



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 36, Number 4, Winter Issue, December 2025

Nirmla Griarte Flores (California State Polytechnic University Pomona), Editor

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

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Plan to Attend the CCTE Spring 2026 SPAN Conference

March 23-24 at the Sacramento City Library Galleria and Virtually

Theme—Spring Policy Action Network

See Conference Preview, Tentative Program, Registration Form, & Call for Proposals
(pages 9-16 of this newsletter)



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California Council on Teacher Education:

Centering the Joy and Purpose of Our Work

A Message from CCTE President Karen Escalante

Greetings, CCTE Community,

As we wind down the Fall semester (or quarter), I want to thank you for the work you do each day to prepare and support our teachers and teacher candidates. We work in the most amazing profession, yet it is easy to lose sight of that amid the constant chatter and narratives from within our IHEs and external voices. Our charge remains to “work toward improving education at every level through fostering teacher development and growth opportunities.” This is precisely why CCTE matters so deeply. Our community celebrates the joy and purpose in our work, creating space for authenticity, connection, and renewed passion for teaching and teacher education.

Our Fall 2025 Conference

Our Fall Conference, “Who We Are, Why We Matter: Teaching and Teacher Educator Professionalism, Expertise, Advocacy, and Innovation,” held October 16th and 17th at the University of San Diego, was a success! We welcomed over 250 of you to a new venue with incredible keynote speakers, notable research presentations, meetings of our associated organizations, CTC informational sessions, stellar faculty award winners, and lunch on the patio... We had beautiful San Diego weather, and it is always joyful to be in community.

On November 8, we continued the momentum with our virtual research day, featuring 17 engaging

presentations. This format offered an accessible way for more members to attend, share, and connect. Thank you to everyone who attended, presented, and gathered with CCTE friends and colleagues.

Thank you also to our Fall 2025 Conference chair, Juliet Wahleithner, for bringing together the planning committee over the past year and a half, and ensuring a successful conference. And our sincere gratitude again to the University of San Diego School of Leadership and Education Sciences, under the leadership of Kimberly White-Smith, for providing a venue for CCTE’s conference.



Western Region Conference

On Saturday, October 18th, following the conclusion of the CCTE Fall Conference, the Advisory Council of State Representatives (ACSR) Western Region held its conference. We had AACTE colleagues from Arizona, California, Colorado, Oregon, Washington, and Wyoming in attendance, as well as Jaci King from AACTE. We had a

fabulous time with most of us in person, and a few on Zoom. Our discussions covered State Updates, DEI, Advocacy, AACTE dashboards, and Teacher Retention. AI in teacher education was also one of the day’s topics, and I am incredibly grateful to Daniel Soodjinda for sharing his Antiracist, Culturally Sustaining, and Inclusive (ARCSI) Course Evaluation Instrument. Daniel modeled the ARCSI in ChatGPT and shared

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A Message from CTE President Karen Escalante

(Continued from previous page)

the resource with all in attendance. Meeting with our western colleagues to share what is working in teacher education was time well spent!

AACTE State Leaders Institute (SLI)

As AACTE's representative for the Western Region, I had the honor of helping plan and present at the State Leaders Institute on Friday, November 7th. AI was a prominent topic on the day's agenda, with keynoter Punya Mishra (PunyaMishra.com) offering a candid take on how we engage with this evolving technology. Mishra describes AI as a "really smart, drunk, biased, sycophant," and asks, "*What is it that teachers need to know to intelligently integrate these technologies in their practice?*" Erin Mote, CEO of InnovateEDU, also encouraged educators to "get ahead of AI," highlighting practical, accessible ways to do so.

I had the pleasure of co-presenting with my colleague, Meghan Salyers, the Midwest Region representative and Past-President of the North Dakota Association of Colleges for Teacher Education (NDACTE). We shared ways to support new state leaders, including how to engage your state chapter community and strategies for building advocacy.

Looking Ahead to SPAN

Following a successful Fall Conference, it is time to turn our attention to SPAN—the Spring Policy

Action Network. Our SPAN leads have been busy identifying our key priorities we intend to advocate for in Sacramento on March 23rd and 24th, 2026. SPAN will take place at the Sacramento City Library's Tsakopoulos Galleria. This is SPAN's 10th anniversary; mark your calendars and plan to participate—there is a preview, tentative program, registration form, and call for research proposals in this newsletter, with more information to follow, including recommended hotels and finalized advocacy priorities.

What I Am Reading

This fall, I have been reading: *Perfectly Imperfect* by Ron Baptiste, *Walden* by Henry David Thoreau, *The Language of Yin* by Gabrielle Harris, *Daring Greatly* by Brené Brown, and I continue to read and review *Advocating for the Common Good: People, Politics, Process, and Policy on Capitol Hill* by Jane West. May this Winter Season give you time to reconnect, enjoy meals with loved ones and treasured friends, and the opportunity to move at a slower pace during our time off, if your life allows.

In Community,

Karen Escalante

CTE President

Karen.escalante@csusb.edu

Upcoming CTE Conferences

Spring 2026 SPAN Conference

March 23-24

Sacramento City Library Tsakopoulos Galleria
(and virtually)

Theme:

Spring Policy Action Network

Fall 2026 Conference

October 8-9

University of San Diego
(and virtually)

Theme:

**Multilingualism for All, Really for All:
Cultivating Inclusive Pedagogies
in a Time of Contending Ideologies**

A Message from CCNews Editor Nirmla Griarte Flores

Dear CCTE Colleagues,

As we head into the Winter holidays, we're reminded of our shared commitment to improving education at every level by supporting teacher growth and development.

In this Winter 2025 issue of *CCNews*, let's take a moment to celebrate the advocacy and hard work of so many educators and partners who continue to champion justice, equity, diversity, and inclusion. Their dedication keeps inspiring us to push for the changes our schools and communities need. We also want to express our gratitude to the teacher education programs that keep making a difference in preparing and uplifting future classroom teachers.

Starting this year, CCTE is excited to feature one committee in each newsletter edition. For Winter 2025, we're shining a spotlight on the Communications Committee, whose members have done amazing work amplifying voices, sharing scholarship, and building connections across the organization.

Thank you, CCTE, for being a space where research and practice come together—a place for collaboration, reflection, and meaningful partnership. Together, we'll keep working to strengthen and uplift our educational community for all learners.

CCTE Communications Committee: Amplifying Our Collective Voice

By **John Pascarella**

*Chair, CCTE Communications Committee
University of Southern California*

The Communications Committee is advancing a bold new strategy to strengthen how the California Council on Teacher Education connects with members and the broader educator preparation community. The committee's work centers on three priorities: (1) defining a clear purpose aligned with the Council's mission, (2) establishing short- and long-term communication goals, and (3) expanding visibility through inclusive, member-driven storytelling.

Recent initiatives include developing a monthly LinkedIn content calendar (featuring Member Mondays, Policy Pulse, and Teaching Tools Spotlight), launching a conference communications toolkit, and building a segmented email and digital engagement plan to better reach current and prospective members.

Over the coming year, the Committee will design a two-year strategic communications plan and a member storytelling campaign that celebrates the impact of teacher educators across California and beyond.

Call to Action:

We welcome representatives from all CCTE committees—and members with interest in communications, digital engagement, or storytelling—to join our monthly meetings and help amplify CCTE's collective voice. To get involved, please email John Pascarella at:

pascarel@usc.edu

In solidarity,
—**Nirmla Griarte Flores**
CCNews Editor

Member of CCTE Board of Directors
California State Polytechnic University Pomona
ngflores@cpp.edu

CCNews Call for Articles and News

The goal of *CCNews*, the quarterly newsletter of the California Council on Teacher Education (CCTE), is to serve as a forum for CCTE members to share information and celebrate our successes. We encourage all Special Interest Group (SIG) chairs, CCTE associated organizations, and concurrent session, roundtable, and poster session presenters at CCTE semi-annual conferences to write about their sessions, activities, and presentations for the newsletter. Other brief (5-6 single-spaced pages or 1,500–2000 words maximum, excluding reference list and an abstract) articles about teacher education are also welcomed. Just e-mail your submissions as an attachment to the newsletter editor, Nirmla Griarte Flores, at California State Polytechnic University Pomona: ngflores@cpp.edu. The deadline for article submissions for the Spring 2026 issue of the newsletter is February 1.

We also look forward to reports in each issue from CCTE officers and committees and from the associated organizations and SIGs, plus updates on upcoming CCTE conferences and activities, as well as brief articles on new programs, research, and other events in the California teacher education community. The deadline for these news updates for the Spring 2026 issue is February 15. Email your submissions to Nirmla Griarte Flores (see above).

From the Desk of the CCTE Executive Secretary

Following are updates on the primary activities of the California Council on Teacher Education (CCTE) as we move on through our 2025-2026 membership year which started on July 1, 2025:

Membership

Membership renewal letters and forms were emailed in April to all 2024-2025 members, both institutional and individual, seeking renewals for this 2025-2026 membership year, and most of those renewals have been received already. To date we have received 60 institutional memberships and 14 individual memberships for the 2025-2026 year. Those who have not yet renewed are encouraged to do so as soon as possible so that institutional delegates and individual members do not miss too many of their annual membership benefits, which include receiving both CCTE journals in PDF format, voting rights in CCTE annual elections, and opportunities to serve on CCTE committees and working groups.

Sponsorships

Again this 2025-2026 year we have received annual sponsorships of CCTE from the Graduate College of Education at San Francisco State University and the School of Leadership and Education Sciences at the University of San Diego. We also received sponsorships for the Fall 2025 Conference from the Thompson Policy Institute on Disability at Chapman University and the California Association of School-University Partnerships. Additional sponsorships will, of course, be welcomed, since they provide crucial support for maintaining all of our CCTE activities.

Semi-Annual Conferences

The initial days of the CCTE Fall 2025 Conference around the theme “Who We Are, Why We Matter: Teaching and Teacher Education Professionalism, Expertise, Advocacy, and Innovation” were hosted by the School of Leadership and Education Sciences at the University of San Diego on October 16-17 with an additional virtual day on November 8. Some 290 people participated in the Conference either on-site or virtually. See the retrospective review in this newsletter.

The Spring 2026 SPAN Conference will be both on-site at the Sacramento Public Library Galleria as well as virtual for those who prefer. It will be the 10th annual SPAN Conference and that anniversary will be appropriately celebrated. A preview announcement, tentative program, registration form, and call for research proposals are included in this newsletter.

Plans are now underway for the CCTE Fall 2026 Conference which will be held around the theme “Multilingualism for All, Really for All: Cultivating Inclusive Pedagogies in a Time of Contending Ideologies.” Conference dates will be October 7 and 8 again at the University of San Diego. Previews will appear in future newsletters and registration information and the call for research proposals will be distributed in June 2026.

Associated Organizations/Affiliated Organizations

During this 2025-2026 year, we are again enjoying the participation of the Association of California Community College Teacher Education Programs (ACCCTEP), the Independent California Colleges and University-Education (ICCU-ED), the California Alliance for Inclusive Schooling (CAIS), the California Alliance of Researchers for Equity in Education (CARE-ED), the California Association for Bilingual Teacher Education (CABTE), the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED), the California Association of School-University Partnerships (CASUP), the Center for Reaching and Teaching the Whole Child (CRTWC), the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), the Supervisors of Teacher Education Network Team (STENT), and the UC|CSU Collaborative for Neuroscience, Diversity, and Learning as CCTE associated organizations. We are pleased that all of those organizations continue to collaborate with CCTE and participate in our conferences and other activities.

CCTE also serves as the state chapter of the two national teacher education organizations, the American Association of Colleges of Teacher Education (AACTE) and the Association of Teacher Educators (ATE), which we classify as affiliated organizations based on our role as their California state chapters. Our two CCTE Vice Presidents serve as our primary liaisons with those national organizations. In addition, CCTE is affiliated as a contributing member of the Californians Together organization.

New Faculty and Graduate Student Programs

CCTE continues to offer opportunities for participation in the CCTE New Faculty Support Program, including the New and Aspiring Faculty of Color (NAFOC) group, and the CCTE Graduate Student Support Program. These programs remain available to interested applicants at any time. Information about these programs is available in each issue of *CCNews*

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From the Desk of the CCTE Executive Secretary

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and on the CCTE website. These programs are essential in our efforts to bring new people into the profession and engage them as participants in CCTE. So please be sure to share these opportunities with both new faculty, those aspiring to become teacher education faculty, and graduate students on your campuses and encourage their involvement now. See descriptions of each of these programs elsewhere in this newsletter.

Publications

CCTE continues to be well served by *CCNews*, our quarterly newsletter, and the two scholarly journals we sponsor, *Issues in Teacher Education* and *Teacher Education Quarterly*. Issues of both journals are emailed to the membership upon publication. Each issue of the newsletter is emailed to CCTE members, delegates, and others who have attended our conferences and otherwise expressed interest in CCTE, while the two journals are emailed only to delegates and members. Please encourage all CCTE colleagues to submit manuscripts to both journals and the newsletter and to volunteer as a reviewer for either or both journals.

CCTE Committees

Each of the CCTE committees—Awards Committee, Communications Committee, JEDI Committee (Justice, Equity, Diversity, and Inclusion), Membership Committee, Nominations and Elections Committee, Policy Committee, Professional Development for Mentor Teachers Committee (previously the Intersegmental Project, now abbreviated as PD4MT), and Research Committee—continues to move forward with their activities. Participation on any of the committees is open to all CCTE members and delegates. It is also hoped that all elected members of the CCTE Board of Directors will join and even help lead one of the committees.

Working Group on Literacy

The CCTE Working Group on Literacy was established in March of 2024 to address concerns about national and local attacks on reading instruction in teacher education programs. The Working Group drafted a *CCTE White Paper on ScienceS of Reading* that was emailed to the CCTE membership, published in the Summer 2024 issue of *CCNews*, and distributed both across California and nationally to policy makers and other educational organizations. Members of the Working Group have also offered expertise at meetings of the Commission on Teacher Credentialing and the

Committee on Accreditation. The Working Group continues to meet and to explore in greater depth issues around literacy, reading instruction, and educational professionalism. Several members of the Working Group also served on the planning committee for the CCTE Fall 2025 Conference to further focus on issues of professionalism in teacher education.

CCTE Awards

CCTE Awards are presented at each Fall Conference. See an article in this newsletter about the four awards presented at the Fall 2025 Conference plus an announcement of new Awards proposed by the CCTE JEDI Committee for which nominations are being invited now.

CCTE Annual Elections

The CCTE 2025 annual election involved election of three new members of the Board of Directors. Those elected were Eduardo Muñoz-Muñoz of San José State University, John Pascarella of the University of Southern California, and Elsie Solis of California State University San Marcos. Maria Lemus of Fresno Pacific University was also appointed to the Board of Directors to replace a member who resigned.

The 2026 CCTE election will involve the offices of President Elect, the two Vice Presidents of AACTE and ATE, and three seats on the Board of Directors. The CCTE Nominations and Election Committee will share an initial announcement of the 2026 election in late December 2025, including the list of nominees and the procedure for on-line voting.

Financial Update

In June, the CCTE Board of Directors approved an annual budget outlining expectations for income and expenditures during this 2025-2026 year. The main sources of income each year are institutional and individual membership dues, registrations for participation in the Fall and Spring Conferences, and sponsorships. Primary expenditures categories each year involve conducting the conferences, publication of the two journals, and organizational staffing and office operations.

—Alan H. Jones
CCTE Executive Secretary
alan.jones@ccte.org



CCNews

Newsletter of the
California Council on Teacher Education

Volume 36, Number 4, Winter Issue, December 2025 - Section 2, Conferences

Nirmla Griarte Flores (California State Polytechnic University Pomona), Editor

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Plan to Attend the CCTE Spring 2026 SPAN Conference March 23-24 at the Sacramento City Library Galleria and Virtually

By **Cynthia Grutzik, Pia Wong, Eduardo Muñoz-Muñoz, & Allison Smith**
CCTE SPAN 2026 Co-Chairs

We are excited to announce SPAN 2026, our 10th annual conference in Sacramento, to be held Monday March 23 and Tuesday March 24. SPAN is designed especially for teacher educators as a “Day on the Hill” type meeting, bringing our voices and extensive backgrounds to share with legislators and their staff. SPAN is also an important networking meeting for CCTE members, with Research Roundtables and associated group meetings.

This is an important time to engage in advocacy on behalf of teacher educators, candidates, and the teaching profession. No experience is needed to fully engage in this lively and advocacy-focused conference. Each participant will have opportunities to become familiar with our Talking Points, and to share their experiences and stories related to these issues. Working in teams, we will meet with policymakers and legislative staffers to share our unique and important expertise and viewpoints as teacher educators.

Two new advocacy activities will be featured at SPAN 2026. CCTE President Karen Escalante’s Advocacy Group is working alongside SPAN to bring key issues to legislators and to build relationships, sharing the goal of positioning CCTE as an expert resource for all matters related to educator preparation. And SPAN’s new publication, *The Change*, will be presented as a tool for communicating with legislative offices, with brief and accessible pieces by CCTE members (see the Call for Proposals for *The Change*).

SPAN 2026 will be held at the Tsakopoulos Library Galleria, close to the State Capitol Building and legislative offices. Participants will stay in the hotel of their choice, with many options available in the downtown area. More information about meeting location and hotel options will be included in upcoming conference announcements.

We look forward to seeing you in March.

Further Details:

On the following pages please find the tentative program for the CCTE SPAN 2026 Conference, the Conference registration form, the call for proposals to *The Change*, and the call for research roundtable session proposals. You are encouraged to register by January 15 to take advantage of the early-bird lower rate. And please consider submitting a proposal for a research session by the January 25 deadline.

Tentative CCTE SPAN 2026 Conference Program

Monday, March 23:

9:00 a.m. - Meet and Greet Breakfast - With Optional SIG Meetings.

10:00 a.m. - Break.

10:15 a.m. - Welcome to SPAN 2026; President's Welcome by Karen Escalante;
Conference Overview by Policy Committee Co-Chairs Cynthia Grutzik, Pia Wong, Allison Smith, & Eduardo Muñoz-Muñoz.
(session available via Zoom for virtual attendees)

10:30 a.m. - Orientation to California Educator Preparation Policy Priorities.
Update on California legislative bills in Senate and Assembly Education Committees.
Introduction to Talking Points and Materials for Legislative Visits

Presentation of First Issue of *The Change*

Sign Ups for Legislative Visit Teams and Initial Team Meetings.

(session available via Zoom for virtual attendees)

Noon - Advocacy Lunch - With Policy Speaker.
(session available via Zoom for virtual attendees)

1:15 p.m. - Research Roundtables: Accepted Proposals and Invited Presenters.
We encourage submissions for this session, which features research on teacher education and is structured as a traditional Roundtable session. (see accompanying call for proposals)

2:50 p.m. - Break

3:00 p.m. - Concurrent Associated Group Meetings:
Association of California Community College Teacher Education Programs.
Independent California Colleges and Universities-Education.
California Association for Bilingual Teacher Education.
California Association of Professors of Special Education.
California Association for School-University Partnerships.

4:00 p.m. - Break.

4:15 p.m. - California Alliance for Inclusive Schooling Policy Summit.
(session available via Zoom for virtual attendees)

5:30 p.m. - Conference Reception.

Tuesday, March 18:

8:00 a.m. - Team Breakfast and Legislative Visit Orientation.
In-person participants gather at Team Tables for Breakfast with Team Leads;
Virtual participants join one "Team" Zoom Meeting with a Group Lead.
(session available via Zoom for virtual attendees)

8:45 a.m. - Break and Prepare for Zoom or In-Person Legislative Meetings.

9:00 a.m. - Legislative Visits - Scheduled Between 9:00 a.m. to Noon.
Legislative Visits will take place at Legislative Offices or via Zoom, depending on your Team assignment.
When finished, come back to Main Conference Room for SPAN Bingo or join a Walk to the Capitol.

10:00 a.m. - Deans/Directors Meeting at the Capitol

Noon - Lunch and Debriefing the Visits: Analysis and next steps for advocacy.
Last Opportunity to Vote in Annual CCTE Election.
CTC Updates and Information
(session available via Zoom for virtual attendees)

1:15 p.m. - Break.

1:30 p.m. - Sending Us Forth - Guest Speaker

2:45 p.m. - SPAN 2026 wrap up with CCTE President Karen Escalante.
Announcement of CCTE Annual Election Results.
Preview of CCTE Fall 2026 Conference.
Conference Evaluation.

(session available via Zoom for virtual attendees).

3:00 p.m. - SPAN 2026 Adjourns.

California Council on Teacher Education Spring 2026 SPAN Conference Registration

Please use this form to register for the CCTE Spring 2026 SPAN Conference, March 23-24;
Or if you wish to pay by credit card, use the on-line portal on the SPAN 2026 page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____ (include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Select Either On-Site or Virtual Registration from the Categories Below (Note that the Early-Bird Reduced Rate Deadline is January 15)

Early-Bird On-Site Registration (Deadline, January 15)—for persons wishing to attend on-site in Sacramento

On-Site Registration includes all sessions, breakfasts and lunches, and the Conference Reception

Check the Appropriate Category:

- Basic Registration - \$425
- Special for P-12 Educators - \$375
- Special for Part-Time Faculty - \$350
- Special for Retired Educators - \$325
- Special for Students - \$200
- Special for 4 or more registrants from the same institution - \$400 each
(please submit a form for each with combined payment)

Early-Bird Virtual Registration—for persons wishing virtual attendance at many of the Conference sessions;

Each category includes access to Conference sessions via a link and password to be provided to each virtual registrant;
Sessions available to virtual attendees will be indicated on the Tentative Program.

(check the appropriate category):

- Basic Registration - \$325
- Special for P-12 Educators - \$275
- Special for Part-Time Faculty - \$250
- Special for Retired Educators - \$225
- Special for Students - \$150
- Special for 4 or more registrants from the same institution - \$300 each
(please submit a form for each with combined payment)

Regular On-Site Registration (After January 15)—for persons wishing to attend on-site in Sacramento

On-Site Registration includes all sessions, breakfasts and lunches, and the Conference Reception

Check the Appropriate Category:

- Basic Registration - \$525
- Special for P-12 Educators - \$475
- Special for Part-Time Faculty - \$450
- Special for Retired Educators - \$425
- Special for Students - \$300
- Special for 4 or more registrants from the same institution - \$500 each
(please submit a form for each with combined payment)

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**California Council on Teacher Education
Spring 2026 SPAN Conference Registration
(page 2)**

Regular Virtual Registration (after January 15)—for persons wishing virtual attendance at many of the Conference sessions;

Each category includes access to Conference sessions via a link and password to be provided to each virtual registrant; Sessions available to virtual attendees will be indicated on the Tentative Program.

(check the appropriate category):

- Basic Registration - \$425
- Special for P-12 Educators - \$375
- Special for Part-Time Faculty - \$350
- Special for Retired Educators - \$325
- Special for Students - \$250
- Special for 4 or more registrants from the same institution - \$400 each
(please submit a form for each with combined payment)

Total: Please enter total you are paying from all options above: _____

Please mail completed form with check payable to “California Council on Teacher Education” to:

Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Or for on-line registration and payment via credit card, go to the “Spring 2026 SPAN Conference” page of the CCTE website:

www.ccte.org

For our records those using the on-line portal are also asked to complete and email this registration form to:

alan.jones@ccte.org

SPAN's *The Change* - Call for Proposals

What is The Change?

The Change is a curated policy booklet with targeted insights designed to be a resource for legislators and their staff, as well as to the wider educational community across California. *The Change* aims to provide clear, evidence-based information about important topics in teacher education by CCTE experts, with the goal of informing and influencing policy decisions that drive positive shifts in teacher education.

Who is the audience?

The target audience is legislators and their staff, as well as the broader education community across California. This is an opportunity to share your expertise to evoke change!

What does an article in The Change look like?

In *The Change* we are aiming to be both accessible and rigorous. Each article will be written in an approachable, conversational style so that legislators and their staff, who may not have deep expertise in education issues, can easily engage with and understand the issues presented. With this accessibility front and center, the articles should establish that the points raised are backed by the rigorous evidence that CCTE and our position as experts in the field warrant. Initial proposals should be no more than 250 words. Once accepted, full articles can be up to 1,000 words. While all writing should be grounded in strong research and evidence, authors are encouraged to present ideas in clear, plain language that is approachable for audiences outside of academia.

Priority topics include:

- Strengthen the Foundation: Invest in Mentor Teachers
- Protect and Advance California's Commitment to DEI and Ethnic Studies
- Create Coherent, Funded Pathways to Address California's High-Need Areas

If you have an additional topic for consideration, please email the editors (contacts below).

How do I submit a proposal?

Submit your proposal using this link: <https://forms.gle/5aTkMJvHe74adYQm6>

How will the proposals be reviewed?

Proposals will be reviewed by the editorial team, as well as a double-blind review from experts in the field of education.

The Change 2026 timeline

December 2025	Open call for proposal submissions (up to 250 words)
December 2025	Proposals due by December 15, 2025
January 2026	Proposal decisions by January 15, 2026
February 2026	Final articles due to editors by February 15, 2026 (up to 1,000 words)

Questions?

Email the editors of *The Change*:

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Call for Proposals for CCTE Spring 2026 SPAN Conference

March 23-24 in Sacramento

The California Council on Teacher Education (CCTE) invites submission of research, practice, and policy proposals for the 2026 Spring Policy Action Network (SPAN) Conference. The purpose of the annual SPAN Conference is to position CCTE as a key teacher education resource poised to impact research, practice, and policy for quality teaching. CCTE-SPAN especially welcomes research that helps make teacher education work/expertise visible to state policy makers. SPAN 2026 will feature a roundtable format for research presentations, with each presenter having approximately 15-20 minutes to present their work and lead a discussion.

Given the current context of public education, for SPAN 2026, we are especially interested in research that:

- a. Offers policy makers a clear sense of how to support educators, particularly considering the needs and challenges faced by racially minoritized individuals, low-income communities, rural communities, and students needing special education programming and services.
- b. Contextualizes learners' experiences (academic, social-emotional, etc.), especially as they navigate post-pandemic changes in their learning environments.
- c. Provides insights into the experiences of educator preparation candidates, especially those who are bilingual, people of color, and/or first generation.
- d. Details the successes of educator preparation programs in implementing antiracist and culturally responsive-sustaining practices and assessments in their programs.
- e. Informs the development of deep and meaningful partnerships between educator preparation programs and their district partners.
- f. Examines (re)humanizing policies that address standardized tests and/or implications for the integration of assessments into preparation programs.
- g. Explores the development and integration of Ethnic Studies (courses or programs) in educator preparation programs or in collaboration with campus partners.
- h. Describes the outcomes of state-funded programs such as Residencies, Paraprofessional Grants, and Integrated Teacher Education Programs, to give policymakers a clear message that funding is essential.

While priority will be given to proposals that focus on the above topics, any proposals that address any aspect of teacher education will also be welcomed and considered.

The authors of accepted proposals will be asked to prepare both a brief video presentation to be posted to the CCTE GoReact platform prior to the Spring Conference and a live on-site roundtable presentation which will be part of the Conference program. The Conference is scheduled for March 23-24, 2026, and the roundtable sessions will likely be held on Monday March 23. Following the Conference, written versions of presentations will be invited for publication in the *CCTE Spring 2026 Research Monograph*.

How to Submit Proposals: Proposals must be submitted as a Word document or PDF (Times New Roman, 12 pt. font) via google form, and include:

Google form cover sheet which lists the proposal title, names, affiliations, and e-mail addresses, along with an indication of whether the proposal focuses on research, practice, or policy analysis. Cover sheet and proposal upload may be accessed with the following link (please copy or type into your browser):

<https://forms.gle/5kdftH7wYN7UWMTCA>

File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters inside the document (this excludes the file-name; all files are renamed before they are sent to reviewers). Word count does not include references, charts, or tables.

Questions can be sent to Kimiya Sohrab Maghzi & Marni Fisher, Co-Chairs of the CCTE Research and Practice Committee, at:

calcouncil.research@gmail.com.

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Call for Proposals for CCTE Spring 2026 SPAN Conference

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Deadline: Deadline for proposals for the 2026 Spring Policy Action Network Conference is January 25, 2026.

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;
 - For research proposals (<https://bit.ly/CCTE-RP>), describe theoretical framework, methodology, and overview of results.
 - For theoretical proposals (<https://bit.ly/CCTE-TP2>), describe the central problem, mode(s) of inquiry, and findings.
 - For practice proposals (<https://bit.ly/CCTE-PrP2>), describe the key elements of practice, with conclusions and/or point of view.
 - For policy analysis proposals (<https://bit.ly/CCTE-PAP2>), describe relevant literature, strategy for analyzing, developing, or evaluating policy, and your conclusions.
 - For workshop proposals (<https://bit.ly/CCTE-WP3>), describe a particular problem or challenge, the practices that address the issue, and an overview of planned activities.
 - For panel proposals (<https://bit.ly/45CL3ue>), each speaker should offer a description/overview/abstract (which includes citations) of no more than 500 words each.
 - Optional General Proposal Template (<https://tinyurl.com/CCTEGenTemplateCopy>)

Criteria for Selection

The extent to which the proposal:

Either:

- Focuses on policy and practice in California teacher education, with potential to inform legislators, staffers, other policymakers, and teacher education faculty and students.

Or:

- Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Or:

- If a research proposal: Is it methodologically or theoretically sound, with relevant findings?
- If a practice proposal: How well conceived and described is the practice?
- If a policy proposal: Are the strategies, conclusions, and implications for teacher education sound?

Qualifications: Persons submitting proposals must be CCTE members or delegates and must register for and plan to participate in the 2026 SPAN Conference on site.

Publication: Following the Conference, presenters will be invited to submit a written version of their presentation for inclusion in the *CCTE Spring 2026 Research Monograph*, which will be produced in PDF format and emailed later in the Spring to all CCTE delegates and members and published on the CCTE Website.

GoReact Videos will be uploaded to the CCTE YouTube Channel (<https://www.youtube.com/@CalCouncil/>) after the conference.



Retrospective of CCTE Fall 2025 Conference

By **Juliet Michelsen Wahleithner**
CCTE Fall 2025 Conference Chair
Member of CCTE Board of Directors

The theme for the CCTE 2025 Fall Conference was “Who We Are, Why We Matter: Teaching and Teacher Education Professionalism, Expertise, Advocacy, and Innovation.” As the Conference Committee contemplated the theme, what it meant, and what we hoped participants would take away from the conference, we agreed we wanted the two days to both ground us in what professionalism in teaching and teacher education means while also providing context for our current moment in education.

But beyond that, we wanted the two days to inspire participants to be advocates for that professionalism and to provide people with the tools to engage in that advocacy. We knew we did not want participants to be passive consumers of the information: We wanted people to be active and engaged. We also wanted to provide space for participants to gather together in community. Throughout our year of planning, the attacks on education continued to come fast and furiously, and we knew we needed a space where participants could be lifted up and gather strength from one another.

This year also marked another significant shift for the conference: For the first time in most people’s memory, we would be gathering at an institution rather than at the Kona Kai Resort. This shift in location provided the chance to make some shifts to the schedule that would, hopefully, help enhance participants’ overall experience. Additionally, the traditional Saturday session shifted to a virtual conference day held three weeks later, providing additional opportunities for research presentations and workshops.

Opening Session

The Fall Conference Opening Session was held Thursday morning, October 16, in the University Center at the University of San Diego. In his opening keynote address, “Naming and Historicizing This Moment: A Top Five List,” Dr. Kevin Kumashiro helped us to consider our current moment in education and education policy and what got us to this point. He highlighted five key factors: historic and recent Supreme Court rulings, the increase in authorization of school vouchers, the role of educational technology, the varied culture wars, and, finally, Project 2025. By providing the historical perspective, Dr. Kumashiro’s



*At Fall Conference Opening Session, left to right:
Juliet Wahleithner, Fall Conference Chair,
Karen Escalante, CCTE President,
Daniel Soodjinda, CCTE JEDI Committee Chair,
& Kevin Kumashiro, Fall Conference Keynote Speaker*

talk left us with a deeper understanding of our current context, which also helped us to better understand where we need to advocate for change.

Following the Opening Session, eight CCTE Special Interest Groups held meetings over lunch, providing further opportunities for participants to connect on key issues.

Thursday Afternoon

The afternoon began with two separate policy sessions led by representatives from the Commission on Teacher Credentialing that highlighted new policies impacting teacher preparation in California. Participants then had the opportunity to attend six sets of concurrent research sessions which, together, featured 12 presentations on topics ranging from cultural and linguistic responsiveness to justice in education. The final afternoon session included two panel sessions on humanizing professional learning and inclusive practices and six workshop sessions on topics ranging from humanizing feedback to sustainability.

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Retrospective of CCTE Fall 2025 Conference

Friday General Sessions

The second General Session kicked off Day Two, which began with an address by Dr. Cheryl Holcomb-McCoy, President and CEO of the American Association of Colleges and Teacher Education (AACTE) titled, “Reclaiming the Narrative: Courage, Advocacy, and the Power of Storytelling.” In her talk, Dr. Holcomb-McCoy inspired us to advocate for our profession as she reminded us that advocacy is not an option. When

engaging in that advocacy work, she directed us to build on our strengths and assets in order to make progress, just as we build on our students’ strengths and assets in the classroom.

Dr. Holcomb-McCoy also encouraged us to help our students understand their role in advocating for our profession because, as she said, when we prepare educators who understand democracy and civic

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At the Friday morning Session, left to right: John Pascarella, CCTE Board Member and Chair of Communications Committee; Marni Fisher, Co-Chair of CCTE Research Committee; Lisa Sullivan, STENT Team Lead; Kimiya Sohrab Maghzi, CCTE Board Member and Co-Chair of Research Committee; Elsie Solis, CCTE Board Member; Maria Lemus, CCTE Board Member; Grace Cho, CCTE Representative to Californians Together; Nat Hansuvadha, CCTE Board Member; Cheryl Holcomb-McCoy, AACTE President and CEO; Terrelle Sales, CCTE President Elect; Nirmla Flores, CCTE Board Member and Editor of CCNews; Juliet Wahleithner, CCTE Board Member and Chair of Fall 2026 Conference; Betina Hsieh, CCTE Past President and Chair of CCTE Awards Committee and Nominations Committee; & Reyna Garcia Ramos, CCTE Board Member.

Retrospective of CCTE Fall 2025 Conference

engagement, we prepare citizens who can defend it. Throughout her talk, she wove references to songs about California, keeping the tone light and joyful while still inspiring us to take action.

In the second part of Friday's General Session, Dr. Betina Hsieh, the Boeing-Endowed Chair of Teacher Education at the University of Washington and CCTE Past-President, helped us to consider what our strengths and assets are so that we can take on the advocacy work Dr. Holcomb-McCoy inspired us to do. Betina's talk, "Applying Our Professional Identities and Expertise to Engage in Advocacy," guided us through several key reflective questions, with time to respond and share with colleagues. She asked us to, first, think about what our areas of expertise are and how we developed that expertise. From there, she asked us to envision what the possible future contexts are for which we want to advocate.

With those future contexts in mind, Betina directed us to define our spheres of influence, reminding us that we are all experts and that we each have spaces where we are uniquely poised to make change. Throughout Dr. Hsieh's session, we considered and wrote in response to her questions and then shared with those at our tables. As we did so, we gathered strength and encouragement from one another, while also strengthening our community as California teacher educators.

Later on Friday

Lunch followed the General Sessions, bringing the opportunity to continue the conversations started during the morning's talks. During this time, 10 posters highlighting recent research were also presented. Holding the poster session at lunch rather than in the evening marked another shift in the conference schedule, with a goal of providing more individuals the opportunity to view the posters and interact with the presenters.

The final research presentations occurred in the afternoon, with six concurrent roundtable sessions. Topics for these sessions ranged from residencies to multilingualism to advocacy.

Participants then had the opportunity to attend the second Policy Session. Led by CCTE's Policy Committee members, this session allowed participants to consider the key talking points for CCTE's 2026 Spring Policy Action Network (SPAN) Conference, during which attendees will meet with California legislators to

advocate for issues related to teacher preparation. The on-site portion of the Fall Conference wrapped up with a Closing Session that included a reflective discussion on the two days and the presentation of awards by Dr. Betina Hsieh (see information on the awards on the next page of this newsletter).

November 8 Virtual Day

In lieu of a Saturday session this year, the Conference Planning Committee opted to hold a Saturday virtual session on November 8. The hope was that this online gathering would provide space both to build on the content presented at the on-site gathering and allow people who may not have been able to attend the on-site to share their research.

The day included three rounds of concurrent sessions that, in total, included 17 research roundtable discussions, workshops, and presentations. Topics ranged from technology to teacher advocacy to leadership. The day ended with a discussion session connecting the content of the on-site conference with the content presented during the virtual day.

Across both the on-site and virtual sessions, participants further developed their expertise by thinking deeply about the current issues in teacher education while also connecting with other professionals, remembering that we draw the strength to support our advocacy when we are able to connect with one another.

Fall 2025 Planning Committee

The members of the CCTE Fall 2025 Conference Planning Committee were: Juliet Michelsen Wahleithner, Chair (Commission on Teacher Credentialing), Karen Escalante (CSU San Bernardino), Alan Jones (CCTE Executive Secretary), Monica Boomgard (CSU Northridge & CCTE Assistant Executive Secretary), Deborah Hamm (CSU Long Beach & CCTE Assistant Executive Secretary), Marni Fisher (Saddleback College), Anita Flemington (University of La Verne), Cynthia Grutzik (San Francisco State University), Debbie Meadows (CSU Bakersfield), Michele McConnell (CSU Fresno), Mimi Miller (CSU Chico), Daniel Soodjinda (CSU Stanislaus), Sarana Roberts (CSU Bakersfield), Rita Suh (CSU Long Beach), and Nancy Walker (University of La Verne).

Retrospective of CCTE Fall 2025 Conference



Participants in the California Association for Bilingual Teacher Education Meeting.



Nirmla Flores, Betina Hsieh, & Elsie Solis.



*Terrelle Sales, Cheryl Holcomb-McCoy,
Reyna Garcia Ramos,
Carrie Wall, & Carrie Birmingham.*



During the Friday morning working session at the CCTE Fall 2025 Conference.



CCNews

Newsletter of the California Council on Teacher Education

Volume 36, Number 4, Winter Issue, December 2025 - Section 3, CCTE Activities

Nirmla Griarte Flores (California State Polytechnic University Pomona), Editor

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

CCTE Fall 2025 Awards Presented

By **Betina Hsieh**

CCTE Past President

Chair of CCTE Awards Committee

University of Washington

At the Closing Session of its Fall 2025 Conference the California Council on Teacher Education (CCTE) was proud to honor four outstanding teacher educators across the early and mid-career stages of their careers in teacher education.

The two awardees for the CCTE 2025 Outstanding Emerging Teacher Educator Award were Dr. Hanadi Shatara of California State University Sacramento and Dr. Minhye Son of California State University Dominguez Hills. This award was open to California-based teacher educators in their first five years of teacher education practice. Both Dr. Shatara and Dr. Son have made significant contributions to their programs and conducted critical, engaged scholarship aligned with CCTE's commitments to supporting diverse communities.

The two awardees of the CCTE 2025 Outstanding Mid-Career Teacher Educator award were Dr. Jenny Chiappe



Jenny Chiappe (left), Jessica Pandya, Dean of the College of Education at California State University Dominguez Hills (center), and Minhye Son (right) at CCTE Awards Ceremony



Shaylyn Marks (left) receiving CCTE Award from Betina Hsieh (right), CCTE Past President and Chair of Awards Committee at Fall 2025 Conference

of California State University Dominguez Hills and Dr. Shaylyn Marks of California State University Bakersfield. The CCTE Awards Committee recognized Dr. Chiappe's significant efforts to create a P-3 Early Childhood Specialist Instructional Credential at her site and her work with the CSU Chancellor's Office steering committee. Dr. Marks has made significant contributions to teacher education at her institution, directing both the Multiple and Single Subject credential programs and securing funding to support the Black Educator Initiative and launch the Black Educator Residency program.

Congratulations to all of our award winners!

CAPSE/TED Fall 2025 Meeting and Award

By **Sarah Johnson**
CAPSE/TED President
Fresno Pacific University

State & Federal Updates

CAPSE/TED had an outstanding session at the 2025 CTE Fall Conference in San Diego. Our first guest speaker, Dr. Scott Turner, Executive Director of the East San Gabriel Valley SELPA and Immediate Past Chair of the SELPA Administrators of California, provided important State and Federal updates.

His presentation addressed:

- Advocacy efforts for the 50th Anniversary of IDEA
- Current legislation impacting special education
- California's Statewide System of Support
- Ongoing work of the SELPA Administrators of California

Dr. Turner's PPT is available on the CAPSE/TED website.

2025 Richard Thurman Award Recipient

Our second guest, Dr. Tanner Mizel, PhD, was honored with the Richard Thurman Award for Outstanding Dissertation. Dr. Mizel is a district MTSS leader, university lecturer, and former Extensive Support Needs Education Specialist whose work advances inclusive education through equitable systems design. His leadership and scholarship emphasize:

- Neurodiversity
- Non-categorical service delivery models
- Strengthening access to high-quality learning in the least restrictive environment
- Fostering belonging for disabled and neurodivergent students

Congratulations, Dr. Mizel!



Left to right: Nat Hansuvadha, Anne Spillane, Tanner Mizel, Sarah Johnson, & Maria Lemus

CTC Update

We were also joined by William Hatrick, our exceptional CTC special education consultant, who shared key updates on:

- RICA
- Education Specialist TPA

His presentation is available on the CAPSE/TED website.

CAPSE/TED Board Update

We are excited to recognize the appointment of CAPSE/TED member Maria Lemus to the CTE Board of Directors. CAPSE/TED is for all educators, and we encourage you to join us and stay informed on legislation and issues affecting the education community.

Celebrating the 50th Anniversary of IDEA

On November 29, 2025, we commemorate the 50th Anniversary of the Individuals with Disabilities Education Act (IDEA). Originally passed as the Education for All Handicapped Children Act, IDEA ensures:

- Free and Appropriate Public Education (FAPE)
- Education in the Least Restrictive Environment (LRE)
- Access, opportunity, and equity for millions of children and youth with disabilities

Over five decades, IDEA has transformed lives, classrooms, and communities.

Urgent Advocacy Alert

On page 27 of this newsletter please see the message and request from CAPSE/TED to join the Council for Exceptional Children's advocacy on behalf of IDEA.

A Message to Our Community

As we look ahead, CAPSE/TED remains committed to elevating our profession, strengthening inclusive education, and supporting the teacher educators who shape the next generation of practitioners. Your voice, expertise, and advocacy matter—now more than ever.

We thank each of you for your continued dedication to preparing educators who champion equity, belonging, and high-quality instruction for all learners.

If you have not yet joined or renewed your membership, we warmly invite you to become part of the CAPSE/TED community. Together, we can make a meaningful impact.

Announcing New CCTE Awards: Justice, Equity, Diversity and Inclusion (JEDI)

Information and Criteria

The California Council on Teacher Education is pleased to offer three separate awards to recognize faculty, administrators, pre- and in-service teachers, and students whose work demonstrates a distinct commitment to racial justice, social justice, equity, and/or inclusion. Below is a description of each award.

Award for Critical Research, Scholarship, and Creative Activities in Teacher Education

This award honors individuals whose innovative and outstanding research, scholarship, or creative activities advance racial justice, social justice, equity, and/or inclusion within the field of teacher education. Recipients of this award demonstrate how knowledge production can transform teacher preparation and professional practice to challenge educational inequities and center historically marginalized voices.

Eligibility: This award is available to faculty, administrators, in-service teachers, and teacher candidates.

The elements of outstanding research, scholarship, and creative activities within the field of teacher education include:

- Significant contributions that advance knowledge related to racial justice, social justice, equity, and/or inclusion in teacher education.
- Research and creative activities that examine the intersections of race, class, gender, dis/ability, language, culture and other aspects of identity and how they shape access, opportunity, and outcomes in schools and teacher preparation programs.
- Transparency in methodology, scope, and dissemination of research to ensure accessibility and impact.
- Uniqueness in addressing urgent problems, developing novel approaches, or expanding underexplored areas of equity and justice in teacher education.
- Outcomes and implications that stimulate evidence-based practices, policies, and directions supporting diversity, equity, inclusion, and anti-racist transformation.

Examples include:

- Research that centers racially just practices, equity, and inclusion within teacher education, such as studies on teacher preparation, licensure, or classroom practice.
- Collaborative projects between researchers and practitioners that result in sustained, observable change in teacher education programs or partner schools.
- Participatory action research projects in which teacher candidates, practicing teachers, and communities co-construct knowledge to advance equity in education.
- Interdisciplinary research that integrates perspectives from fields such as ethnic studies, disability studies, gender studies, sociology, etc., to inform teacher education.
- Scholarship or creative work (e.g., curriculum design, digital media projects, or community-based publications) that significantly impacts equity and inclusion in teacher preparation and practice.

Nominee evaluation rubric is linked [HERE](#)

Award for Transformative Community-Grounded Work in Teacher Education

This award recognizes individuals or groups who advance equity and justice in teacher education through meaningful collaboration with community members and/or community-based organizations. It honors co-designed initiatives that connect teacher preparation programs with historically underserved communities, with the goal of developing responsive, sustaining, and justice-oriented educational practices and of transforming unjust material conditions.

Eligibility: This award is available to faculty, administrators, pre-service and in-service teachers, and teacher candidates engaged in teacher education.

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Announcing New CTE Awards: Justice, Equity, Diversity and Inclusion (JEDI)

(Continued from previous page)

The elements of outstanding community-grounded work include:

- Dedication to advancing the strengths of, and responsiveness to, the needs of communities that have been historically underserved and marginalized.
- Initiatives and projects that create pathways for historically underserved populations to engage with and influence local teacher education programs.
- Collaborations that have had a significant and positive impact on both the needs of communities and teacher education.
- Projects and initiatives that use innovative approaches in teaching, research, service, and outreach to advance racial justice, social justice, equity, and/or inclusion.

Examples include:

- Building sustained partnerships between teacher education programs and community advisory councils, grassroots organizations, or cultural centers to strengthen racially just teacher preparation.
- Developing community-responsive clinical practice sites that prepare teacher candidates to engage authentically with local families and communities.
- Participating in outreach and co-educational programs where community members help shape teacher preparation around cultural knowledge, funds of knowledge, and community cultural wealth.
- Designing initiatives that empower teacher candidates to work alongside communities to address inequities in local schools, including mentoring, advocacy, or service-learning projects grounded in racial and social justice.
- Encouraging faculty, staff, and teacher candidates to engage in community-based work that affirms cultural knowledge and supports equity and inclusion.

Nominee evaluation rubric is linked [HERE](#)

Award for Critical Leadership in Teacher Education

This award recognizes individuals in teacher education who are racial and/or social justice leaders and whose work alongside colleagues, students, and communities has made significant contributions to the transformation of teacher education programs, practices, and policies in ways that advance diversity, equity, inclusion, and justice.

Eligibility: This award is available to students, staff, faculty, or administrators engaged in teacher education.

The elements of outstanding leadership and impact include:

- A demonstration of visionary and justice-oriented leadership that confronts inequities in teacher education through strategic decision-making, program design, allocation of resources, and establishment of priorities.
- Research and data-informed practices that strengthen equity, diversity, and inclusion within teacher preparation and professional development.
- Leadership practices that extend beyond routine expectations of the nominee's role, contributing to structural and transformative change in teacher education.
- Work that fosters collaboration between universities, K–12 schools, and communities to build equity-focused teacher pipelines and improve culturally sustaining clinical practice.

Examples include:

- Individuals who have demonstrated sustained commitment to the recruitment, retention, and mentoring of teacher candidates and educators from underrepresented populations.

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Announcing New CCTE Awards: Justice, Equity, Diversity and Inclusion (JEDI)

(Continued from previous page)

- Individuals who have addressed key areas of equity and inclusion in teacher education, such as admissions, curriculum redesign, clinical practice partnerships, or department/program climate.
- Initiatives that foster diversity in the educator workforce by preparing teacher candidates to affirm and draw on students' cultural and community-based knowledge.
- Promoting justice-oriented professional education by advancing culturally relevant pedagogy, culturally responsive teaching, and anti-racist teacher preparation.
- The use of institutional or program data to unpack inequities in teacher candidate recruitment, persistence, licensure, and placement, leading to meaningful reforms.

Nominee evaluation rubric is linked [HERE](#)

Nomination Information

- Nominations can be submitted by faculty, administrators, students and university departments. Self-nominations are also encouraged.
- Submissions must be sent via Google Form linked [HERE](#).

Nomination Guidelines

Complete a letter of nomination that identifies the nominee and the specific award. In the letter:

- Explain why you believe the nominee should receive the award by responding to the specific criteria outlined in the award's elements.
- Keep in mind that the awards reviewers are relying on the information you provide to choose the most deserving recipient for the award.
- The nomination letter must be no more than 500-750 words in length (additional appendices and exhibits are welcome). In it, briefly:
 - Describe the programs, activities, or accomplishments that qualify the nominee for this award.
 - Describe the influences the nominee's efforts have had relevant to the criteria of this award.

Recognition Celebrations and Ceremony

- Awardees will receive a plaque during the awards ceremony at the fall conference.
- The awardee will have an opportunity to share their work with the CCTE community at an open lecture.

Timeline

- The call for awards will take place during the CCTE fall conference.
- Announcements of awardees for the first year of the awards will take place at the SPAN 2026 conference.
 - Nominations for the first year of the new awards are due by 12/15/2025
- The award ceremony will happen at the CCTE fall conference the following year.

Questions

Please contact Dr. Daniel Soodjinda, Chair of the CCTE JEDI Committee, at dsoodjinda@csustan.edu

CCTE Committees

An Invitation to Get Involved

The California Council on Teacher Education (CCTE) has several standing and special committees that spearhead the organization's many areas of activity, and each of these committees will welcome additional volunteers to join in. The committees are:

Advocacy Committee: The Advocacy Committee meets monthly with California policymakers to elevate teaching and teacher education, promote equity-centered practices, and ensure CCTE's voice is present and influential at every table. Committee Chair: Karen Escalante, California State University San Bernardino.

Awards Committee: Oversees the organization's awards program, receives and evaluates nominations for awards and selects award recipients, moderates the awards luncheon at conferences, and recommends creation of new CCTE awards when appropriate to the CCTE Board of Directors. Committee Chair: Betina Hsieh, University of Washington.

Communications Committee: Coordinates ongoing activities such as the quarterly newsletter, the monthly CCTE eNews Briefs, the CCTE website, social media postings, emails to the CCTE membership and beyond, and liaison with all of the other CCTE committees and associated organizations to assist in dissemination of relevant information to the membership and beyond. Committee Chair: John Pascarella, University of Southern California.

JEDI (Justice, Equity, Diversity, and Inclusion) Committee: Explores and recommends policy and action to the Board of Directors and membership. Committee Chair Daniel Soodjinda, California State University, Stanislaus.

Membership Committee: Works with the CCTE Executive Secretary on annual membership renewal and membership expansion as well as fostering involvement of all delegates and members in ongoing organizational activities. Committee Co-Chairs: Deborah Hamm, California State University, Long Beach & Mona Thompson California State University, Channel Islands.

Policy Committee: Monitors all relevant policy issues at the state and national levels, engages in policy analysis, develops policy papers, recommends CCTE policy positions, coordinates policy advocacy efforts, and works in tandem with the annual Spring Policy Action Network (SPAN) Conferences in Sacramento. Committee Co-Chairs: Cynthia Grutzik, San Francisco State University; Pia Wong, California State University, Sacramento; Eduardo Muñoz-Muñoz, San José State University; & Allison Smith, University of Massachusetts Global.

Professional Development for Mentor Teachers Committee (PD4MT): Coordinates and develops programs for professional development of supervisors and mentor teachers. Co-Chairs: Virginia Kennedy, California State University, Northridge & Melissa Meetze-Hall, University of Redlands.

Research Committee: Is responsible for inviting and reviewing proposals for research presentations at each CCTE semi-annual conference, selecting and scheduling the presentations, and encouraging presenters to also submit their work in written form for publication in *CCNews*, the two CCTE journals, and elsewhere. Co-Chairs: Marni Fisher, Saddleback College & Kimiya Sohrab Maghzi, University of Redlands.

If you wish to join any of these committees, or the special committees involved in planning each CCTE semi-annual conference, please contact the committee chairs or email CCTE Executive Secretary Alan H. Jones at: alan.jones@ccte.org

CCTE New Faculty Support Program Available for Interested and Qualified Applicants

Each year, the California Council on Teacher Education (CCTE), through its New Faculty Support Program, assists new faculty to become CCTE members, to attend CCTE semi-annual conferences, to become active with CCTE activities and committees, and to receive mentorship about the teacher education community from experienced members of the CCTE organization.

For purposes of this support program, a new faculty member is defined as any person who is in their first five years of employment as a teacher educator, full-time or part-time, at a CCTE member institution or who is currently studying for and/or seeking employment as a teacher educator. The purpose of the program is for new faculty to become a CCTE member and to participate in CCTE activities. Participation in the program typically is for a two-year period.

Applications and nominations are encouraged from or on behalf of new faculty, and those who are selected for the program will receive the following benefits and will commit to the associated responsibilities:

Participants in this program will receive a CCTE individual membership for a period of two years at a 50% discount, so that the individual dues are reduced to \$75 per year.

Participants in this program will attend at least one CCTE Conference (either a Fall Conference in San Diego or a Spring SPAN Conference in Sacramento) and the conference registration fee will be discounted 50%. Participants will be responsible for all other costs involved in attending the Conference. Participants are also encouraged to attend multiple conferences during their two years, with the same 50% reduction in registration fee each time.

Participants will submit a proposal for a research or poster session at whichever Conference(s) they decide to attend.

Participants will each be linked with a CCTE veteran who will meet with and mentor the participant prior to and at Conferences.

To be considered for this program, please use the application/nomination form available on the CCTE website or request a copy from CCTE Executive Secretary Alan H. Jones at alan.jones@ccte.org.

Applications will be accepted and considered at any time.

Also, within the CCTE New Faculty Support Program a special support group titled "New and Aspiring Faculty of Color" shares information and meets periodically virtually. This group seek to center center the experience and success of new or aspiring faculty of color in California teacher education/higher education. This special group is also currently accepting members and guests. If you:

- Have someone in mind who might benefit from these meetings, both in your department or in the PK-12 context;
- Identify as a faculty of color professor and would like to participate as a fly on the wall or meeting participant;

then please let Alan Jones know if your interest.

CCTE is excited to maintain these programs and the intentional focus to recruit, support, recognize, and mentor new faculty to serve within California teacher education.

CCTE Associated and Affiliated Organizations

There are two national teacher education organizations with which CCTE is “affiliated,” since CCTE serves as their official California state chapters. There are eleven organizations that the California Council on Teacher Education (CCTE) Board of Directors has recognized as “associated” with CCTE, thus indicating that while independent of CCTE these organizations share similar goals and commitments with respect to the field of teacher education. In addition CCTE is a member of Californians Together (CalTog).

The “associated” organizations are:

Association of California Community College Teacher Education Programs (ACCCTEP)

Association of Independent California Colleges and Universities-Education (AICCU-ED)

California Alliance for Inclusive Schooling (CAIS)

California Alliance of Researchers for Equity in Education (CARE-ED)

California Association for Bilingual Teacher Education (CABTE)

California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)

California Association of School-University Partnerships (CASUP)

Center for Reaching and Teaching the Whole Child (CRTWC)

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)

Supervisors of Teacher Education Network Team (STENT)

UC|CSU Collaborative on Neuroscience, Diversity, and Learning

The “affiliated” organizations are:

American Association of Colleges for Teacher Education (AACTE)

Association of Teacher Educators (ATE)

Californians Together (CalTog)

CCTE Special Interest Groups

Following are Nine CCTE Special Interest Groups that are open to any interested persons:

Arts and Education. Explores issues and developments related to the integration of the arts into teacher education and PK-12 education.

Coordinators/Directors of Credential Programs: Offers an opportunity for coordinators and directors of credential programs to exchange information, discuss issues, and develop coordinated plans.

Equity and Social Justice: Is closely aligned with the mission of CCTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education.

Lives of Teachers: Features programs that highlight the current and evolving roles of teachers at all levels of education.

Inclusive Education: Offers an opportunity for discussion and exchange between teacher educators interested in and involved in the field of special education.

Prismatic Research: This new SIG, which will meet for the first time at the Fall 2026 Conference, will offer an opportunity for discussion, development, and execution of educational research envisioned and conducted through a prismatic lens.

Teacher Induction: Provides an avenue for continuing exploration of the work of induction in the California teacher education continuum and the relationship and integration of those efforts with preservice teacher education.

Technology and Teacher Education: Explores issues and innovations in technology that impact and offer promise to the field of teacher education.

Undergraduate Teacher Education: Examines issues related to the undergraduate preparation of teachers.

The SIGs convene concurrently during each CCTE Fall Conference.

The SIGs are also encouraged to develop and schedule additional virtual programs as a way to share information with the CCTE membership. Stay tuned for announcements about these programs, which will be shared by email with the CCTE community or included in issues of *CCNews*.

CCTE Graduate Student Support Program Welcomes New Applications

Graduate students at any CCTE member institution interested in the field of teacher education are encouraged to apply for participation in and support from the CCTE Graduate Student Program for any academic year.

The CCTE Graduate Student Support Program was established to provide financial assistance to encourage greater involvement of graduate students in CCTE activities. The program operates in the following manner:

1. Each year, the opportunity to apply for support from the CCTE Graduate Student Fund is announced to all CCTE members and delegates, with the request that such information be shared with graduate students at all institutional member campuses. Applications will be accepted at any time throughout the membership year.
2. Students seeking support from the CCTE Graduate Student Fund will submit their application to the CCTE Executive Secretary, accompanied by an endorsement from their graduate advisor. In making an application, the student will commit to attending one of the CCTE semi-annual Conferences during the coming year and submitting a proposal for a research or poster session at that conference.
3. The only limitations on students wishing to make an application are that they be doctoral or masters candidates at a CCTE member institution, that they are considering the field of teacher education as a career goal, and that they be endorsed by a faculty advisor on their campus. Students are asked to indicate their graduate field of concentration, the degree they are pursuing, and the expected date when they will complete that degree.
4. Program participants are awarded the following benefits: (a) The awardee will become a CCTE student member for the year, receiving a 50% discount on membership dues; and (b) The student registration fee for the Conference the awardee chooses to attend will be reduced by 50%. Other expenses related to attending the Conference will remain the responsibility of the student. In years when more students apply than there are funds available for support in the CCTE Graduate Student Fund, priority will be given to doctoral students over masters students, and additional preferences will be based on how close students are to completing their degree programs.
5. No more than five students will be awarded support per year from any given institution, again with preferences among applicants based on level of degree aspired towards and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.
6. It is not guaranteed that all of the Conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all participants in the program will still be committed to attend the Conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the Conference poster session. The Research Committee is asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

Please use the form on the CCTE website to apply for participation in the program, or request the form from CCTE Executive Secretary Alan H. Jones at alan.jones@ccte.org

Students interested in participating in the program during the current membership year are encouraged to apply as soon as possible, although applications will be received and considered at any time during the year. Those who are accepted to the program later in the academic year will be rolled over to the next membership year as appropriate to assure they receive the full benefits of the program.

CCTE Reader on Social Justice Available for Course and Individual Orders

The California Council on Teacher Education produced a special *CCTE Reader on Social Justice* in conjunction with the Fall 2017 Conference. The volume, which is available in electronic (PDF) format, includes 18 outstanding articles selected from issues of the two CCTE journals—*Teacher Education Quarterly*

and *Issues in Teacher Education*—published during the period 2004 to 2015. The collection was edited by Juan Flores, CCTE Past President, and Donald Cardinal, CCTE Board Member, in association with Thomas Nelson, editor of *Teacher Education Quarterly* from 1999 to 2010, and Suzanne SooHoo, co-editor of *Issues in Teacher Education* from 2009 to 2015.

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

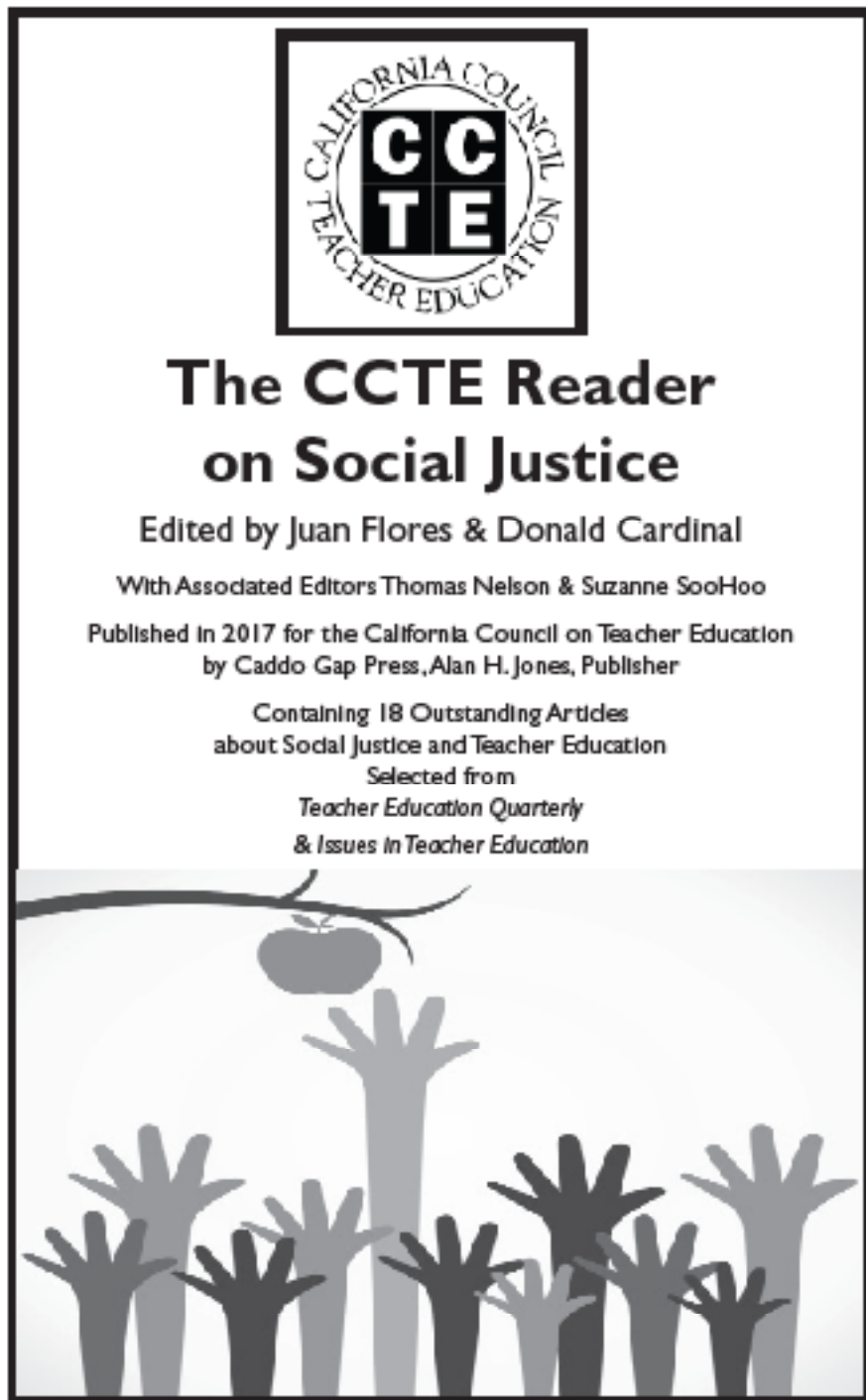
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

The *Reader* was officially introduced at the Fall 2017 Conference during a special research session which featured the editors and graduate students at the University of the Pacific who used the volume with their class that summer.

A second session featuring another group of graduate students at the University of the Pacific presented their experiences with the *Reader* at the Fall 2018 Conference.

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

Information about how to order the *CCTE Reader on Social Justice* is posted on the CCTE website at www.ccte.org where there is an online order form.





CCNews

Newsletter of the
California Council on Teacher Education

Volume 36, Number 4, Winter Issue, December 2025 - Section 4, From the Field

Nirmla Griarte Flores (California State Polytechnic University Pomona), Editor

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

Articles and Reports

CCNews features articles and announcements related to teacher education by members of the California Council on Teacher Education (CCTE) community. Many are based on presentations at concurrent, roundtable, and poster sessions and Special Interest Group meetings at CCTE semi-annual conferences by presenters who submit reports based on their conference presentations. Others are reports or commentary about teacher education activities from associated organizations, Special Interest Groups, or CCTE committees. The newsletter also welcomes articles related to any aspect of teacher education from CCTE delegates and members and others in the California teacher education community.

All CCTE delegates, members, and friends are encouraged to write about any aspect of their teacher education work—teaching, research, or service—to share in future issues of *CCNews*. Please address submissions to *CCNews* editor Nirmla Griarte Flores, California State Polytechnic University Pomona at:

ngflores@cpp.edu

In this issue of *CCNews* please find the following two reports from the field:

A Message and Request from CAPSE/TED
(see page 29)

A Report from the UC|CSU Collaborative for Neuroscience, Diversity, and Learning
(see page 30)

Be Sure to Check the CCTE Website Regularly

www.ccte.org

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

You will find news, announcements, membership information, previews and retrospectives on our semi-annual conferences, policy updates, and invitations for participation in programs such as the CCTE New Faculty Support Program, the CCTE Graduate Student Support Program, and the CCTE PD4MT Project.

A continuing feature of the website is a listing of teacher education position openings and special events at our member institutions. The link to this listing is near the top of the right hand column of the home page.

Recent additions to the website are a PowerPoint presentation offering an overview of CCTE, initially prepared for and presented at the Newcomers Meetings at Fall Conferences and updated annually, and the “Member Spotlight” feature that offers profiles and photographs of various CCTE officers and Board of Directors members, with new profiles added periodically.

Be sure to check it all out frequently.

A Message and Request from CAPSE/TED

We at CAPSE/TED (the California Association of Professors of Special Education/Teacher Education Division) urge you to take a few minutes to send a message to your local legislative representative about protecting children with disabilities and protecting the Individuals with Disabilities Education Act (IDEA). The link below provides easy access to the message so you can type into a few boxes to complete and send.

<https://exceptionalchildren.org/lac?vsrc=/Campaigns/130718/Respond>

The Background for the Request

On October 10th, almost every expert in special education was terminated at the U.S. Department of Education by the current administration. This action is currently caught up in the court system. Additionally, the administration continues to discuss moving the department's responsibilities to the Department of Health and Human Services. We are experts in our field and we can use our collective voice to urge the Administration and Congress to support the more than 8 million children with disabilities and protect the IDEA.

November 29, 2025, marks the 50th anniversary of IDEA. Originally passed as the Education for All Handicapped Children Act, this landmark legislation guarantees every student with a disability the right to a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Over the past five decades, IDEA has opened classroom doors and transformed lives—ensuring that millions of children and youth receive the education they deserve. We encourage ALL teacher educators to take action on behalf of those we ultimately support through our candidates in the PK-12 system. The link to the Amplification Toolkit document below, thanks to Council for Exceptional Children's advocacy and policy group, provides information for parents, advocates and partner organizations with easy access to ways to make our voices heard.

We would also like to acknowledge that the Council for Exceptional Children, of which CAPSE/TED is a subdivision, has done the heavy lifting to provide a resource to communicate our concerns to the appropriate representative bodies. See:

<https://docs.google.com/document/d/18vsV4ZJLz6lCkxcnGsAAoWQMDS8pyFblBu29mls5Ns/edit?tab=t.o>

Additionally, we welcome ALL educators to become members of the national organization, Council for Exceptional Children (CEC) as well as of CAPSE/TED. Our website is:

<https://sites.google.com/site/capseted/>

CAPSE/TED is an associated organization of the California Council on Teacher Education. We hold meetings at each CCTE sdemi-annual conference and welcome all interested teacher educators to attend.

Sincerely,
The CAPSE/TED Board

CEEDAR Update: Resources to Support Teacher Educators

The CEEDAR Center ([The CEEDAR Center at the University of Florida](#) | [The CEEDAR Center \(ufl.edu\)](#)) houses many resources useful to faculty in teaching courses at all levels. Check out the newest HLP resources, including the HLP Chat GPT Tool at [High-Leverage Practices Resources - CEEDAR](#). In addition, check out the podcasts and webinars developed and offered by CA CEEDAR colleagues that have high value for your teaching as well. These resources can be found at [California Technical Assistance - CEEDAR](#).

The CEEDAR Center is an associated organization of CCTE.



The UC|CSU Collaborative for Neuroscience, Diversity, and Learning continues to expand partnerships with IHEs, LEAs, and professional organizations such as CEEDAR and CEC, while also growing the open-access resources available for integration into courses and professional development. [Subscribe to our newsletter](#) to receive regular updates on new opportunities, and see below for highlights across three areas.

New Course Content and Professional Development on Arraya Learning

The Arraya Learning resource hub has surpassed 4,500 registered users across all of the CSU and UC campuses and several other IHEs and LEAs. This fall, we have engaged in a wide range of activities to strengthen California's broader ecosystem of support. Sign up to access recordings of the UC|CSU Collaborative's Annual Summit—[Investing in Inclusive PK-3 Education](#)—as well as additional resources as they are posted at arrayalearning.org.

We continue to expand Arraya's content offerings. Newly added series include: [MythBusters](#), [Core Components of Early Child Development](#), [Core Components of Reading](#), [An Expanded View of Foundational Literacy Skills](#), and several collections from [Supporting Innovative Practices](#), our partners at El Dorado County Office of Education.

Save your spot – December 4 - Webinar Series

The UC|CSU Collaborative is continuing its Fall Webinar Series with a hot topic—Screening for Literacy Success: Using the New Reading Screener within the California MTSS Framework. The featured speaker is Jady Grunbaum, who serves as the Coordinator of Academic Interventions for the Systemic Leadership for School Transformation Unit at Orange County Department of Education. This session is ideal for faculty and teacher candidates, school counselors, school psychologists and school leaders. Join us on December 4th from 3:30-4:30 pm. [Please click here to register.](#)

Register now - Community of Practice Collaboration with CEEDAR, CEC, and UC|CSU Collaborative (begins February 6, 2026)

This series will address the intersection between High Leverage Practices (HLPs), Effective Literacy Instruction and Positive Behavior Supports. Click [here](#) for details. This series is designed for a team of faculty working in teacher preparation and is open to all those that work in educator preparation programs. We are also seeking Community College faculty to partner with and can be contacted at uccsucollab@ucla.edu.

Report provided by Alison Yoshimoto-Towery, Executive Director of the UC|CSU Collaborative for Neuroscience, Diversity, and Learning and Kate Esposito, the Collaborative's representation to CCTE. The Collaborative is an associated organization of CCTE.