



California Council on Teacher Education

CCTE Statement in Opposition to Policies of Censorship

Approved by the CCTE Board of Directors on November 11, 2022

California is seen by many as a leader in equity work, enacting policies like the ethnic studies requirement for all high school students beginning with the class of 2030. Legislation like this is designed to give students access to the rich, complex, and diverse histories of all people in the United States. However, even within California, there are currently attempts to restrict access to such curriculum. To date, across the United States, 42 states have passed legislation that invokes curricular censorship targeting marginalized groups or banning of specific equity-focused educational approaches. Many school boards, including several in California, have enacted similar local policies. Such legislation or policies, typically hidden in false narratives around critical race theory (CRT), are meant to ban the teaching of topics focused on racial and social injustices. These forms of curricular censorship would ultimately prohibit transparent and truthful discussions about racism and other societal inequities in schools and classrooms.

The California Council on Teacher Education (CCTE) strongly opposes legislative and local actions that engage in such censorship. CCTE calls upon teacher educators to push back against such policies by taking actions including the following:

- Integrating and strengthening the use of equity-focused frameworks that explicitly address racial and social injustices into their teacher education curriculum and pedagogy;
- In situations where districts adopt restrictive, censorial policies, to engage in such strategies as: attending school board meetings to speak against restricted curriculum; providing workshops for community members, district personnel, and/or board members on the value of diverse and historically accurate curriculum; engaging in discussions with district administration and staff about the importance of academic freedom; and/or ultimately, working with campus leadership, to consider withdrawing teacher candidates from or refusing to place them in these districts.
- Voting. Consider supporting school board members and legislators at all levels who have records of supporting policy that affirms diverse communities, while confronting historical and current injustices.

We applaud campuses, teacher educators, and teacher education programs that have already taken such actions to support children, families, communities, and our P-12 colleagues.

At a time when the recruitment and retention of teachers is challenging, policies restricting equity-based instruction have suffocated school teachers' ability to deliver accurate and historical facts. Such policies are forcing educators to operate in ways that limit their potential for designing transformative educational experiences. Such policies and legislation have also placed teachers and administrators in positions of distrust in relation to one another, parents, and community members. In doing so, these policies limit equitable teaching practices that are aligned with social justice, anti-racism, and inclusion, and that ultimately are necessary for every child and family.

True equity cannot occur without all students having access to the full truth of our society. Curricular bans that target marginalized communities or that claim to protect certain communities jeopardize our democracy. Without thoughtfully facilitated, critical conversations, we will see the persistence of racial tensions, white supremacist culture, and inequities. CCTE supports policies that will help our future educators train in environments that provide opportunities for engaged learning of content, including those which tackle challenging concepts that accurately reflect the complex histories and continued struggles of various people and groups. Diversity is our strength as a state. Censorship only serves to weaken our communities, schools, and the ability to engage in our work as educators.

President (2024)

Betina Hsieh

California State University, Long Beach

President-Elect (2024)

Karen Escalante

California State University,
San Bernardino

Vice-President for AACTE (2023)

Kimberly White-Smith

University of San Diego

Vice-President for ATE (2023)

Michael Cosenza

California Lutheran University

Past President (2024)

Eric Engdahl

California State University, East Bay

Board of Directors

Grace Cho (2023)

California State University, Fullerton

Kara Ireland-D'Ambrosio (2025)

San Jose State University

Sarah Johnson (2023)

Fresno Pacific University

Antoinette Linton (2025)

California State University, Fullerton

Kimiya Maghzi (2023)

University of Redlands

Shadi Roshandel (2024)

California State University, East Bay

Terrelle Sales (2024)

Pepperdine University

Daniel Soodjinda (2025)

California State University, Stanislaus

Ivannia Soto (2024)

Whittier College

Teacher Education Quarterly

Reyes L. Quezada, Editor

University of San Diego

Issues in Teacher Education

Allison Smith, Editor

University of Massachusetts Global

CCNews

Terrelle Sales, Editor

Pepperdine University

Association of California Community College

Teacher Education Programs

Steve Bautista, President

Santa Ana College

Association of Independent California

Colleges and Universities, ED

Allison Smith, President

University of Massachusetts Global

California Alliance for Inclusive Education

Donald Cardinal, Co-Chair

Chapman University

California Alliance of Researchers

for Equity in Education

Ruchi Rangnath, President

University of San Francisco

California Association for Bilingual

Teacher Education

Eduardo Munoz-Munoz, President

San Jose State University

California Association of Professors

of Special Education

Nat Hansuvadha, President

California State University, Long Beach

California Association of School-University

Partnerships

Elizabeth Brown, President

California Lutheran University

Center for Reaching and Teaching

the Whole Child

Nancy Lourie Markowitz,

Executive Director

Executive Secretary

Alan H. Jones (2025)

alan.jones@ccte.org

Co-Assistant Executive Secretaries

Laurie Hansen

Chapman University

Monica Boomgard

California State University, Northridge