CCNews

Newsletter of the
California Council on Teacher Education

In This Issue of *CCNews* . . .

CCTE SPAN 2018 Conference To Be Held March 8-9

Preview, Tentative Program, and Registration Form in This Issue
See Pages 7-9

CCNews

Transitioning

A Message from CCTE President Sharon Russell

As my term as President of the California Council on Teacher Education (CCTE) comes to an end, I want to thank Alan Jones, CCTE Executive Secretary, Juan Flores, Past President, Virginia Kennedy, President-elect, the CCTE Board of Directors, the committee chairs, and the membership at large for all of their support in my two years as President. I am looking forward to supporting Virginia Kennedy as she assumes the Presidency. We have a bright future under her leadership.

Spring Elections

Remember to exercise your membership rights and vote in the CCTE annual Elections. On February 4, the membership and delegates received the 2018 CCTE Final Election Announcement. All CCTE members and delegates are eligible to vote in the election, and each of you was sent an email link to the on-line ballot on February 5. You will have until noon on March 9, 2018 to cast your vote. The results of the election will be announced in the closing ceremony of the Spring Policy Action Network Conference on March 9.

Intersegmental Project

In response to the Intersegmental Project Proposal approved by the CCTE Board of Directors in November 2016, a coalition from all segments of California teacher preparation representing over twenty programs, with the support of the Professional Services Division of the Commission on Teacher Credentialing, came together in December 2016 to establish project goals and develop a blueprint. The Project established a central goal of creating an online accessible curriculum that California teacher educators could approve and deem transportable among programs.

On August 15, 2017, the Intersegmental Project launched its statewide eight-hour curriculum for district-employed supervisor (DES) training for Basic Teaching Credential Programs. To provide maximum access the training is online and a certification and badge is generated upon completion of each module. *Course Networking*, https://www.thecn.com, a user friendly platform that combines a Learning Management System (LMS) with Social Media possibilities, was chosen for financial and security reasons. The encryption and security is high and no participant has to be involved with social media. The LMS provides the capacity to do badging and build community among interested district-employed supervisors and teacher preparation programs.

With 32 California campuses joining the Project in the last six months, over 350 participants have registered for the modules and over 100 have completed the eight hours and 230 badges have been awarded. With all new endeavors there have been unexpected "roots in the road" as well as surprised appreciation for the opportunity to participate in an engaging and accessible learning experience. The Project wants to thank all the participants, fieldwork coordinators, faculty, chairs, and associate deans who have helped smooth the road.

Sharon Russell

The Project feels that it is now appropriate to invite the coalition and other CCTE members to a review day to analyze the data, review the curriculum and the delivery mechanism, and suggest modifications in the curriculum, delivery, and communication. An invitation will be sent to the membership to participate in the review, which will be scheduled after the Spring Policy Action Network Conference (SPAN).

Advocacy

I urge all CCTE members and friends to come to our Spring Policy Action Network Conference, March 8-9 in Sacramento, as a way to stay informed about the national and California policy context and to communicate with policy makers as we work together to continue strong California support of public education and quality teacher preparation

—**Sharon E. Russell**
President
California Council on Teacher Education
(CalStateTEACH)
sharonrussell@calcouncil.com

CCTE 2018 Election Underway

The 2018 California Council on Teacher Education (CCTE) annual election involves election of three officers—President Elect, Vice President for AACTE, and Vice President for ATE, each to serve in those roles for two years—and three new members of the Board of Directors who will serve three-year terms.

The three members of the Board of Directors whose terms expire in 2018, and who will therefore be replaced via this election, are Cynthia Geary, Karen Lafferty, and Raina Leon. The two current Vice Presidents will also complete their terms and be replaced via the election. Current President Sharon Russell will become Past President, current President Elect Virginia Kennedy will become President, and Juan Flores will complete his term as Past President. All of these changes take place at the end of the Spring 2018 Conference on March 9.

The CCTE Nominations and Elections Committee, chaired by Past President Juan Flores with committee members Don Cardinal and Cindy Grutzik, has, as is stipulated in the CCTE by-laws, recruited a slate of nominees for the offices to be elected. The persons nominated by the Committee to stand for election in 2018 are:

For President Elect:
    Eric Engdahl (California State University, East Bay)
    Jill Hamilton-Bunch (Point Loma Nazarene University)
    Jose Lalas (University of Redlands)

For Vice President for AACTE:
    Vanessa Sheared (University of the Pacific)
    Mona Thompson (California State University, Channel Islands)

For Vice President for ATE:
    Michael Cosenza (California Lutheran University)

For Board of Directors (three to be elected):
    Lisa Bennett (California State University, Fresno)
    Nirmla Flores (University of Redlands)
    Mary Soto (California State University, East Bay)
    Charlane Starks (Elk Grove Unified School District)
    Kelly Vaughn (Notre Dame de Namur University)
    Kimberly White-Smith (University of La Verne)

The final announcement of the 2018 election was e-mailed to all CCTE members and delegates in early February. All CCTE delegates and members are eligible to vote, and each of them has also been emailed a link to an on-line ballot procedure through which the election will be conducted. While the deadline for voting is noon on Friday, March 9 (the Friday of the CCTE Spring 2018 Conference), all members and delegates are encouraged to vote on-line prior to the Conference. However, computers will be available at the Conference for anyone who has not voted prior to attending the Conference.

The Nominations and Elections Committee will then tally results immediately after noon on March 9. The announcement of the election results will be made at the end of the Conference that day, and those elected will take office at the close of the Conference.

If you have any questions about these election procedures, please contact CCTE Executive Secretary Alan H. Jones. If you have an interest in being nominated for a CCTE office in 2019 or future years, please share that information with him or with the Nominations and Elections Committee. All CCTE officers are volunteers, and persons interested in such service are encouraged to initially volunteer for and participate on any of the various CCTE committees.

Upcoming CCTE Conferences

Spring 2018

The Citizen Hotel, Sacramento
March 8-9

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

Fall 2018

Kona Kai Resort, San Diego
October 18-20

Theme: *"Change-Making"*

From the Desk of the CCTE Executive Secretary

Following are updates on several of the current activities of the California Council on Teacher Education (CCTE) which I am pleased to share with all CCTE members, delegates, and friends as we move through this 2017-2018 membership year:

Membership Remains Strong

Membership renewals and new memberships for the 2017-2018 CCTE membership year (July 2017 to June 2018) have significantly exceeded our budgetary goals. We have to date received institutional memberships from some 65 campuses, with a few more still expected. We also have 36 individual members in addition to the delegates appointed by the institutional members.

It should be noted that the process for submitting CCTE institutional memberships also includes options for institutions to join three associated organizations—the California Association of Bilingual Teacher Educators (CABTE), the California Association of Professors of Special Education (CAPSE), and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET)—as well as the new CCTE Intersegmental Collaboration. The dues collected for those organizations are passed through to each. So far this year CCTE has collected 17 institutional memberships for CABTE, 25 institutional and five individual memberships for CAPSE, 30 institutional memberships for ICCUCET, and 32 participating institutions in the Intersegmental Project.

Annual Sponsorship Program

CCTE offers special thanks to California State University Long Beach, Loyola Marymount University, and the University of Redlands for renewing their annual sponsorships of CCTE during 2017-2018. Other teacher education institutions in California are encouraged to also sign up as annual sponsors of CCTE to help assure that we can maintain all of our activities on behalf of the teacher education community. Please contact me for additional information on establishing annual institutional co-sponsorships of CCTE.

Spring 2018 Conference in Sacramento

The CCTE Spring 2018 Conference will be our second SPAN (Spring Policy Action Network) Conference, scheduled for March 8-9, 2018, at The Citizen Hotel in Sacramento. See the preview along with the tentative program and registration form on pages 7-9 of this newsletter. If you haven't already registered you are encouraged to do so now.

CCTE New Faculty Program

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

CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program is in 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. Please contact me for additional information.

Position and Event Announcements

For several years CCTE distributed announcements of available positions and special events at member institutions via e-mail to all members and delegates. Because of a rapidly increasing number of announcements, two years ago we instead 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 regularly to check the announcements at www.ccte.org. The listing includes not only positions for which applications are being received but also announcements of conferences and other events at member institutions.

CCTE Publications

All CCTE members and institutional delegates receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as each issue is published.

Also of special interest is the *CCTE Reader on Social Justice* which was published in conjunction with the Fall 2017 Conference theme. See a description and ordering information on page 14 of this newsletter.

And be sure to watch for future quarterly issues of *CCNews*, each of which is emailed to all CCTE delegates, members, and friends. If you have activities or items of interest or short articles related to teacher education, please submit them to the co-editors for consideration.

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

—**Alan H. Jones**, CCTE Executive Secretary
3145 Geary Boulevard, PMB 275, San Francisco, CA 94118
Telephone 415-666-3012
e-mail alan.jones@ccte.org

Updates from the Commission on Teacher Credentialing

Special Education Preliminary Credential Structure Adopted by the Commission!

At its February 2018 meeting, the Commission took action on a number of staff recommendations regarding the preparation and licensing for special education teachers. A new credential structure that contains five preliminary special education credentials was approved, including a common trunk of preparation for all teachers to promote greater collaboration and understanding between special and general education teachers during their credential programs and beyond. The five preliminary special education credentials are:

- Preliminary Mild to Moderate Support Needs (K-22)
- Preliminary Significant Support Needs (K-22)
- Preliminary Early Childhood Special Education (B-K)
- Preliminary Deaf and Hard of Hearing (B-22)
- Preliminary Visual Impairments (B-22)

Now that a new credential structure has been approved, staff will continue the work to finalize the draft special education program standards and Teaching Performance Expectations (TPEs). Both of these documents will be brought to the Commission for information at the June 2018 meeting. Additionally, the Commission approved the recommendation that all special education teachers will need to take and pass a Teaching Performance Assessment prior to being recommended for a credential, once such an assessment has been developed and adopted by the Commission. Further discussion and recommendations in the areas of subject matter competency, clinical practice requirements, and specific credential authorizations will also be determined at future meetings. For more information on this important work and the full text of the agenda item, please visit the Commission's Meetings website: https://www.ctc.ca.gov/commission/meetings

Field Testing Underway for the Updated CalTPA and the Newly-Developed CalAPA: Seeking Assessors and Standard Setting Panel Participants!

The field test of these two performance assessments began in October 2017. Candidate submissions will be uploaded to an online platform starting February through April 2018, and will be scored by California assessors from April through May 2018. Programs and candidates will receive information about results of the field test in May 2018. Public webinars were provided by the CTC and Evaluation Systems (ES) staff in October 2017 and are archived at www.ctcpa.nesinc. Follow the provided link to learn about Instructional and Leadership Cycles and accompanying analytic rubrics. 900 candidates and 26 programs are participating in the CalTPA field test and 250 candidates and 25 programs are participating in the CalAPA field test. Over 350 assessors will be trained this spring to score the field test submissions across these two performance assessments.

At the conclusion of the field test and once all revisions have been made based on the field test results, the redeveloped CalTPA will be required for preliminary teacher candidates starting a preliminary preparation program that uses the CalTPA as of July 2018. The edTPA and FAST are also under review and making any needed changes to meet the Commission's revised standards and TPEs. The Commission in expected to take action approving all TPAs that have been determined to meet these standards for continued use. A passing standard study will be conducted in July 2018 and a passing standard will be set by the Commission at its August 2018 meeting. The CTC and ES will be seeking participants for the Standard Setting Study of the CalTPA. Go to: www.ctcpa.nesinc.com for further information and to apply.

At its June 2017 meeting, the Commission granted a non-consequential administration period for the CalAPA for 2018-19. Pending signature of the Commission's budget with funding for the non-consequential administrations of the CalAPA, enrolled candidates (June 1, 2018-May 31, 2019) will be required to take the CalAPA, however, they will not be required to pass the CalAPA as part of the requirements for a preliminary administrative services credential. A passing standard study for the CalAPA will be conducted in July 2019 based on the results of the non-consequential administration period and a passing standard will be set by the Commission in summer 2019. Passing the CalAPA will be required for preliminary administrator candidates starting their program on or after June 1, 2019.

For more information on the Commission's performance assessments for teachers and leaders or to apply to be an assessor for either the CalTPA or the CalAPA, please visit www.ctcpa.nesinc.com. The CTC is actively recruiting assessors for both the CalTPA particularly for low incidence Single Subject submissions including Music and PE and for the CalAPA. Assessors for the performance assessment field tests will be compensated for their training time and for scoring submissions by the Commission's technical contractor, Evaluation Systems group of Pearson. Training will be conducted in person and online; all scoring for the field tests and during full operation will be completed online. Additional assessors will be needed for full implementation for both assessments. During full implementation, training dates and expectations for assessors will be posted at www.ctcpa.nesinc.com and through PSD's weekly, Friday, e-news. Assessors will be employed by Evaluation Systems and compensated for training and for scoring submissions.

California Center on Teaching Careers Update

Led by Donna Glassman-Sommer of the Tulare County

Updates from the Commission on Teacher Credentialing
(continued from previous page)

Office of Education, the California Center on Teaching Careers is building momentum on its mission to attract, place, and retain more teachers across the state. Their website at californiateach.org is a personalized tool for interested teachers to find preparation programs and related employment services that are the right fit for them. For example:

> After a candidate signs up and designates what and where he/she wants to teach, relevant teaching positions will automatically populate the candidate's homepage.

> When new positions become available, each candidate's listings are automatically updated, making repeat searches unnecessary.

> Once the candidate has filled out his/her application (either on EDJOIN or directly through the site), the candidate will be able to apply to positions in just one click.

Many positions are becoming available now, and this is a great opportunity for graduating candidates to get hired early. Please encourage graduating students interested in teaching in the fall of 2018 to sign up and begin their search at californiateach.org.

On March 1, the Center's first mobile app will be launched so that teachers serving on PIPs and STPS can document progress towards requirements to enter a teacher preparation program. Candidates can share where they are in their requirements to enter a program with Principals, District office staff, and your program staff. Moving forward, the app will also be further developed to include Residency and Traditional Programs.

The Center is also working to attract more teachers to the profession in various creative ways, such as the new set of Public Service Advertisements that show how teaching is a dynamic and fulfilling career. TV and radio stations are donating their time to play the advertisements – if you know of media contacts who can help, please reach out to Donna Glassman-Sommer at donnags@tcoe.org.

CTC at SPAN 2018

Staff from the Commission on Teacher Credentialing will conduct two special sessions at the CCTE Spring 2018 SPAN Conference following the CCTE President's Networking Breakfast on Friday, March 9.

The sessions will be concurrent from 9:00 a.m. to 10:15 a.m.:

◆ A policy workshop on important and relevant aspects of accreditation for faculty and K-12 partners.

◆ A leadership workshop for deans and directors of education programs.

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 co-editors:

jbirdsell@nu.edu & lahansen@fullerton.edu

The deadline for materials for the Summer 2018 issue is May 15.

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

—**Jo Birdsell**
National University
& **Laurie Hansen**
California State University, Fullerton
Co-Editors of *CCNews*

Preview of CCTE Spring 2018 SPAN
"Spring Policy Action Network"

By **Cynthia Grutzik**, **Nicol Howard**, & **Pia Wong**
Co-Chairs of the CCTE Spring 2018 Conference

The second annual 2018 SPAN Conference is just a week away (March 8th and 9th). The purpose of the Spring Policy Action Network (SPAN) is to position CCTE as the key teacher education resource poised to impact research, practice, and policy for quality teaching. Last year, in moving the Spring conference to Sacramento, the CCTE Board affirmed three goals for SPAN: build relationships and expand CCTE's policy network; develop members' skills as partners, advocates, and communicators; and affirm CCTE's expert influence at the state level. We are excited to invite wide participation in the 2018 SPAN conference as we collectively address these goals. The March 8-9 two-day structure established last year will again frame the SPAN meeting at The Citizen Hotel.

On Monday, February 12th from 4:00 to 5:00 p.m., the CCTE Policy Committee hosted our first pre-conference webinar that provided committee updates and previewed the SPAN 2018 policy activities. We also provided an overview of policy advocacy opportunities during SPAN and leading up to SPAN, and reviewed CCTE's policy framework and offered tips for engaging legislators and their staff. The webinar was facilitated by Pia Wong and policy expert Susanna Cooper, Managing Director of Wheelhouse: the UCDavis Center for Community College Leadership and Research and former senior education consultant for Darrell Steinberg (Senate President pro-Tempore from 2008-2014). If you are planning to be part of a legislative visit team or simply want more information about current policy issues, please feel free to watch the webinar recording at https://www.youtube.com/watch?v=7lhUieuqKeQ

SPAN 2018 highlights are as follows:

Thursday, March 8:
• Meet and Greet Breakfast with SIG Meetings.
• California Priorities Meeting that lays the ground work for afternoon legislative visits and policy analysis work.
• Advocacy Lunch, a dialog with the two candidates for Superintendent of Public Instruction, Assemblyman

Tony Thurmond and Marshall Tuck.
• Legislative Visits: Participants will have a choice to join a team to visit a legislative office during a scheduled appointment, with planned talking points and materials to leave behind; or
• Policy Analysis Session, with guest facilitator Rick Simpson, top legislative staffer for 38 years.
• Debrief Meeting with Assembly Education Committee Consultant Chelsea Kelly, who was with us last year.
• Sponsored Reception at The Citizen Hotel, for the networking that we value as CCTE members.

Friday, March 9:
• President's Networking Breakfast.
• CTC Concurrent Sessions, aimed at engaging all of us in important policy work.
• Associated group meetings: CABTE, CAPSE, and ICCUCET.
• Research Roundtables and Poster Session featuring scholarship on California teacher education including three invited Roundtable sessions: CALL (Collaborative for the Advancement of Linked Learning), Learning Policy Institute, and The UC's CA Teacher Education and Improvement Network (CTERIN).
• SPAN Wrap-up, including announcement of newly elected CCTE Board members at 3:00 p.m.

As a two-day meeting, with all meals and the reception included in registration fees, SPAN will once again be a policy-focused and interactive experience. For questions or comments, please contact the SPAN Co-Chairs: Cynthia Grutzik (California State University, Long Beach) cynthia.grutzik@csulb.edu; Nicol R. Howard (University of Redlands) nicol_howard@redlands.edu; Pia Wong (California State University, Sacramento) wongp@csus.edu

The full tentative program for the CCTE 2018 SPAN Conference appears on the next page of this newsletter, and registration remains open. Use the registration form that also follows in this newsletter or the on-line form on the CCTE website, www.ccte.org (see the conferences page).

Tentative Spring 2018 CCTE SPAN Conference Program

Wednesday, March 7:
10:00 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.
Meeting of Education Deans from Private and Independent Colleges and Universities.

Thursday, March 8:
9:00 a.m. to 10:00 a.m. - Meet and Greet Continental Breakfast.
9:00 a.m. to 10:00 a.m. - Roundtable Meetings of CCTE Special Interest Groups.
10:00 a.m. to Noon - California Priorities Meeting:
      Overview of legislative priorities; Identifying CCTE policy priorities, including input from campuses, candidates;
      Hearing from policy allies/sponsors, featuring their organizatoional priorities; Preparing for afternoon legislative
      visits & policy analysis session; Debriefing and review.
Noon to 1:00 p.m. - Luncheon featuring candidates for State Superintendent for Public Instruction, Assemblyman Tony
    Thurmond and Marshall Tuck.
1:00 p.m. to 1:15 p.m. - Break.
1:15 p.m. to 1:30 p.m. - Afternoon Policy Activity Options:
      (All Conference participants will have indicated their preferred option upon registration).
    1:30 p.m. to 4:00 p.m. - Option 1: Legislative Visits at the Capitol:
      Teams led by trained facilitators; confirmed meetings scheduled with legislative offices of members of Assembly &
      Senate Education Committees; teams will vary in size; teams will not be region/district specific.
    1:30 p-.m. to 4:00 p.m. - Option 2: Policy Analysis Workshop:
      Analyzing legislation, exploring CCTE's priorities; Legislative updates; Drafting policy responses for CCTE Board
      of Directors; Identifying volunteers to follow legislation and maintain current contacts. Rick Simpson, former chief
      of staff for nine Assembly speakers, will share insights on education policy,
    2:00 p.m to 4:00 p.m. - Option 3: Statewide Education Deans' Meeting at Capital:
      Organized by government relations staff from three segments; Presentations by legislators; Identification and
      discussion of policy priorites.
4:00 to 4:15 p.m. - Break.
4:15 p.m. to 5:30 p.m. - Policy Consultant Directed Session:
    Debriefing of afternoon activities with Chelsea Kelly, Assembly Education Committee Consultant;
      Insights from policy consultant; Identifying next steps.
5:30 p.m. to 7:00 p.m. - Sponsored Reception.
7:00 p.m. - Dinner on Your Own.
7:00 p.m. - Dinner Meetings of Segment Deans.

Friday, March 9:
8:00 a.m. to 9:00 a.m. - President's Networking Breakfast, with policy guests.
9:00 a.m. to 10:15 a.m.. - CTC policy workshop on important and relevant aspects of accreditation.
9:00 a.m. to 10:15 a.m. - CTC leadership workshop for deans and directors.
10:15 a.m. to 10:30 a.m. - Break.
10:30 a.m. to Noon - Associated Organization Meetings:
    California Association of Bilingual Teacher Educators (CABTE).
    California Association of Professors of Special Education (CAPSE).
    Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET).
Noon to 12:30 p.m. - Buffet Lunch.
    Deadline for Voting in CCTE Annual Election.
12:30 p.m. to 3:00 p.m. - California Teacher Education Research Sessions:
    Research Roundtables (Two sessions, three presentations each).
    Research and Practice Poster Session.
3:00 p.m. to 3:30 p.m. - President's Conference Wrap-Up:
    Announcement of New CCTE Board Members.
    Preview of Fall 2018 CCTE Conference.
    Closing comments.
3:30 p.m. - Conference Adjourns.

California Council on Teacher Education Spring 2018 Conference Registration

Please use this form to register for the Spring 2018 CCTE SPAN 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)

California State University Field Coordinators Forum Meeting and Refreshments (Wednesday)
- ❏ 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 one you may attend):
- ❏ Arts in Education
- ❏ Credential Program Coordinators/Directors
- ❏ Lives of Teachers
- ❏ Special Education
- ❏ Teacher Induction
- ❏ Equity and Social Justice
- ❏ Inclusive Education
- ❏ Pedagogies for College and Career Readiness
- ❏ Technology and Teacher Education
- ❏ Undergraduate Teacher Preparation

Indicate your option for Thursday afternoon policy activities:
- ❏ Scheduled visits to legislative offices in the Capitol.
- ❏ Policy analysis session at The Citizen Hotel.
- ❏ Statewide meeting of education deans (for deans & directors).

Please mail completed form with check payable to "California Council on Teacher Education" to:
Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118

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

While guest rooms at the Conference rate are no longer available, please call the The Citizen Hotel at 916-492-4460 and indicate that you are attending the CCTE Spring 2018 Conference and they will advise what rooms are available or direct you to other nearby hotels.

CCTE Announces a New Inclusive Education SIG

At its January 12th, 2018 Board Meeting, the California Council on Teacher Education approved the addition of a new Special Interest Group (SIG) on Inclusive Education. California is experiencing a resurgent interest in authentically including students with disabilities alongside their non-disabled peers. The primary purpose of the new Inclusion SIG is to learn about these state-wide efforts, share local and regional activities, and overall strengthen the movement toward more inclusive schooling. Coordinating our efforts through the new Inclusion SIG will both increase awareness and create state-wide synergy.

Interested? As a kick-off, CCTE announces three opportunities to show your support and interest in the new Inclusion SIG.

First, come by our first SIG gathering at the upcoming SPAN conference in Sacramento. Show your interest and support at the Meet & Greet Breakfast, 9 a.m, on Thursday, March 8th, 2018. The hour-long event is sponsored by Chapman University's Thompson Policy Institute on Disability and Autism. The new Inclusion SIG will have a table where we will gather and discuss future plans. This gathering is open to all, and will include the Special Education SIG and CAPSE members to further enhance collaboration and create synergy.

Second, sign-up now on our mailing list to receive current information about the upcoming and future events. Send questions and an indication of your interest to the Inclusion SIG Chair, Don Cardinal, cardinal@chapman.edu

Third, apply for a mini-grant of up to $12,000, designed to enhance the preparation of educators by addressing the academic and social-emotional-behavioral needs of students with disabilities. Sponsored by CEEDAR (Collaboration for Effective Educator Development, Accountability and Reform), the CCTE Inclusion SIG will coordinate the mini-grant process. The Call for Proposals appears below.

CCTE CEEDAR Request for Proposals Inclusive Education SIG

The new CCTE SIG on Inclusive Education is pleased to announce an initiative designed to promote cross-disciplinary collaboration in educator preparation to enhance college and career readiness for students with disabilities and other struggling learners. This program is made possible through the support of CCTE and funding from the CEEDAR Center, a national technical assistance center funded by the US Department of Education, Office of Special Education Programs.

The goals of this program are to enhance the preparation of educators to address the academic and social-emotional-behavioral needs of students with disabilities through:

(1) creation of new curriculum or courses in educator preparation programs
(2) modification of existing curriculum or infusion of new content into existing courses
(3) implementation of new instructional pedagogies or technologies
(4) redesign of field experiences and other practice opportunities

Eligibility: Proposals may be submitted by cross-disciplinary teams of at least two faculty from different educator preparation programs at the applicant institution or by IHE/LEA partnerships. To support their work, Mini-Grant recipients are expected to use such CEEDAR resources as the Innovation Configurations (to analyze gaps and redundancies in program syllabi) and Course Enhancement Modules (designed for use by instructors). These and other resources may be accessed at www.ceedar.org

Available Funding: Four to eight awards of up to $12,000 will be made to support activities for a one-year period, beginning Fall, 2018. Depending on funds available, there may be a second funding cycle. Funds may be requested to support faculty stipends, instructional materials, student assistants, and other resources required to complete the work. Applicants must submit a proposal that includes a description of the work to be undertaken, an evaluation plan, and a budget, as explained below.

Submission Deadline: Applications are due via email to tpi@chapman.edu no later than 5 p.m. on May 31, 2018. Please use and complete the Proposal Cover Page available from tpi@chapman.edu. Submit the applications to the attention of Don Cardinal, Chair, CCTE Inclusive Education SIG. Word or PDF formats are acceptable.

Notification of Funding: Applications will be reviewed by the CCTE Inclusive Education SIG board and proposals selected for funding will be notified by June 30, 2018.

Deliverables: All materials developed will be shared through the CEEDAR website and via other media as recommended by CCTE.

Post-award Reporting Requirements: (1) Submit a final progress report to the CCTE Inclusive Education SIG by May 31, 2019. (2) Participate in collaborative presentation in a format to be determined at the October, 2019 CCTE conference in San Diego, that describes your funded work. (3) All deliverables are due with the final report by the end of the 1-year grant period.

Timeline: Proposals due to CCTE SIG May 31, 2018; Notification of funding decision June 30, 2018; Final progress report due May 31, 2019; Participate in collaborative session at Fall, CCTE Conference October, 2019.

CCTE Fall 2018 Conference Announcement
Theme: Teachers and Teacher Educators as Changemakers

By **Reyes L. Quezada** (University of San Diego)
Chair, CCTE Fall 2018 Conference Planning Committee
& **Paul Rogers** (George Mason University & Ashoka Fellow)
Member, CCTE Fall 2018 Conference Planning Committee

As teachers and teacher educators we have a responsibility to prepare a culture of care so we can create empowering, equitable, and socially just environments for the culturally and linguistically diverse students we teach, so that our students can not just survive in this new world, but thrive in it and contribute to shaping a just world for the common good.

The Fall 2018 CCTE Conference will bring together researchers and research presentations as well as workshops that focus on teacher educators, teachers, and students as agents of change, as well as on ways that teacher education curriculum can support the development of social emotional intelligence, leadership, collaboration, and creative thinking that leads to changemaking. We are planning this because we realize that in order to support young people as changemakers, as teachers and teacher educators we must see ourselves as changemakers.

Through this conference we want to be able to:

(1) To understand the many ways in which teacher education programs support the development of teachers as agents of change;

(2) To reflect on the need for teacher educators, teachers, and students to learn and embody changemaking in this time of rapid, global, and exponential change;

(3) To identify qualities and characteristics of effective changemaking teacher education programs and P-12 schools;

(4) To share effective practices developing changemaker teachers and students in social emotional learning, civic engagement, STEM, language arts, and arts curriculum; and

(5) To report on opportunities in state, national, and international changemaking education for underrepresented and underserved populations.

Therefore questions to be addressed at the CCTE Fall 2018 Conference include, but are not limited to:

(1) How do we define Changemaking in teacher education?

(2) In what ways and to what degree does a Changemaker lens on teaching support a teacher in understanding their students, subject matter, and pedagogy?
(3) How can we utilize the research in social innovation and Changemaking education to plan and prepare future Changemaker teachers?

(4) What types of Changemaking teacher education programs, partnerships and consortiums are in place in U. S. schools and colleges of education and at an international level? And how do we bridge these consortiums?

(5) How can teacher education programs provide the

opportunities and experiences for teacher candidates to attain competence as Changemaker teachers in their field experiences and curriculum?

(6) How can we help support the development of teacher education faculty on their own Changemaking journeys?

Ross Hall will be the keynote speaker on Thursday of the conference. Ross is a founder of The Global Change Leaders—and is also directing Ashoka's education strategy—in both roles aiming to transform education silos into learning ecosystems in which every young person is empowered to live for the greater good. He has participated in various Changemaking summits in the United States and internationally, most recently in France, Bogota, and in New York where school deans, teachers, and school administrators met to discuss the integrating of Changemaking in schools and in colleges of education. Later this spring a Changemaking summit will be in Boston. Before Ashoka, Ross designed the Better World Program, a ground-breaking program that empowers young people to be well and do well. The first implementation of the Better World Program was with 500,000 children in communities across Zimbabwe, Tanzania, and Ghana. The Better World Program extends the Effective Education for Employment project that Ross also conceived and researched, and which he used with ministries and organizations around the world to evaluate the effectiveness of education systems and institutions. Ross has also led international qualifications business, where he spearheaded the development of a new consultancy service and an extensive suite of 21st Century Skills qualifications.

The formal announcement of the Fall 2018 CCTE Conference along with the tentative program and registration form will be sent to all CCTE members, delegates, and friends in late June 2018. In the meantime any interested CCTE members or delegates are invited to join the planning committee for the conference by contacting Reyes Quezada at rquezada@sandiego.edu

CCTE Seeks Your Participation

The California Council on Teacher Education (CCTE) is your organization—it's strength comes from the delegates from each member institution, from the additional individual members, and from many other CCTE friends who attend our conferences and collaborate with us in other ways.

All CCTE officers, members of the Board of Directors, committee chairs and committee members, journal and newsletter editors, and leaders of the associated organizations are volunteers, giving of their time and energy to help move forward the CCTE agenda of seeking the highest quality in teacher education for California and advocating for support and recognition of the importance of teaching and all levels of education from policymakers and the public.

The work of CCTE takes place at our semi-annual conferences, through our several standing committees (see listing on next page), in our publications efforts, and through cooperation and collaboration with the associated organizations. There are at least 100 or more deeply involved and committed CCTE delegates and members who are either elected, appointed, or have volunteered to carry out these many important roles. And this is an evolving body of participants, always open to additional volunteers.

All CCTE delegates, members, and friends are continually invited to join in. If you have not already done so, take a look at the list of CCTE committees on the next page, find your area of interest, and volunteer to be a committee member. Any and all of the committees will welcome your participation. Many of the committees operate on a continuing basis, while the planning committees of each semi-annual Conference are one-time activities. Nearly all of the elected officers and Board of Directors started their involvement with CCTE through working on one of the committees, so this is a natural way to become more engaged and active with the organization.

Both of the scholarly journals sponsored by CCTE—*Teacher Education Quarterly* and *Issues in Teacher Education*—are in constant need of peer reviewers, which typically involves reviewing a couple of manuscripts each year in your areas of expertise. Journals can't function without an adequate number of committed and expert reviewers, so your involvement with either or both journals is an important way to serve the profession. Being a reviewer may also lead to service on the editorial board of either journal or otherwise getting involved in the editorial process.

All CCTE delegates, members, and friends are also encouraged to join and participate in any or all of the three associated organizations, again depending on your areas of interest and scholarship. The California Association of Bilingual Teacher Educators (CABTE), which is associated with both CCTE and the California Association of Bilingual Education, is growing in institutional membership and influence as more teacher educators are engaged in supporting and expanding the teaching and maintenance of bilingualism in our schools and society.

The California Association of Professors of Special Education (CAPSE) has been actively associated with CCTE for many years and is in the forefront of monitoring, influencing, and recommending state policy in this important area of education. CAPSE membership, which is open to both institutions and individuals, also overlaps with the Special Education SIG that also meets at each CCTE conference. CAPSE is also engaged in helping with the creation of the new Inclusion SIG which will hold its initial meeting at the CCTE Spring 2018 SPAN Conference.

The Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) is an institutional membership organization that involves nearly all of the private and independent campuses in California that have teacher education programs. ICCUCET works closely with the Association of Independent California Colleges and Universities, an organization that advocates on behalf of private and independent colleges and universities in the state.

All three organizations—CABTE, CAPSE, and ICCUCET—meet at each CCTE semi-annual conference and the presidents of all three groups sserve as ex officio members at meetings of the CCTE Board of Directors. Getting involved with these associated organizations is also an excellent entry to broader involvement with CCTE.

There are also 10 Special Interest Groups (SIGs) that meet at each CCTE conference. The SIGs are open to any interested teacher educators, and many conference attendees will regularly participate in two SIGs, since they are scheduled at different times within the conference program.

Please consider getting involved in any of these several ways. The strength and future of CCTE depends on broad membership involvement in everything that we do.

CCTE Committees

Committees involved with ongoing CCTE activities are:

Awards Committee

Committee Chair: Eric Engdahl, California State University, East Bay
email: eric.engdahl@csueastbay.edu

Communications Committee

Committee Co-Chairs: Raina Leon, St. Mary's College & Lyn Scott, California State University, East Bay
emails: rjl6@stmarys-ca.edu & lyn.scott@csueastbay.edu

Membership Committee

Committee Co-Chairs: Deborah Hamm, California State University, Long Beach,
Mona Thompson, California State University, Channel Islands & Susan Westbrook, California Federation of Teachers
emails: deborah.hamm@csulb.edu, mona.thompson@csuci.edu, & suew447@aol.com

Nominations and Election Committee

Committee Chair: Juan Flores, California State University, Stanislaus
email: jflores@csustan.edu

Policy Committee

SPAN Co-Chair: Cindy Grutzik, California State University, Long Beach,
Policy Planning Co-Chair: Nicol Howard, University of Redlands
Legislative Action Co-Chair: Pia Wong, California State University, Sacramento
emails: cynthia.grutzik@csulb.edu, nicol_howard@redlands.edu, & wongp@csus.edu

Research Committee

Committee Chair: Cynthia Geary, University of La Verne
email: cheary@laverne.edu

Fall 2018 Conference Planning Committee

Committee Chair: Reyes Quezada, University of San Diego
email: rquezada@sandiego.edu

Most 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:
alan.jones@ccte.org or contact the relevant committee chairs.

CCTE Reader on Social Justice
Available for Course and Individual Orders

The California Council on Teacher Education produced a special *CCTE Reader on Social Justice* in conjunction with the Fall 2017 Conference. The volume, which is available in electronic (PDF) format, includes 18 outstanding articles selected from issues of the two CCTE journals—*Teacher Education Quarterly* and *Issues in Teacher Education*—published during the period 2004 to 2015. The collection was edited by Juan Flores, CCTE Past President, and Donald Cardinal, CCTE Board Member, in association with Thomas Nelson, editor of *Teacher Education Quarterly* from 1999 to 2010, and Suzanne SooHoo, co-editor of *Issues in Teacher Education* from 2009 to 2015.

From the introduction to the reader by Juan, Don, Tom, and Suzi: "It is our hope that this *CCTE Reader on Social Justice* will give our teacher education faculty an opportunity to invigorate social justice dialogues in our classrooms and offer our credential candidates and graduate students tools and frameworks to move beyond the bystander model and enact and realize the social justice theories, lessons, skills, and goals that must be acquired in our classrooms."

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

The *Reader* was officially introduced at the Fall Conference during a special research session which featured the editors and graduate students at the University of the Pacific who used the volume with their class this summer.

In addition, preview copies of the reader are available to any CCTE members who wish to look it over for possible adoption for use with classes or programs. If you are interested in obtaining a preview copy, please contact Alan Jones at alan.jones@ccte.org with your request.

All CCTE members and delegates were emailed information about the publication and how to order the *CCTE Reader on Social Justice* last summer and information remains posted on the CCTE website at www.ccte.org where there is an on-line order form if you wish to purchase via credit card or a form that can be downloaded and submitted with payment by check.

Orders to date have already netted CCTE over $1,500 in sales proceeds. Please join in with your individual or class order.

**The CCTE Reader
on Social Justice**

Edited by Juan Flores & Donald Cardinal

With Associated Editors Thomas Nelson & Suzanne SooHoo

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

Containing 18 Outstanding Articles
about Social Justice and Teacher Education
Selected from
Teacher Education Quarterly
& Issues in Teacher Education

CCNews

Reports from CCTE Conference Presentations

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

On the following pages:

From the Fall 2017 CCTE Conference research sessions:

*"*Engaging Diversity: Building Creative Multimodal Engagement within a Diverse Setting."
   By Marni E. Fisher, Nicol Howard, Kenia Cueto, Tina Jenkins, Ashleigh Luschei, Meredith A. Dorner,
   Ashleigh Vashon, & Charlotte Achieng Evensen (See pages 16-19).

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.

Engaging Diversity:
Building Creative Multimodal Engagement within a Diverse Setting

By **Marni E. Fisher** (Saddleback College),
Nicol Howard (University of Redlands),
Kenia Cueto (Chapman University),
Tina Jenkins (Saddleback College),
Ashleigh Luschei (Saddleback College),
Meredith A. Dorner (Irvine Valley College),
Ashleigh Vachon (The Parish School),
& **Charlotte Achieng Evensen** (Downey Unified School District)

Overview

According to Freire and Macedo (2003), language offers the power to create change: "Reading the word and learning how to write the word so one can later read it are preceded by learning how to write the world, that is, having the experience of changing the world and touching the world" (p. 356). However, with forms of knowledge there are limitations when only the dominant culture establishes what is valued, disregarding other cultural forms. Creating change begins with recognizing that there are other ways of knowing and other languages beyond the institutionalized forms. Per Eisner's (1991) assertion that "the forms through which humans represent their conception of the world have a major influence on what they are able to say about it" (p. 7), establishing other languages and forms of knowledge rather than limiting them empowers other ways to read and write the world. The celebration of difference through creative multimodal engagement establishes a platform of common ground while also opening the door for other discussions of diversity, creative modes of thinking, and other ways of knowing.

Purpose/Objectives

The educational setting and definition of learning are constructed forms (Eisner, 1991) that are influenced by culture. Davis (2005) defines culture in terms of the individual; the family, school, and community; nation, race, and ethnicity; and universal mankind. This layered understanding of the complexity of culture can be paired with Eisner's (1991) assertion, "There are multiple ways in which the world can be known... Human knowledge is a constructed form of experience and therefore a reflection of mind as well as nature" (p. 7). How we think about the world influences what we see (Wheatley, 2006), how we construct knowledge (Eisner, 1991), and how we change the world (Fisher, 2013b). Beginning the diversity conversation with the assumption that everyone has a unique perspective sets the classroom stage for the understanding that everyone brings something unique to the table. It also aligns with Pink's (2006) assertion that we are in the conceptual age, and, therefore, we need to teach conceptual thinkers.

Exploring Gardner's (2006) theory of multiple intelligences and employing multiple learning modalities with students offer opportunities for creativity and idea development (Ackerman, 2003; Dewey, 1916; hooks, 1994) with a permission for creative freedom that pushes students to engage more deeply with content (Fisher, Pearson, et al., 2017).

Significance to the Field of Teacher Education

According to Giroux (2003), social repression is instituted in schools, so that "their historical character is forgotten, and they become reduced to patterns of habit" (p. 49). Modes of teacher centered instruction eliminate spaces for voice and culture, devolving toward oppression, and, "with the establishment of a relationship of oppression, violence has already begun" (Freire, 1970/2005, p. 55). The institutionalization of oppression is detrimental to the development of classroom cultures that should, instead, nurture student voice, celebrate multicultural background and difference, and differentiate to meet student needs.

The application of multiple learning modalities to the diverse setting opens spaces for other ways of knowing to be valued, while, at the same time, affirming creativity (Pink, 2006) and other modes of thought (Eisner, 1991), and appealing to the higher level thinking skills (Bloom, 1956) touted through the new Common Core (CCSSO & NGA Center, 2010).

Students need to investigate ideas in world history, chemistry, ecology, literature, economics, algebra, and other domains by involving their whole selves (and whole brains), and this includes using their bodies, imagination, social sensibilities, emotions, and naturalistic inclinations, as well as their verbal and reasoning skills. (Armstrong, 2009, p. 197)

Using a tool to deliberately open spaces supports building dialogue about diversity while fighting the institutionalization of oppression.

Review of the Literature

The risk of a single lens is to fall into tracing previous paths, into arborescent or binary thought (Deleuze & Guattari, 1987), focusing on one area of diversity and falling into the trap of excluding others (Gordon & Rosenblum, 2001; Pearson, 2010). Instead, prismatic theory (Fisher, 2016a; Fisher et al., 2016) builds out of Deleuze and Guatteri's (1987) concept of rhizomatic theory paired with a contemporary surrealist lens (Fisher, 2013a). The engagement of multiple perspectives are used for mapping (Deleuze & Guattari, 1987; Fisher, 2016b) in order to better explore phenomena and identify hidden patterns (Fisher, 2016b). The inclusion of teaching perspectives across education, psychology, biology and English develop insight across disciplines while also considering effective practices at the elementary, middle school, and undergraduate levels.

Culture is complex, integrating various levels (Davis, 2005), while the dominant culture tends to silence diverse

Engaging Diversity:
Building Creative Multimodal Engagement within a Diverse Setting

(continued from previous page)

voices (Giroux, 2003; McLaren, 2009) and institute social oppression (Freire, 1970/2005; Giroux, 2003). Arguments against the inclusion of diversity, or any inclusive form, leans toward exclusionary thinking (Armstrong, 2009), while the inclusion of diversity increases tension (Nieto & Bode, 2012b).

The definition of both knowledge and language, which can also fall under exclusionary thinking, affect the ability to create change (Eisner, 1991; Freire & Macedo, 2003). How we define the world affects what we can see (Barad, 2007; Eisner, 1991; Wheatley, 2006), how we construct knowledge (Eisner, 1991; Ford, 2008; Pink, 2006), and how we change the world (Fisher, 2013b). The celebration of diversity enriches education (Dewey, 1916; Nieto, 2002, 2005; Nieto & Bode, 2012b), while the integration of social justice develops understanding (Boutelier et al., 2009; Dewey, 1916; Eisner, 2002; Luschei, Fisher, Nowicki, & Fisher, 2013; Marshall & Oliva, 2010; Nieto, 2005, 2010; Nieto & Bode, 2012b).

Key Elements of the Practice

The use of multimodal assessments align with values of student engagement and intrinsic ownership of learning (Fisher, Stockbridge, et al., 2015). An engaged pedagogy (Fisher, Pearson, et al., 2017) calls for the inclusion of the teaching methodologies that actively involve students in learning. As such, it might include: engaging alternative paradigms (Eisner, 1990), multimodal learning (Eisner, 2002; Gardner, 2011; Guisbond et al., 2006), higher level thinking skills (Bloom, 1956); active learning (Dewey, 1916; Oros, 2007), debate (Moeller, 1985), argumentation (Duschl, Schweingruber, & Shouse, 2007), knowledge construction (Ford, 2008), and collaboration (Fisher, Fisher, & Evensen, 2015; Palloff & Pratt, 2005). Paired with these forms of engagement is the belief in integrating social justice (Marshall & Oliva, 2010) and critical pedagogy (Boutelier et al., 2009; Luschei et al., 2013) into the curriculum, the integration diversity into the curriculum (Dewey, 1916; Eisner, 2002; Nieto, 2005, 2010; Nieto & Bode, 2012b).

A student centered, teacher guidance model (King, 1993) provides space for students to develop decision making skills and problem solving while promoting student voice (Ackerman, 2003; Brodhagan, 1995; Dewey, 1916; Eisner, 2002; Sehr, 1997) and building student relationships (Bishop & Berryman, 2006). Differentiation is vital in this setting so that every student is engaged (Gauthier, 2008; Shaffer, 2001; Whitaker, 2004).

Implementation of the Practice

First, begin with an activity that starts with students thinking outside the box (Fisher, Fisher, & Fisher, 2017).

Activities might include sharing, ice breakers, or building collaborative groups (Palloff & Pratt, 2005).

Then explore student and group values (Gill, 2011; Senge, Scharmer, Senge, Jaworski, & Flowers, 2008), utilizing student voices to set the class norms (Bryan, 2012) or rules; include or suggest any missed ground rules for engagement (Stone, 2014) and establish respect for voice and diversity (Nieto & Bode, 2012a). The teacher sets the tone for respect from the beginning and reminds students periodically throughout the class when discussions around diversity and difference are introduced; this may include debate (Moeller, 1985) and argumentation (Duschl et al., 2007).

Have students take a multimodal assessment to determine their areas of strength and areas for growth (Sherfield & Moody, 2012). Other evaluation tools can be used to determine other facets of students, such as personality (Bridges, 2000).

Encourage students to try different modes throughout the semester, using strengths and building in areas of weakness. Critical reading responses that engage in various multimodal forms might be helpful as well as using multiple forms of engagement within the classroom (Fisher, Pearson, et al., 2017) to engage in higher level thinking skills (Bloom, 1956), active learning (Dewey, 1916; Oros, 2007), and knowledge construction (Ford, 2008). Emphasis on rewarding effort and creation rather than overly prescriptive guidelines creates a safer environment for expression and integration of outside ideas.

Throughout the semester, respect and affirmation of diversity should be reiterated. "Affirming diversity means becoming a multicultural person" (Nieto, 2002, p. 281). Integrate different ways of knowing and learning as well as respect and the celebration of diversity. At the same time, opportunities for connection and building student relationships should exist (Bishop & Berryman, 2006), which may include collaboration (Fisher, Fisher, et al., 2015; Palloff & Pratt, 2005).

Analysis of Its Impact

Once established ground rules are in place as well as the establishment of relationships, understanding, and common ground, the complexity and dynamics of diversity can be more easily integrated into the curriculum. "The role of critical pedagogy is not to extinguish tensions. The prime role… is to lead students to recognize various tensions and enable them to deal effectively with them… We cannot exist outside the interplay of tensions" (Freire & Macedo, 2003, p. 355). This exploration of social tensions, so prevalent within today's political context, can take place within a community that promotes a safe space for differing voices.

Engaging Diversity:
Building Creative Multimodal Engagement within a Diverse Setting

Conclusions

Using multimodal engagement, when paired with other elements, offers common ground to establish the celebration of diversity before introducing discussions that address cultural diversity and tensions. Recommended steps include: introducing activities that help students get to know each other while promoting creative thinking and acceptance of effort (Fisher, Fisher, et al., 2017); using groups values and student voices to establish norms (Gill, 2011; Senge et al., 2008), which include setting ground rules for respect; have students identify their areas of strength and areas for growth (Sherfield & Moody, 2012); encourage students to engage in different modes throughout the semester; remind students of ground rules of respect, using the human connection aspect, while introducing debate (Moeller, 1985) and argumentation (Duschl et al., 2007); and integrate different ways of knowing and learning.

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