



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

*Quarterly Newsletter of the
California Council on Teacher Education*

Volume 37, Number 3, Fall Issue, September 2026

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

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In This Issue of CCNews . . .

Section 1 — Officer Reports & Policy

Message from CCTE President Terrelle Sales.....	2
Dates of Upcoming CCTE Conferences.....	2
CCNews Editor's Message.....	3
CCNews Call for Articles and News	3
AACTE Corner	4
ATE Update	5
From the Desk of the CCTE Executive Secretary.....	6-7

Section 2 — CCTE Conferences & Meetings

Plan to Attend the CCTE Fall 2026 Conference.....	8
Fall 2026 Conference Theme	9
Tentative Program for the Fall 2026 Conference.....	10
Registration Form for the Fall Conference.....	11-12
Looking Ahead to SPAN 2027.....	13

Section 3 — CCTE Activities

STENT 2026 Update	14
UC CSU Collaborative.....	15
CCTE Committees	16
CCTE New Faculty Support Program	17
CCTE Associated & Affiliated Organizations	18
CCTE Special Interest Groups.....	18
CCTE Graduate Student Support Program.....	19
CCTE Reader on Social Justice.....	20

Section 4 — Articles from the Field

Articles and Reports from the Membership	21
Please Check the CCTE Website Regularly	21
“From Awareness to Stewardship” by Grace Cho	22-25

Plan to Attend the CCTE Fall 2026 Conference

**October 8-9 at the University of San Diego (and virtually)
& October 10 Virtual Day**

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

**See Conference Preview, Tentative Program, Registration Form, & Call for Proposals
(pages 8-13 of this newsletter)**



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California Council on Teacher Education: Remaining Hopeful

A Message from CCTE President Terrelle B. Sales

Greetings, CCTE Community,

With the advent of the new academic year now upon us, I remain obstinately hopeful about our profession's ability to maintain progress in the midst of uncertainty. Our commitment to upholding justice provides parents, teachers, students, and community partners with the necessary goals and tools to continue to fight for the needs of our students. Looking at the educational horizon, I must remember to remain hopeful. We must remember to remain hopeful.

As I take my children to school to start the new year, I notice a sea of faces full of hope. From the front office clerk, to the custodian, to the many parent volunteers, their unwavering faith in the educational system is demonstrated daily in their commitment to serve.

As President of this wonderful CCTE organization, I have to ask: What is our commitment? Or to be more personal, what is your commitment? Not only to CCTE, but also to the greater community of those who place their faith in the field of education to love, serve, and protect all children. I know we can answer the call by utilizing the privilege we possess as educators to develop the faith, hope, and trust of the



schools, families, and communities we proudly serve. We will meet them with love, determination, hope, and dedication. We will continue to push boundaries, pedagogies, learning theories, and practices to curate together an educational environment suitable and appropriate for all students. I believe in the membership of CCTE and I know that we all are committed to the same cause.

I look forward to this year as we all begin our preparation to serve the greater community of teacher preparation, education, and educational policy.

This year's CCTE Fall 2026 Conference theme, "Multilingualism for All, Really for All: Cultivating Inclusive Pedagogies in a Time

of Contending Ideologies," reflects CCTE's resolve to remain resolute in our aspiration to provide our membership with meaningful learning opportunities.

This conference is just the beginning. Again, I ask the question, how do we remain hopeful during trying times like the present? As educators, we simply remain!

Terrelle B. Sales

CCTE President

Pepperdine University

terrelle.sales@pepperdine.edu

CCTE Fall 2026 Conference

October 8-9

University of San Diego (and virtually) Plus October 10 Virtual Only Day

Theme: Multilingualism for All, Really for All:

Cultivating Inclusive Pedagogies in a Time of Contending Ideologies

CCTE Spring 2027 SPAN Conference

March 22-23

Tsakopoulos Library Galleria of the Sacramento City Library (and virtually)

Theme: *Spring Policy Action Network*

A Message from CCNews Editor Nirmla Griarte Flores

Dear CCTE Colleagues,

It is with great excitement that I share the Fall 2026 issue of *CCNews*. In these pages, along with many other articles and reports, you will find information about the CCTE Fall 2026 Conference—an opportunity to bring our scholarship, classroom insights, and advocacy into collective dialogue with colleagues from across California and beyond.

This year's conference theme—"Multilingualism for All, Really for All: Cultivating Inclusive Pedagogies in a Time of Contending Ideologies"—could not be timelier. Here in California, recently proposed legislation, such as Assembly Bill 2325, can strengthen the bilingual teacher pipeline by supporting partnerships among LEAs, community colleges, and four-year institutions of higher education to create or expand integrated pathways that prepare bilingual students to earn teaching credentials with bilingual authorizations. This development reminds us that teacher educators must not simply respond to policy—we must help inform and shape it.

Against this backdrop, our Fall Conference is more than an academic gathering. It is a space to affirm our collective expertise, learn with and from one another, and advocate for the profession we value so deeply. I encourage you to attend and participate fully. Your scholarship, experiences, questions, and perspectives are essential to the conversations that will shape the future of our field. Whether you join us in person or virtually, I look forward to the energy, ideas, and solidarity that this year's conference will bring.

At a time when multilingualism and inclusive education can too easily become subjects of contention, our collective work matters. Together, we can move beyond saying "multilingualism for all" and continue the work of making it truly for all.

In solidarity,

—**Nirmla Griarte Flores**

CCNews Editor & Member of CCTE Board of Directors
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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 1,500–2,000 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 Winter 2026 issue of the newsletter is November 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 Winter 2026 issue is November 15. Email your submissions to Nirmla Griarte Flores (see above).

AACTE Corner

By **Reyna G. García Ramos**
CCTE Vice-President for AACTE
Pepperdine University

As you read these updates, you may be preparing or may have begun the fall semester. Over the summer, some of you were busy with travel, family, elder care, submitting proposals for next year's conference season, and, hopefully, some well-deserved rest. Whatever summer offered you, I hope you enter the fall season with the opportunity to see all the possibilities the new academic year holds for our EPPs. Here are the recent updates from the AACTE (American Association of Colleges for Teacher Education):

- The AACTE proposal submission was extended through August 17. I hope you were able to submit your proposal for next year's conference. The theme for the 2027 conference is "Empowered: The Pathway to Progress," February 26-28 in Columbus, Ohio. Remember that there are many ways to become an active participant in the AACTE community. You can volunteer to read conference proposals, nominate yourself to join a Programmatic Advisory Committee, or join the discussions on 360Connect! Lots of rich discussion happening all the time! Stay informed and updated through EDPREPMATTERS at

<https://edprepmatters.aacte.org/>

- Fall 2026 Virtual State Leaders Institute: Join on November 13, 2026, from 12:00-4:00 PM (ET). The program features keynote speaker Michelle Exstrom, Education Director at the National Conference of State Legislatures (NCSL), who will provide a post-election analysis and discuss implications of election outcomes for educator preparation policy and practice. You can register here:

<https://na.eventcloud.com/ereg/index.php?eventid=887712&>

- If you are looking for another place to submit a research proposal, the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) invites you to next year's conference: Empowering Independent Institutions: Advancing Educator Preparation Through Innovation, February 25 & 26, 2027, in Columbus, OH. Proposal Deadline: September 30, 2026, and you can submit at the following link:

<https://ailacte.org/conference/conference-proposal-submission/>

- I look forward to seeing you at the CCTE Fall Annual Conference at the University of San Diego in October. If you have AACTE-related questions, stop me, and we can chat. Or you can reach me at

reyna.g.ramos@pepperdine.edu or 310-568-2306

Reyna García Ramos
CCTE Vice-President for AACTE
Professor of Education & Chair of the Department of Education and Pedagogy
Pepperdine University
rgramos@pepperdine.edu

ATE Update

By **Reyan Warren**
CCTE Vice President for ATE
University of San Diego

Greetings CCTE Colleagues and Friends,

As we transition into the Fall 2026 semester, the Association of Teacher Educators (ATE) continues its strong commitment to advancing teacher education through national collaboration, impactful inquiry, and collaborative scholarship.

Below are key updates and opportunities for engagement across our network:

1. Call for Proposals: ATE 2027 Annual Meeting in Atlanta

- Dates and Location:

February 18-21, 2027 (Pre-Conference events: Feb 16-18)
at the Hyatt Regency Atlanta in Atlanta, Georgia.

- Theme: “Building Bridges: Connecting Passion, Pedagogy, and Purpose”
(selected by ATE President Dr. Valerie Wright).

- Strands:

Passion-Driven Pedagogy
Building Relationships and Student-Centered Pedagogy
Innovative Approaches to Student Engagement
Reflective Practice, Mindful Teaching, and Well-Being.

- Submission Deadline: October 5, 2026.

Proposals are welcomed across multiple formats, including research paper sessions, symposia, roundtables, and the Emerging Scholars Series.

2. ATE Inquiry Initiative: “Reclaiming Teaching in an Era of Disruption”

- The ATE Inquiry Initiative launched its multi-year effort, bringing together diverse cohorts (“crews”) of educators, scholars, and practitioners across the nation.

- Participants are collaborating on critical topics such as teacher preparation design, educator identity and purpose, AI in education, policy narratives, and equity in teacher education.

3. CCTE Fall 2026 Conference Connection

- We look forward to seeing CCTE members at the Fall 2026 CCTE Conference on October 8-9 at the University of San Diego (and virtual day on October 10) centered around the theme “Multilingualism for All, Really for All: Cultivating Inclusive Pedagogies in a Time of Contending Ideologies.”

4. ATE Summer Conference Highlights

- This July, ATE hosted its annual Summer Conference, bringing together teacher educators from across the country for focused dialogue, collaborative inquiry, and leadership development. The gathering offered a powerful space for examining emerging issues in educator preparation, including AI integration, equity-centered program design, and the evolving identity of teacher educators in a rapidly shifting landscape. CCTE Past President Betina Hsieh represented California leadership at the convening, contributing to discussions on strengthening state–national partnerships and expanding opportunities for collaborative scholarship. Her keynote address underscored CCTE’s ongoing commitment to elevating California voices within national work and ensuring our state remains deeply connected to the conversations shaping the future of teacher education.

Thank you to all CCTE and ATE members for your continued leadership and dedication to educator preparation. I look forward to connecting with many of you at our upcoming state and national gatherings.

Warmly,
—Reyan Warren

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 through the first half of our 2026-2027 membership year which started on July 1, 2026:

Membership

We enjoyed annual memberships during 2025-2026 from 63 institutions and 15 individuals, surpassing our anticipated membership goal for that year, and we are well on our way to match or exceed those numbers in 2026-2027. Membership renewal letters and forms for the 2026-2027 membership year were emailed out in April and reminders were sent in mid-summer to all 2025-2026 members, both institutional and individual, seeking renewals for 2026-2027, and well more than half have already responded positively. All institutional delegates and individual members receive annual membership benefits, which include both CCTE journals in PDF format, voting rights in CCTE annual elections, and opportunities to serve on CCTE committees and working groups.

Sponsorships

During this new 2026-2027 membership year we have already received an annual sponsorship of CCTE from the School of Leadership and Education Sciences at the University of San Diego. We encourage other teacher education institutions as well as other agencies and enterprises interested in teacher education to also become CCTE sponsors, since the sponsorship funds provide crucial support for maintaining our CCTE programs and activities.

Semi-Annual Conferences

The Spring 2026 SPAN Conference was held on-site at the Sacramento Public Library Galleria as well as virtual for those who preferred on March 23-24. It was followed by an additional virtual day on March 28. It was the 10th annual SPAN Conference and that anniversary was appropriately celebrated by the more than 100 who attended both in person and virtually.

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 8 and 9, again on-site at the University of San Diego, with a virtual option for those who prefer, followed by an all-virtual day on October 10. A preview, tentative program, and registration form all appear in this newsletter and were also emailed to all CCTE members, delegates, and friends in June with further

reminders throughout the summer. While Conference registrations will be available right up to the event, the early-bird discounted registration deadline is September 15.

Associated Organizations/Affiliated Organizations

During this 2026-2027 year, CCTE again enjoys the participation of the Association of California Community College Teacher Education Programs (ACCCTEP), the Independent California Colleges and Universities-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* 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. Please share these opportunities with new faculty, those aspiring to become teacher education faculty, and graduate

(continued on next page)

From the Desk of the CCTE Executive Secretary

(continued from previous page)

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—Advocacy Committee, 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.

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 policymakers 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 that focused on issues of professionalism in teacher education.

CCTE Awards

CCTE Awards are presented at each Fall Conference. A call for nominations for the various awards is circulated each year. This year recipients of new awards offered by the CCTE JEDI Committee were announced at the Spring 2026 SPAN Conference and will be formally presented at the Fall 2026 Conference.

CCTE 2026 Annual Election

The 2026 CCTE election involved the offices of President-Elect, the two Vice Presidents of AACTE and ATE, and three seats on the Board of Directors. Congratulations to our new President-Elect Nat Hansuvadha (California State University Long Beach), our new Vice President for AACTE Reyna García Ramos (Pepperdine University), our new Vice President for ATE Reyan Warren (University of San Diego), and our new Board members Bre Evans-Santiago (California State University Long Beach), Mimi Miller (California State University Chico), and Briana Ronan (California Polytechnic State University San Luis Obispo).

The 2027 CCTE election will be held in March and will involve election of three new members of the Board of Directors. Nominations for those positions will be sought this fall. If you are interested in being a candidate for CCTE offices you are first encouraged to participate on CCTE committees and in associated organizations and then communicate your interest in being nominated to the CCTE Nominations and Elections Committee.

Financial Update

At the June 12 meeting of the CCTE Board of Directors an annual budget for this 2026-2027 fiscal year was adopted, outlining expectations for income and expenditures during the year. The main sources of CCTE income each year are institutional and individual membership dues, registrations for participation in the Fall and Spring Conferences, and sponsorships. Primary expenditure categories each year involve conducting the conferences, publication of the two CCTE-sponsored journals, and supporting CCTE organizational staffing and ongoing operations.

If you have questions about CCTE activities, operations, or budgeting don't hesitate to contact me.

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



CCNews

Newsletter of the California Council on Teacher Education

Volume 37, Number 3, Fall Issue, September 2026 - Section 2, Conferences

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

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Plan to Attend the CCTE Fall 2026 Conference

October 8-9, University of San Diego (and virtually), Plus October 10 Virtual Day

Theme: Multilingualism for All, Really for All:

Cultivating Inclusive Pedagogies in a Time of Contending Ideologies

By **Iván Montes Cohen** (Alder Graduate School of Education)

Elsie Solís (California State University San Marcos)

Eduardo R. Muñoz-Muñoz (San José State University)

CCTE Fall 2026 Conference Committee Co-Chairs

CCTE Fall 2026 Conference Spotlight: Global and National Voices

As the CCTE Board of Directors and the Conference Committee eagerly prepare for our upcoming October gathering, we continue to embrace our theme: “Multilingualism for All, Really for All: Cultivating Inclusive Pedagogies in a Time of Contending Ideologies.”

In our previous update, we were thrilled to announce Dr. Ramón Antonio Martínez as our keynote speaker. As an Associate Professor at Stanford University, he brings profound work at the intersection of language, race, and culture, making him an ideal voice to ground our exploration of how we can better support California’s linguistically diverse populations.

In an era that requires teacher educators to engage critically with the complexities of multilingualism, we are also thrilled to spotlight an expanded roster of phenomenal scholars joining us virtually. As we know, our discussions on language education and cultural wealth extend across both national and international boundaries.

International Keynote Speaker

- Dr. Elena Gómez-Parra (University of Córdoba, Spain) is a leading interdisciplinary researcher in bilingual and intercultural education. Her extensive work in early second-language acquisition will provide a vital international lens for fostering deeply inclusive educational environments.

Distinguished National Panelists

Our virtual sessions will also feature a powerhouse panel of scholars pushing the boundaries of linguistic research and teacher education:

- Dr. Maria Cioè-Peña (University of Pennsylvania): An assistant professor in Educational Linguistics, Dr. Cioè-Peña critically examines the intersections of disability, race, and language, advocating for Latinx bilingual children and their families to access truly inclusive public school spaces.

- Dr. Mike Mena (Brooklyn College): A linguistic anthropologist and public intellectual, Dr. Mena’s award-winning work focuses on the ideological perceptions of race and language in American education while modeling highly engaging, activist-driven digital pedagogy.

- Dr. Zhongfeng Tian (Rutgers University–Newark): An associate professor of Bilingual Education, Dr. Tian’s research advances translingual, decolonial, and justice-oriented perspectives in TESOL, co-creating equitable practices alongside teachers and communities.

We are incredibly excited to have these brilliant minds help us center the cultural wealth of our students and families.

Join Us in San Diego!

See further information on the Conference theme, highlights of the program, hotel information, the tentative schedule, and the registration form on the following pages.

Fall 2026 Conference Theme:

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

By **Iván Montes Cohen** (Alder Graduate School of Education)

Elsie Solís (California State University San Marcos)

Eduardo R. Muñoz-Muñoz (San José State University)

CCTE Fall 2026 Conference Committee Co-Chairs

We're thrilled to invite you to a groundbreaking conversation. “Multilingualism for All, Really for All: Cultivating Inclusive Pedagogies in a Time of Contending Ideologies” will be the theme for the Fall 2026 Conference of the California Council on Teacher Education.

This isn't just about bilingual classrooms—it's about recognizing that every teacher is a teacher of language. Language is alive, constantly shifting and transforming across all our interactions. It's a medium we all share, connecting us regardless of our official classroom designations.

California's linguistic diversity is one of our greatest strengths, yet we're navigating an era of shifting policies and competing perspectives. This conference creates essential space for teacher educators, researchers, and practitioners to engage critically and proactively with the complexities of multilingualism.

Whether you teach in designated bilingual settings or not, this conference speaks to you. We'll explore how all educators can cultivate inclusive pedagogies that honor the dynamic, evolving nature of language in our classrooms.

Join us in Fall 2026 as we move beyond traditional boundaries, draw from our collective strength, and reimagine what multilingualism means for every classroom, every educator, every student.

Because when we say “for all,” we truly mean all.

More Details

The Conference dates will be October 8-9, 2026, with an additional all-virtual day on October 10.

The on-site location will be at the University of San Diego.

See the tentative conference schedule on the next page.

To register, use the form on the following pages and mail it in with a check.

Or, to pay with a credit card, use the on-line payment portal on the CCTE website: www.ccte.org

There will be multiple research presentations (concurrent presentations, roundtable presentations, panel discussions, workshops, and poster presentations) based on proposals received and accepted by the CCTE Research Committee.

Mark your calendars and be part of this vital conversation.

Hotel Information

While there is no official hotel for the CCTE Fall 2026 Conference, listed below are hotels near the University of San Diego which may offer discounted rates for persons attending events at the University. When calling for a reservation, indicate that you are attending an event at the campus:

Best Western Plus Hacienda, 4041 Harney St., San Diego 92110 – 619-298-4707

Dana on Mission Bay, 1710 W. Mission Bay, San Diego 92109 – 619-222-6440

Hilton Garden Inn San Diego Old Town/Sea World Area, 4200 Taylor St., San Diego 92110 – 619-260-0607

Humphreys Half Moon Inn, 2303 Shelter Island Dr., San Diego 92106 – 619-224-3411

Pacific Terrace, 610 Diamond St, San Diego 92109 – 858-581-3500

Town & Country San Diego, 500 Hotel Circle, San Diego 92108 – 877-504-0119

Tentative CCTE Fall 2026 Conference Program

Wednesday, October 7th:

9:00 a.m. to 3:00 p.m. - Meeting of the California University Field Coordinators Forum.
10:00 a.m. to 4:30 p.m. - Meeting of the Board of Directors of the California Council on Teacher Education.
11:30 a.m. to 4:30 p.m. - Statewide Meeting of Education Deans and Directors' Lunch at 11:30 a.m.
Meeting from 1:00 p.m. to 4:30 p.m.
Cash bar at 5:00 p.m.

Thursday, October 8th:

9:00 a.m. to 10:15 a.m. - Meeting of the California Association for Bilingual Teacher Education.
9:00 a.m. to 10:15 a.m. - Meeting of the Independent California Colleges and Universities-Education (ICCU-ED).
9:00 a.m. to 10:15 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED).
9:00 a.m. to 9:45 a.m. - Meeting of the CCTE Graduate Student Caucus.
9:45 a.m. to 10:15 a.m. - Newcomers Meeting and Orientation.
10:15 to 10:30 a.m. - Break.
10:30 a.m. to Noon - Fall Conference Opening Session.
Introductions & Organizational Updates.
Conference Orientation by Fall Conference Co-Chairs.
Keynote Address.
Noon to 1:00 p.m. - Lunch Break and Meetings of the CCTE Special Interest Groups.
1:15 p.m. to 2:15 p.m. - First Policy Session.
Conversation with staff of the Commission on Teacher Credentialing moderated by CCTE Policy Committee.
2:15 to 2:30 p.m. - Break.
2:30 p.m. to 3:45 p.m. - Concurrent Research Presentations.
3:45 to 4:00 p.m. - Break.
4:00 p.m. to 5:15 p.m. - Concurrent Research Panels & Workshops.
5:15 to 5:30 p.m. - Break.
5:30 p.m. to 6:30 p.m. - Joint Presidents' Reception.

Friday, October 9th:

8:30 a.m. - Continental Breakfast for All Conference Registrants.
9:00 a.m. to 10:15 a.m. - Friday Morning General Session, International Keynote Speaker.
10:15 a.m. to 10:30 a.m. - Break
10:30 a.m. to 11:45 a.m. - Special Focus Interest Sessions.
Poster Session.
Graduate Student Session.
Induction Session.
Residency Session.
Intersectionalities Session.
Noon to 12:45 p.m. - Lunch and Networking.
1 p.m. to 2:00 p.m. - National Distinguished Panel.
2:00 p.m. to 3:00 p.m. - Second Policy Session Discussing Work of the CCTE Policy Committee and Plans for the CCTE 2027 SPAN Conference.
3:15 p.m. to 4:00 p.m. - Closing Session
Awards Presentations.
Final Discussion on Conference Theme.
Looking Ahead to SPAN 2027.

Saturday, October 10th:

Fall 2026 Conference Virtual Day.
Schedule to be determined.

California Council on Teacher Education Fall 2026 Conference Registration

Please use this form to register for the CCTE Fall 2026 Conference, October 8-9 & Virtual Day on October 10; or, to pay by credit card, use the on-line portal on the "Fall 2026 Conference" 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

Early-Bird On-Site Registration (paid by September 15)—for persons wishing to attend the Conference at the University of San Diego

Check the Appropriate Category:

- ☐ Basic Registration - \$495
- ☐ Special for P-12 Educators - \$395
- ☐ Special for Part-Time Faculty - \$375
- ☐ Special for Retired Educators - \$350
- ☐ Special for Students - \$250
- ☐ Special for 4 or more registrants from the same institution - \$475 each
(please submit a form for each with combined payment)

On-Site Registration after September 15—for persons wishing to attend the Conference at the University of San Diego

Check the Appropriate Category:

- ☐ Basic Registration - \$595
- ☐ Special for P-12 Educators - \$495
- ☐ Special for Part-Time Faculty - \$475
- ☐ Special for Retired Educators - \$450
- ☐ Special for Students - \$350
- ☐ Special for 4 or more registrants from the same institution - \$575 each
(please submit a form for each with combined payment)

Additional Options for On-Site Registrants (if using the "4 or more" option above, please indicate number and names for your entries below on an attached sheet):

- ☐ California Field Coordinators Forum Meeting (Wednesday) - \$100
- ☐ Statewide Education Deans Meeting (Wednesday) - \$150
- ☐ Independent California Colleges and Universities-ED Meeting (Thursday) - \$50
- ☐ California Association for Bilingual Teacher Education Meeting (Thursday) - \$50
- ☐ California Association of Professors of Special Education Meeting (Thursday) - \$50

Form continued on next page

California Council on Teacher Education
Fall 2026 Conference Registration
—continued from previous page—

Early-Bird Virtual Registration (paid by September 15)—for persons wishing to receive a link to the virtual presentation of most Conference sessions

Check the appropriate category:

- ☐ Basic Registration - \$395
- ☐ Special for P-12 Educators - \$295
- ☐ Special for Part-Time Faculty - \$275
- ☐ Special for Retired Educators - \$250
- ☐ Special for Students - \$200
- ☐ Special for 4 or more registrants from the same institution - \$375 each
(submit a form for each with combined payment)

Virtual Registration after September 15—for persons wishing to receive a link to the virtual presentation of most Conference sessions

Check the appropriate category:

- ☐ Basic Registration - \$495
- ☐ Special for P-12 Educators - \$395
- ☐ Special for Part-Time Faculty - \$375
- ☐ Special for Retired Educators - \$350
- ☐ Special for Students - \$300
- ☐ Special for 4 or more registrants from the same institution - \$475 each
(submit a form for each with combined payment)

Additional Options for Virtual Registrants (if using the “4 or more” option above, please indicate number and names for your entries below on an attached sheet):

- ☐ California Field Coordinators Forum Meeting (Wednesday) - \$50
- ☐ Statewide Education Deans Meeting (Wednesday) - \$75
- ☐ Independent California Colleges and Universities-ED Meeting (Thursday) - \$30
- ☐ California Association for Bilingual Teacher Education Meeting (Thursday) - \$30
- ☐ California Association of Professors of Special Education Meeting (Thursday) - \$30

Registration Only for October 10 Virtual Day (registrants for October 8 & 9, both on-site and virtual, are automatically registered for the Virtual Day; this category is just for those who wish to attend only October 10)

- ☐ Basic Registration - \$200
- ☐ Special for P-12 Educators - \$175
- ☐ Special for Part-Time Faculty - \$150
- ☐ Special for Retired Educators - \$150
- ☐ Special for Students - \$100
- ☐ Special for 4 or more registrants from the same institution - \$175 each
(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 “Fall 2026 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



Looking Ahead to SPAN 2027

March 22-23

Tsakopoulos Library Galleria, Sacramento

By **Cynthia Grutzik, Pia Wong, Eduardo Muñoz-Muñoz, Allison Smith, & Marni Fisher**
Co-Chairs of SPAN Planning Committee

Mark your calendars now for SPAN 2027 on March 22-23, 2027. SPAN is short for CCTE's Spring Policy Action Network. We are looking forward to our annual meeting in Sacramento that will provide opportunities for reconnecting with legislators around matters of importance to educator preparation, for conversations that build our statewide professional network, and for learning together.

Highlights to anticipate:

- ◆ First, join the CCTE Fall 2026 Conference Second Policy Session in San Diego to help shape the Talking Points for SPAN 2027.
- ◆ Don't miss the SPAN 2027 Call for Proposals (which will appear in the Winter 2026 issue of *CCNews*, on or about December 1). Our Research Roundtables give 40 minutes to presenters to share their work with colleagues, and the Virtual Day connected to and a few days after SPAN is a great way to share your research, even if you can't come to Sacramento.
- ◆ Be part of a small team that will visit a legislator's office to discuss the Talking Points. Last year, we met with four legislators themselves, in addition to many staffers. We have become a familiar and valued resource, and we know they look forward to our visits.
- ◆ Sharpen your knowledge about critical policy issues so you can inform your campus colleagues.
- ◆ Enjoy this professional and well-appointed venue with great catering and a fun reception at La Cosecha across the street.

Let's continue to build this annual CCTE advocacy opportunity, and to ensure strong representation from every educator preparation program in California. Our voice makes a difference.

The photo above this article is from SPAN 2026, which was our 10th annual Spring Policy Action Network. If you weren't there in 2026, be sure to register and attend in March 2027. The formal SPAN 2027 conference announcement, tentative program, and registration information will be emailed to all CCTE members and delegates in December 2026.



CCNews

Newsletter of the California Council on Teacher Education

Volume 37, Number 3, Fall Issue, September 2026 - Section 3, CCTE Activities

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

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

STENT 2026 Update

By **Lisa Sullivan**

STENT Team Lead

University of California Davis

The following reflect the results of the STENT 2026 Summer Conference held around the theme Building a Community of Supervisors for Equity and Justice:

- The 7th annual STENT virtual summer conference was held on July 30th and 31st.
- There were over 75 registered attendees from 29 different teacher education programs.
- The conference keynote speaker was Andratesha Fritzgerald, the founder of Building Blocks of Brilliance and an expert on Equity and Universal Design for Learning.
- The conference format was different this year with more special sessions and combined workshops, instead of all concurrent sessions. This new format allowed participants to attend most of the workshops.
- There were 10 different sessions focused on different aspects of supervision. Here is a [link to the conference program](#) if you are interested in seeing the workshop topics.
- Workshops were all designed to be interactive in order to generate discussion and the sharing of ideas. The workshops were well attended, and many had over 50 attendees.
- All workshops were recorded and will be shared, along with any resources that the workshop facilitators made available, with conference registrants.
- Prior to the conference information was collected from individuals who registered to get a sense of who was planning to attend and in order to understand their primary concerns and questions related to their work in teacher education ($N=41$). Many supervisors mentioned having questions related to the use of AI in teacher education. There were also concerns regarding placing

student teachers with PK-12 mentors and increasing requirements on credential candidates/student teachers.

- STENT will be putting together a summary of the pre-conference survey to share more widely.
- Feedback was also gathered in a post-conference survey.
- Overall the feedback from attendees suggests that those who participated once again valued having time to talk with other teacher educators, learn from one another, and build community. Here are examples of feedback from attendees:
 - ☐ “All that was presented was thought provoking. I loved the Keynote and her approach to education. All presenters were well prepared and brought to life some great thoughts to consider when working with our student teaching candidates.”
 - ☐ “The conference foregrounded the imperative of strengthening supervision in teacher education through equity-focused, research-informed, and community-driven practices.”
- To learn more about STENT and our work, please feel free to contact Lisa Sullivan: lhsullivan@ucdavis.edu.
- CCTE Partnership: STENT is excited to continue its partnership as an associated organization with CCTE and looks forward to building and growing our community of teacher educators.



Report prepared by **Kate Esposito**

*Representative to CCTE from the UC|CSU Collaborative for Neuroscience, Diversity, and Learning
California State University Dominguez Hills*

The UC|CSU Collaborative for Neuroscience, Diversity, and Learning continues to expand partnerships with IHEs, LEAs, and professional organizations such as CEEDAR and CEC, to expand resources for integration into courses and professional development. Please [subscribe to our newsletter](#) to receive regular updates and please see below for highlights across these areas.

Arraya Learning Course Content and Professional Development

The Arraya Learning resource hub has surpassed 16,000 course enrollments and is approaching 10,000 registered users across California.

Course Content and Professional Development on Arraya

We continue to expand the content offerings on [Arraya Learning](#). Now available are several new series:

[MythBusters](#)

[Core Components of Early Child Development](#)

[Core Components of Reading](#)

[Supporting Innovative Practices collection](#)

[Open Access](#)

[High Quality Individualized Educational Programs Project](#)

[Supporting Language Use in Academic Contexts learning pathway](#)

We are also pleased to share the [Standing Together: Bullying Prevention and Response Toolkit Supporting Children and Teens Who Are Neurodivergent](#) video series and resources that explore what bullying looks like, what neurodiversity means, and how a child's brain and behavioral development can influence bullying situations across grade levels. Importantly, the toolkit goes beyond identifying problems—it offers practical solutions and prevention strategies that educators, parents, and caregivers can implement to create safer, more inclusive environments.

Finally, we are pleased to share the release of a new module: [Supporting Literacy Development in Adolescents with Reading Challenges](#).

We encourage you to visit these exciting resources and share them with your faculty, district partners, and future teachers.

Fall Learning Summit Save the Date

We are excited to share that our annual Fall Learning Summit, "The Power of Connection in Adolescence: Bridging Research and Practice," will be held November 7th from 9:00 a.m.-noon PT. The conference is open to all and will be held virtually. Registration will open soon on www.ArrayaLearning.org.

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 committee will welcome additional volunteers to join in and participate. 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, 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: Briana Ronan, California Polytechnic State University San Luis Obispo.

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 liaises 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; & Marni Fisher, Saddleback College.

Professional Development for Mentor Teachers Committee (PD4MT): Coordinates and develops programs for professional development of supervisors and mentor teachers. Committee Chair: Virginia Kennedy, California State University, Northridge.

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 in becoming CCTE members, attending CCTE semi-annual conferences, participating in CCTE activities and committees, and receiving 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 is typically 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 seeks to 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, either in your department or in the PK-12 context;
- Identify as a faculty member/professor of color and would like to participate as a fly on the wall or meeting participant;

If either description applies to you, please let Alan Jones know you are interested.

CCTE is excited to maintain these programs and their intentional focus on recruiting, supporting, recognizing, and mentoring 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)

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)

Independent California Colleges and Universities-Education (ICCU-ED)

Supervisors of Teacher Education Network Team (STENT)

UC|CSU Collaborative for 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 master's 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 master's 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 degree level being pursued, 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 that 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.”

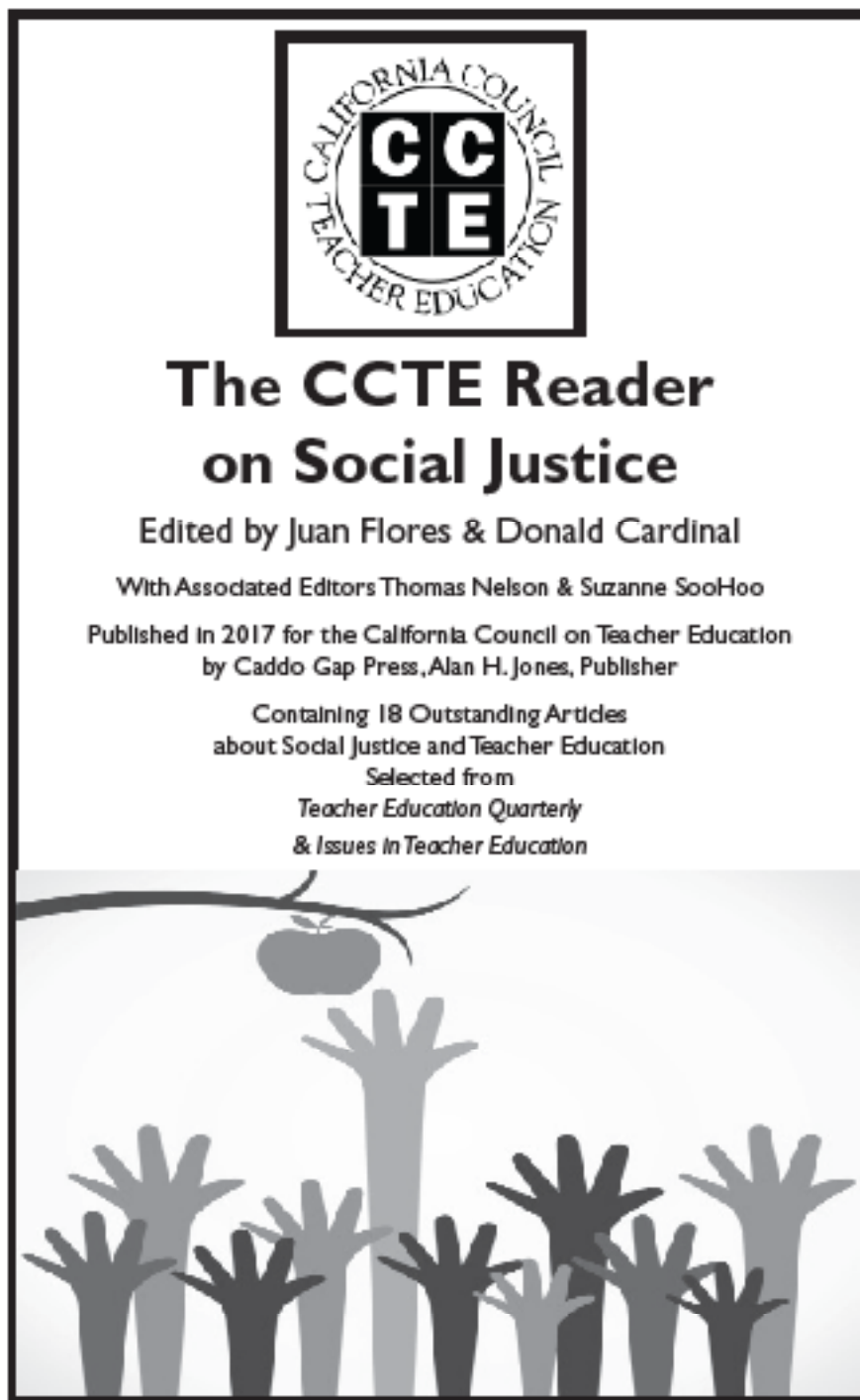
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

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 37, Number 3, Fall Issue, September 2026 - Section 4, From the Field

Nirmala 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 Nirmala Griarte Flores, California State Polytechnic University Pomona at:

ngflores@cpe.edu

In this issue of *CCNews*, please find the following article:

**From Awareness to Stewardship:
Transparency, Voice, and Care in Teacher Education**

By **Grace Cho**
(see pages 22-25)

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.

From Awareness to Stewardship

Transparency, Voice, and Care in Teacher Education

By **Grace Cho**

As I complete my twenty-fifth year at California State University, Fullerton (CSUF), I find myself reflecting not only on the milestones of my career, but also on the institutional experiences that have shaped my understanding of transparency, voice, and stewardship.

I offer these reflections not as a critique, but as an invitation to reflection. My experiences as a faculty member, department chair, mentor, and colleague have shown me how profoundly institutional structures shape faculty experiences. If we are committed to preparing educators who understand equity, validity, and care, we must also ask whether those same principles are reflected in the systems through which we recruit, evaluate, mentor, and support one another.

Entering the Profession: Informal Knowledge, Opacity, and Early Assumptions

When I began as an assistant professor in the School of Education (now the College of Education), I arrived with prior university and elementary teaching experience and a deep commitment to teacher preparation.

Like many first-generation and Asian American professionals, I had been raised to value humility, collaboration, respect for authority, and trust in institutional processes. I believed that if I worked hard, served faithfully, and met institutional expectations, advancement would largely reflect the quality of my work.

Grace Cho is a professor in the Department of Secondary Education at California State University, Fullerton (CSUF). A former Los Angeles Unified School District teacher, department chair, and World Language Program Coordinator, she has led the development of Korean, Mandarin, and Vietnamese bilingual authorization programs and co-developed Korean American Ethnic Studies curriculum and instructional resources. Her scholarship focuses on multilingual education, bilingual teacher preparation, educational leadership, and educational equity. She is a past board member of CCTE and CABTE and past president of AAPIFSA at CSUF. She currently serves as a board member of Californians Together, Vice President and Treasurer of the California Association for Asian Pacific American Education (CAAPAE), and an advisor to the AAPI Faculty and Staff Association (AAPIFSA) at CSUF.

At the time of hiring, key aspects of the process—such as service credit, salary placement, and negotiation—were not transparent to me. Nor was it clear what questions were appropriate to ask, which aspects of the offer were negotiable, or even that negotiation was an expected part of the hiring process. Like many new faculty entering academia, I accepted the initial offer without fully understanding the range of options available or the institutional norms surrounding faculty appointments. At the time, I simply assumed that the offer reflected established institutional practices rather than the beginning of a conversation.

What I had not yet recognized was how profoundly informal knowledge shapes faculty trajectories.

Years later, after serving as department chair and gaining a broader understanding of faculty hiring, I came to appreciate the complexity of salary placement decisions. Prior experience, service credit, disciplinary considerations, institutional policies, and negotiation all play important roles. At the same time, I also came to recognize that new faculty do not begin the process with equal access to institutional knowledge. Some arrive with experienced mentors, prior academic networks, or familiarity with university hiring practices, while others are navigating these conversations for the first time. My own experience reminded me that what new faculty know—and what they do not yet know—can shape decisions made at the very beginning of their careers, with effects that may persist over time.

In retrospect, my approach reflected not only my position as a new faculty member but also cultural values I carried with me—particularly humility, gratitude, and trust in institutional processes. While these are meaningful strengths, they also shaped how I navigated an unfamiliar system. The issue was not individual intent or individual decisions. Rather, my experience revealed how the uneven distribution of institutional knowledge can produce very real differences in opportunity and compensation. When expectations and available options are not clearly communicated, those with greater access to informal knowledge may be better positioned to advocate for themselves.

I later learned that a colleague hired during the same period in a lower-ranked, non-tenure-track position had begun at a higher salary than I had. The significance for me was not the individual comparison itself, but what it revealed about how

—continued on next page—

From Awareness to Stewardship

Transparency, Voice, and Care in Teacher Education

(Continued from Previous Page)

access to information, negotiation practices, and salary placement can shape careers from the outset.

This realization prompted a broader question: *How many aspects of academic life depend on invisible rules?*

Evaluation Systems and Professional Risk

At our institution, faculty were evaluated across teaching, scholarship, and service. Teaching effectiveness relied heavily on Student Opinion Questionnaires (SOQs), an instrument whose limitations and documented biases have been widely examined (Boring et al., 2016; Spooren et al., 2013). Scholarship and service were assessed through publications and contributions at departmental, college, university, and professional levels, creating a framework that appeared balanced, though not always experienced as such in practice.

At the time of my tenure review, my record was strong—eleven publications, extensive service, and consistently strong teaching evaluations. By conventional measures, I was competitive for early tenure.

At the same time, my teaching included courses in multicultural and equity education that engage difficult conversations about race, power, and social justice. Research shows that such courses often generate more polarized student evaluations. In my own teaching, I observed that SOQ comments reflected not only pedagogical effectiveness, but also students' engagement with complex and sometimes uncomfortable content.

Over time, I came to see that student evaluations often reflected more than teaching effectiveness. Comments sometimes focused on personality, accent, or communication style rather than instructional substance. These patterns were not limited to Asian faculty. A Latina colleague, for example, was criticized for being “too New Yorker” and for “speaking too fast,” while others encountered ideological or accent-based critiques unrelated to teaching effectiveness.

This revealed an important tension: as teacher educators, we prepare future educators to critically examine validity, reliability, and bias in assessment, yet our own careers are shaped by evaluations conducted by novice evaluators—students—using instruments vulnerable to those same concerns. Constructive feedback is essential to growth; the question is not whether evaluation should occur, but how much weight

is assigned and context is considered. Reliance on a single, imperfect instrument such as student evaluations is particularly problematic when used to inform high-stakes decisions such as tenure or promotion.

Although my teaching evaluations were consistently strong, the early-tenure criteria at the time placed substantial weight on a narrow numerical threshold. I therefore chose to pursue regular tenure rather than apply early—a decision shaped less by the overall strength of my record than by the constraints of the evaluative system.

This experience clarified something important: evaluation systems do more than measure performance—they shape behavior. They influence how faculty pace their careers, the risks they take in the classroom, and how directly they engage complex or challenging topics (Fairweather, 2005).

Evaluation can drift from assessing learning to reflecting preference, discomfort, or bias. When treated as neutral data, these patterns risk becoming embedded within institutional processes. The concern is not feedback itself, but the weight assigned to a single measure vulnerable to bias.

These dynamics were further intensified by broader institutional conditions. During the 2009 state budget crisis, our university implemented mandatory furlough days, froze salaries, and discouraged early promotion due to fiscal constraints. Advancement remained technically possible but practically constrained, shaping more cautious decisions about timing and progression.

At the same time, structural inequities became more visible. Salary reductions associated with furloughs were not fully restored, yet faculty were expected to maintain the same level of productivity and performance as newly hired colleagues entering at higher salary levels under different economic conditions.

Economic austerity does not affect all faculty equally. Lower starting salaries, delayed advancement, and prolonged salary compression compound disparities over time.

Participation, Voice, and Institutional Learning

Early in my career, I spent two full weeks assisting with a faculty search—interviewing candidates, hosting campus visits, and participating actively in the process. At the conclusion, we were told, “Thank you for your

—continued on next page—

From Awareness to Stewardship

Transparency, Voice, and Care in Teacher Education

(Continued from Previous Page)

input. The final decision will be made by senior faculty."

I remember quietly packing my materials and saying, "*Well... the only thing I gained in these two weeks is about ten pounds,*" before leaving the meeting. A junior faculty colleague recognized my frustration and later raised the incident with senior faculty, explaining how their statement had prompted me to end my participation and leave the meeting.

That moment stayed with me. It marked an early realization that participation is not the same as voice (Kezar, 2004), and that hierarchical structures can limit the extent to which involvement translates into meaningful influence in shared decision-making. Sometimes a small action, noticed and amplified by others, can begin a larger institutional conversation.

From Awareness to Reform

Awareness carries responsibility, and action carries meaning.

Through sustained departmental dialogue, we revised our personnel standards to create a more balanced approach to evaluating teaching within Retention, Tenure, and Promotion (RTP). Rather than relying predominantly on quantitative student evaluations, the revised model integrated qualitative faculty narratives supported by documented evidence.

The goal was not to eliminate student evaluation, but to contextualize it more equitably with faculty voice. The revised standards were later recognized across the university as a model of effective practice and adopted by other departments within the College of Education.

We also expanded shared governance in hiring by inviting faculty across ranks—and colleagues across departments—to participate in candidate presentations and provide evaluative input. What began as a moment of frustration thus became part of a broader conversation about whose voices count in shared decision-making. These changes strengthened transparency and transformed participation into more meaningful engagement. That practice continues today.

At the university level, I was among the founding members of Researchers and Critical Educators (RACE), a faculty organization created to support candid dialogue about RTP. It provided a space where untenured faculty could seek clarity, share experiences, and raise concerns that were often difficult to voice within their own departments—particularly when those same colleagues might later serve as evaluators.

Service, Voice, and Institutional Recognition

Serving five years as department chair—including leading successful accreditation processes in a department of 18 full-time and over 40 part-time faculty—reinforced a central lesson: service is essential to institutional functioning, yet often less visible within formal evaluation structures.

This reflects a broader structural dynamic in which recognition depends not only on the substance of work, but also on how it is communicated. Contributions shaped by cultural values such as humility and collective responsibility are often less visible within systems that reward individual visibility and self-advocacy.

Sustainable academic communities therefore require not only meaningful work, but also equitable recognition of that work. Without intentional structures that value less visible forms of labor, the work of sustaining programs can fall unevenly—creating conditions that increase the risk of burnout.

Another example of systemic misalignment can be seen in program coordination roles. Program coordinators are often expected to support their programs year-round, yet compensation is typically structured as a single course release for one semester.

In practice, program coordination extends far beyond a single term. It includes ongoing responsibilities such as recruitment, student screening, continuous advising and feedback, participation in institutional meetings, and troubleshooting issues that arise throughout the academic year. These responsibilities persist regardless of program size and often intensify as programs grow.

When compensation does not align with the temporal demands of the work, faculty are effectively asked to sustain year-long labor under partial recognition. Over time, such misalignment can create uneven workloads and raise questions about how institutions define and support the labor required to sustain academic programs.

This leadership experience clarified that values must be aligned with structures. When policies change, culture changes.

Toward a Culture of Care

Higher education has increasingly emphasized the importance of cultivating "cultures of care,"

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From Awareness to Stewardship

Transparency, Voice, and Care in Teacher Education

(Continued from Previous Page)

particularly within teacher education (Noddings, 2013). My own experience has convinced me that care cannot rest solely on interpersonal goodwill. It must also be reflected in institutional structures—transparent evaluation systems, equitable access to information, shared governance, and meaningful mentorship.

My upbringing taught me humility. My professional journey taught me that humility and voice need not be opposites—and that equitable institutions create structures in which people do not have to rely on individual courage or informal advocacy simply to be heard. Institutions do not change on their own—people change them over time. When we examine our policies and ask, *Is this fair? Is this transparent?* Culture begins to shift.

Although many departments have adopted more balanced evaluation models and strengthened mentoring structures, earlier conditions shaped real careers and real lives. Reform matters because it reflects institutional learning.

From these experiences, I have come to believe that strengthening cultures of care requires more than good intentions. Colleges of education can take practical steps by making hiring and salary practices more transparent, expanding mentoring that includes the unwritten norms of academic life, using multiple sources of evidence when evaluating teaching, recognizing the often-invisible labor of program leadership and service, and creating structures that encourage meaningful participation across faculty ranks. These changes do not require lowering standards. Rather, they strengthen institutions by making expectations clearer, evaluation more equitable, and leadership more sustainable.

Conclusion: From Survival to Stewardship

Structural clarity and collective stewardship are essential conditions for equity, sustainability, and faculty flourishing in teacher education.

Survival may explain longevity—but it should not define success.

If we are committed to preparing educators who

understand equity, validity, and care, our institutions must embody those same principles. Access to institutional knowledge should not depend on informal networks. Voice should not end with participation. Care should not rely solely on individual goodwill; it must be embedded within the structures that shape faculty work.

Fortunately, many institutions and departments have begun moving in this direction by strengthening mentoring, broadening shared governance, and adopting more balanced approaches to faculty evaluation. These changes demonstrate that institutional learning is possible.

The true measure of stewardship is not simply how well we preserve our institutions, but whether we leave them more transparent, more equitable, and more caring than we found them. When we do, the next generation of faculty can devote less energy to navigating hidden systems and more energy to advancing scholarship, preparing educators, and serving students.

That is the work of stewardship. And it remains both ongoing and necessary.

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