



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 34, Number 2, Summer Issue, June 2023

Terrelle Sales (Pepperdine University), Editor

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In This Issue of CCNews ...

Section 1 — Officer Reports & Policy

Message from CCTE President Betina Hsieh.....	2-3
Update from CCTE Communications Committee.....	4
CCNews Call for Articles and News.....	4
Upcoming CCTE Conference Dates.....	4
From the Desk of the CCTE Executive Secretary.....	5
CCTE Election Results & Current Leadership.....	6

Section 2 — CCTE Conferences & Meetings

CCTE Fall 2023 Conference Preview.....	7
Exploring the Fall 2023 Conference Theme.....	8
Tentative Fall 2023 Conference Program.....	9
Fall 2023 Conference Registration Form.....	10
Fall 2023 Conference Call for Proposals.....	11-13
Call for CCTE Awards Nominations.....	14
Seeking Nominations for CCTE Dissertation Award.....	15

Section 3 — CCTE Activities

Introducing STENT.....	16
CCTE Committees: An Invitation to Get Involved.....	17
CCTE New Faculty Support Program.....	18
CCTE Associated & Affiliated Organizations.....	19
CCTE Special Interest Groups.....	19
CCTE Graduate Student Support Program.....	20
CCTE Reader on Social Justice.....	21

Section 4 — Articles from the Field

Articles and Reports from the Membership.....	22
Be Sure to Check Out the CCTE Website Regularly.....	22
“Fresno Assessment of Student Teachers 2.0:.....	23-27
Locally-Controlled TPA	
Allows for Opportunities to Learn”	
By Juliet Michelsen Wahleithner	

Announcing the CCTE Fall 2023 Conference
“The Ethnic Studies Moment in California Public Education:
Preparing the Field for Historic Change”

To Be Held October 18-21
On Site at the Kona Kai Resort in San Diego
and Virtually for Those Who Prefer

See Pages 7-13 for Preview, Tentative Program, Registration Form, and Call for Proposals



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Looking Back, Continuing Forward. Acknowledging the Moment, Continuing Momentum, and Recognizing Movement(s)

A Message from CCTE President Betina Hsieh

At our recent CCTE Board of Directors meeting, inspired by the CSULB College of Education Black Lives Matter at Schools book club reading of Gholdy Muhammad's (2023) *Unearthing Joy*, I asked the leaders present, "How is your heart? What's something that has recently brought you joy?" As you are reading this now, I ask you to take a moment, breathe deeply, and reflect on these same questions. As we enter summer, a season which I hope will bring you periods of rest and restoration after a full academic year, I urge you to pause and connect with your heart, to make time for joy, to reflect on where you've come this academic year, and to consider what you need to continue moving forward.

For CCTE, it's been a powerful year in many ways: centering a focus on humanizing, anti-bias, anti-racist practices; building new partnerships with associated organizations CARE-ED and STENT, who are doing essential work with educational advocacy and field supervisors; and continuing our movement towards greater advocacy through our Spring Policy Action Network Conference and work with state legislators.

This year, we've strengthened our bonds as a state affiliate chapter with our two national teacher education organizations, the American Association of Colleges of Teacher Education (AACTE) and the Association of Teacher Educators (ATE). AACTE president and CEO Dr. Lynn Gangone was able to attend our CCTE fall conference and

meet several of our California Holmes Scholars; I was able to record a short video about our advocacy efforts for AACTE's 2023 Annual Meeting; and our CCTE Vice President for AACTE, Dr. Kimberly White-Smith became the Western Region representative to AACTE's Advisory Council of

State Representatives (ACSR) Executive Committee. CCTE Vice President for ATE, Dr. Michael Cosenza, played a key role in the ATE/NAPDS (National Association for Professional Development Schools) Anti-Racism Summit that took place prior to ATE's annual meeting in Jacksonville Florida. At this same conference, I was able to attend the ATE Dr. W Robert Houston Leadership Academy, a day-long professional learning experience which included talks by local Civil Rights leader Rodney L. Hurst, time with colleagues engaging in powerful fugitive resistance spaces in teacher education at the University of North Florida, and

a tour of Jacksonville led by LIFT JAX, a local community-based organization committed to community centered development of the historic Eastside of Jacksonville.

Attending ATE's annual meeting in Jacksonville was important for me to reflect on and acknowledge the current historical moment we are in. As I wrote about in our Spring 2023 *CCNews* President's message, we are in a time of increased calls for curricular censorship and bans on texts that center characters and experiences of communities of color and other marginalized communities. Yet hearing about

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A Message from CCTE President Betina Hsieh

(Continued from previous page)

this in the media is different than hearing from teachers themselves pushed out of the classroom by underfunding or who have had their classroom libraries “evaluated” (or perhaps decimated is a more accurate term) by state censors who only return a fraction of books deemed “appropriate.” Many of these teachers have spent years and their own money cultivating classroom libraries. Our teacher education colleagues in Florida shared about invasive efforts not only to have access to work e-mails, course syllabi, and materials, but also the push by state legislators to have freedom of information act requests extend to personal e-mails and texts. The attacks on educators committed to diversity, equity, inclusion, and justice in Florida harken back to Civil Rights era attacks in Jacksonville, themselves censored from newspapers and curricula in efforts to erase historical and current injustices.

While here in California we continue to face district and local school board efforts to censor curriculum and block diversity and equity initiatives, many of us still have relative privilege to teach what we choose to our teacher candidates. We must meet the moment by supporting our K-12 and teacher education colleagues who face curricular attacks and are fighting for academic freedom in their classrooms and districts here, and across the country. One way we can do this is by doing our own work to learn more about the communities we serve and to connect with (teacher) educators across the country in order to find ways that we can support them. We can also work to truly decolonize our own minds, looking at the ways we may benefit from privilege related to our own identities, and giving up some of that relative privilege or using our privilege to support and center the voices, strength, stories, and challenges of those on the margins.

Our CCTE Fall 2023 conference theme, “The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change,” will be one such opportunity to learn about our role as teacher educators in supporting teacher candidates, educators, districts, and our colleagues in the expansion of ethnic studies as a high school graduation requirement across the state. Conference co-chairs Drs. James Fabionar and Reyes Quezada, alongside the conference planning committee, have worked hard to consider the nuance and complexities of meeting the moment of ethnic studies integration in K-12 schools and what it means for teacher educators. The conference will be organized around four strands, which constitute areas of tension and possibility. These strands are: the sociopolitical context of ethnic studies education; ethnic studies and teacher preparation and professional learning; the policy-practice landscape of ethnic studies and teacher education; and building district and school capacity for ethnic studies. Our research call will invite both papers related to the conference theme and other areas of teacher education, and the structure of the conference will remain similar, but I

would invite you to come open and ready to learn from and with one another about ethnic studies, even if you’re not yet sure what your role in teacher education has to do with ethnic studies aligned teacher preparation. I look forward to seeing you there.

In addition to the Fall Conference in October, this month Dr. White-Smith and CCTE President Elect Dr. Karen Escalante will represent CCTE at AACTE’s Washington Week, a time to extend our advocacy for teacher education at the national level. ATE will also hold its summer meeting in late July in Washington DC, and will be holding its next annual meeting, March 27-30, 2024, in Anaheim, California. To encourage greater participation by CCTE members, ATE is partnering with CCTE to allow members who propose a presentation for our Fall Conference to indicate if they would be interested in presenting on a similar topic for the 2024 ATE Annual Meeting. This is a wonderful opportunity for our CCTE members to learn more about and attend ATE, as well as meeting other teacher educators from around the country and sharing their practice. Preconference workshops will focus on Dual Language Immersion pathways and Community Schools and will include visits to local schools in the Anaheim area. We hope you’ll mark your calendars now to attend and consider presenting as well.

I end this president’s message as I began it, with reminding each of us of attend to our hearts and our joy, and by asking us to attend to one another. What I love most about attending CCTE conferences are that they often feel like family reunions. Let us remember one another’s hearts as we continue to expand our CCTE family and as we move to meet the moment in teacher education.

—**Betina Hsieh**, CCTE President
California State University, Long Beach
betina.hsieh@csulb.edu

Reference

Muhammad, G. (2023). *Unearthing joy*. Scholastic.

CCTE Fall 2023 Conference

October 19-21

Kona Kai Resort in San Diego
and Virtually

Theme:

*“The Ethnic Studies Moment in California Public Education:
Preparing the Field for Historic Change”*

See pages 7-13 for Preview,
Program, Registration, and Call for Proposals

Update from the CCTE Communications Committee

By Sarah Johnson & Angelica Reynosa
Co-Chairs, CCTE Communications Committee

The Communications Committee of the California Council on Teacher Education (CCTE) has been active throughout this year. Our virtual meetings are monthly, and we continue to work to establish a regular cycle of communication with CCTE members in a variety of ways: through *CCNews*, the *CCTE eNews Briefs*, updating the website regularly, listserv e-mails, and social media (Facebook: California Council on Teacher Education; Instagram: calcouncilteachereducation; & Twitter: @CalCouncil).

We are always looking for new Communications Committee members! Our new cycle of Zoom meetings has started and will continue throughout the coming CCTE membership year. To get involved contact Committee co-chairs Angelica Reynosa or Sarah Johnson or CCTE Executive Secretary Alan Jones if you are interested in joining us!

angelica.reynosa@fresno.edu
sarah.johnson@fresno.edu
alan.jones@ccte.org

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 SIG chairs and concurrent session, roundtable, and poster session presenters at CCTE semi-annual conferences to write about their sessions 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, Terrelle Sales, at Pepperdine University:

terrelle.sales@pepperdine.edu

The deadline for article submissions for the Fall 2023 issue of the newsletter is August 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 Fall 2023 issue is August 15. Email your submissions to Terrelle Sales (see email address above).

Upcoming CCTE Conferences

Fall 2023
October 19-21
San Diego
(and virtually)

Theme:
“The Ethnic Studies Moment
in California Public Education:
Preparing the Field for Historic Change”

Spring 2024
March 11-12
Sacramento
(and virtually)

Theme:
Spring Policy Action Network

Fall 2024
October 17-19
San Diego
(and virtually)

Theme:
“Feedback for All:
Preparing for Deeper Learning
for Equity, Inclusion, and Excellence
in the California Classroom”

From the Desk of the CCTE Executive Secretary

Following are updates on the primary activities of the California Council on Teacher Education as we near the end of this 2022-2023 membership year:

Membership & Sponsorship

Our membership numbers for the 2022-2023 year are the largest in the history of CCTE. We have enjoyed involvement of 63 institutional members and 47 individual members this year, which exceeded our membership goals.

Also during this 2022-2023 year we benefitted from annual co-sponsorships of CCTE from the College of Education at California State University Los Angeles, the College of Education at California State University Sacramento, the Graduate College of Education at San Francisco State University, the Department of Educator and Leadership Programs at the Office of the Chancellor of California State University, the School of Education at Loyola Marymount University, and the School of Leadership and Educational Sciences at the University of San Diego. Those institutions were listed as sponsors of our semi-annual conferences and recognized in our newsletters throughout this membership year. We invite other institutions to join the annual sponsorship program as we move into the 2023-2024 membership year, since sponsorships provide crucial financial support for our CCTE activities.

Associated Organizations/Affiliated Organizations

During this 2022-2023 year we have had the participation of the Association of California Community College Teacher Education Programs (ACCCTEP), the Association of Independent California Colleges and Universities-Education (AICCU-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), and the Center for Reaching and Teaching the Whole Child (CRTWC) as CCTE associated organizations. These eight organizations are recognized by CCTE as sharing our vision, goals, and activities on behalf of teacher education. And in May of 2023 we have just added the Supervisors of Teacher Education Network Team (STENT) as an additional associated organization.

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 vice presidents serve as our primary liaisons with those national organizations. In addition, CCTE is an affiliated member of Californians Together, an

advocacy organization on behalf of bilingual education and English learners.

Semi-Annual Conferences

Both the CCTE Fall 2022 Conference and the CCTE Spring 2023 SPAN (Spring Policy Action Network) Conference were highly successful. The Fall 2022 Conference was the largest in CCTE history, and while the 2023 SPAN Conference was smaller it continued our now seven-year effort to work effectively with and speak on behalf of teacher education in the state policy arena.

New Faculty and Graduate Student Programs

During this 2022-2023 membership year we again have offered opportunities for participation in the CCTE New Faculty Support Program and the CCTE Graduate Student Support Program. Both programs are available and open to interested applicants for the current membership year and beyond. Information about the programs is available in each issue of the newsletter and on the CCTE website.

Publications

CCTE continues to be well served by *CCNews*, our quarterly newsletter, and the two journals we sponsor, *Issues in Teacher Education* and *Teacher Education Quarterly*. Members of the CCTE community are encouraged to submit manuscripts to the journals and the newsletter and to sign up as reviewers for either or both journals.

Committees

CCTE has several committees that operate in such areas as awards, communications, JEDI (justice, equity, diversity, and inclusion), membership, nominations and elections, PD4MT (professional development for mentor teachers), policy, and research, and all members and delegates are invited to participate on committees that interest them. Further information on our committees appears elsewhere in this issue of the newsletter.

Budget and Finances

The CCTE Board of Directors adopts an annual budget each June for the next fiscal year (July to June), with projected income and expenditures typically in the \$250,000 range. The primary income categories are annual memberships and semi-annual conference registrations, while the major areas of expense are carrying out those conferences, sponsoring the two scholarly journals, supporting our small CCTE staff, and many other ongoing activities.

—Alan H. Jones
CCTE Executive Secretary
e-mail: alan.jones@ccte.org

CCTE Election Results and Current Leadership

The results of the 2023 CCTE annual election were the re-election of the two Vice Presidents—Kimberly White-Smith as CCTE Vice President for AACTE and Michael Cosenza as CCTE Vice President for ATE—and the election of Reyna Garcia Ramos, Nat Hansuvadha, and Juliet Michelsen Wahleithner as new members of the CCTE Board of Directors. The CCTE officers, Board members, editors, committee chairs, and staff are now as follows below:

CCTE Officers:

President - Betina Hsieh (California State University, Long Beach) - term ends in 2024, then becomes Past President
 President-Elect - Karen Escalante (California State University, San Bernardino) - term ends in 2024, then becomes President
 Vice President for AACTE - Kimberly White-Smith (University of San Diego) - term ends in 2026
 Vice President for ATE - Michael Cosenza (California Lutheran University) - term ends in 2026
 Past President - Eric Engdahl (California State University, East Bay) - term ends in 2024

Members of the Board of Directors (in addition to above officers):

Kara Ireland D'Ambrosio (San Jose State University) - term ends in 2025
 Anita Flemington (University of La Verne) - term ends in 2024
 Reyna Garcia Ramos (Pepperdine University) - term ends in 2026
 Nat Hansuvadha (California State University, Long Beach) - term ends in 2026
 Antoinette Linton (California State University, Fullerton) - term ends in 2025
 Shadi Roshandel (California State University, East Bay) - term ends in 2024
 Terrelle Sales (Pepperdine University) - term ends in 2024
 Daniel Soodjinda (California State University, Stanislaus) - term ends in 2025
 Juliet Michelsen Wahleithner (California State University, Fresno) - term ends in 2026

Editors of CCTE Publications:

Editor of *Teacher Education Quarterly* - Reyes Quezada (University of San Diego)
 Editor of *Issues in Teacher Education* - Allison Smith (University of Massachusetts Global)
 Editor of *CCNews* - Terrelle Sales (Pepperdine University)

Chairs of CCTE Committees:

Awards Committee Chair - Shadi Roshandel (California State University, East Bay)
 Communications Committee Co-Chairs - Sarah Johnson & Angelica Reynosa (Fresno Pacific University)
 JEDI Committee Chair - Eric Engdahl (California State University, East Bay)
 Membership Committee Co-Chairs - Deborah Hamm (California State University, Long Beach) & Mona Thompson (California State University, Channel Islands)
 Nominations & Elections Committee Chair - Eric Engdahl (California State University, East Bay)
 PD4MT Committee Co-Chairs - Virginia Kennedy (California State University, Northridge) & Melissa Meetze-Hall (Riverside & San Bernardino County Offices of Education)
 Policy Committee Co-Chairs - Cynthia Grutzik (San Francisco State University), Nicol Howard (University of Redlands), & Pia Wong (California State University, Sacramento)
 Research Committee Co-Chairs - Kimiya Maghzi (University of Redlands) & Marni Fisher (Saddleback College)

Chairs of CCTE Conference Planning Committees:

Fall 2023 Conference Co-Chairs - Reyes Quezada & James Fabionar (University of San Diego)
 Spring 2024 SPAN Conference Co-Chairs - Cynthia Grutzik (San Francisco State University, Nicol Howard (University of Redlands), & Pia Wong (California State University, Sacramento)
 Fall 2024 Conference Co-Chairs - Brent Duckor & Carrie Holmberg (San Jose State University)

CCTE Staff:

Executive Secretary - Alan H. Jones (Caddo Gap Press)
 Co-Assistant Executive Secretaries - Monica Boomgard (California State University, Northridge) & Deborah Hamm (California State University, Long Beach)



CCNews

Newsletter of the
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Volume 34, Number 2, Summer Issue, June 2023, Section 2—Conferences

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CCTE Fall 2023 Conference

“The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change”

To Be Held October 19-21
On Site at the Kona Kai Resort in San Diego
and Virtually for Those Who Prefer

By **James Fabionar & Reyes Quezada**
University of San Diego
Co-Chairs of Fall 2023 CCTE Conference Planning Committee

Please join us for the Fall 2023 Conference of the California Council on Teacher Education (CCTE) this October 19-21 around the theme “The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change.” The conference will be held in a hybrid format to accommodate both in-person and virtual attendees. There are both on-site and virtual registration options for the conference, with lower fees for virtual attendees since the live-stream they will receive may not include all conference sessions, food services, and other benefits.

Please join us for another exciting and impactful CCTE Conference.

On the following pages please find:

- An initial overview of the Conference theme.
- The tentative Fall 2023 Conference program.
- The Conference registration form (including on-site and virtual options).
- The call for Proposals for Research Sessions (proposal deadline is August 15).

The Fall 2023 Conference will be co-sponsored by the Association of California Community College Teacher Education Programs (ACCCTEP), the Association of Independent California Colleges and Universities-ED (AICCU-ED), the California Alliance for Inclusive Schooling (CAIS), 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 Researchers for Equity in Education (CARE-ED), the California Association of School-University Partnerships (CASUP), the Center for Reaching and Teaching the Whole Child (CRTWC), and the Supervisors of Teacher Education Network Team (STENT). The Conference is also supported in part by institutions who are CCTE Annual Co-Sponsors: the College of Education, California State University Los Angeles; the College of Education, California State University Sacramento; the California State University Office of Educator & Leadership Programs; the Graduate College of Education, San Francisco State University; and the School of Leadership and Education Sciences, University of San Diego. CCTE deeply appreciates the co-sponsorship and support from all of these organization and institutions.

Guest Room Reservations for On-Site Attendees:

If you will be attending the on-site conference and will need a guest room at the Kona Kai Resort, please make your reservations by calling the hotel’s toll-free number at 800-566-2524. To receive the special group rate for the Conference, indicate that you are attending the California Council on Teacher Education Fall 2023 Conference and provide the nights for which you wish to reserve a guest room.

Exploring the Fall 2023 CCTE Conference Theme

By **James Fabionar** and **Reyes Quezada**

University of San Diego

Co-Chairs, CCTE Fall 2023 Conference Planning Committee

Policies for ethnic studies have now been passed at all levels of public education in California. In the fall of 2021, Assembly Bill 101 (AB101) was signed into law requiring high school students to complete an ethnic studies course to graduate. AB101 complements policies adopted in each of the state's higher education systems: the California Community Colleges, California State University, and University of California. In addition to these developments, many schools and local education agencies have implemented their own ethnic studies initiatives. In some instances, these reforms go far beyond single courses to include infusing principles of ethnic studies across all subject matter areas and grade levels. The widespread institutionalization of ethnic studies has led to an array of efforts within and across systems to clarify, among other issues, what ethnic studies is, what ethnic studies pedagogy involves, and how academic credit is articulated from institution to institution. However, these discussions are happening in spaces and among people with varying expertise on the subject. This includes schools and colleges of education and teacher preparation programs.

The 2023 CCTE Fall Conference will bring together teacher educators, ethnic studies scholars, deans of colleges of education, personnel from local education agencies, policy makers, and community members to learn from one another and explore the challenges and possibilities associated with ethnic studies in schools. Providing a keynote address is Dr. Miguel Zavala, Associate Professor of Urban Learning and Associate Dean of the College of Ethnic Studies at California State University, Los Angeles. A leading scholar of ethnic studies pedagogy, Dr. Zavala will help us explore how ethnic studies in teacher education can guide the preparation of culturally relevant and critically conscious community educators. The conference planning committee has organized the fall gathering around the following goals:

- ◆ Introduce pedagogical frameworks rooted in the history of ethnic studies and explore how ethnic studies pedagogy promotes humanizing, anti-racist, and anti-bias education.
- ◆ Examine teacher and teacher educator identity formation as critical dimensions of ethnic studies pedagogy.
- ◆ Foster collaboration between the fields of ethnic studies and teacher education.
- ◆ Map and promote partnerships among teacher educators, ethnic studies scholars, local educators, and other role players.
- ◆ Exchange resources and share practices from effective initiatives (i.e., teacher preparation, professional development, community-responsive curriculum and instruction, districtwide implementation, and evaluation).
- ◆ Connect role players from across fields, systems, and silos to explore the complexities and possibilities of credential and authorization policies.
- ◆ Contextualize and respond to the political climate of cultural and linguistic assimilation, censorship, and criminalization of minoritized groups and share strategies for backlash to ethnic studies.

With these aims, the conference will provide something for everyone, whether they are new to ethnic studies or not. The planning committee believes the fall gathering is an opportune time to explore how an ethnic studies vision of teacher education can better reflect and celebrate the diversity of our state.

Members of the CCTE Fall 2023 Conference Planning Committee are: Grace Cho (California State University, Fullerton); Karen Escalante, CCTE President Elect (California State University, San Bernardino); James Fabionar, Co-Chair of Fall 2023 Conference Planning Committee, CARE-ED (University of San Diego); Betina Hsieh, CCTE President (California State University, Long Beach); Alan H. Jones, CCTE Executive Secretary; Kelly León, Assistant Editor of *Teacher Education Quarterly* (San Diego State University / University of San Diego); Jennifer Manglicmot (University of San Diego); Eduardo Muñoz-Muñoz, CABTE (San José State University); Reyes Quezada, Co-Chair of Fall 2023 Conference Planning Committee, Editor of *Teacher Education Quarterly* (University of San Diego); Daniel Soodjinda, CCTE Board Member (California State University, Stanislaus).

If you wish to be involved in the Fall 2023 Conference planning effort please email: jfabionar@sandiego.edu or rquezada@sandiego.edu

Tentative CCTE Fall 2023 Conference Program

Wednesday, October 18:

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

Thursday, October 19:

9:00 a.m. to 10:30 a.m. - California Association for Bilingual Teacher Education.	La Jolla Room
9:00 a.m. to 10:30 a.m. - Association of Independent California Colleges and Universities-Education (AICCU-ED).	Coronado Room
9:00 a.m. to 10:30 a.m. - California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED).	Point Loma I
10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus.	Del Mar Room
10:30 a.m. to Noon - Joint Meeting of the Association of Independent California Colleges and Universities-Education California Association for Bilingual Teacher Education California Association of Professors of Special Education/Teacher Education Division With Staff from the Commission on Teacher Credentialing	Point Loma I
11:00 a.m. to 11:30 a.m. - Newcomers Meeting and Orientation.	Del Mar Room
11:45 a.m. to 12:15 p.m. - Pick up Box Lunches, for those who ordered them.	Point Loma Foyer
Noon to 1:00 p.m. - Meetings of First Four CCTE Special Interest Groups. Arts and Education, Lives of Teachers, Special Education, & Teacher Induction	
1:00 p.m. to 3:00 p.m. - Fall Conference Opening Session. Introductions & Organizational Updates: Conference Orientation by Fall Conference Co-Chairs James Fabionar & Reyes Quezada (University of San Diego) Keynote Address: Miguel Zavala (California State University, Los Angeles). Followed by Response Panel.	Point Loma II
3:15 p.m. to 4:15 p.m. - First Policy Session. Conversation with staff of the Commission on Teacher Credentialing moderated by CCTE Policy Committee	Point Loma II
4:15 p.m. to 5:45 p.m. - Concurrent Research Presentations. Six Sessions – Point Loma II, Point Loma III, Coronado Room, Bay Room, LaJolla Room, Del Mar Room	
6:00 p.m. to 7:15 p.m. - Joint Presidents' Reception.	Point Loma I

Friday, October 20:

7:30 a.m. to 9:00 a.m. - Meeting of the <i>Teacher Education Quarterly</i> Editorial Board.	Del Mar Room
7:30 a.m. to 9:00 a.m. - Meeting of the <i>Issues in Teacher Education</i> Editorial Board.	Bay Room
7:30 a.m. to 9:00 a.m. - Information Meeting of the CCTE Professional Development for Mentor Teachers Committee (PD4MT).	Point Loma III
8:30 a.m. - Continental Breakfast for All Conference Registrants.	Point Loma II
9:00 a.m. to 10:30 a.m. – Friday Morning Session. Panel Conversation on Conference Theme.	Point Loma II
10:45 a.m. to 11:45 a.m. - Table Talks.	Point Loma II
Noon to 1:15 p.m. - Conference Awards Luncheon.	Cabo Courtyard
1:30 p.m. to 2:45 p.m. - Concurrent Research Roundtables. Five Roundtable Sessions – Point Loma II, Point Loma III, Coronado Room, La Jolla Room, Bay Room	
3:00 p.m. to 4:00 p.m. - Second Policy Session Discussing work of the CCTE Policy Committee and plans for the CCTE 2023 SPAN Conference.	Point Loma II
4:15 p.m. to 5:30 p.m. - Meetings of Four CCTE Special Interest Groups. Credential Program Coordinators, Equity and Social Justice, Technology and Teacher Education, & Undergraduate Teacher Education	
6:00 p.m. to 7:30 p.m. - Poster Session.	Point Loma II & III

Saturday, October 21:

8:30 a.m. - Continental Breakfast for All Conference Registrants	Point Loma III
9:00 a.m. to Noon. - Saturday Conference Session on Implementation of Ethnic Studies.	Point Loma III

California Council on Teacher Education Fall 2023 Conference Registration

Please use this form to register for the Fall 2023 CCTE Conference, October 19-21;
Or if you wish to pay by credit card, use the on-line portal on the “Conferences” 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

On-Site Registration—for persons wishing to attend the Conference at the Kona Kai Resort in San Diego

Check the Appropriate Category:

- Basic Registration - \$445
- Special for P-12 Educators - \$345
- Special for Part-Time Faculty - \$325
- Special for Retired Educators - \$300
- Special for Students - \$150
- Special for 4 or more registrants from the same institution - \$425 each (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
- Association of 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
- Thursday Noon Box Lunch - \$50

Virtual Registration—for persons wishing a link to the virtual live-stream of most Conference sessions

Each category includes access to live-streamed Conference sessions via a link and password to be provided to each virtual registrant (check the appropriate category):

- Basic Registration - \$295
- Special for P-12 Educators - \$225
- Special for Part-Time Faculty - \$200
- Special for Retired Educators - \$150
- Special for Students - \$100
- Special for 4 or more registrants from the same institution - \$275 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
- Association of 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

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 2023 Conference” page of the CCTE website: www.ccte.org
For our records those using the on-site portal are also asked to complete and email this registration form to: alan.jones@ccte.org

Call for Research Proposals for CCTE Fall 2023 Conference

The California Council on Teacher Education (CCTE) invites submission of research (empirical or theoretical), practice, and policy presentations and workshop proposals for the CCTE Fall 2023 Conference to be held October 19-21 at the Kona Kai Resort in San Diego. The theme for the conference is “The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change.” The conference will involve both on-site and virtual attendees, but individuals submitting proposals must plan to register for and attend on-site in San Diego.

In recent years, ethnic studies has served as a policy response to systemic racism and violence and generations of community efforts to diversify schooling in the United States. In California, this response is quickly transforming public education: The state’s institutions of higher education now require ethnic studies as an undergraduate admissions or graduation requirement and, beginning with the class of 2030, secondary students must also complete a course on the subject. Furthermore, many schools and districts around the state are adopting initiatives to integrate ethnic studies across all grade levels and subject matter areas. Increasingly, teacher educators and education leaders are called to guide or support these efforts as well as facilitate changes to their programs. However, expertise in ethnic studies varies significantly. The wide array of views on and familiarity with ethnic studies has led to numerous challenges within and across institutions and systems. This year’s conference is organized in response to four areas of tension and possibility.

Strand One: The Sociopolitical Context of Ethnic Studies Education

The expansion of ethnic studies in schools coincides with growing political backlash to movements that address historic injustices and structural inequalities. This conference thread focuses on the sociopolitical origins of ethnic studies, pedagogical practices and concepts rooted in that history, and the field’s relevance to the contemporary moment. Questions aligned with this area include:

- What is ethnic studies pedagogy and how does it reflect the social and political movements that led to the field? How does ethnic studies humanize education?
- How and why do teachers and teacher educators engage in reflexive identity work as a critical dimension of ethnic studies pedagogy?
- How are schools, communities, and universities collaborating for ethnic studies? What is being learned through these partnerships about institutionalizing ethnic studies?
- How can teacher educators support new teachers to understand and respond to resistance to ethnic studies in schools?

Strand Two: Ethnic Studies and Teacher Preparation and Professional Learning

Integration of ethnic studies in PK-12 has significant implications for the preparation for and ongoing learning in the teaching profession. This area of the conference explores how teacher preparation programs and teacher educators are and can be directly engaged in the movement for ethnic studies. Questions that drive discussions in this area are:

- How can ethnic studies shift teacher preparation and professional learning in ways that promote anti-bias, anti-racist, and humanizing education?
- What personal, cultural, and linguistic assets, developmental experiences, and professional skills and dispositions are associated with effective ethnic studies pedagogy? How can preparation programs recognize and cultivate these attributes?
- How can undergraduate programs in ethnic studies integrate concepts in teacher education to prepare future teachers? What and how can teacher educators learn from ethnic studies scholars about their field and how to align with its principles?
- What forms of support do current and future teachers of ethnic studies need?
- How can ethnic studies help diversify the teaching profession?
- How are private higher education institutions responding to the movement for ethnic studies education?

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Call for Research Proposals for CCTE Fall 2023 Conference—continued

Strand Three: The Policy-Practice Landscape of Ethnic Studies and Teacher Education

Ethnic studies pedagogy is driven in part by engaging local populations and dynamics. Contemporary policies, which often emphasize state content frameworks, standards and performance assessments, might constrain rather than equip ethnic studies teachers. An important conference focus involves exploring this and other tensions related to formalizing ethnic studies in schools. Guiding questions include:

- What complexities, possibilities, and drawbacks are associated with potential teacher education policies on credentials, authorizations, content standards, and other matters that directly impact classroom pedagogy?
- How should preparation to teach ethnic studies be assessed (i.e., TPAs, induction standards, program standards, etc.)?
- How are university leaders such as deans, department chairs, and program directors shaping how academic units are addressing ethnic studies policies? When and how are they consulting disciplinary experts in ethnic studies and to what effect?
- How are policies within and across PK-12 and higher education systems influencing how the broader field of ethnic studies is conceptualized and implemented in practice?
- How is state-sponsored grant funding supporting or poised to support ethnic studies reforms? What emerging matters require additional resources?

Strand Four: Building District and School Capacity for Ethnic Studies

County and local school districts are increasingly engaged in efforts to support ethnic studies. Like colleges of education and teacher preparation programs, districts' expertise in ethnic studies varies widely. A fourth discussion explores how teacher educators can support districts' capacity to initiate and support ethnic studies in schools. Proposals in this area should consider the following questions:

- How can teacher educators support district and school ethnic studies initiatives?
- What models, frameworks, strategies, and practices are associated with effective design, implementation, and evaluation of ethnic studies at county or local district levels?
- How are schools partnering with ethnic studies scholars for support with professional development, curriculum, course design, teacher recruitment, etc.?
- How are districts and schools responding to efforts to undermine ethnic studies? How can teacher educators provide guidance in this area?

How to Submit Proposals

This year, in addition to presentation submissions, CCTE is also inviting proposals for workshops. Interested parties are encouraged to respond to one of the strands above; however any proposal that addresses the span of teacher education (PK-12/higher education) is welcome. Proposals must be submitted as a Word document (New Times Roman, 12 pt. font) via google form, and include:

- Google form cover sheet which lists the proposal title, names, affiliations, and e-mail addresses of all presenters, along with an indication of whether the proposal focuses on research, practice, or policy analysis. While there is no guarantee, authors may indicate their preference between concurrent presentations or workshops, roundtable presentations, or poster session presentations. Cover sheet and proposal upload may be accessed with the following link: <https://forms.gle/A1RjiQcrqBJ8YBba8>
- File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.
- Questions can be addressed to Kimiya Maghzi or Marni Fisher, Co-Chairs of the CCTE Research Committee, at: calcouncil.research@gmail.com

The authors of all accepted proposals will be asked to prepare a video presentation which will be posted prior to the

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Call for Research Proposals for CCTE Fall 2023 Conference—continued

Conference on a CCTE Go-React platform where they can be viewed and commented on by Conference registrants both prior to and during the Conference; then the videos will be moved to the CCTE YouTube channel following the Conference. Authors of accepted proposals will also be invited to present either in a concurrent session (presentation or workshop), roundtable session, or poster session at the on-site Conference.

Proposal Deadline

Deadline for proposals for the CCTE Fall 2023 Conference is August 15, 2023.

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, describe theoretical framework, methodology, and overview of results. For theoretical proposals, describe the central problem, mode(s) of inquiry, and findings.
- For practice proposals, describe the key elements of practice, with conclusions and/or point of view.
- For policy analysis proposals, describe relevant literature, strategy for analyzing, developing, or evaluating policy, and your conclusions.
- For workshop proposals, describe a particular problem or challenge, the practices that address the issue, and an overview of planned activities.

Criteria for Selection

- The extent to which the proposal:
- 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 analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
- If a workshop proposal, how well do the proposed practices address the stated problem or challenge? How well do the planned activities model approaches to addressing the problem or challenge?
- Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Qualifications

Persons submitting proposals must be CCTE members or delegates (information and a form for joining CCTE are available on the CCTE website at www.ccte.org) and must register for and participate on-site at the Fall 2023 conference at the Kona Kai Resort in San Diego (registration information and a form are on a previous page of this announcement).

Publication

Prior to the Conference, those selected to be presenters will have their abstracts published in a special issue of *CCNews*, the CCTE newsletter, which is emailed to the CCTE membership. Immediately following the conference, authors of the accepted proposals will be invited to submit a written version of their presentation to be published in the *CCTE Fall 2023 Research Monograph* later in the fall. In addition, some presenters will also be invited to submit manuscripts to be reviewed for publication in a special issue of *Teacher Education Quarterly*. For further information, please email rquezada@sandiego.edu or jfabionar@sandiego.edu

Duplicate Consideration for ATE Conference

The Association of Teacher Educators (ATE) will hold its 2024 national meeting in Anaheim, California, in February, and special provisions have been made for research presentations at the ATE meetings by California scholars. If you wish your proposal for the CCTE Fall 2023 Conference to also be considered for the 2024 ATE Conference please indicate as such when submitting your proposal as outlined above.

Call for CCTE Awards Nominations

The CCTE Awards Committee invites nominations for awards as follows:

Fall 2023 Conference

This year's Fall Conference theme is "The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change." The purpose of the Conference will be to engage teacher educators in critical dialogue about ethnic studies as an emerging subject matter area and a culturally sustaining and community-responsive orientation to teacher preparation and schooling.

In 2021, California Governor Gavin Newsom signed into law AB101, requiring secondary students to complete an ethnic studies course to graduate. This law complements policies across the state's three higher education systems (community colleges, California State University, and the University of California).

Fall 2023 Conference events will focus on three pressing issues to bridge teacher education and ethnic studies: mapping the policy context of ethnic studies in California, supporting LEA and school capacity for effective ethnic studies curriculum and pedagogy, and conceptualizing professional learning and teacher preparation in ethnic studies.

2023 Awards Call

The California Council on Teacher Education seeks to recognize the work of educators who are engaged in making significant contributions in areas of ethnic studies and culturally sustaining and community-responsive orientation in teacher preparation and education. We are seeking nominations for the Fall 2023 Conference, for either of two awards. The awards are open to individuals, schools, or districts.

Research Award: One award focuses on those conducting research in the field of teacher education related to humanizing, equitable, and/or culturally responsive practices. We are especially interested in recognizing individuals and programs whose research contributes to change on a systemic level (program, university, site, district, state or national change), and/or in research partnerships between universities, K-12, external research partners, highlighting how teachers are supported in and through the research process.

Pedagogy Award: The second award for current pedagogy seeks to honor individuals or programs who focus on developing and implementing outstanding pedagogical practices related to teacher education. In addition to recognizing programs that show innovation in course, program-wide, site-wide or systemic implementation models which support all teachers; we are especially interested in honoring pedagogy that supports and encourages educator diversity, particularly those encouraging the recruitment, retention and support of educators of color (and educators with multiply marginalized identities).

Anyone Can Nominate

Nominations must include the following information: the names of the leading participants; a description of the school, district, county office, university, or partnerships involved; as well as a description of the research or pedagogical innovation and how it benefits educators and K-12 students. The deadline for nominations for this year is August 15, 2023. The total nomination document should not exceed five pages. Please email nominations as well as any questions to Shadi Roshandel, Chair of the CCTE Awards Committee:

shadi.roshandel@csueastbay.edu

Nominations Invited for the CCTE 2023 Outstanding Dissertation Award

The California Council on Teacher Education (CCTE) has since 2012 offered an award to honor authors of outstanding doctoral dissertations in the field of teacher education in California. The deadline for nominations for the award in 2023 is August 1. Following are specifics related to this award:

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

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

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

(4) The criteria for the award include: (a) the dissertation must have been prepared at a member institution of CCTE; (b) the dissertation must have resulted in the awarding of a doctoral degree during the most recent five academic years (i.e., for an award at the Fall 2023 Conference, the degree would have been awarded between 2018 and 2023); (c) the dissertation must be nominated for the award by a faculty member at a CCTE member institution; (d) the author of the dissertation must be or must become a paid student member of CCTE; (e) the topic of the dissertation must be directly related to teacher education; and (f) the dissertation must be of such quality that it may be considered by the sub-committee to be a significant contribution to the knowledge base of teacher education.

(5) The current nomination deadline is August 1, 2023. Those nominations received will be reviewed for potential selection of an awardee at the Fall 2023 Conference. Similar annual deadlines will occur on August 1 of each future year, again with potential presentations at the Fall Conference each year.

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

alan.jones@ccte.org

(7) The recipient of this year’s award, if one is recommended by the sub-committee, will be honored at the Friday awards luncheon at the CCTE Fall 2023 Conference, will be featured in the next issue of *CCNews* following the Conference, will be offered the opportunity to present information about the dissertation during one of the research presentation or poster session slots at the Fall Conference, and will receive an award plaque from CCTE. The faculty member who served as adviser and chair for the dissertation will also be recognized at the awards luncheon.



CCNews

Newsletter of the California Council on Teacher Education

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Terrelle Sales (Pepperdine University), Editor

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Introducing **STENT** *Supervisors of Teacher Education Network Team*

The California Council on Teacher Education (CCTE) is excited to announce that the Supervisors of Teacher Education Network Team (STENT) has been approved by the CCTE Board of Directors as an associated organization of CCTE. STENT is a collaborative group of teacher educators interested in understanding, professionalizing, and uplifting the pivotal work supervisors do in preparing future teachers. STENT has convened supervisors from across the state for three summer virtual conferences designed to share and generate resources and provide opportunities for in-depth conversations about the work supervisors do to support and guide teacher candidates. Over 40 different teacher education programs and approximately 300 teacher educators have participated in the virtual conferences over the past three years. Resources that have been generated at the prior conferences can be accessed through the teacher educator tools and practices tab:

<https://cterin.ucop.edu/our-work/networked-learning-communities1/stent-conferences/aboutstent.html>

The aims of STENT include:

- Examining current approaches to supporting student teachers in their field placements.
- Drawing on what we know from research about effective supervision and mentoring practices.
- Increasing communication and collaboration across teacher education programs about the clinical supervision of student teachers.
- Enacting supervision practices that center equity and social justice.
- Supporting the professional learning of teacher education supervisors.

Institutions that are currently members of CCTE will now have the opportunity to elect to participate in the summer conferences and other professional learning opportunities organized by STENT. This year's STENT virtual summer conference will be held on July 27th and 28th. STENT will be reaching out soon with details about how to submit conference proposals. Teacher educators from teacher education programs across the state are encouraged to participate and share ideas and resources, and an announcement of the July 27-28 STENT conference will be emailed to all CCTE delegates and members soon. Please contact Lisa Sullivan (lhsullivan@ucdavis.edu) with any questions.

Beginning with the CCTE institutional membership renewals next year (for the 2024-2025 membership year) the option to include participation in STENT will be offered. In the meantime, any CCTE member institution wishing to participate in STENT immediately and during the upcoming 2023-2024 CCTE membership year should contact CCTE Executive Secretary Alan Jones at alan.jones@ccte.org to obtain a form to complete for STENT participation.

The current STENT team is composed of Lisa Sullivan (STENT team lead), Rebecca Ambrose, and Andrew Hood from the University of California Davis; Evelyn Young from the University of California Irvine; Jan Kim from the University of California Los Angeles; Soleste Hilberg and Johnnie Wilson from the University of California Santa Cruz; Cheryl Forbes from the University of California San Diego; and Heather Ballinger from California State Polytechnic University Humboldt.

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:

Awards Committee: The CCTE 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: Shadi Roshandel (California State University, East Bay).

Communications Committee: The CCTE Communications Committee coordinates such ongoing activities 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 Co-Chairs: Sarah Johnson & Angelica Reynosa (Fresno Pacific University).

JEDI Committee: The CCTE Committee on Justice, Equity, Diversity, and Inclusion explores and recommends policy and action to the Board of Directors and membership. Committee Chair: Eric Engdahl (California State University, East Bay).

Membership Committee: The CCTE 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: The CCTE 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), Nicol Howard (University of Redlands), & Pia Wong (California State University, Sacramento).

Professional Development for Mentor Teachers Committee (PD4MT): The Professional Development for Mentor Teachers Committee coordinates and develops programs for professional development of supervisors and mentor teachers. Co-Chairs: Virginia Kennedy (California State University, Northridge) & Melissa Meetze-Hall (San Bernardino County Superintendent of Schools).

Research Committee: The CCTE 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 Maghzi (University of Redlands).

If you wish to join any of these committees please contact the committee chairs or email CCTE Executive Secretary Alan 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 and who has not previously received support from the CCTE New Faculty Support Program. 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 \$62.50 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 entitled “New and Aspiring Faculty of Color” has been initiated and coordinated this year by Heather Michel at CalStateTEACH. This group meets monthly (first Friday of the month virtually) and will center the experience and success of new or aspiring faculty of color in California teacher education/higher education. The special group is currently accepting members and guests. If you:

- Have someone in mind who might benefit from these meetings, both in your department or in the K-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 reach out to Heather at heathermichel@calstateteach.net for general information, scheduling, and questions.

CCTE is excited to offer this new intentional focus to recruit, support, and recognize new faculty of color within California teacher education.

Participants in the New Faculty Support Program held a luncheon meeting on the Saturday of the CCTE Fall 2022 Conference and similar meetings may be scheduled at future CCTE conferences.

CCTE Associated and Affiliated Organizations

There are nine California 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. There are two national teacher education organizations with which CCTE is “affiliated,” since CCTE serves as their official California state chapters. In addition CCTE is a member of 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)

Supervisors of Teacher Education Network Team (STENT)

The “affiliated” organizations are:

American Association of Colleges for Teacher Education (AACTE)

Association of Teacher Educators (ATE)

Californians Together (CalTog)

All CCTE delegates, members, and friends are encouraged to learn about and get involved with any of these organizations that correspond with your areas of interest, teaching, research, and service. Typically the “associated” organizations will hold meetings, workshops, or other sessions in conjunction with CCTE conferences while AACTE and ATE hold annual national meetings and CalTog is active within California as an advocate for language education and equity.

CCTE Special Interest Groups

There are eight CCTE Special Interest Groups which meet at most CCTE Conferences. All CCTE SIGs are open to any interested persons. The eight SIGs are:

Arts and Education. This SIG explores issues and developments related to the integration of the arts into teacher education and K-12 education.

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

Equity and Social Justice: This SIG 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: The Lives of Teachers SIG features programs that highlight the current and evolving roles of teachers at all levels of education.

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

Teacher Induction: This SIG 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: This SIG explores issues and innovations in technology that impact and offer promise to the field of teacher education.

Undergraduate Teacher Education: This SIG examines issues related to the undergraduate preparation of teachers.

Since CCTE Fall Conferences in San Diego are again being held on site, with a virtual option, the SIGs are meeting concurrently at two scheduled times and some of the SIG on-site sessions will also be available via Zoom. Those SIGs which choose to will also meet at the beginning of the Spring SPAN Conferences in Sacramento.

This year the SIGs are also being encouraged to develop and schedule additional virtual programs as a way to share information with the CCTE membership. Be alert for notices about such programs which will be shared by email with the CCTE community.

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 disseminated 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 applicant will become a CCTE student member for the year, with 50% of the \$60 membership dues waived; and (b) The student registration fee for the Conference the applicant 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 sought 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, and 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, and those 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*—pub-

lished 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.”

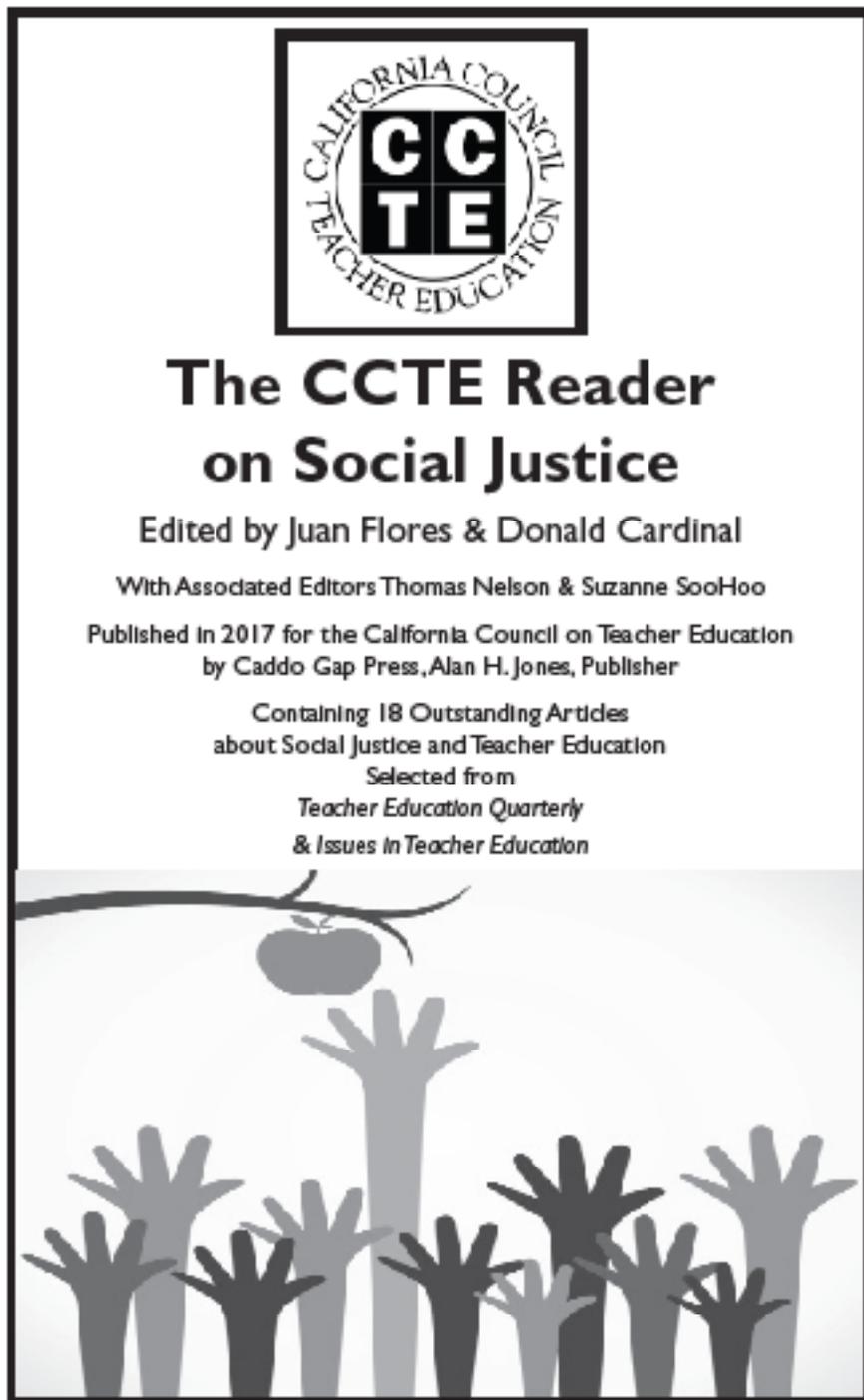
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

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.

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





CCNews

Newsletter of the California Council on Teacher Education

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Articles and Reports

CCNews features articles 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 of their conference presentations. The newsletter also welcomes other articles related to 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 Terrelle Sales at: terrelle.sales@pepperdine.edu

In this issue of the newsletter you will find on the following pages an article submitted to the newsletter by a newly-elected member of the CCTE Board of Directors:

Fresno Assessment of Student Teachers 2.0: Locally-Controlled TPA Allows for Opportunities to Learn

By **Juliet Michelsen Wahleithner**

See pages 23-27

Be Sure to Check the CCTE Website Regularly

www.ccte.org

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

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

Be sure to check it all out frequently.

Fresno Assessment of Student Teachers 2.0

Locally-Controlled TPA Allows for Opportunities to Learn

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Abstract

In recent decades, multiple states replaced traditional licensure exams with teaching performance assessments (TPA) as a way for teacher candidates to more authentically demonstrate their ability to teach. But more recently, TPAs have been called into question for myriad reasons, including cost and concern about their potential to act as a barrier to candidates from underrepresented backgrounds. Yet, research has demonstrated pass rates for TPAs remain relatively stable across racial and ethnic groups. Still, TPAs are typically administered and controlled by outside organizations, leaving Teacher Education programs with little connection to the TPAs. Fresno State is an exception to this rule, as it administers its own in-house TPA, the Fresno Assessment of Student Teachers (FAST) 2.0. This article draws on a survey administered to Teacher Education faculty and program completers to highlight the affordances of a locally-controlled TPA for both program completers and program faculty as an opportunity to learn.

Introduction

In recent decades, multiple states replaced traditional licensure exams with teaching performance assessments (TPA) as a way for teacher candidates to more authentically demonstrate their ability to teach. California led the way in these efforts with, first, the Performance Assessment for California Teachers (PACT) and then the California Teaching Performance Assessment (CalTPA).

During the pandemic, numerous states put aside various teacher testing requirements, including TPAs such as the edTPA. Simultaneously, the costs and benefits associated with teacher tests have been questioned, including the costs for candidates and the barriers many tests have posed to candidates of underrepresented backgrounds. Yet, compared to other teacher tests that show large disparities, pass rates for the TPA have been shown to remain relatively stable across racial and ethnic groups and are higher than pass rates for other standardized teacher licensure exams. Additionally, studies examining the predictive validity of TPAs suggest TPAs are a better measure of candidates' future success as educators than traditional licensure exams (Darling-Hammond, 2010; edTPA, 2013; 2015; Goldhaber et al., 2017; Wilson et al., 2014).

Beyond the affordances for predicting candidates' future success, when implemented at the local level, TPAs become valuable tools for teacher education (TE) programs to support candidates and to gather data about candidates' learning. When

faculty engage in analysis of the data, findings can lead to authentic reflection on program strengths and areas for growth, which can ultimately lead to program improvements.

Unlike other California TE programs that use either the CalTPA or the edTPA, Fresno State utilizes the Fresno Assessment of Student Teaching 2.0 (FAST). The administration of FAST 2.0 is handled locally, and FAST is scored by coaches and faculty with knowledge of the local context. Coaches and faculty develop authentic knowledge of the assessment that can then inform their work with candidates.

History of FAST

In the early 2000s, Fresno State joined with 10 other institutions across the country to form The Renaissance Group (Torgerson, Macy, Beare, & Tanner, 2009). With support from a Title II grant aimed at improving teacher quality, faculty from the institutions developed, piloted, and refined the Teacher Work Sample, an embedded TPA intended to provide programs with evidence of candidates' abilities in relation to state and national standards to inform program improvement (Kohler, 2008). Simultaneously, Fresno State was preparing for its NCATE accreditation site visit, for which it needed an assessment that would yield meaningful data. Faculty worked to revise the TWS to align with California's Teaching Performance Expectations (TPEs) for Multiple Subject (MS) and Single Subject (SS), which led to the development of the initial version of the FAST.

When the California Commission on Teacher Credentialing released its Assessment Design Standards in 2006, faculty further revised FAST to ensure it aligned. Ultimately, the FAST was reviewed and adopted by the Commission as a valid TPA to evaluate MS and SS candidates in 2007. The adoption of the revised TPEs in 2016 brought another revision of FAST. Again, it was reviewed and adopted by the Commission, with FAST 2.0 being implemented in Fall 2018.

Overview of FAST Components

The 2018 version of FAST, referred to as FAST 2.0, is the version currently in use. FAST 2.0 consists of two tasks: the Site Visitation Project (SVP) and the Teaching Sample Project (TSP).

The SVP, completed in the semester prior to candidates' final semester, assesses candidates' ability to plan, teach, and evaluate a lesson in alignment. To complete the SVP, candidates plan and teach a 20-45 minute lesson with a focus on content and language development. For MS candidates, the lesson must focus on math, as they complete the SVP while

—continued on next page—

Fresno Assessment of Student Teachers 2.0

Locally-Controlled TPA Allows for Opportunities to Learn

(Continued from Previous Page)

simultaneously taking their math methods course. Each of the three SVP sections aligns with TPEs (see Table 1) and is scored on a four-point rubric.

The TSP, completed in the final semester of each program, assesses candidates' ability to plan and teach a five-lesson unit of study that integrates content knowledge and literacy development. The TSP includes seven sections, each aligned with TPEs (see Table 2), and scored on a four-point rubric.

Integration of FAST 2.0 into Teacher Education Programs

At the beginning of their field placement experience, the FAST coordinator introduces candidates to the FAST 2.0 through orientations. Faculty also work to highlight the connection between coursework and FAST components, particularly in the MS program, which includes a three-semester Inquiry and Puzzles of Practice course series that guides

candidates through collecting and using different types of data to inform their instruction.

Because FAST is a localized teaching performance assessment, the scoring is done by faculty and coaches who support the candidates. Each semester, the FAST coordinator provides an orientation for coaches and faculty that includes an overview of the FAST 2.0 components and an analysis of model projects and their alignment with the rubrics. All scorers must also participate in an annual calibration session in which they score sample completed projects. To score, their scores in the calibration must be within one score point of the official score.

Perhaps because of the tight integration of FAST 2.0 into the TE Program, scores from recent years demonstrate a nearly 100 percent pass rate for all candidates by the completion of the second attempt (see Table 3). Although not all candidates pass on the first attempt, the opportunity to retake the assessment and the coaching that happens in-between allows coaches to provide extra targeted support to individual candidates who may be struggling with a certain component of teaching or certain TPEs.

Table 1.
Alignment of Site Visitation Project Tasks with Teaching Performance Expectations

Teaching Performance Expectation	Site Visitation Project Tasks		
	Planning	Implementation	Reflection
TPE 1			
1.1	X	X	
1.3	X	X	
1.5	X	X	
1.8		X	
TPE 2			
2.2		X	X
2.6		X	
TPE 3			
3.1	X	X	
3.2	X	X	X
3.3	X	X	
3.5	X	X	
TPE 4			
4.1	X		
4.2	X		
4.7	X		
TPE 6			
6.1			X

Assessment as an Opportunity to Learn

By participating directly in scoring the FAST 2.0, faculty and coaches observe firsthand areas where candidates are successful and areas where they struggled. In a survey of 67 faculty and coaches who scored FAST 2.0 in the 2021-2022 academic year, 44 of the 47 coaches who responded (93.6%) indicated scoring the FAST helped them as they coached their candidates. Participating in the scoring helped them better understand program expectations and specific areas where candidates excelled as well as areas where they needed more support. As one coach wrote, "It helped me to become familiar with the TPEs and gave me something to focus on with the student over the course of the semester."

Others shared that, because they had firsthand knowledge of the FAST, they were able to use its components in their work with candidates. In fact, 46 of the 54 faculty and coaches who responded (85.2%) indicated they used the SVP and/or TSP as tools when supporting candidates. Some of the coaches indicated they used FAST 2.0 to prompt reflective conversations with candidates. Others used FAST 2.0 as a guidepost for providing feedback. "When I discuss various practices with my student teachers, I connect it to the FAST," shared one coach. "For one example, when discussing the importance of relationship building to student learning, I show the students how the Class Profile and Students in Con-

—continued on next page—

Fresno Assessment of Student Teachers 2.0

Locally-Controlled TPA Allows for Opportunities to Learn

(Continued from Previous Page)

text aspects of the FAST are helpful tools for getting to know your students.” By using FAST 2.0 to inform her feedback, this coach also helped to bridge the divide between seeing FAST 2.0 as just another task to complete to seeing the processes called for by FAST 2.0 as processes that are beneficial for teachers. In this way, FAST 2.0 supports not just the faculty and coaches’ learning about how to better support candidates, it also supports the candidates’ development as teachers.

Results from a survey sent to 2327 individuals who completed the MS or SS programs between Fall 2017 and Spring 2021 conducted in Summer 2022 indicated the FAST did support responding teachers in their development. Although the response rate was just 4% for myriad reasons (inaccurate contact information and a lack of a system to accurately track completers), of the 105 who did respond, 80 (76.2%) responded the FAST was at least somewhat helpful in pre-

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Table 2.
Alignment of Teaching Sample Project Tasks with Teaching Performance Expectations

Teaching Performance Expectation	Teaching Sample Project Tasks						
	Students in Context	Learning Outcomes	Assessment Plan	Design for Instruction	Instructional Decision Making	Analysis of Student Learning	Reflection and Self-Evaluation
TPE 1							
1.5				X			
1.6	X			X			
1.8					X		
TPE 2							
2.1	X						
2.3	X						
2.6	X						
TPE 3							
3.1		X		X			
3.2		X		X	X		
3.3		X		X			
TPE 4							
4.1	X						
4.3			X				
4.4				X			
4.7				X			
TPE 5							
5.1			X				
5.2			X			X	
5.5						X	
5.8	X			X			
TPE 6							
6.1							X
6.3							X
6.5							X

Fresno Assessment of Student Teachers 2.0

Locally-Controlled TPA Allows for Opportunities to Learn

(Continued from Previous Page)

paring them for the work of teaching. Responders agreed the FAST helped them consider what data to collect from students to inform their teaching; how to use assessments to inform their planning; how to modify instruction to meet the needs of specialized groups of learners; how to integrate ELA/ELD/literacy standards into different content areas; how to plan multiple lessons as part of a cohesive unit; how to adjust instruction based on student performance; how to communicate student progress on specific learning objectives to parents; and how to reflect on instruction (see Table 4). One program completer shared that they

remember(ed) the recommendation/requirement to plan lessons with particular students in mind in order to provide support for all students. That was a really helpful practice for me and I still use it today. I remember learning the importance of assessment to planning and responding to assessed student need.

As this teacher highlights, the authentic nature of the tasks included within FAST 2.0 supports candidates in their work connecting the theoretical knowledge they learn in their coursework with the practice of teaching. By asking

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Table 3.
FAST 2.0 Pass Rates for First and Second Attempts 2018-2021

<i>Academic Year</i>	<i>Total Attempted</i>	<i>N Passed First Attempt</i>	<i>Percent Passed First Attempt</i>	<i>N Passed Second Attempt</i>	<i>Percent Passed Second Attempt</i>	<i>N Passed First or Second Attempt</i>	<i>Percent Passed First or Second Attempt 2018-</i>
2018-2019	785	741	94.4%	44	100%	785	100%
2019-2020	773	746	96.5%	25	93%	771	99.7%
2020-2021	806	784	97.3%	22	100%	806	100%

Table 4.
Participants' Responses of the Ways They Believed the FAST Prepared Them for Teaching
(Participants could respond in multiple ways)

<i>Response Option</i>	<i>N</i> <i>(% of total responses)</i>
The FAST helped me consider what data to collect from my students to inform my teaching	53 (13.02%)
The FAST helped me consider how to use assessments to inform my planning	53 (13.02%)
The FAST helped me consider how to modify instruction to meet specialized groups of learners	56 (13.76%)
The FAST helped me consider how to integrate ELA/ELD/literacy standards into different content areas	41 (10.07%)
The FAST helped me to plan multiple lessons as a part of a cohesive unit	54 (13.27%)
The FAST helped me to think about how to adjust my instruction based on student performance	44 (10.81%)
The FAST helped me to think about how to communicate student progress on specific learning objectives to parents	25 (6.14%)
The FAST helped me to reflect on my instruction	63 (15.48%)
Other	3 (0.74%)
The FAST did not prepare me for teaching	15 (3.69%)

Fresno Assessment of Student Teachers 2.0

Locally-Controlled TPA Allows for Opportunities to Learn

(Continued from Previous Page)

them to engage in these tasks within their teacher preparation, the FAST acts as a bridge between the world of teacher development and the world of K-12 schooling.

Missed Opportunities to Learn

Even though FAST 2.0 provides a very tangible way for TE program faculty and coaches to analyze the learning candidates take up and put into practice, the reality is more could be done. In fact, of the 54 coaches and faculty who responded to an item about their opportunities to analyze FAST scores from candidates across the program, 25 indicated they had not had any opportunities to engage in such analysis. Of those, 22 saw how doing so would be beneficial. They noted that seeing patterns across candidate performance would help with course redesign and with considering how to better support candidates. In fact, analyzing data systematically program-wide as a way to engage in continuous improvement is exactly what is called for by the Association for Advancing Quality in Educator Preparation, Fresno State's national accrediting body for educator preparation.

Of course, engaging in such efforts takes time and resources, both of which are often in short supply in TE programs in California and nationally. Especially in the current context, faculty are feeling exhausted and overworked and reluctant to engage in anything regarded as "extra." Unfortunately, scoring the FAST is often seen as extra, and so not all faculty take advantage of the opportunity to engage in the process. Additionally, as is the case at many institutions, on average, just under two-thirds of Fresno State's MS and SS courses are taught by adjunct faculty who are not required to participate in the scoring. Often, these individuals have no familiarity with the FAST and its components and so are unable to integrate it into their coursework in any meaningful way. Although FAST has the potential to bring together the various silos engaged in teacher preparation, that potential has still not been fully realized.

Conclusion and Next Steps

As results from the use of FAST 2.0 presented here highlight, when controlled at the local level and embedded in authentic ways, TPAs have the potential to provide a meaningful experience for candidates. Additionally, the tasks of FAST 2.0 serve as scaffolds to support coaches in providing focused feedback aligned with the TPEs, feedback that will help candidates as they move from teacher

preparation into induction. The specificity of feedback coaches are able to provide because of the alignment likely goes beyond what coaches might provide in a more traditional coaching session.

Still, more work remains. Faculty and coaches need more opportunities to engage in timely, authentic reflection of their candidates' scores so they can make necessary adjustments to their courses. These data should be specific to the actual tasks and their corresponding TPEs in order to begin to better to understand where candidates struggle. Adjunct faculty should also be included in these discussions, as they, too, play an important role in preparing candidates. Only when all program stakeholders work together to engage in meaningful analysis of the data can the program begin to reach its full potential in preparing future educators.

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