The CCTE Spring 2024 Research Monograph

Published by
the California Council on Teacher Education

Containing Three Research Articles
Based on Presentations
at the CCTE Spring 2024 SPAN Conference

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Contents

Information on the California Council on Teacher Education

Founded in 1945, the California Council on the Education of Teachers (now the California Council on Teacher Education since July 2001) is a non-profit organization devoted to stimulating the improvement of the preservice and inservice education of teachers and related school personnel. The Council attends to this general goal with the support of a community of teacher educators, drawn from diverse constituencies, who seek to be informed, reflective, and active regarding significant research, sound practice, and current public educational issues.

Membership in the California Council on Teacher Education can be either institutional or individual. Colleges and universities with credential programs, professional organizations with interests in the preparation of teachers, school districts and public agencies in the field of education, and individuals involved in or concerned about the field are encouraged to join. Membership includes announements of semi-annual spring and fall conferences, receipt via email in PDF format of the journals *Teacher Education Quarterly* and *Issues in Teacher Education*, emailed newsletters on timely issues, an informal network for sharing sound practices in teacher education, and involvement in annual awards and recognitions in the field.

The semi-annual conferences of the California Council on Teacher Education, rotate each year between sites in northern and southern California, feature significant themes in the field of education, highlight prominent speakers, afford opportunities for presentation of research and discussion of promising practices, and consider current and future policy issues in the field.

For information about membership in the California Council on Teacher Education, please contact: Alan H. Jones, Executive Secretary, California Council on Teacher Education, 3145 Geary Boulevard, PMB 275, San Francisco, California 94118; telephone 415/666-3012; email alan.jones@ccte.org; website www.ccte.org

Introduction by CCTE President

By Karen Escalante

The California Council on Teacher Education (CCTE) facilitates multiple pathways for research, practice, and policy dissemination. In addition to our two journals, *Issues in Teacher Education* and *Teacher Educational Quarterly*, we publish our quarterly newsletter *CCNews*, and our twice-yearly *CCTE Research Monograph* following each conference. As a professional organization, we strive to promote, celebrate, and share in your work that spans the teacher profession pipeline within and beyond our state.

The articles in this *CCTE Spring 2024 Research Monograph* come from our most recent Spring Policy Action Network (SPAN) Conference. The first article, "Quality and Equitable Clinical Practice for the Teaching Profession" (Campbell & Crothers: this issue), highlights the ongoing teaching shortage and how the state is providing multiple pathways, including access to supports—such as mentoring, within each pathway to increase the teacher workforce. The second article, "Advancing Accountability in Bilingual Teaching Standards: A Conscious, Caring, and Critical Analysis of Potentialities and Actualization" (Muñoz-Muñoz, Solsona-Puig & Rodriguez-Valls: this issue), discusses the socio-political fluctuations in bilingual education, emphasizing bilingual education is quality education. Finally, the third article, "State Policy and Funding: The Catalyst for Program and Identity Shifts" (Walker, Berchard & Madhuri: this issue), shares their journey of transforming their educator preparation program by engaging with multiple stakeholders to ensure the science of reading is enacted to support the socio-cultural landscape of students. Each article addresses key components impacting the lived experiences of our TK-12 students, our teacher candidates, and every one of us involved in each tenet of the teacher preparation pipeline. I hope these articles contribute and facilitate conversation within your communities.

This Research Monograph would not be possible without the exceptional co-chairing of the SPAN conference. Gratitude goes to Cynthia Grutzik, Pia Wong, Nicole Howard, and Sarah Johnson (and the CCTE Policy Committee). Additionally, we appreciate our CCTE research co-chairs, Kimiya Sohrab Maghzi and Marni Fisher, for ensuring a depth and breadth of presentations were included as part of each of our conferences. We hope you enjoy these three curated articles from our CCTE community. We look forward to reading and celebrating your work in future CCTE spaces.

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Introduction by CCTE Research Committee Co-Chairs

By Kimiya Sohrab Maghzi & Marni E. Fisher

While the *CCTE Spring 2024 Research Monograph* is small, it offers powerful insights into creating educational change that is situated within today's systems. Each study highlights key components that ultimately lead to student success.

Campbell & Crothers

Some of the greatest problems with building teaching programs are the deep structures that lead to disproportionately white, female educators and teacher attrition. Campbell and Crothers (2024) examine the three different paths that the credentialing process in California can take in order to improve teacher recruitment and retention. They review each (traditional student teaching, intern teaching, and teacher residency), before suggesting that the teacher residency pathway addresses some of the gaps typically observed in other pathways to obtaining a teacher credential. Furthermore, they identify how the two biggest gaps, teacher income and ongoing support for both pre-service and current educators, create the "steepest barriers" for future teachers of color. They highlight not only the importance of candidates understanding program options but also the benefits of a teacher residency model for districts that improves teacher training and retention.

Disproportionality among educators is well documented (see, for example: ASHA, 2020; U.S. Bureau of Labor Statistics, 2021). This matters in terms of student success because this disproportionately not only perpetuates systemic patterns of whiteness (Owens, 2007), but also reduces student connection with their teachers. Creating systemic change to build programs that support future teachers of color not only addresses this disproportionality, but also creates a system that addresses the field's attrition rates, which is to every district's advantage.

Muñoz-Muñoz, Solsona-Puig, & Rodriguez-Valls

Muñoz-Muñoz et al. (2024) discuss the need to situate the BTPEs among the criteria for teaching accountability in such a way that it is authentically addressing the differences between pedagogy, ontological, and epistemological experiences. They addressed how historically, California's Proposition 227 impacted bilingual programs detrimentally. It was not until Proposition 58 in 2016 that this was repealed. They also analyzed current practices while questioning systemic problems that hegemonically impact education. One tool that they offer is the Bilingual Education Accountability Model (BEAM), which is focused on contextually situating a framework for assessing and ensuring the efficacy of bilingual education programs that are culturally and linguistically inclusive.

Equitable systemic change requires centering equity at all times (Fan, 2021) while also considering how change requires implementation through personal commitment, daily practices, and systemic change (Linton, 1998). This includes considering how educational policies and language learning are nested within other credentialing requirements while also supporting cultural identity.

Walker, Bechard, & Madhuri

Walker et al. (2024) examined how they transformed their teacher preparation program after a three-year commitment to exploring the science of reading. They share their discoveries of what every student needs as well as the importance of situating this change within the Universal Design for Learning Framework. This included the importance of all stakeholders participating in the collaborative shift across the entire program as well as the need to develop a comprehensive training and mentoring program. Like any commitment to creating systemic change (Linton, 1998), it required a personal commitment on the part of every professor. Ultimately, they identified how they had to shift their own identities as educators, unify in order to build bridges across programs, strengthen the literacy programs in their coursework for their teacher candidates, and connect with the community. These connections are similar to the relationships inherent to any professional learning community, in that communication and collaboration are key components (Van Meewen et al., 2020). The community aspect connects to the concept of family centered practices, which centers praxis, theory and practice, around family experiences, customs, and ideals (Dearing et al. 2006). Ultimately, implementation of literacy practices must consider community influences as well as life and family.

Patterns

It is not enough to create change in one area of education. Change needs to be systemic (Linton, 1998) and, as Muñoz-Muñoz et al. (2024) note, it needs to be deliberately designed to work within the complex requirements for accountability. At the same time, as Walker et al. (2024) identify, change also needs to consider

the importance of Universal Design. This includes building connections and support that improves teacher recruitment and retention, as identified by Campbell and Crothers (2014). Reading though these studies suggests that we, as educators, should consider strengthening connections and collaborations across our programs, integrating stakeholder voices while creating inclusive spaces for differences in ability, identity, culture, and all potential areas of individuality or combined intersectionality (Crenshaw, 1991; Sanders-Lawson et al., 2006).

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Quality and Equitable Clinical Practice for the Teaching Profession

By Conni Campbell & Tierra Crothers

Introduction

It is well known that U.S schools need more educators in the field, and at all levels, to include paraeducators, substitute teachers, credentialed teachers, and site administrators. There is nothing new about these reported shortages; this news has been prolific and well researched for decades. Why has the profession suffered so long with this affliction? According to a multitude of sources, several factors are being held accountable for the lack of qualified teachers in the field, to include an increase in teacher retirements, a lack of supply from educator preparation programs (EPP), and poor teacher retention. A recent study reports that teachers leave the field at much higher rates than architects, engineers, or lawyers, which may not be surprising, but they leave the field at a higher rate than nurses and police officers as well (Ingersoll & Tran, 2023). Experts in the field suggest strategies for resolving the shortages, such as subsidizing teacher preparation costs, dedicated funding for mentor programs, effective site principals, competitive compensation, and high-re-

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tention pathways into teaching (Espinoza, Saunders, Kini, & Darling-Hammond, 2018). Especially for hard-to-fill positions like special education and STEM (science, technology, engineering, and math), states have designed alternative pathways and changed testing requirements to entice more candidates to earn teaching credentials. In addition to needing teachers in shortage areas, the nation is calling for a more diverse workforce because our educators' demographic, experience and background commonly does not reflect the demographic of our students. Furthermore, students need to learn from individuals with whom they share some likeness, as well as from teachers who are diverse from them (Nevarez, Jouganatos, Wood, & Luke, 2019).

In many states, refortifying the educator workforce employs efforts that eliminate barriers for people who want to become educators, and many of them show promise. In California, for example, AB 130 (Chap. 44, Stats. 2021) was designed to help remove barriers to certification by expanding the ways in which candidates can demonstrate subject matter competency (SMC). The new options allow candidates to demonstrate SMC if they've completed a particular degree major or appropriate coursework that is specifically aligned to the credential they are seeking. Prior to the passage of AB 130, there were only two ways for candidates to demonstrate their subject matter competency: passing the appropriate California Subject Examination for Teachers (CSET) or completing a Commission-approved Subject Matter Program.

Additional efforts to remove barriers in order to attract diverse and effective educators in California are:

- more EPPs have transitioned to online and hybrid learning to help with accessibility;
- federal and state grants and loans for educators have been abundant to assist with funding;
- advising about how to become an educator is a shared effort between EPP, Local Education Agency (LEA) and county office of education (COE) partners to help escort candidates through the system;
- alternative routes to earning certification have emerged, such as intern teaching and teacher residency.

Choosing a Pathway

Providing high-retention pathways into teaching is a recruitment and retention strategy supported by the research (Nevarez, et.al, 2019). There are three common pathways to teacher certification in California, and all include 1 to 3 years of teacher education coursework and practice in the field. These routes differ in multiple ways, with the most significant difference being the level of financial support, the amount of mentoring support and the way the candidate acquires their clinical experience. Those routes are:

(1) Traditional Student Teaching
(2) Intern Teaching
(3) Teacher Residency

Traditional Student Teaching

The traditional route to teacher certification requires the candidate to complete 1 to 2 years of teacher education coursework after completing a bachelor's degree, or be enrolled in what California calls an integrated bachelor's degree program that includes the credential coursework within the bachelor's degree. In either case, candidates meet the Basic Skills requirement as a condition of program enrollment, and must meet the Subject Matter Competency (SMC) requirement before taking on full-day classroom instruction during their clinical practice. Most commonly, candidates complete the majority of their coursework and short field experiences before their final semester of full time clinical practice, where they are placed in a mentor teacher's classroom and gradually take over the teaching responsibilities. This clinical practice experience generally occurs in one or more classroom settings over the course of one-semester until the candidate has reached 600 cumulative hours of time in the field. Traditional student teaching is an unpaid experience. See the middle column in Table 1 below.

Table 1
Adapted from The California Residency Lab, 2021

Landscape of Teacher Preparation

Clinical Teaching Pathways		
INTERNSHIP	**STUDENT TEACHING**	**RESIDENCY**
Degree, basic skills requirement, subject matter competency	Degree and basic skills requirement	Degree and basic skills requirement
Coursework, clinical practice, & university supervision	Coursework, clinical practice, & university supervision	Coursework, clinical practice, & university supervision
Must obtain teaching position at a school site	600 hours of clinical practice	Over 600 hours of clinical practice
Reduced teaching salary & Internship program Fees	No Stipend or reimbursement	Residency stipend/reimbursement, salary, and additional grant opportunities
1-3 year credential program	1-2 year credential program	1-2 year credential program
Paid clinical placement as Teacher of Record	Various clinical placement sites	Yearlong clinical practice with living stipend

Intern Teaching

The intern route requires that the candidate, before seeking employment as an intern teacher, has completed a bachelor's degree, has met the Basic Skills and SMC requirement, and has completed at least 120 hours of qualifying credential coursework. Participation in an integrated bachelor's degree program is not an option for the intern candidate. At the point these prerequisites are met, a candidate may gain employment as the teacher of record at the same time that they attend the remainder of their credential coursework. California Code Regs. Title 5, § 80033 requires the employing agency to identify a mentor for the intern teacher that possesses a valid, corresponding life or clear teaching credential and has a minimum of three years of successful teaching experience. The mentor is not in the intern's classroom daily, but must provide a minimum of 144 hours per school year of support and supervision, lesson demonstration, and to assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. In this pathway the candidate is the teacher of record in their own classroom operating on an Intern Credential for the length of the credential program, which can be anywhere from 1-3 years. The salary is generally commensurate with, or close to, what a first year teacher earns, depending on the LEA, and if the position is over 50% there are generally health and retirement benefits included.

Teacher Residency

Teacher Residency dates back to the 1960's as a federally funded innovation (*American Educator*, Spring 2017) and is considered a high-retention pathway to the teaching profession. Currently, to become a resident teacher in California, a candidate must be enrolled in a teacher credential program and have a completed bachelor's degree, or be enrolled in an integrated bachelor's degree program. A resident teacher also needs to have met the Basic Skills requirement, but unlike internship, a candidate can be assigned as a resident teacher before meeting the Subject Matter Competency (SMC) requirement. The resident must complete the SMC requirement before assuming full responsibility of the mentor's classroom. Though there is no single model for residencies, the Pathways Alliance offers a national definition of teacher residencies as "preparation pathways that are anchored in partnership and reflet a program of pre-service curriculum that is collaboratively designed by local education agencies and teacher preparation programs to meet the goals of 1) ensuring aspiring teachers have affordable, high-quality opportunities and supports while they learn to teach and 2) supporting the instructional and staffing needs of local schools and districts. In their year-long pre-service clinical practice settings, residents are not teachers of record. They work alongside accomplished mentor teachers, experiencing the breadth of roles and responsibilities that teachers engage in across the course of a year as educational professionals" (Pathways Alliance, 2022).

Key Components of Residency

There are 10 key characteristics of residency that contribute to the quality of this preparation pathway, as developed by the CDE Foundation and the California Teacher Residency Lab, and revised in 2021 with support from Trellis Education. The Characteristics and Evidence of an Effective California Teacher Residency Program (the Characteristics) serve as a common framework for teacher residencies in the state. They exemplify the scope and complexity of the development of teacher residency programs by which all partnerships can define and develop their program implementation. Of these ten Characteristics, there are 4 the authors will highlight in this paper coupled with feedback from residents in the field. They are: (1) authentic partnership, (2) coursework and professional learning opportunities integrated with clinical practice, (3) resident experiences and mentorship, and (4) equity and justice as a core value at all levels of residency work.

Authentic partnership ensures that while taking credential coursework, the resident works in a mentor teacher's classroom for an entire school year, gradually taking over classroom responsibilities, until they have assumed the entirety of the teaching role. Residency partners also ensure that residents are brought into their year-long clinical practice in a prepared and thoughtful way, with the university educator preparation program (EPP) and the school district (LEA) working collaboratively to design each step of the way. That partnership begins with a shared vision for teacher preparation and robust, joint recruitment efforts to attract candidates for their specific shortage areas, efforts that benefit both the EPP and the LEA: more candidates for the EPP, and well-prepared future teachers for the LEA in their designated shortage areas. For the candidate, this strong working relationship between partner institutions results in cooperative program management, thoughtfully planned resident placements and year-long resident case management and support that the resident sees and feels. Survey data from a resident currently in their ninth month of residency offered this response to the open-ended question, "What indications do you have that your residency program is grounded in authentic partnership between the LEA, your teacher preparation program and the County Office of Education?" The response:

> The partners involved were explained to me at the informational meeting, I have been in meetings where the partners were all present. The partners have visited me at my school site, I have been contacted by several of the entities in this partnership, and I know the multiple partners I can contact if I have a question or concern.

Effective partnership also includes curricular alignment for candidates, where the district's vision and priorities are integrated into the teacher preparation coursework, and the mentor knows the teacher preparation curriculum well enough to complement the learning with necessary field experiences. This feature is reflected in survey data from a resident who had just completed the first semester of her two-semester residency, who offered this response to the open-ended question,

"please add any comments here about what you are enjoying most about the residency experience." The response:

> I like being able to participate in more aspects of teacher responsibilities, like attending IEP meetings and such. My guide teacher (Ms. H) has also taken initiative in intentionally teaching me skills my classes are not covering, such as writing IEPs and leading meetings, and how to build a curriculum. She has shared her systems and materials she uses to do things like data collection and I've heard from my classmates that they have not been able to see these things in their placements. I have been able to see the work teachers really do that a class doesn't talk about, and more so I have been able to learn how to do those things, which I may not have gotten in the one semester of a traditional student teaching path.

In their year-long clinical placement, the resident experience can be described as immersive, to include participation in school wide and department level professional development and being included as a member of the teaching staff. With their mentor, the resident is actively engaged in all aspects of classroom instruction, becoming co-teachers in the planning, organization, delivery, assessment and reflection of instruction. Since residency settings provide candidates extended mentoring time, special education candidates become especially well prepared to understand the Individualized Education Plan (IEP) process and case management responsibilities before becoming the teacher of record, experiences that are often less robust for student teachers and intern teachers.

Equity and justice is the nucleus of educator residency to the benefit of potential educators who want access to the opportunity to teach; to the benefit of students who need high quality teachers who share their culture, background, ethnicity and experiences; and to the benefit of the schools and districts who have consistent inadequate staffing year after year. Equity and justice also means that residents and mentors are fairly compensated for their contributions. Mentorship has been noted as the most important factor to new teacher retention and has a significant effect on teachers' instructional practice and students' academic achievement (Kraft, Blazar, & Hogan, 2018). Mentoring has also been labeled one of the most important leadership roles in education; it requires detailed training and unwavering commitment, and deserves appropriate compensation. Similarly, the resident teacher strengthens the impact of our schools by lowering the student-to-teacher ratio, delivering specific academic intervention to meet student needs, and providing instructional continuity during teacher absences. This contribution of providing effective student instruction for an entire school year is worthy of compensation. In residency, partner institutions agree on the compensation and resources provided to the mentor, as well as the multiple supports they will provide to their shared Resident. With current grant funding in California, a Resident receives a teaching stipend of $20,000 to $40,000. Many residency programs also offer other opportunities to earn an income at the school site, such as substitute teaching or as support personnel, to offset program

costs and testing fees, and provide advisement for seeking other financial aid and support for test preparation and passage.

Sustaining an Effective Residency Program

In the absence of grant funding, teacher residency becomes sustainable when LEAs and EPP partners reallocate and leverage existing funds to support the effort. The high cost of teacher turnover and its negative effects on students have heartened districts and their EPP partners to commit to this high-retention strategy (Barnes, Crowe, & Schaefer, 2007). District commitment to equity at its highest level is when they align their budget priorities to the needs of students by training and retaining highly effective teachers.

Data gathered between 2018 and 2022 by the Learning Policy Institute reveals some positive statistics about residency programs in California that may encourage districts to sustain them. One finding is that over 90% of residents rated their preparation program as effective or very effective, and residents were more likely to rate their programs as very effective compared to completers from other pathways. Additionally, more than 75% of resident completers rated themselves as well or very well prepared for each teaching performance expectation. Residents also had more positive perceptions of their preparation than participants in other pathways in the 2021–22 survey data (Patrick, Darling-Hammond, & Kini, 2023).

Additional data gathered by the Commission on Teacher Credentialing as well as WestEd's ongoing formative evaluation of California's teacher residency grant program have revealed similar themes.

- Residency increases the preparedness of teachers.
- Residency leads to greater teacher satisfaction and retention.
- Residents stay in the field at a higher percentage than those who took a different pathway.
- Of the first cohort of grant funded residents (2021-22), 91% completed their program and were hired into a full-time teaching position and 88% were teaching 2 years after graduating.
- Residency increases professional learning and support opportunities (WestEd., 2022).

Attracting and Retaining the Teachers We Need

Knowing the choices when it comes to earning a teaching credential can make the difference in who chooses to become a teacher, and in one's long-term satisfaction with the career. Though candidates have been successful in each of these pathways, teacher residency was created to fill common gaps that candidates experience in the other pathways, such as the lack of pay in the traditional route, and

lack of support in the intern route. In fact, research confirms that lack of affordable pathways is a significant barrier to diverse candidates (Steiner, Elizabeth D., 2022). Providing a living stipend as well as opportunities to earn additional income at the school site has attracted more diversity to the profession. Nearly 60% of teaching residents identify as people of color, three times the national average for teachers (Patrick, Darling-Hammond, & Kini, 2023). Additionally, residents who spend an entire school year embedded in the mission and culture of the school community are best poised and most prepared to be the next full time staff member for that employer. Furthermore, a diverse school staff has proven for decades to have a positive impact on student achievement and well-being. (Carver-Thomas, 2018).

In short, residency programs aim to remove the barriers to becoming an educator for individuals for whom the barriers are the most steep, and to assist schools and districts to recruit and retain the most effective workforce for the specific needs of their community.

Final Thoughts

The teacher residency model holds much promise to address the issues of recruitment and retention in high-need districts and in subject area shortages. The inputs/ key components and characteristics of educator residency strengthens the teaching profession because the outputs are diverse, confident, prepared and expertly trained teachers who are first-day ready and pleased to be a teacher. These outputs can create long-term benefits for districts, schools, and, most importantly, the students they serve.

This model also has the potential to support systemic change and the building of the teaching profession, especially in the most challenging districts. Initial research is promising as to the impact residencies can have on increasing the diversity of the teaching force, improving retention of new teachers, and promoting gains in student learning. Residencies also build professional capacity by providing professional learning and leadership opportunities for accomplished teachers in the field, as they support the growth and development of new teachers.

In 2022, the Commission on Teacher Credentialing funded the Statewide Residency Technical Assistance Center (SRTAC) with a State Budget allocation of $20 million to enhance educator recruitment and retention to ensure a prepared and diverse workforce. Five County Offices of Education across the state are providing support to their regions to secure residency grant funding and implement high quality programs in an effort to uplift equitable opportunities for all teacher and school counselor candidates. The supports focus on disseminating Information, best practices, cost reduction strategies and sustainability planning. At the same time, recent data shows an encouraging indicator for the health of the teacher pipeline: teacher preparation enrollment and completion numbers have rebounded a bit and grew slightly between 2019 and 2021 after years of sharp declines (King, 2024).

Though this is a promising data point, there is much work ahead to make sure recruitment to teacher preparation programs remain ongoing and focused on the diverse individuals our students need to see in their classrooms, and on creating school conditions that sustain satisfied educators who feel they belong in the system and who want to remain in the field. The Commission on Teacher Credentialing's allocation of resources for SRTAC demonstrates their support of these goals through educator residency. Equally important is district buy-in to create teacher training partnerships whose first concern is training educators for the students they serve. Such partnerships who make decisions based on this priority create the cornerstone for success. Also paramount is recruiting to the teaching profession with attractive propositions and outcomes regarding not only the teacher training experience, but qualities of the career that make educators feel valued, important and respected. We must ask ourselves, when candidates come to a teacher recruitment information session, "what is the good news"? When a program completer enters their first teaching job, what is the good news then? We must envision, and then craft, a profession that retains the teachers we have and makes teaching a job that is attractive and sustainable.

For more information about teacher residency in California, locate your regional technical assistance hub at https://srtac.sccoe.org/.

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Advancing Accountability in Bilingual Teaching Standards

A Conscious, Caring, and Critical Analysis of Potentialities and Actualizations

By Eduardo Muñoz-Muñoz, Jordi Solsona-Puig, & Ferran Rodriguez-Valls

Abstract

This article examines the California Bilingual Teaching Standards (BTPEs) from an accountability perspective, aiming to foster a comprehensive understanding of bilingual teacher preparation programs (BTPPs) and their charge as a critical engine of professional preparation in this policy framework. It provides a historical backdrop to clarify the evolution of BTPEs and their critical components defining their contemporary relevance. Through policy and document analysis, it identifies challenges in integrating BTPEs into current praxis and evaluates existing actualization challenges. Furthermore, it suggests possible strategies from teacher preparation programs, hinting at early promising practices in BTPE implementation. By addressing accountability gaps, implementation obstacles,

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and promoting effective practices, this analysis contributes to the advancement of bilingual education policy implementation and its future revisions.

Keywords: BTPEs, policy accountability, teacher preparation, BTPP, California

Positionality Statement

The authors' roles as faculty and Bilingual Coordinators within the California State University (CSU) system first define our positionality. We actively contribute to designing and instructing methods courses in teacher preparation programs, leveraging our combined wealth of expertise and practical knowledge. Furthermore, two authors served as members of the California Commission on Teaching Credentialing's (CTC) panel of experts tasked with formulating the new BTPEs. Additionally, for two authors, the Catalan language is their mother tongue, a language associated with a distinct national identity without a corresponding sovereign state.

Accountability in Bilingual Teaching Standards

In analyzing the interconnections between educational policies and language learning in California, one cannot overlook the importance of political and societal fluctuations in shaping this relationship. Educational systems tend to act as monoglossic agents that propel the mainstream language (García & Torres-Guevara, 2009), echoing only the majority's culture in their school systems, disdaining cultural and linguistic minorities. Hence, these minority groups are thrown into a hostile environment where the outliers are racialized or directly silenced (Flores & Rosa, 2015; Rosa & Flores, 2017; Poza, García, & Jimenez-Castellanos, 2021). Bilingual education, when projected from the lens of heteroglossia (Flores & Schissel, 2014), becomes the only space where linguistic and cultural identities are fully respected, promoted, and enacted, following the principles of culturally proficient educators (Lindsey, Nuri-Robins, Terrell, & Lindsey, 2018). A crucial aspect of this process is the training of bilingual teachers, who will be the ultimate agents in applying those principles in the classroom (Capdevila-Gutiérrez, Muñoz-Muñoz, Rodríguez-Valls, & Solsona-Puig, 2020). In this article, three faculty members working in Bilingual Teacher Preparation Programs (BTPPs) in the California State University system delve into the analysis of recent policies from the accountability perspective.

To the outsider, bilingual education has been a controversial denomination that defined various programs involving teaching and learning in two or more languages. Following the law of the pendulum and being subjected to more restrictive or supportive policies enacted at the state level, endorsement of bilingual education has been consistent with the political moment and the societal tides intrinsically connected to civil rights, immigration, or equitable access to education (Solsona-Puig, Samso-Galiay, Rodriguez-Valls, & Janés Carulla, 2021). To the insiders, bilingual education has been, for the longest time, a synonym

of quality education (Steele, Slater, Zamarro, Miller, Li, Burkhauser, & Bacon, 2017), the unique response for culturally proficient education (Quezada & Alexandrowicz,2019) that has yielded the best results for all students in literacy (Collier & Thomas, 2004; Steele, Slater, Zamarro, Miller, Li, Burkhauser, & Bacon, 2017). Furthermore, a consensus has been created within the bilingual programs aimed at bilingualism and biliteracy; immersion programs such as maintenance; heritage, one-way, and especially Dual Language programs—also known as two-way immersion—are highly successful in achieving the three educational pillars; (1) bilingualism and biliteracy, (2) high academic achievement, and (3) socio-cultural competence (Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018), and even a fourth pillar for critical conscientization (Cervantes Soon et al. 2017).

Fullan and Quinn (2015) identified accountability as one of the essential four components for educational change: focusing direction, cultivating collaborative cultures, securing accountability, and deepening learning. From this coherence framework, accountability is a crucial aspect of quality education that enhances coherence and implementation. Accountability as a challenge in bilingual education has been identified in the literature consistently (Lindholm-Leary, 2012; Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018). Coherently, it is sometimes difficult to avoid the impression that bilingual education operates within the shadows of the educational system as a mere extra layer that is waived when needed but not as thoroughly analyzed or evaluated as it should be for any quality program. When the No Child Left Behind legislation was passed (ESEA, 2001), it greatly emphasized accountability, especially for English Learners—at that time, sadly labeled as Limited English Proficiency (LEP) learners. In that environment, accountability was based on standardized English assessments: "Serious concerns have been raised by researchers and national professional groups about using mandatory large-scale standardized tests to assess English learners" (Howard et al., 2018. p.72). In some instances, high-stakes accountability has been used to push for English-only policies (Acosta, Garza, Hsu, Goodson, Padrón, Goltz, & Johnston, 2020), disregarding the subtleties of bilingual or plainly ignored if not worked against (Montano, Ulanoff, Quintanar-Sarellana, & Aoki, 2005; Salomone, 2012).

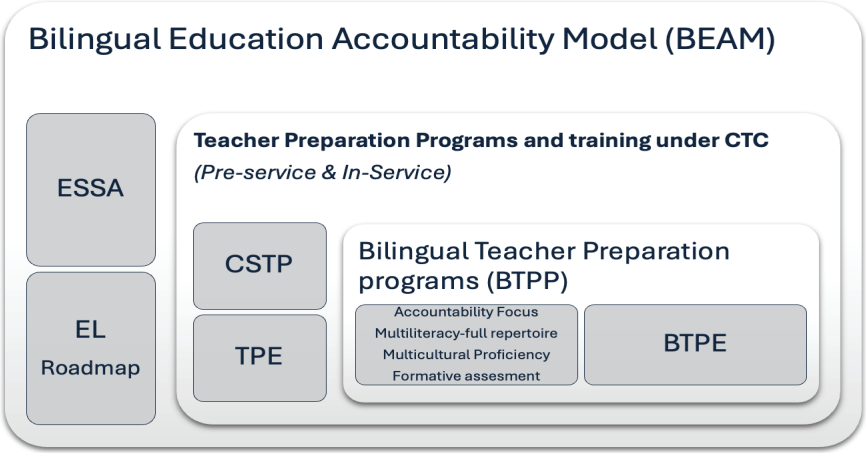
In the last decade, the teaching standards in California have witnessed a frenzy of revisions, creating a fertile ground for updating the principles by which we evaluate preservice and in-service teachers. These teaching standards have become a vital tool for accountability, tied to the philosophical frameworks underneath them. In the same timeframe, coincidentally or not, within the bilingual teacher preparation programs, seismic theoretical movements have questioned well-established principles and theories on multilingual learners.[1] (ML) attain multiliteracy and multiculturalism. The emergence of translanguaging pedagogies (García & Wei, 2012; Rowe, 2018; Wei, 2018) and the questioning of language

separation pedagogies (De Jong, 2016; Sánchez, García, & Solorza, 2018) are clear examples. The standards recently revised are the Teacher Performance Expectations (TPE, 2016), the Bilingual Teacher Performance Expectations (BTPE, 2021), and the California Teaching Performance Expectations (CSTP, 2023). In addition, a seventh TPE was added to the 2016 six core tenets, which were focused on literacy.

With the aim to advance the BTTPs accountability process, and as depicted in Figure 1, we propose the multilayered Bilingual Education Accountability Model (BEAM) to serve as a framework for assessing and ensuring the efficacy of bilingual education programs, particularly within the context of California's educational policies. In alignment with key initiatives such as the Every Student Success Act (ESSA, 2015) as the general educational framework, this initiative aims to achieve multiliteracy and multiculturalism for all. BEAM interfaces closely with foundational policies like the English Learner Roadmap (ELR) (CDE, 2024c). Under the scrutiny of the Commission on Teacher Credentialing (CTC, 2024a), it ponders the integration of established standards, including the Teacher Performance Expectations (TPE) (CTC, 2024c), the California Teaching Performance Expectations (CSTP) (CTC, 2024d) in close alignment with the Bilingual Teacher Performance Expectations (BTPE) (CTC, 2024b). Since these standards are reviewed at different times and levels, some disconnections might need to be addressed. The focus on accountability will aim to develop the entire linguistic repertoire of the student candidates (multiliteracy), expanding their multicultural proficiency and based on formative assessment. Including a seventh TPE in 2023, focusing on literacy, underscores the BEAM's model call to reinforce bilingual

Figure 1

Bilingual Education Accountability Model (BEAM)



education accountability on biliteracy. Within this dynamic context, we advocate for a conscientious, compassionate, and critical approach to accountability, ensuring that bilingual education programs meet rigorous standards while nurturing multiliteracy, multiculturalism, and educator excellence.

According to the BEAM model, the focus on accountability should be supported by the intersection of the BTPEs and the goals to create proficient students in multiliteracy and multiculturalism, using formative assessment as the basis to achieve these foci. In the following sections, we developed how the BTPEs can become the core of accountability in bilingual programs and outline some of the accountability challenges in this process.

Bilingual Teacher Performance Expectations (BTEP): The Core of Accountability

Aristotle analyzed the dichotomy between potentiality and actuality. Potentialities exist in inactive stages. Without motion and actualization, standards and expectations remain embryonic concepts lacking a direct impact on the actuality of practices and tangible outcomes. If we apply this duality when examining the BTEPs and the possibility of framing effective account systems, we must contextualize how, when, and why BTPEs came to light.

As we described in the previous section, standards, and BTPEs are *potentially* the tools programs could utilize to both frame and design their courses as well as their assessments and accountability systems. This section compares the 2009 Bilingual Authorization Standards with the revised 2021 Bilingual Authorization Standards and the new Bilingual Teacher Performance Expectations. In conducting this examination, we ponder about *the actuality* systems higher education institutions will put in place to ensure Bilingual teacher candidates have a clear ideology to design, implement, and assess culturally and linguistically just, equitable, and inclusive learning and teaching practices.

The 2009 Bilingual Authorization Standards were developed in an era of darkness due to the overt impact Proposition 227 had on the K-12 system as well as the Bilingual Authorization Programs (Gándara et al., 2000; Parrish, 2001; Merickel et al., 2003). The few K-12 bilingual programs that survived the maelstrom generated by this policy were designed and implemented within a bridge approach to bilingualism and biliteracy Students in these programs developed skills in the linguistically oppressed language (e.g., Spanish, Mandarin) as a foundation to master the dominant language: English. Bilingualism—early and late exit programs—was framed as a transition before the students immersed themselves in a monolingual and English-only context. Rephrasing Gloria Anzaldua's (1987) words: Bilingual programs were a bridge between the *evoked emotion* that emerges from the students' identities and the *conscious knowledge* associated with English. In this bridge, the linguistic identities were cables that held up stu-

dents' ancestral wisdom, while English was an artificial rope that silenced their voices and their dreams.

The 2009 standards and their languaging reflected the socio-political context of Bilingual Education within a predominantly English-only ecosystem. Standards oozed the separation of languages. Wording such as: "*standardized and non-standardized primary and target language"* (Standard 4.5) and *"origins of dialectical and/or tonal variations and their influence on standard academic language development"* (Standard 4.13) denoted and underlined also a linguistic hierarchy between the languaging produced and emanated from the community and what some scholars call "academic language." Furthermore, standards perpetuated constructs such as academic language: "*How does the program provide candidates the understanding of ways in which variations in students' primary languages (e.g., dialectal and tonal differences, use of vernacular forms) can be used to facilitate the development of social and academic language"* (Standard 4.2). The label academic language indirectly underlines its supremacy versus the languaging produced in other spaces, such as the community where the students and their families freely and dynamically use their linguistic repertoires on a daily basis.

These standards framed California's few surviving Bilingual Programs for over a decade. Twelve years later, with the motion generated by Proposition 58, the California Commission on Teaching Credentialing (CTC) embarked on the task of reviewing the 2009 standards. With the support of a panel of expert-practitioners in Bilingual Education, standards were deconstructed and revised to incorporate languaging that avoided aforementioned concepts, such as the separation of languages and language hierarchies.

Taking a close look at the new BTPEs, we observe that the wording of these expectations includes a lexicon that invites thinking that there is a clear possibility of developing an effective accountability system. For example, BTPE 1.3 contains the concepts of "*dynamic language*" and "*students' own language use*" as pillars to support students' learning. Both constructs could guide new twofold language proficiency assessments: Pedagogical Language Knowledge (PLK) and Language for Specific Purposes (LSP). The former, as defined by Aquino-Sterling (2016), is "the language and literacy competencies bilingual teachers require for the effective work of teaching in Spanish across the curriculum in K–12 bilingual schools" (p.51). LSP includes "specific language features, discourse practices, and communicative skills of target groups, and on teaching practices that recognize the particular subject matter-needs" (Hyland, p. 200, 2009). PLK and LSP could modify the former and current landscape of language proficiency assessments stagnated on static principles of standardized languaging (Seltzer, 2019; Wei & Garcia, 2022).

Reinforcing the importance of viewing the users of language and language as zestful speakers and forceful language, BTPE 4.1 provides the space to: "*Design learning experiences for all students to help develop bilingualism and biliter-*

acy that are supported by developmental linguistic processes including but not limited to cross-linguistic transfer, contrastive analysis, cognitive and metacognitive research- based processes, language use, and translanguaging" Within this space, Bilingual Teacher Preparation Programs have the potential to construct accountability systems guided by the idea of teaching should be a "political act that validates historically stigmatized bilingual language practices and non-dominant Spanish language varieties, while at the same time facilitating the process for future bilingual teachers to acquire Spanish varieties, registers, and disciplinary literacies that hold greater linguistic capital" (Aquino-Sterling & Rodriguez-Valls, 2016, p. 74).

Next, we examine the challenges any potentiality presents when it needs to be actualized, implemented, and evaluated. We also propose best practices and innovations that could guide a collective approach to accountability grounded and centered in language and languaging for and by the community. In proposing these ideas, we argue that named languages and their use have privileged those who determine and establish standardization at the same time that deny the existence of -isms (racism, classism, sexism) associated with languages (Ott, Dover, Peters, & Rodríguez-Valls, 2023).

Analysis of Accountability Challenges

Based on the policy analysis, which we have outlined summarily in the preceding section, and our experience with the early implementation of the BTPEs starting in September 2023, we identify five areas of accountability challenge. It must be clarified that, for this manuscript, accountability challenge is defined as an area of potential praxis dissociation, a "policy leakage" of sorts, where implementation results may lag about the purported goals of the policy, namely, the transformation of bilingual teacher education into a process aligned with contemporary trends and multilingual community needs. These five areas of accountability challenges are: (a) ecological policy interactions, (b) field inertia, (c) terminological contradictions, (d) bilingual teacher preparation pedagogical responsiveness, and (e) the co-existence of out-of-synch structures of bilingual teacher certification.

The BTPEs usher in a new ideological and implementational space (Flores and Schissel, 2014) with regard to heteroglossic language policies, which are not devoid of challenges and, at times, contradictions. First and foremost, as identified in the policy ecology defined by the BEAM framework above, the BTPEs are to be implemented in conjunction and interaction with other policies that do not share the same parameters about language or speakers. The CSTPs or the TPEs are in many ways the product of their policy time (i.e., closer to the monolingual and monoglossic Proposition 227 era) and, as such, do not reflect the conceptual and paradigmatic changes that the BTPEs encapsulate. Such contrasts lead to a scenario of certain policy and practice dissonance in which differing views of

language and linguistic pedagogy (e.g., academic language vs. languaging) must coalesce antithetical.

The BTPEs entail progress at multiple levels, including their scope as policy per se and their policy ecology. For instance, from a structural perspective, the BTPEs aligned thematically in 2021 with the then existing six TPEs operating as such as an upper layer on each of them. Nevertheless, some of their conceptual assumptions are paradigmatically different. For instance, the TPEs reference several static, monoglossic categories, such as a monolithic notion of "English Learners" (often subsumed under an all-encompassing "all learners" label) or "Academic Language Learners." Critically, the BTPEs adopt a more linguistically fluid stance that aligns with a heteroglossic languaging, i.e., the recognition of ever-evolving linguistic profiles influenced by multiple factors, from cultural to locational to linguistic. In fact, it is a bilingual teacher's aspirational and challenging role to encompass those factors in creating sociolinguistically and culturally sustaining instruction.

As expected, the field of bilingual teacher preparation in California cannot abstract itself from the inertia of preexisting policies and, in the case of bilingual teacher preparation, from a policy vacuum. Prior to the BTPEs, programs organized themselves conceptually in relation to notions implicit in the program planning questions (PPQs) in the 2009 bilingual program standards and by a diffuse field understanding of the canon of bilingual education, often an extension of the contents for the EL certification (CLAD or course equivalent). For instance, due to this vagueness, no explicit curriculum or syllabus guided the preparation of future bilingual teachers who chose to become so by taking the test option. The BTPEs brought a new sense of curricular order and a more explicit account of the pivotal concepts that support bilingual education. However, progressive ideas such as dynamic views on what culture is (e.g., transnationalism in BTPE 1) or the practice of translanguaging (BTPE 7) are not immediately going to sweep away years of bilingual but monoglossic instruction, and habits and perspectives that have become deeply rooted/heavily curricularized in the practice of bilingual teacher educators (Valdés, 2016). Less so when the praxis of bilingual teacher preparation is intrinsically interdependent with preK-12 schools and progressive ideas are still in a slow (but sure) process of being incorporated into the wider bilingual schooling community.

The idea that bilingual teacher preparation pedagogies need to be updated logically follows the points raised regarding a policy vacuum inertia. Establishing a parallel between PreK-12 and bilingual teacher preparation, the problem of identifying and empirically documenting the effectiveness of translanguaging pedagogies faced by the field in general transfers to preservice teacher education. Accordingly, we may ask: How are our pedagogical principles and practices developing knowledge about translanguaging also enacting its more profound heteroglossic principle? How will our bilingual teacher preparation instruction

navigate the space between translanguaging as a simple pedagogy and an ontological and epistemological way of being for most of our California-grown future bilingual educators? This tension is exemplified by and brought down to two micro-decisions that we may face as bilingual teacher educators and represent our ideological stances: Will we use translanguage in our classes? How do we assess translingual work from our candidates? These are just two questions of many that can be raised in light of the changes brought on by the BTPEs, and that may challenge the accountability of implementation across the state.

The establishment of this new BTPE policy and the guidance set by the bilingual authorization program standards seek to reinforce bilingual education and the firmer institutionalization of its core practices. As such, the professionalization of bilingual educators contributes to their legitimization as essential personnel in pursuit of a higher level of education and societal accomplishment that transcends traditional monolingual, monoglossic models of education in the US. Just like the professionals with the highest societal regard have to their account proof of practical competency, bilingual candidates are now expected to show a modicum of field experience. The new program authorization standards require a minimum of 20 hours of field experience for candidates, which has presented programs with a higher level of logistical demand in its need to coordinate with school districts. This issue is felt more acutely in areas with less concentration of bilingual programs and for languages that are taking their first steps into the system (e.g., Asian languages). The aspiration is to promote field experiences that put the candidate in an agentic position beyond mere observations. However, this is a complex ask for programs due to multiple issues, from the provision of supervision to the high level of heterogeneity on how these 20 hours may be invested. As a challenge, we ask ourselves: What is the path to increase the feasibility of this field experience and progressively increase its rigor (i.e., have the candidate teach)?

Last, the early implementation of the new bilingual authorization standards and the BTPEs is leading to an expectation clash that could be foreseen from the beginning of this policy progress: How will BTPE course-based certification models align with the existing, statute-established path of bilingual certification through testing (the CSET LOTE 3, 4, and 5 route)? While consensus in the field is that the testing path is less than desirable, it still fulfills an equity role in providing access to languages where traditional programs do not exist or are not sufficiently developed to support the demand and multilingual aspirations of the state. However, these tests remain "a thorn" in the harmony of the system in that they are secretive in their content and development, and certainly misaligned with the new BTPE framework (the state is currently evaluating how to redesign these tests, together with the other CSETs, as part of the redesign of the test provider contract due in 2024). The pathways in the California system of bilingual certification are thus out of synch and implicitly send mixed messages about what is expected of bilingual teachers in California today.

Elaborating on this last accountability challenge and focusing on the language proficiency test CSET LOTE 3, it is worth noting that nowhere more vividly than in testing becomes evident the clash between monoglossic and heteroglossic views on language. Like all language tests, this standardized test is developed to capture language samples and compare them to normed performances deemed "standard" and highlight any deviations from standardized grammar. Accordingly, the challenge for our programs' equity becomes the assessment of linguistic proficiency that reflects the situation needs, that is, an assessment of proficiency in languages other than English for pedagogical purposes.

The five accountability challenges described thus far are the consequence of pushing the envelope, marcar nuevos horizontes, in preparing bilingual teachers. With the ambitious aspirations of developing heteroglossia in a hegemonically monoglossic society in mind, how can we ensure that we do not neglect to identify and capitalize on promising practices of excellence on the way to non-existent perfection? In the next section, we describe some promising responses from the field to these accountability challenges.

Caring and Looking Forward: Addressing Accountability Challenges

At the time of this article, it is still early to fully assess the field's reaction and assimilation of the new bilingual teacher preparation parameters. By September 2023, programs were required to submit a transitional plan indicating where the BTPEs are being introduced, leaving to a cyclical full review their full account of how these knowledge, practices, and dispositions are fully implemented and evaluated. However, we believe in and see promising initiatives and professional dialogue taking place that indicate that the field does not renounce its accountability commitment to preparing transformational bilingual teachers. In this section, we suggest and describe some of those practices as they confront the five aforementioned accountability challenges.

Regarding the tension in diverging conceptions of language in the policy ecology of bilingual teacher preparation, the field must aspire to a "contagion effect" in which other interacting policies evolve to assume heteroglossic notions of language as their own. For instance, it must be clear that translanguaging is not just a practice in bilingual classrooms, but a pervasive and enriching characteristic of our multilingual state. Accordingly, all teachers (whether they consider themselves monolingual or not) should be ready to embrace the pedagogical potential of this community resource. In essence, all teachers, aware or not, practice languaging, and their own appraisal of their linguistic practices and repertoires is a condition sinequanon to support all Emerging Bilinguals effectively with a deep understanding of linguistic phenomena. It is not uncommon to hear among general teacher educators with exposure to the BTPEs that these expectations set forth

should pertain to all teachers: there is nothing in the BTEPs that should not be happening to a higher or lesser degree in all California Classrooms. Accordingly, we want to make the case emphatically to the California Commission on Teacher Credentialing that they bear in mind the BTPEs when the time comes to review the TPEs, which have been in place since 2016 but are devoid of the new bilingual impetus that followed Proposition 58 and the EL Roadmap.

The field's inertia and attachment to pre-existing practices call for the development of communities of practice among bilingual teacher educators. Currently, the state counts on bodies that assemble and promote dialogues among them, such as the California Association of Bilingual Teacher Educators (CABTE), the Council of Plurilingual Educator Programs (for California State University bilingual coordinators), and the CSU Asian Languages Consortium, as three consolidated examples of ongoing professional communities. However, more work is needed to reach all teacher educators in programs past each university coordinator's position. As such, it behooves these organizations to continue focusing conversations on the advances of the TPEs, and the mechanisms to reach to all agents in the process, including school districts.

Terminological and conceptual tensions in the BTPEs can also be the subject of those professional communities. For instance, bilingual teacher preparation programs still need to navigate the tension between fluid, heteroglossic views on language and the structural approach implicit in concepts such as transferability or interference, which are present in the BTPE policy (see BTPE 3.2 and BTPE 6.7). State and local-level dialogue among bilingual educators in California cannot be confined to the periodic revisions and updates of the policy. Instead, in the awareness that the policy is necessarily imperfect, ongoing dialogue must be the cause leading to the next round of revisions, not its consequence.

Promising examples start to illustrate how the field is responsive to the new conceptual and pedagogical advances. Different courses across IHEs with bilingual authorizations are starting to offer candidates agency in determining the linguistic resources that they mobilize for the assignment submissions, which is coherent with the expectation that a similar asset-oriented lens will be employed when assessing the linguistic work of their own PreK-12 students.

Last, regarding the testing routes for bilingual teacher certification, the opportunity to redefine the terms of the state's contract must be seized to guarantee that the tests represent, first, core current knowledge in the field of bilingual education and, second, how it distinctively applies to the specific sociolinguistic and pedagogical needs of California communities. It is particularly promising that there is a growing interest among IHEs in certifying candidate linguistic proficiency locally and that the CTC is supporting within its legal mandate the pathway to secure that alternative to the computer-based CSET LOTE 3.

Our concluding thoughts stress the importance of keeping sight of the high accountability expectations placed on implementing the new BIlingual Authoriza-

tion Program standards and the BTPEs. These aspirations and drive to move from potentialities into actualization transcend mere policy bureaucracy and reflect the hopes of communities and a renewed promise in the value of what public, democratic education can do for our communities and state. Traversing and successfully overcoming accountability challenges, understood as the distance between the law's spirit and the system's actions, will require intense ongoing cooperation among regulatory bodies and practitioners, as well as synergistic collaboration between IHEs and LEAs across the multiple contexts of California. Our hopes remain high, and our call is loud and clear to actors to engage in the necessary dialogue to identify successes, challenges, and the appropriate resources that bilingual education is owed from an equitable and historical perspective.

Note

[1] We will use the concept of Multilingual Learners (ML), which we deem more inclusive than English Learners and more comprehensive than Emerging Bilinguals.

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State Policy and Funding

The Catalyst for Program and Identify Shifts

By Nancy T. Walker, Amber Bechard, & Marga Madhuri

Abstract

High-quality and effective literacy instruction in higher education requires support from state funding. With California's adoption of the new literacy standards, educator preparation programs (EPP) had the opportunity to expand and deepen new teacher literacy preparation. This paper provides policymakers and practitioners information on how one educator preparation program embarked on a transformative journey in which state policy and funding served as a catalyst that contributed to the reconsideration of teacher identity and the revision of one teacher preparation program shift to the science of reading. Four outcomes and recommendations are provided to guide policy and practice.

Introduction

In this article, we document a transformative journey for which state policy and funding served as a catalyst that contributed to the reconsideration of teacher identity along with the revision of one teacher preparation program shift to science of reading.

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Literature Review

The transformation of a long-standing educatgor preparation program (EPP) is rooted in sociocultural beliefs where the work of teacher educators is shaped by "cultural, historical, and social structures" (Lasky, 2005, p. 900). Furthermore, it is within these structures that education stakeholders engage in inquiry to understand practice (Dickins & Watkins, 2006). In that regard, we locate this examination of transformation within the specific social and cultural context of the United States in 2022, as classrooms around the country grappled with various crises, including plummeting literacy rates and calls for change in the teaching of reading in K-12 and higher education. This crisis, within this sociocultural context, compelled us to consider our own identities "as both being teacher educator[s] and doing teacher education" (Erickson, et al., 2011, p. 105) while we struggled with conflicting tensions of the teaching of reading while simultaneously adapting our courses. In California, SB488 (2021) legislation required significant changes in Multiple and Single Subject as well as Education Specialist Credential programs around the teaching of literacy, with specific guidelines about evidenced-based instruction and the *California Dyslexia Guidelines* (California Commission on Teacher Credentialing, 2024).

Revising coursework has led to an examination of the role of a teacher educator and what it means to be a teacher of teachers. Therefore, we frame this transformation within "five common themes of doing teacher education: enacting pedagogy, serving as mentors, negotiating contexts, challenging norms, and engaging in inquiry" (Erickson, et al., 2011, p. 105). As a result of undergoing this transformation, our team learned from one another, and continued to expand with ways of knowing and doing the work of teacher education (Wetzel et al., 2019).

Key Elements of Practice

Engaging in Inquiry: Forming our own Dyslexia Teacher Training Program (DTTP) (with the support of expert consultants) caused a significant shift in our knowledge of teaching literacy. This process, which included learning the science of reading and structured literacy content, was a commitment of two full years. Participating faculty dedicated 15-20 hours per week to seminars in multisensory instruction, the tenets of Orton Gillingham (OG) and planning and delivering a 60-hour supervised practicum. An additional three years of professional reading and outside training took place to continue expanding expertise. We learned that all students benefit from emphasizing structured literacy instead of our balanced literacy approach. Now that we knew better, we had to do better, and our identity as literacy teacher educators began to shift.

Challenging Norms: We recognized the need to transform our literacy methods courses and responded to new state policies in several ways. For over ten years, our general education and special education faculty worked in independent silos. With

the onset of state legislation and revised Teacher Performance Expectations, we recognized the need to combine programs. As more policies came from the state, including the English Language Arts/English Language Development Frameworks in 2014, The California Dyslexia Guidelines in 2017, Literacy Teaching Performance Expectations in 2019, and SB488 in 2022 (and an eye to the Literacy Teacher Performance Assessment on the horizon) we recognize that it is essential to address all these documents program-wide, rather than just in the literacy-methods courses. With a deep knowledge of structured literacy informing us, our faculty colleagues across the program continue to analyze their courses within the different credential programs relative to these policy documents and new state expectations. We realized that teacher candidates need additional explicit training for working with struggling readers and dyslexic students, requiring an intentional revision of our courses. Furthermore, Universal Design for Learning (UDL) needed to be deeply integrated across the programs, and all teacher candidates, regardless of discipline, needed to understand how to integrate content area literacy into their disciplines. This led to a significant identity shift in the "separate but equal" mindset of faculty.

Negotiating Contexts: The requirements of California policy called for stronger communication amongst all stakeholders in our department as well as intentional relationships with district partners. As a result, this transition nourished relationships among colleagues who had no prior shared context but who became allies in a transition to improve the preparation of teachers, especially relative to literacy instruction. In 2022, we were awarded the CTC Dyslexia Grant to Preparation Programs to support our transformation work. This funding provided the infrastructure that was necessary to support faculty and adjuncts in this transformation process. Discussions were complex and challenging as colleagues unraveled and reconstructed existing courses. These discussions challenged our identities, calling for expanding thinking and doing. The relationships that developed from this transition created an equitable respect for varying areas of expertise and situated us for further collaboration.

Enacting Pedagogy: There were several challenging aspects of course/program revision. Revising literacy courses required a deep personal commitment by the faculty to shift from "owning their course" to a program-wide commitment to change. We benefited from the support of outside experts to guide this process. We spent several months examining exemplar syllabi from other states, along with in-depth analysis of our state documents. We realized that the course syllabi required explicit language supporting literacy instruction, including structured literacy. Most importantly, content is needed to reflect evidence-based research. As we revised, we piloted these revisions in our multiple subject credential courses for candidate feedback. This work is also necessary for our single-subject literacy courses, and we are beginning to embed structured literacy within the curriculum. Concurrently, we developed strong partnerships with districts. One district sent all of its literacy

coaches to be trained in structured literacy through our in-service DTTP. Other districts sent selected educators to gain structured literacy knowledge as well. These educators were then available as adjuncts in our program. Additionally, we knew we could place our fieldwork candidates in settings that aligned with effective reading instruction.

Serving as Mentors: During this journey, we realized that training needed to occur for our pedagogy faculty and colleagues in our entire EPP. Therefore, this transformation work continued with faculty program-wide to expand their understanding of literacy instruction and weave in effective literacy components across the program. Grant funding supported workshops on structured literacy for faculty and adjuncts to deepen learning, and monthly faculty meetings were utilized to provide short boosters of evidence-based strategies. We encouraged our adjunct faculty to pursue additional training within their school districts to deepen their knowledge. We began writing about our transformation and sharing our journey, and have been contacted by other institutions are interested in how to successfully approach the required transformation for effective literacy instruction in their contexts. Serving as mentors helps us engage in the recursive cycle of improvement.

Significance for Teacher Education and K12

As a result of this transformation work, we provide four significant outcomes and recommendations for the field.

First, being open to recreating our teacher identities by gaining deep knowledge of structured literacy, understanding the science of reading, and developing new perspectives has had an exponential impact with focused revisions both in our literacy courses and program-wide. We are well positioned to continue collaborative work in depth, with dedicated professional development, shared full-time and adjunct faculty conversations around course revisions targeting structured literacy, dyslexia, and content area literacy as essential across all teacher preparation courses. Components of this work were driven by state policies for teacher preparation and supported by a state Dyslexia Grant. Without this support, the heavy lift required for faculty is extremely challenging. Our recommendation is that when state policies are passed, state funding and resources for implementation, including for independent colleges, continue to be provided to support faculty.

Second, again driven by state policies, we have built bridges across programs, adding to the shift in our identities, and have individual faculty and adjuncts with a deep understanding of the science of reading. Our recommendation is that structured literacy continues to be viewed as a necessity across all disciplines and that EPPs be provided with state documents that are accessible in a range of disciplines. Effective literacy instruction is not the sole responsibility of the literacy faculty.

Third, in addition to the research, our work with teacher education candidates revealed the need to deepen their knowledge of language structures. Although we addressed phonics and grammar instruction in our courses, we are expanding this

area to ensure candidates understand concepts such as morphological and multisyllabic instruction. Our recommendation is that California consider including a linguistics course within the credential as understanding the structures of the English language in-depth is a necessary precursor to teaching it.

Fourth, we forged strong relationships with community organizations and school districts to support their work in literacy support for all learners. Our recommendation is to incentivize districts, community organizations and EPPs to become literacy partners by providing shared state funding. This can support school districts in acquiring structured literacy to further their transformation which will provide classrooms that model the instruction to support fieldwork teacher education.

Conclusion

Our journey has been transformational, and one that we are confident will have a powerful impact on all stakeholders. State policies are created with good intentions, yet often the support to implement these changes is inadequate. We encourage continued funding and resources for EPP, including independent colleges and universities. Educator preparation programs benefit from collaboration across institutions, sharing challenges and successes. With so much literacy policy in California, it is essential that EPP respond in ways that establish effective reading instruction. It is only with program transformation that the intent of the legislation will be honored, and ideally, children in California schools will be the beneficiaries.

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Additional Research Presentations from the CCTE Spring 2024 SPAN Conference

"Reducing Bias and Promoting Equity through a Simulated Teaching Environment."
Rhonda Christensen, University of North Texas & **Stacy Kruse**, SimSchool
Description: Through the National Science Foundation funded "simEquity" project, University of North Texas researchers have found that simSchool AI-driven simulations are effective in identifying and ameliorating biased teaching behaviors in K-12 educators in California and Texas. The framework for observation in the sims, as well as data analyses, will be shared.

"Helping Licensure Candidates Transform from Student to Teacher: Practice to Policy."
Talya Drescher, California State University Channel Islands
Description: In a traditional teacher preparation program, candidates are prepared via academic coursework and clinical experience. The work presented acknowledges the need and provides a method to additionally address candidates' well-being using a transformation framework implemented with special education and dual certification candidates over the course of a one-year licensure program.

"Increasing Teacher Retention of Our Newest Educators Through Humanized Mentoring."
Karen Escalante, California State University San Bernardino & **Melissa Meetze-Hall**, University of Redlands
Description: This presentation will highlight critical information about how a sense of belonging within teacher induction is a significant aspect of the teacher retention solution and Pk-12 outcomes. The findings speak to key policy issues in California as we continue to reckon with a teacher shortage.

"Enhancing and Deepening School Partnerships to Support Educator Development Using the AAQEP Standards."
Debbie Meadows, California State University Bakersfield, **Juliet Wahleithner**, California State University Fresno, & **Reyes L. Quezada**, University of San Diego
Description: The alignment between theory and practice is essential for educator training. This presentation highlights how two AAQEP-accredited institutions established a more aligned partnership with P20 education partners. Each institution will share how they leveraged accreditation to initiate the development of a deeper and more collaborative partnership with P20 education partners.

"Teacher Apprenticeships 101: Learning from Other States."
Hanna Melnick, Senior PolicyAdvisor, Learning Policy Insitute (LPI).
Description: Teacher apprenticeships are a new initiative intended to expand the supply of well-prepared teachers by allowing candidates to earn a salary and on-the-job experience while working toward a teaching license. This session will provide an overview of the current national landscape of federally registered teacher apprenticeships and how apprenticeship might fit into California's teacher preparation landscape, drawing from new LPI research.

"Unfinished Business: Advancing Race-Conscious Teacher Education After the SCOTUS Decision to End Affirmative Action."
John Pascarella, University of Southern California.
Description: After the recent Supreme Court decision struck down race-conscious college admissions, many teacher educators have questioned how the ruling will implicate all race-conscious equity efforts in educator preparation programs. This policy analysis session will meaningfully address changing sociopolitical conditions and challenges to race-conscious and LGBTQ+ inclusive teacher education practices.

"Transformation or Conventionality? Emerging Findings from Development and Implementation of Black Student Excellence Initiative."
Diana Porras, **Cara Richards-Tutor**, & **Jolan Smith**, California State University Long Beach
Description: This presentation is about an initiative adopted by a large urban California district seeking to transform Black students' experiences and outcomes. Our study is multi-pronged, examining actions and insights of actors at various levels including district, initiative, and school. Time, funding, measures of success, and leadership emerge among policy recommendations.

"Integrating Family, School, and Community Engagement in Preservice Teacher Education Through an Equity Partnership."
Reyes L. Quezada, University of San Diego, **Angela Louque**, California State

University San Bernardino, & **Reyna Garcia Ramos**, Pepperdine University
Description: This best practice presentation focuses efforts to seek and provide input on how teacher education can integrate ways to engage preservice teachers with the tools needed to work effectively with culturally and linguistically diverse families. The 7 C's Framework is presented to increase parent engagement/student success in teacher education coursework.

"Implementing Practices to Support Multilingual Learners' Success; Preparing All Teachers to Integrate Translanguaging."
Lyn Scott, California State University East Bay
Description: This research presentation details how teacher educators can support all teachers to implement translanguaging practices in their classrooms, with a particular emphasis on supporting monolingual English teachers. Specific research-based, easy-to-implement strategies used in the Bilingual and Content Area Integrated Preparation Project (BCAIP) will be discussed and demonstrat

"Improving Teacher Education Through Collaboative Research and Design."
California Teacher Education Research and Improvement Network (CTERIN) with **Elizabeth Van Es** & **Susan Toma-Berge**, University of California Irvine, **Rebecca Ambrose**, **Margarita Jimenez-Silva**, & **Lisa Sullivan**, University of California Davis, **Alison Black**, University of California San Diego, & **Elisa Salasin**, University of California Berkeley.
Description: The University of California system developed a cross-campus research collaborative focused on the study and improvement of teacher education, the Center for Teacher Education and Improvement Network (CTERIN). In this roundtable session, we will share examples from our collaboration that resulted in structures and processes to engage researchers and teacher educators in collaborative inquiry for local and cross site improvement initiatives. These efforts provide insight into how partnerships of teacher education programs can lead to systemic change in teacher education, as well as highlights opportunities and tensions in sustaining cross program collaboration

"A Willingness toWonder: Beginning Teacher Learning Through Mistake Making and Vulnerability."
Johnnie Wilson & **Sumita Jaggar**, University of California Santa Cruz
Description: Beginning teachers set out problems of practice for one another in collegial conversation. In their shared learning, they embrace mistakes, move to deep reflection on topics not often considered in teacher preparation, and allow for themselves a vulnerability that opens up the possibilities for their learning and development.

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