, Editor of *CCNews*

CCNews
Newsletter of the
California Council on Teacher Education

Volume 28, Number 2, Summer Issue, June 2017, Section 3
Jo Birdsell, Editor (National University)
Prepared for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

CCTE Call for Nominations for Awards in Advancing Current Pedagogy

By **Eric Engdahl**
Chair, CCTE Awards Committee
California State University, East Bay

The California Council on Teacher Education seeks to recognize the work of educators who are engaged in making significant contributions in areas of current pedagogy. We are seeking nominations for the Fall 2017 Conference, for either of two awards. The awards are open to individuals, or schools, or districts.

- One award is focused on those conducting research and/or practice in support of the CCSS, Common Core State Standards. We are especially interested in recognizing programs that show innovation in school wide implementation models, highlighting how teachers are supported.

- The second award for current pedagogy seeks to honor those who are focused on conducting research and/or practice developing the implementation of the NGSS, Next Generation Science Standards. In addition to recognizing programs that show innovation in school wide implementation models and how new teachers all teachers are supported, we are especially interested in honoring pedagogy that supports incorporation of both science literacy and literacy through science.

Nominations must include the following information: the names of the leading participants; a description of the school, district, or county office, or university; a description of the pedagogical innovation and how it benefits children. The total nomination document should not exceed five pages.

PLEASE NOTE: It is hoped that awardees will be able to present on their program at the CCTE Fall Conference in San Diego, October 2017.

CCTE Quest projects are eligible for this award. Awardees do not have to be CCTE members.

Please submit nominations by email to Eric Engdahl:

eric.engdahl@csueastbay.edu

Please submit nominations by August 15, 2017.

Members of the CCTE Awards Committee are: Eric Engdahl, chair, California State University, East Bay; Jim Cantor, California State University, Dominguez Hills; Dennis Dulyea, California State University, Dominguez Hills; Cynthia Geary, University of La Verne; Jose Lalas, University of Redlands; and Maureen Lorimer, California Lutheran University.

See Call for CCTE Dissertation Award on next page.

CCTE Standing Committees

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

Awards Committee
Communications Committee
Membership Committee
Nominations and Election Committee
Policy Committee
Research Committee

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

Announcing the CCTE 2017 Outstanding Dissertation Award Competition

The California Council on Teacher Education has since 2012 offered an award to honor authors of outstanding doctoral dissertations in the field of teacher education in California. The deadline for nominations for the award in 2017 is August 1. Following are specifics related to this award:

(1) CCTE has established the annual "CCTE Outstanding Dissertation Award" to recognize the authors of dissertations in the field of teacher education which have been accepted for the doctoral degree at a member institution of CCTE.

(2) This award will be made annually (when appropriate) as part of the CCTE awards luncheon at the Fall Conference.

(3) A special sub-committee of the CCTE Awards Committee has been created to review nominations for this award and to make an annual selection, with the understanding that such selection will be made only if the sub-committee views a nomination to be worthy of the award. Members of the sub-committee are faculty at doctoral granting institutions in California who work with candidates for doctoral degrees related to the teacher education field.

(4) The criteria for the award include: (a) the dissertation must have been prepared at a member institution of CCTE; (b) the dissertation must have resulted in the awarding of a doctoral degree during the most recent academic year (i.e., for an award at the Fall 2017 Conference, the degree would have been awarded during the 2016-2017 academic year); (c) the dissertation must be nominated for the award by a faculty member at a CCTE member institution; (d) the author of the dissertation must be or must become a paid student member of CCTE; (e) the topic of the dissertation must be directly related to teacher education; and (f) the dissertation must be of such potential quality that it may be considered by the subcommittee to be a significant contribution to the knowledge base of teacher education.

(5) The current nomination deadline is August 1, 2017. Those nominations received will be reviewed for potential selection of an awardee at the Fall 2017 Conference. Similar annual deadlines will occur on August 1 of each future year, again with potential presentations at the Fall Conference each year.

(6) Nominations for the award are to be made via e-mail with the following attachments: (a) a cover letter from the faculty member making the nomination with background information on the author and dissertation topic, including a rationale of why the dissertation meets the above award criteria, and (b) the full dissertation text as a Word file. Nominations are to be submitted to Alan H. Jones, CCTE Executive Secretary, by e-mail at:

alan.jones@ccte.org

(7) Each recipient of the award will be honored at a CCTE Conference awards luncheon, will be reported on in the next issue of *CCNews* following the Conference, will be offered the opportunity to present information about the dissertation during one of the research presentation or poster session slots at the Conference when the award is presented, and will receive an award plaque from CCTE. The faculty member who served as adviser and chair for the dissertation will also be recognized by CCTE at the awards luncheon.

CCNews

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California Council on Teacher Education

Volume 28, Number 2, Summer Issue, June 2017, Section 4
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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 field.

On the following pages are two articles:

One from the Spring 2017 Conference:

"Novice to Expert: Mentoring to Build Great Teachers."
By Karen Escalante, *California State University, San Marcos,*
Ashley Selva*, CalStateTEACH,*
& Jennifer Edic Bryant*, The Transformational Educator.*

See pages 23-26.

The other an articles submitted from the field:

"Transforming Teacher Preparation through the Lens of Social Justice:
Challenges and Lessons Learned in the First Five Years of the Los Angeles Urban Teacher Residency Program"
By A. Dee Williams, Leila A. Ricci, & Kimberly Persiani, *California State University, Los Angeles*

See pages 27-31.

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

Be Sure to Check the CCTE Website Regularly

www.ccte.org

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

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

Novice to Expert:
Mentoring to Build Great Teachers

By **Ashley Selva**
CalStateTEACH
Jennifer Edic Bryant
The Transformational Educator
& **Karen Escalante**
California State University, San Marcos

Introduction

The indelible impact teachers have on student achievement has been widely corroborated by research (Hattie, 2012; Mendro, 1998; Stronge & Hindman, 2003). Given that teachers have a cumulative effect on student achievement, cultivating teacher development to ensure all educators can deliver quality instruction is critical (Stronge & Hindman, 2003; Wright, Horn, & Sanders, 1997). Mentoring has long been one way to develop beginning teachers' skills in classroom instruction. However, what remains problematic is that mentoring programs vary greatly—ranging from a single meeting at the start of the school year to a highly structured program with release time for mentor teachers. Mentoring programs also differ in how they select, prepare, pay, and assign mentors (Ingersoll & Strong, 2011). These differences have led to mixed results on beginning teachers' practices, which can have long-term consequences on students (Mendro, 1998; Stronge & Hindman, 2003).

In light of the impact of quality instruction on student achievement, exploring how mentoring can be effectively implemented to support beginning teachers is a necessary condition for student success. As such, the purpose of this analysis is to illuminate current research on the practices of mentoring to help stakeholders design effective beginning teacher mentoring programs. This analysis will start by introducing the significance of this topic to the field of education and then delve into addressing the following questions:

1. What does the research tell us about the practices and impact of mentoring beginning teachers?
2. What is the history of mentoring in California?
3. How can education organizations use current research and a gap analysis framework to develop high quality beginning teacher mentoring programs?

Significance to the Field of Teacher Education

An abundance of research supports the case for high quality mentoring of beginning teachers (pre-service to first three years of teaching). Developing beginning teachers' skills and abilities contributes positively to outcomes such as retention, job satisfaction, efficacy, and student achievement (Darling-Hammond, 2003; Hudson, Hudson, Gray, & Bloxham, 2013; Ingersoll & Strong, 2011). Thus, teacher intern and induction policies have shifted to reflect the research around mentoring beginning teachers. How education organizations can best implement the new mentoring policies to achieve the greatest positive impact for beginning teachers and their students continues to be a topic of discussion and will be the focus of this article.

In particular, we will identify the mentoring practices that facilitate beginning teacher development and student achievement outcomes. Additionally, we will identify the potential barriers to high quality mentoring that education organizations may face in fully implementing these mentoring policies. We will introduce a gap analysis framework as a strategy to explore ways in which these stakeholders can circumvent barriers and develop a mentoring program that not only allows them to meet the policy requirements, but to also have significant positive impact beyond policy compliance.

Mentoring Historical Literature Review and Analysis

To set the context for beginning teacher mentoring programs, the following is a brief historical literature review on mentoring beginning teachers in California. It documents what research says about mentoring beginning teachers and current policies for mentoring in California. Data sources for this literature review included: Proquest, ERIC, and Google Scholar. The following terms were used in searches: *mentoring new teachers, new teacher induction, teacher mentoring, beginning teacher mentoring, induction, and beginning teacher*.

Best Practices in Mentoring Beginning Teachers

Given the complexity of teaching, mentoring has become a key element in helping beginning teachers develop effective practices. However, the impact of mentoring on beginning teachers is attributed to the content and implementation of mentoring, which varies widely in duration, depth, and breadth from one program to another (Ingersoll & Strong, 2011). The following section will briefly outline the best practices in mentor teacher selection, program implementation, and the positive impact of mentoring on student achievement.

Research in selecting mentor teachers demonstrates there are a few factors that comprise effective mentor selection. These factors include selecting a mentor that is close in proximity and teaches the same grade-level and/or subject (Feiman-Nemser & Carver, 2012). Other studies also report the importance of matching mentor teachers and protégées who have similar interests, philosophies, and assigning beginning teachers a mentor with robust interpersonal skills (Kilburg & Hancock, 2006).

Along with establishing the criteria for mentor teacher selection, a few studies have examined the types of support

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and mentor program implementation factors that yield a positive impact on teachers' classroom practices. For instance, mentoring programs that allot time for mentors to meet with beginning teachers at least once a week, include training for mentors, and provide a forum for mentors to work with teams to articulate their practices as well as challenges yielded positive results (Kilburg & Hancock, 2006).

Additionally, studies indicate that beginning teachers who participate in mentoring and induction are more competent in teaching skills and produce greater academic gains. These teachers are more skilled at keeping students on task, designing lesson plans, and classroom management. However, Glazerman et al. (2010) also emphasize that it took up to two years of induction and mentoring for the differences in effects to be reflected in students' test scores.

Mentoring Beginning Teachers in California

At the helm of introducing mentoring policies in alignment with research-based practices is California. California, with the support of the California Commission on Teacher Credentialing (CCTC), has an extensive history of supporting and mentoring new teachers. The following section will outline previous policies in California, successes and shortcomings of the policies, and finally how best practices have been implemented into the newly adopted teacher induction standards.

In 1988, California initiated The California New Teacher Project in the hopes of retaining new teachers and preventing high turnover of minority teachers (CCTC, 2015a; Olebe, 2001). Individualized mentoring was used to support beginning teachers, and is attributed to the increased number of beginning teachers that opted to remain in the profession at the conclusion of their time in the program. In 1992, California adopted the Beginning Teacher Support and Assessment program (BTSA) (CCTC, 2015a); a state funded induction program. Supports provided to new teachers included instructional practices aimed at increasing student achievement and a steadfast commitment to individualized mentoring (Olebe, 2001). BTSA proved successful at increasing teacher satisfaction and retention, and was a mainstay until 2008 (CCTC, 2015a).

In addition to positive outcomes, shortcomings were also identified. In 2009, California faced a recession and teacher hiring freeze. This coincided with new legislation granting LEAs flexible spending. The result was a limited number of new teachers needing induction and dwindling resources to pay for it (CCTC, 2010). An evaluation of BTSA was conducted at this time, shedding light on areas of concern. Notable weaknesses included excessive documentation, linear process without personalization, and inconsistency of mentoring support across the state (Koppich et al., 2013).

California now faces a teacher shortage. To support incoming beginning teachers, new induction standards were adopted and take effect September 2017 (See Table 1). Most notable to the aspect of mentoring is the pre-condition that aligns with research and requires the induction program to match a mentor with the beginning teacher that has the same grade level and/or subject matter experience (Feiman-Nemser & Carver, 2012). Further, a minimum of one hour per

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Table 1
California Intern and Induction Standards, CCTC, 2013, 2017

Intern	*Induction*
Mentors will provide a minimum of 144 hours of mentoring during each academic year.	Mentors will be matched to mentee based on grade level and/or subject area.
An additional 45 hours of mentoring for candidates that need English Learner Authorization • Lesson planning / differentiation for English Learners • Assessing language needs and progress • Language accessible instruction	Mentor will support mentee for a minimum of one hour per week and facilitate and/or provide: • Candidate growth and development • Regular feedback • Opportunities for guided reflection • Connections to professional growth opportunities
Mentoring of interns will include: • Modeling • Classroom demonstrations • Course planning assistance • Curriculum support • Problem solving • Effective teaching methodologies	Ongoing support provided to mentors to include: • Coaching / mentoring • Goal setting • Mentoring instruments • Adult learning theory • Mentoring challenges

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week of mentoring must be provided to the mentee. Lastly, beginning teachers will select their individual induction goals allowing for a self-directed induction process facilitated by the mentor (CCTC, 2015b).

The Gap Analysis Framework

An effective way to implement and refine mentoring policy standards is through use of a gap analysis framework, which systematically improves performance and achieves organizational goals (Clark & Estes, 2008). The system begins with the clear definition of goals, followed by identification of performance gaps. Causes of gaps fall into the areas of knowledge, motivation, and organization, which are identified and validated, prior to the implementation of research-based solutions (See Figure 1).

A gap analysis framework can be utilized to effectively identify and close performance gaps in induction and intern programs (Clark & Estes, 2008). Within an induction or intern program, goals around mentoring are identified through policy guidelines and program development. Goal and performance analysis may yield gaps in what a program desires as outcomes of mentoring and what current results are being achieved through the mentoring component. As gaps emerge, analysis of the causes of these gaps must be systematic and grounded in empirical analysis. For example, once a gap between current outcomes and desired outcomes is identified, assumed causes must be investigated. Through the use of surveys, interviews, theory and research, causes are further examined. All performance obstacles fall into one of three categories, knowledge, motivation, and/or organizational gaps. Within each category, the causes can be further differentiated and more accurately diagnosed.

The first pretext for performance gaps is in the area of knowledge. If a lack of knowledge is hindering the mentoring process, further examination into the specific type of knowledge must be analyzed. For example, a gap in factual knowledge may manifest itself in mentors being unclear in their role or job description. Providing declarative teaching around the specific duties required of mentors can close a gap caused by this type of knowledge.

A second type of knowledge that can be identified as causing a performance gap is conceptual knowledge. An illustration of this might be a mentor who is struggling to grasp the concepts of how a novice teacher progresses toward expertise. The mentor may need further understanding of adult learning theory and support in conceptualizing a beginning teacher's learning continuum in order to reach the desired goals.

Procedural knowledge is a third type of knowledge that could also cause gaps in mentoring performance. For instance, if mentors are not clear on how to use research-based steps to effectively mentor then the mentoring may not achieve the effects desired. Further training in the areas of cognitive coaching, providing effective feedback, and communication skills might be an effective approach to closing a gap caused by procedural knowledge.

Finally, a fourth type of knowledge that may be influencing performance is metacognitive knowledge. Mentors may struggle to reflect upon the quality of their mentoring and need further knowledge around unpacking practice and using metapedagogy to effectively mentor novices by "thinking aloud" for them. Within each of the knowledge domains, the causes are identified and validated, then solutions, such as those provided in the previous examples, are grounded in research and theory.

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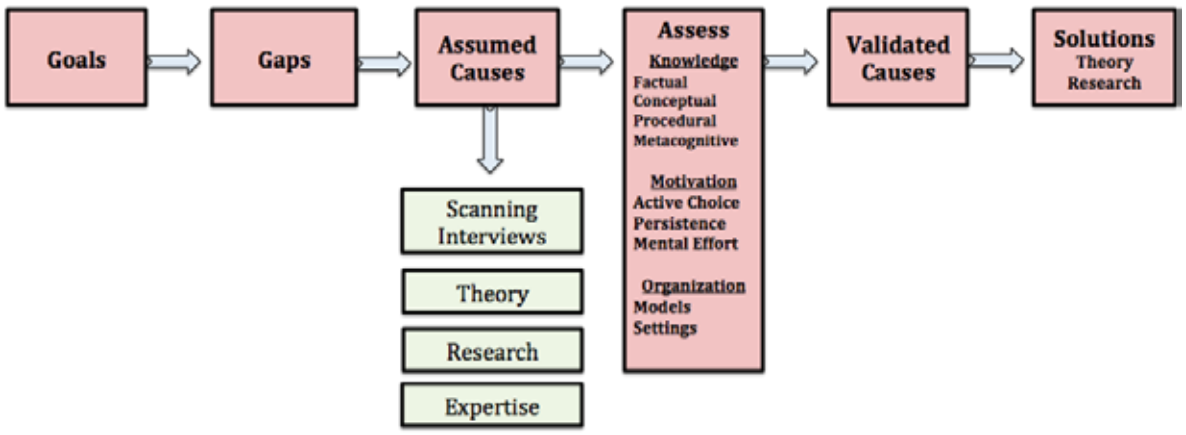
Figure 1
Gap Analysis Process Overview, adapted by USC/Rossier School of Education from Clark & Estes, 2008, p. 22.



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A second cause of performance gaps may be related to motivation. Motivational causes for gaps in performance are broken down into three sub-categories: active choice, persistence, and mental effort. Psychological factors contribute to the three sub-categories. Values, self-efficacy, internal attributes such as locus of control, and affect all impact motivational categories. For instance, a mentor who does not have a sense of self-efficacy around coaching strategies, may choose not to persist in cognitive coaching if a mentee exhibits signs of struggling with practice.

Finally, organizational factors are a third cause of gaps in performance. Examining the structure, policies, and reward structures will illuminate causes of gaps created by this factor. For example, organizational structures that allow beginning teachers to meet with mentors regularly and allot time for learning activities such as co-planning or reflecting will best facilitate novice teacher development. Similarly, reward structures that promote teacher development aid in creating an organizational culture that values capacity building.

Once identified causes of the knowledge, motivation, and organizational gaps are systematically identified, solutions are designed to specifically address and combat the identified causes. Solutions, grounded in theory and research, will serve to close gaps most effectively.

Conclusion

Knowing the lasting impact teachers have on students' academic gains and achievements, it remains paramount to not only provide high-quality mentoring to beginning teachers, but ensure selected mentors are keenly aware of and well-versed in adult learning theory, best practices in the PK-12 classroom, and research-based mentoring practices that facilitate self-learning on the part of the mentee. As discussed, one way to support organizations as they transition to the new induction standards is through a gap analysis framework, which systematically identifies performance gaps and their causes in the areas of knowledge and skills, motivation, and organizational barriers (Clark & Estes, 2008).

Use of this framework will rely upon evidenced-based research to support an analysis of the causes and subsequent solutions to induction and intern programs failing to meet policy goals (See Figure 1). Teacher educators must strive to implement the new intern and induction policies with fidelity so that the next generation of teachers are prepared to successfully educate all of California's students.

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Transforming Teacher Preparation through the Lens of Social Justice:
Challenges and Lessons Learned from the First Five Years of the Los Angeles Urban Teacher Residency Program

By **A. Dee Williams**, **Leila Ansari Ricci**, & **Kimberly Persiani**
California State University, Los Angeles

Every child deserves a well-prepared teacher committed to social justice, ensuring inclusion and maximizing learning for *all* students. How to best prepare, recruit, and retain such teachers is the fodder that keeps many an educational leader or university teacher preparation professor awake at nights. Perda (2013) found that 42% of new teachers leave teaching within the first five years of their teaching career. Combine this with attrition rates that are highest in urban schools with significant percentages of students from low-income backgrounds, and the sheer cost of this teacher turnover in terms of annual expenses (e.g., spent in recruitment, hiring, administrative processing, and continued professional development) for many urban districts is substantial (Carroll, 2007).

Furthermore, in a study conducted by the National Comprehensive Center for Teacher Quality, 42% of teachers in high-need schools feel as if they are assigned the hardest-to-reach students (Rochkind, Immerwahr, Ott, & Johnson, 2007), which only exacerbates the issues related to preparation. Research indicates that hiring well-prepared teachers and providing them significant support reduces first-year attrition by 50 percent (Black, Neel, & Benson, 2008), with teachers more likely to stay at a school if they feel they are supported well and can be effective with the students they serve (Johnson, 2006).

To strengthen teacher preparation, the National Council for Accreditation of Teacher Education (NCATE) in 2010 posited that transforming teacher education requires preparation programs that are fully grounded in clinical practice, with varied and extensive opportunities for teacher candidates to connect what they learn from university courses with effective classroom practice, under the guidance of successful practitioners. Promoting "long-term, serious clinical learning experiences for teacher education students, created in partnership with local schools and districts" (Berry, Montgomery, & Snyder, 2008, p. 3) has become an increasingly important educational priority.

Teacher residency models have responded to this need by preparing teacher candidates to blend academic knowledge with practitioner skills as they 'learn by doing' right from the start. In doing so, teacher residency programs work in partnership with educational leaders in schools and districts on shared decision-making related to critical issues such as curriculum, mentor selection, and teacher candidate ("resident") supervision. There is some evidence that teacher residency programs are indeed making a difference (DeMonte, 2015; Papay, West, Fullerton, & Kane, 2012). For example, most teacher residency graduates (88%) are rated by their administrators as effective or more effective than their first-year counterparts, with 90-95% of teacher residency graduates still teaching after three years (Berry, Montgomery, & Snyder, 2008). In 2013-2014, 82 percent of teachers prepared at Urban Teacher Residency United programs were still serving as classroom teachers after five years (UTRU, 2014). This figure far exceeds the comparable rates for newly hired teachers in urban districts nationwide (Ingersoll & Strong, 2011), making teacher residency programs a viable solution for both preparing and retaining high-quality teachers.

Here we describe some challenges and lessons learned in the first five years of a Teacher Quality Partnership (TQP) grant funded teacher residency program spearheaded by California State University, Los Angeles (Cal State LA), a large, diverse public university—in partnership with three urban school districts and several community agencies—to prepare high-quality math and science teachers committed to social justice and improvement of urban schooling. As a two-time TQP awardee, Cal State LA's residency program, titled Los Angeles Urban Teacher Residency (LAUTR), was expanded in 2014 to include a special education pathway as well as to positively and sustainably transform teacher preparation within the university. We describe our work between 2009-2014, specifically in resident recruitment, resident selection, residency placements, and curriculum, along with implications for those seeking to reform teacher preparation through effective partnerships and blending of educational theory and clinical practice.

History of LAUTR

Beginning in 2009, with the first of five cohorts of math and science residents, LAUTR designed a residency program aligned with the California Commission on Teacher Credentialing's (CTC) call for "a developmental sequence of carefully-planned, substantive, supervised field experiences in schools selected by the program sponsor" (CTC, 2009, p. 30). Cal State LA faculty worked closely with partner agencies (the Center for Collaborative Education, Families In Schools, and WestEd), along with three large urban public school districts—Los Angeles Unified School District (LAUSD), Alhambra Unified School District (AUSD), and Montebello Unified School District (MUSD), to establish this field-based math and science residency pathway to equip future teachers with a mindset based in social justice to close the achievement gap through excellence, equity and innovation for secondary students in high-need, diverse schools.

The LAUTR focus on preparing candidates to earn a teaching credential in secondary mathematics or science within 12 months (as well as a master's degree in Math and Science Teaching within 18-24 months) was determined through a

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Transforming Teacher Preparation through the Lens of Social Justice:
Challenges and Lessons Learned from the First Five Years of the Los Angeles Urban Teacher Residency Program
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needs assessment with each of our partner districts. Each district expressed a common need—a shortage of secondary math and science high school teachers with strong backgrounds in STEM, further confirmed by national reports indicating that teachers feel less prepared to teach STEM subjects (National Research Council, 2013; Trygstad, Smith, Banilower, & Nelson, 2013). See Table 1 for total enrollment, graduation, and retention numbers for the first five years of LAUTR.

Our model emphasizes clinical field experience of residents by placing them in classrooms for an entire school year, under the guidance of carefully selected mentors and supportive educational leaders. Residents are paired with mentor teachers who assist them in their development as they gradually take on lead teaching responsibilities. By giving potential teachers genuine pedagogical experience while learning critical theoretical underpinnings, better-prepared teachers emerge ready to tackle the unique challenges of urban classrooms. Cal State LA and its partners within LAUTR share a commitment and vision rooted in social justice, aiming to graduate teachers who are responsible for dramatically increasing student achievement through equity, high expectations, and innovative, research-based high quality instruction.

We are keenly aware that student achievement in high-need districts will only increase if there is a steady pipeline of teachers prepared to effectively teach the district's diverse learners and assume lead roles in transforming schools to provide high expectations and high support for each and every student. Our mentor classrooms and university faculty teaching styles model the equitable and democratic learning and classrooms that we seek to build. Through our experiences, we have become quite adept at understanding and navigating the challenges of residency programs, and indeed teacher preparation as a whole.

The LAUTR Experience: Challenges and Lessons Learned in the First Five Years

Running a teacher residency program is an intricate and detailed venture. There are many moving parts, including partnerships that require consistent communication to keep a program like this functioning effectively. Key elements of a successful teacher residency program include resident recruitment, resident selection, residency placements, and curriculum. Understanding the challenges and lessons learned from each of these elements of our teacher residency offers insights for other teacher preparation programs and educational leaders.

Resident Recruitment

A variety of methods are used to recruit a diverse, qualified pool of applicants to LAUTR. The external websites, www.GoLAUTR.com and www.lautr.org, offer a program overview, eligibility requirements, frequently asked questions, and dates of upcoming information sessions. Postings are made to social media platforms, including Facebook, Twitter, YouTube, Instagram and LinkedIn to engage interested candidates and stakeholders. LAUTR conducts widespread and targeted outreach both within the campus (e.g. math and science undergraduate departments) and to community, professional, faith-based, and educational organizations, especially those focused on STEM education, equity, and/or diversity. Information about expectations, benefits, and requirements is shared with potential candidates.

Challenges

Specific challenges related to recruitment limited the pool of qualified candidates who could otherwise be talented teachers, including:

• Some potential candidates did not meet the 12-unit subject matter coursework requirement for LAUTR. This requirement was more rigorous than those of other teacher preparation pathways, making it difficult for some to qualify for admission;

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Table 1

Total Enrollment, Graduation, and Retention Numbers

	Enrolled	Graduated	Hired	Retained 1 year	Retained 3 years
2010-2011	C1				
	20				
2011-2012	C2	C1	C1		
	20	18	16		
2012-2013	C3	C2	C2	C1	
	20	17	12	15	
2013-2014	C4	C3	C3	C2	
	18	17	15	10	
2014-2015	C5	C4	C4	C3	C1
	19	14	13	14	14

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• Some content-proficient mathematics and science graduates (non-STEM undergraduate degrees) had difficulty successfully passing the state subject matter tests due to their lack of English language proficiency combined with a lack of familiarity with content-specific language;

• Some candidates met all dispositional requirements, but due to a lack of success in non-essential coursework (non-major upper division courses), the candidates were denied admission because of lack of requisite GPA (3.0);

• Some qualified candidates who had no other source of income could not afford to enroll in LAUTR since an additional job beyond their teacher residency is highly discouraged given the amount of time spent in both their mentors' classrooms and in university coursework.

Lessons Learned

Given what we learned about the need for expanding our pool of qualified candidates, the recruitment protocol was expanded to include the following efforts:

• We expanded the capability and visibility of our online information sessions and application system on our website;

• We conducted more consistent in-person information sessions involving interested applicants at multiple sites (including career centers at local universities) across Los Angeles to reach more potential students; and

• We disseminated more recruitment fliers to identified program supporters who promoted our residency to their colleagues.

Resident Selection

LAUTR employs a rigorous resident selection process. Each potential candidate is required to complete an application that screens for undergraduate degree, minimum GPA, passing scores on basic skills and subject matter competency tests, and not having previously taught as a teacher of record in any public K-12 school, among other factors. Qualified candidates are then invited to a Selection Day, in which they participate in a variety of activities including two personal interviews, a text-based discussion, a group problem-solving scenario, a five-minute sample math or science lesson delivered to high school students, and on-demand writing prompt. Raters, consisting of university faculty, LAUTR staff, and partner representatives from community organizations, assess candidates on key characteristics of effective equity-minded urban teachers. After Selection Day, the LAUTR team meets to review raters' recommendations and candidate files. At that meeting, recommended candidates are ranked by soft skill scores based on ratings of the characteristics observed. The top candidates are placed in the next cohort, with the remainder on a waiting list.

Challenges

It takes a highly motivated and organized person who can manage time well to be successful in completing the LAUTR program. Selecting such teacher candidates is no easy task even if they meet the minimum eligibility requirements. Some challenges included the following:

• Though experienced teachers, administrators and teacher educators serve as raters, the process of assessing candidate qualities can sometimes be more subjective rather than objective, especially when it comes to determining disposition of the candidates;

• Applicants tended to work alone during Selection Day group tasks rather than engaging in collaboration; and

• Although the selection rubric used by our raters is a tool for determining candidate qualities, no scientific tool exists that is an accurate predictor of which candidates would be the best teachers or fit for LAUTR.

Lessons Learned

In order to calibrate raters on the selection criteria, we developed a rater training module and orientation prior to Selection Day. We refined our process of rating candidates on achievement/leadership, communication, disposition, organization/planning, persistence, personal responsibility, and social justice orientation. For each area, raters use a rubric defining four potential ratings for candidates—high pass, pass, pass with conditions, and no pass. We encouraged applicants to engage in collaboration rather than work alone during Selection Day by focusing on dispositions with the following elements for a high pass score: respectful interactions with others; professionalism, recognizing fallibility and demonstrating humility; and proactively addressing grievances appropriately, including on behalf of others who may be disempowered or disenfranchised. The rubric used for assessing these competencies is continually being refined as raters debrief after each Selection Day.

Residency Placements

Our residency placements begin with the selection of host schools as our partners in training our teacher candi-

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dates. Our host schools are characterized by their supportive environments and school cultures in which teachers and school leaders work diligently to implement school district curriculum and instruction initiatives, and instructional practice is shared through honest, thoughtful and data-based discussions. Our host schools uphold the vision of LAUTR, including supporting residents and their mentors, conducting a minimum of six formal observations for each resident throughout the year, and engaging residents and mentors in the work of the school (e.g. regular opportunities to participate in team, grade level, or content meetings and professional development), and facilitating program evaluation data collection. Next in the process includes matching the residents and mentors by taking into account many variables, including residents' subject area, grade level preferences, and geographical preferences, as well as mentor availability.

Challenges

Over the course of the residency years, some challenges (predominately related to mentors) included the following:

- Identifying mathematics and science teachers, especially in chemistry and physics, who were willing to be mentors;
- Finding teachers who were good mentors, in addition to being good teachers;
- Matching mentors and residents on relevant criteria (subject matter, school level, school location, and personality);
- Providing adequate training time for mentors;
- Ensuring mentor-resident pairs had adequate time to plan together on a weekly basis; and
- A lack of alignment between methods taught in courses and methods used in residency practicum.

Lessons Learned

We focused on recruiting and establishing a larger pool of qualified mentors from which to match single-subject mathematics and science residents. We refined our matching process for residents and mentors, making the process more rigorous and inclusive of multiple perspectives. To provide more adequate time for developing our mentors, we established a monthly meeting schedule that proved more effective in facilitating better working relationships between our mentors and their residents. We have also developed a teaching and learning framework to better help the mentor teachers align pedagogies with current research. Mentor development and training continues to be a top priority in our teacher residency program.

Curriculum

Prior to implementing the first cohort of LAUTR, the curriculum director and a committee of professors, educational reformers, and community educational activists reviewed the traditional teacher preparation curriculum that had become compartmentalized by topics. That committee revised the traditional curriculum by taking a holistic program view and examining the curriculum's overall focus. The LAUTR curriculum with its signature assignments weaved integrated, programmatic teacher candidate learning objectives into university course content and residency work, rather than taking the traditional preparation program approach of establishing isolated, course-specific learning objectives. The curriculum committee changed the nature of signature assignments to developmental tasks that build upon the students' experience as it unfolded during the coursework and residency. Most of the professors on that curriculum committee became long-term core LAUTR professors, guiding residents to apply strategies they learned during coursework in their own secondary classrooms.

Challenges

A major challenge pertaining to the LAUTR curriculum was the diminishing partnerships with initial community partners who had made important contributions to the curriculum. In early cohorts, community partners developed and delivered a summer session lesson to residents, also known as "community walks." Community partner agencies led walking tours of the low socioeconomic neighborhoods that essentially fed students into the schools where residents would most likely accept offers as teachers. Community partners included the Central American Resource Center (CARECEN), Families in Schools (FIS), and Alliance for a Better Community (ABC), all community-based organizations situated in downtown Los Angeles and active within the Los Angeles school community. Midway through the LAUTR grant period, community partner staff turnover and organizational commitment dissipated due to severe budget cuts resulting from the economic downturn at the time. Only one of the initial community partners remain actively involved in the LAUTR program.

Lessons Learned

Community partners made a long-lasting contribution through the LAUTR curriculum. Across cohorts, most residents interviewed found the community walks and the community course in which it was situated as seminal in understanding the concept of social justice, an important LAUTR principle for effective teaching. In later cohorts, the community walks remained an integral part of the LAUTR curriculum but were conducted less often and by professors,

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not by community partners. Knowing how powerful these experiences are, it is important that LAUTR maintain such opportunities, before, during and at the end of the residency year, even if without the direct support of community partners.

Implications for Teacher Educators and Educational Leaders

Perhaps the greatest takeaway from the LAUTR program is the need for fidelity in the leadership of all institutions (e.g. universities, school districts, and schools) partnering in this endeavor of high-quality teacher preparation. As we continue this work in our second TQP funded grant cycle, we have worked to increase the communication among teacher educators, educational leaders, mentors, and residents regarding the philosophy of education. School success depends on the creation of a shared vision of effectiveness and success that is agreed upon at each of the levels of leadership. This vision also has to be woven into existing community values and beliefs to affect the change in students that we hope for. Without such alignment, students are the victims who get lost in the confusion of conflicting leadership.

As a program, we have been able to work with district partners, community-based organizations, and school level administrators with varying levels of success. There is a need to refine our vision of effective teaching and then set up mechanisms to realize that vision. To be more efficient in our efforts, it is essential that we continue our conversations with entities missing from the discussion (namely educational leadership programs, district superintendents, and most importantly, parents). Through various teaching and learning frameworks (e.g., Danielson, 2007; California Standards for the Teaching Profession, 2009), there is a tentative consensus about what good teaching looks like holistically. However, the work of the next cycle is ensuring that the details of implementation are aligned at all levels of leadership, so we can continue in partnership together to produce the most effective teachers possible. Only then can we further assure more successful preparation of high-quality teachers committed to social justice and maximizing learning for all students.

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