

CCNews

**Newsletter of the
California Council on Teacher Education**

Volume 29, Number 2, Summer Issue, June 2018

Laurie Hansen (California State University, Fullerton), Editor

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

In This Issue of CCNews ...

Section 1 — News & Reports

Message from CCTE President Virginia Kennedy	2
CCTE 2018 Election Results	3
Upcoming CCTE Conference Dates.....	3
From the Desk of the CCTE Executive Secretary.....	4
Updates from Commission on Teacher Credentialing	5-6
CCNews Call for Articles and News.....	6
Letter to CTC from CCTE and CABTE	7-8
Association of Teacher Educators Update	9
Meet the Undergraduate Teacher Prep SIG.....	9
Terri Patchen Selected as New Editor of ITE	10
Call for Nominations for CCTE Awards.....	10

Section 2 — CCTE Conferences

Preview of the CCTE Fall 2018 Conference.....	11-12
Keynote Speakers at Fall 2018 Conference	12-13
Tentative Program for Fall 2018 Conference	14
Registration Form for Fall 2018 Conference	15
Call for Proposals for Fall 2018 Conference.....	16-17
SPAN 2018 Retrospective and Looking to 2019.....	18-19

Section 3 — CCTE Organizational Information

CCTE Seeks Your Participation	20
CCTE Committees	21
Inviting Nominations for CCTE 2018 Dissertation Award	22
CCTE New Faculty Program Seeks Applicants	23
CCTE Graduate Student Program Seeks Applicants	24
CCTE Reader on Social Justice	25

Section 4 — Voices from the Field

Reports from CCTE Conference Presentations	26
Be Sure to Check Out the CCTE Website Regularly	27
Addressing New Teacher Attrition Through Stress Management.....	27-29
by Timothy James Hilton	
Creating Collaborative Learning Opportunities for Reading Specialist and School Psychologists in University Training Programs	30-32
by Joan C. Fingon & Elina Saeki	

A Scene from the CCTE SPAN 2018 Conference





An Active Organization for an Active Time

A Message from CCTE President Virginia Kennedy

It's a joy and an honor to step into the illustrious shoes of the California Council on Teacher Education's (CCTE) previous presidents. An article in *Education Week* recently stated that, "In number, teachers are the largest profession in the United States." I don't know whether teacher educators have ever been counted, but we are a large and dedicated group! I am always amazed and gratified to realize what a great community we are, especially in such a big state like California.

This is a very "active" time to be in educator preparation, and CCTE is a very active organization. All of our individual, program-based, and statewide efforts are needed to sustain and promote forward-thinking teacher preparation. From students, to their teachers and administrators, to those who prepare them for the classroom, voices have been motivated to articulate and advocate for themselves and others.

Under Sharon Russell's leadership, a new vision statement was recently created, "CCTE—California's Voice for Teacher Preparation," recognizing that we are "a peer organization that supports each others' practice." Through our conferences, committee activities, Special Interest Groups (SIGs), publications, support of new faculty, and the Graduate Student Caucus, CCTE strives to promote connections and collaborations throughout the state.

CCTE members and delegates and other conference participants want to be both proactive and responsive. At our Spring 2018 SPAN conference in Sacramento, attendees gathered to network, absorb important information, explore new ideas, and learn how to take action. Concurrently, CCTE Board of Directors members exchanged letters with the Commission on Teacher Credentialing that raised questions about TPAs vis-à-vis bilingual educators. Please read about these and other activities in this edition of the newsletter.

What are issues of vital concern to teacher educators at this time? There are certainly many, including

- Addressing the future of the teacher education profession.
- Credentialing enough teachers in fields of need.
- Supporting preservice teachers and early service/induction level teachers to work in a wide variety of settings and formats.
- Collaborating and partnering among higher education, P-12 (and 0-22 for some credentials) as required for cohesive preparation.
- Recruiting and supporting teachers and teacher educators from diverse backgrounds and perspectives.
- Preparing inclusive teachers and teacher educators who will provide multi-tiered, equitable instruction.



Our Fall 2018 Conference theme is "Changemakers and Teacher Education." This highly relevant, innovative, and expansive theme will bring together many different aspects of becoming change agents through social innovation and changemaking in teacher education. I encourage you to submit proposals and attend the conference at the Kona Kai Resort in San Diego, October 18-20.

I want to recognize all board members, both new and continuing, all those who agreed to be nominated, and all members and delegates for their efforts on behalf of educator preparation in California.

Please be in touch at virginiakennedy@calccouncil.com

—Virginia Kennedy
President
California Council on Teacher Education
(*California State University, Northridge*)
virginiakennedy@calccouncil.com

CCTE 2018 Election Results

The 2018 California Council on Teacher Education (CCTE) annual election which concluded on the Friday of the CCTE Spring 2018 SPAN Conference resulted in selection of three officers—President Elect, Vice President for AACTE, and Vice President for ATE, each to serve in those roles for two years—and three new members of the Board of Directors who will serve three-year terms.

Eric Engdahl of California State University, East Bay, was elected President Elect, Mona Thompson of California State University, Channel Islands, was elected Vice President for AACTE, and Michael Cosenza of California Lutheran University was elected Vice President for ATE. Their terms of office began immediately upon conclusion of the Spring Conference, and they will serve until the end of the Spring 2020 Conference. Also as part of the officer transition, Virginia Kennedy of California State University, Northridge, assumed the office of CCTE President after serving the past two years as President Elect, and Sharon Russell of CalStateTEACH completed her term as President and is now Past President.

Lisa Bennett of California State University, Mary Soto of California State University, East Bay, and Kimberly White-Smith of the University of La Verne were elected as new members of the Board of Directors, to serve until the end of the Spring 2021 Conference.

The three members of the Board of Directors whose terms expired this Spring are Cynthia Geary of the University of La Verne, Karen Lafferty of San Diego State University, and Raina Leon of Saint Mary's College. The two Vice Presidents who completed their terms this Spring are Linda Hoff of Fresno Pacific University and Susan Westbrook of the California Federation of Teachers. Juan Flores of California State University, Stanislaus completed his term as Past President. Certificates of appreciation for the service of all who

completed their terms of office were presented to outgoing officers and Board members during the concluding session of the Spring Conference in Sacramento.

CCTE annual elections are operated under the auspices of the Nominations and Elections Committee, which is chaired by the Past President. If you have an interest in being nominated for a CCTE office in 2019 or future years, please share that information with the Nominations and Elections Committee Chair Sharon Russell or CCTE Executive Secretary Alan Jones. All CCTE officers are volunteers, and persons interested in such service are encouraged to initially volunteer for and participate on any of the various CCTE committees.

The annual CCTE elections cycle involves the Nominations and Elections Committee seeking candidates during the Fall for all offices to be elected the coming year, with the announcement of the nominations shared with the CCTE membership by e-mail in early January. That initial announcement always offers an opportunity for additional candidates to be nominated by petition from the membership. The final election announcement is then distributed by e-mail to the membership around February 1, followed by an emailed link to the on-line ballot.

All CCTE individual members and institutional delegates are eligible to vote in the annual election and the on-line voting is conducted through a secure system that allows each member or delegate to cast a secret ballot and prevents anyone from voting more than once. If you have any questions about the CCTE elections process, please contact the Executive Secretary Alan Jones, at alan.jones@ccte.org or Nominations and Elections Committee Chair Sharon Russell at sharonrussell@calcouncil.com

Upcoming CCTE Conferences

Fall 2018

Kona Kai Resort, San Diego
October 18-20

Theme: "Change-Making"

Spring 2019

The Citizen Hotel, Sacramento
March 21-22

Theme: "SPAN: Spring Policy Action Network"

From the Desk of the CCTE Executive Secretary

With the 2018-2019 California Council on Teacher Education (CCTE) membership year almost upon us, please enjoy the following information about our ongoing CCTE activities.

Annual Election and Officer Transition

We welcome Virginia Kennedy as the new CCTE President following her two years of service as President Elect, and we congratulate Eric Engdahl upon his selection as the new President Elect. Other new officers are Mona Thompson as Vice President for AACTE and Michael Cosenza as Vice President for ATE, while Sharon Russell moves to the role of Past President. Newly elected members of the Board of Directors are Lisa Bennett, Mary Soto, and Kimberly White-Smith. We also thank Linda Hoff for her service the past two years as Vice President for AACTE, Susan Westbrook for serving as Vice President for ATE, and Cynthia Geary, Karen Lafferty, and Raina Leon who just completed terms on the Board of Directors. Plus a special thanks to Juan Flores for his six years of service as President Elect, President, and Past President.

Time to Renew Memberships

Overall CCTE membership exceeded our expectations during the 2017-2018 year and we hope to experience similar success in 2018-2019. Some 70 colleges and universities and other educational institutions and agencies joined as institutional members this past year along with almost 50 individuals members, and all have been invited to renew their memberships. Renewal forms were emailed to all individual and institutional members this past month and you are encouraged to submit renewals quickly to assure that no members or institutional delegates miss any of the membership benefits.

It should also be noted that in the process of submitting CCTE institutional memberships there are options for institutions to join three associated organizations—the California Association of Bilingual Teacher Educators (CABTE), the California Association of Professors of Special Education (CAPSE), and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUSET)—as well as the new CCTE Intersegmental Collaboration. All institutions are encouraged to join and support these associated organizations.

Annual Sponsorship Program

In addition to institutional memberships, CCTE invites colleges, universities, and other organizations to sign on as annual sponsors of CCTE, with four levels of sponsorship available. We offer special thanks to California State University Long Beach, Loyola Marymount University, and the University of Redlands for serving as annual sponsors during 2017-2018 and we hope other teacher education institutions

in California will join the annual sponsorship program in 2018-2019. These sponsorships help assure that CCTE can maintain all of our activities on behalf of the teacher education community. Please contact me for additional information on becoming a CCTE sponsor.

CCTE Conferences

Be sure to check out the information in this newsletter on the upcoming CCTE Fall 2018 Conference in San Diego this October as well as the third annual CCTE Spring SPAN Conference in Sacramento next March. All CCTE Conferences are open to all interested teacher educators and friends of teacher education and always feature exciting speakers, research presentations and posters, policy conversations, and plenty of opportunities to network with colleagues from across the state.

CCTE New Faculty Program and Graduate Student Support Program

Both the CCTE New Faculty Support Program and Graduate Student Support Program will be available to interested participants during 2018-2019. The New Faculty Support Program will be in its eighth year of operation and the program is open to any teacher education faculty member in their first five years of service at any of our CCTE member institutions. The benefits of the program include discounted CCTE membership and conference registration as well as mentorship from an experienced CCTE leader.

The Graduate Student Support Program will be in its ninth year of service and the program is open to graduate students at any CCTE member institution. The benefits include discounted CCTE membership and conference registration, an opportunity to submit a proposal for one of our conference programs, mentorship from a CCTE leader, and participation in the CCTE Graduate Student Caucus.

Information on both programs appears in this issue of the newsletter.

CCTE Publications

All CCTE members and institutional delegates receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as each issue is published. And be sure to watch for future quarterly issues of *CCNews*, each of which is e-mailed to all CCTE delegates, members, and friends. If you have activities or items of interest or short articles related to teacher education, please submit them to the editor for consideration.

—Alan H. Jones, CCTE Executive Secretary
Telephone 415-666-3012
e-mail alan.jones@ccte.org

Updates from the Commission on Teacher Credentialing

Special Education Preliminary Credentials Program Standards and Teaching Performance Expectations (TPEs) Will be Considered for Adoption by the Commission in June!

At its February 2018 meeting, the Commission took action to approve five Preliminary Education Specialist Teaching credentials for the future. At the June 2018 meeting, the Commission is expected to review and possibly adopt Program Standards, TPEs, and authorization statements for the five preliminary special education teaching credentials:

- Preliminary Mild to Moderate Support Needs (K-22)
- Preliminary Significant Support Needs (K-22)
- Preliminary Early Childhood Special Education (B-K)
- Preliminary Deaf and Hard of Hearing (B-22)
- Preliminary Visual Impairments (B-22)

Updated TPAs Required Beginning with the 2018-19 Year

Candidates who enroll in a Preliminary teacher preparation for a Multiple or Single Subject teaching credential during the 2018-19 year will be required to take and pass one of the updated Teaching Performance Assessments. It is expected that there will be three TPA models: the CalTPA developed by the Commission, the edTPA developed by SCALE, and FAST developed by CSU Fresno. All TPAs are expected to have met the revised Assessment Design Standards and measure the revised TPEs prior to implementation next year.

Join the CTC in the Exciting Work of Scoring the Commission's model Teaching Performance Assessment (CalTPA) and Administrator Performance Assessment (CalAPA)

The Commission on Teacher Credentialing is seeking current California teachers, administrators, and faculty who help prepare beginning teachers and/or administrators to participate in operational scoring of the CalTPA and CalAPA. Training and calibration will be one-day, in person, sessions in Northern and Southern CA. Scoring will be completed online through a secure portal. Assessors will be paid for their time in training, calibration, and scoring. For more information about assessor qualifications and scoring, visit www.ctcpa.nesinc.com.

Board of Institutional Reviewer (BIR) Training

The training for new BIR members has been updated. The entry points for the training are both Program Review and Common Standards Review. When individuals agree to serve as a Program Review or Common Standards reader, the train-

ing for that activity is the first portion of the Site Visit training. Individuals who are assigned as Program Review or Common Standards Review were invited to one of the first Site Visit Trainings that are scheduled in August and September 2018.

If you are interested in joining the BIR you must first sign up to serve as a Program Review reader. Please watch the PSD e-News for Program Reviewer information. To subscribe to the PSD e-News, please visit this url: <https://www.ctc.ca.gov/commission/newsletters/psd-news>.

Comparability Study of the Teaching Performance Assessments

The Commission released an RFP for a comparability study of the teaching performance assessments that will continue to be used in California, and the Human Resources Research Organization (HumRRO) was selected as the contractor to conduct the study. The work began in Summer 2017 and will conclude in Summer 2019. A number of different activities, listed below, will be completed as part of the study and an update will be presented to the Commission in Fall 2018.

1. Evaluation and Comparison of Evidence across TPA Models for Adherence to Assessment Design Standards
2. Content Validity Comparability Analysis
3. Comparison of Stakeholder Input across TPA Models
4. Scoring Review: Comparison of Scoring Rubrics, Scorer Training, and Score Reports across TPA Models
5. Comparison of Standard Setting across TPA Models
6. Statistical Analysis and Comparison of Score Data across TPA Models
7. Comparison of TPA Models to a Common Criterion Measure

California Center on Teaching Careers Update

The California Center on Teaching Careers (the Center) is undertaking a number of exciting endeavors in its effort to attract, place and retain more teachers across California to curb the effects of the statewide teacher shortage. Donna Glassman-Sommer of the Tulare County Office of Education leads the Center in its mission to elevate the teaching profession through attracting new and existing talent to impact teaching and learning in California's 21st Century classrooms.

One innovative tool the Center has developed is the creation of the inaugural Virtual Job Fair, which took place on April 26-27, 2018. The "match.com" of teacher recruiting, the Virtual Job Fair is an online platform that facilitates an effective link between education agencies with open posi-

—continued on next page—

Updates from the Commission on Teacher Credentialing

(continued from previous page)

tions and teacher candidates, automatically matching the candidate with the positions for which they are qualified. This free, convenient tool allows agencies and candidates to explore their matches, select and rank the candidates or positions in which they're most interested in a digital dashboard format, and even conduct virtual interviews via chat rooms!

What is so unique about the Virtual Job Fair dashboard is that the matches between agencies and prospective candidate qualifications are made automatically upon registration. The Center's dashboard even sends candidates and agencies the contact information for their matches in case they were unable to connect during the Virtual Job Fair. This allows both agencies and educators to more effectively target their outreach efforts, increasing the likelihood that open teaching positions will be filled by promising teachers.

The impact and response of the Center's first Virtual Job Fair was overwhelmingly positive. Lessons learned from the inaugural event will be applied to future Virtual Job Fairs in an effort to continue to ensure that the experience is seamless for participants. Here is a snapshot of the inaugural Virtual Job Fair participant pool:

- The nearly 370 Virtual Job fair participants represented a range of backgrounds and an array of specialty areas of expertise, comprising everything from new college graduates to educators with substitute teaching permits to classified employees from a variety of education agencies.

- An overwhelming majority of Virtual Job Fair participants were educators with preliminary or clear teaching credentials, and eight percent were those looking to change careers with over three years of industry experience.

- A similar number of candidates were recent college graduates who completed their degree within the last three years.

- The Center's tool was available to candidates nationwide, with fifteen percent of participants holding out-of-state teaching credentials.

The Center is very encouraged by these results and looks forward to offering this distinctive platform to job seekers and agencies looking to fill immediate needs at future Virtual Job Fairs! If you would like to participate in the next Virtual Job Fair, or have any questions about the Center's work, please reach out to Donna Glassman-Sommer at:

donnags@tcoe.org

or visit

californiateach.org.

CCNews Call for Articles and News

The goal of *CCNews* continues to be to create 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. Just e-mail your submissions as an attachment to the editor:

lahansen@fullerton.edu

The deadline for materials for the Fall 2018 issue is August 15.

We look forward to reports from CCTE officers and committees, from the associated organizations and SIGs, as well as updates on upcoming CCTE events and activities, plus brief articles on new programs, research, and other events in the California teacher education community.

Laurie Hansen
California State University, Fullerton
Editor of *CCNews*

Letter to Commission on Teacher Credentialing from CCTE and CABTE

Introductory Note: At its meeting on March 7, 2018, the California Council on Teacher Education Board of Directors approved in concept a draft of the letter below which had been prepared in collaboration with the California Association of Bilingual Teacher Educators and authorized officers of both organizations to finalize and send the letter to the Commission on Teacher Credentialing. The letter was sent on March 21.

Date: March 21, 2018

To: California Commission on Teacher Credentialing

From: California Council on Teacher Education (CCTE)
and California Association of Bilingual Teacher Educators (CABTE)

Subject: Updated Pearson TPA (edTPA and CalTPA 2.0)
and Concerns for Bilingual Teacher Candidates

On behalf of bilingual teacher preparation programs across California we commend the bilingual authorization expansion and improvements that the Commission on Teacher Credentialing (CTC) has led in recent years. These policies have increased the ability of local education agencies and institutions of higher education to provide integrated programs and professional development for new and experienced teachers obtaining bilingual authorizations. Currently there are a total of 30 approved bilingual authorization programs at institutions of higher education across the state, with 17 at California State University campuses, 5 at University of California campuses, and 8 at Private/Independent Universities. This number will continue to increase in the coming years with the passage of Proposition 58. However, as CTC is also revising and updating the Pearson TPA (edTPA and CalTPA 2.0), CABTE, CCTE, and other organizations are concerned with the potential negative impact on bilingual teacher candidates the Pearson TPA has had and will continue to have if the three areas of concern outlined below are not considered and addressed:

Concern #1: Writing Assessment Versus the Craft of Teaching: The Pearson TPA has always been an academic writing assessment. As a result, students who are the most effective writers tend to pass the Pearson TPA. Thus, in its current form the assessment misses the point that it should be assessing the craft of teaching of future teachers, not their writing proficiency. Credential candidates who struggle the most with this assessment are immigrant and non-native English speakers, which is the profile of the majority of bilingual teacher candidates. As a “writing exam” this creates another roadblock for diversifying our teaching profession with an assessment system that does not truly assess the craft of teaching.

Concern #2: Translations: The second issue that we have with the newest permutation of the Pearson TPA is that future teachers who wish to earn the bilingual credential and who will be doing their videotaped lesson in dual language classrooms will be required to provide a translation of the lesson and supporting materials. This is an equity issue for bilingual candidates. They are being asked to do extra work that is not required of other candidates. This subtracts from their time available for course work, teaching demands, and writing Pearson TPA commentaries. Some have responded that bilingual credential candidates should do the videotaped lesson in English to address this assessment problem. However, teacher candidates who are placed in 90/10 dual language programs or teaching their content area in a language other than English do not have that option and will be at a disadvantage for the Pearson TPA. They may ultimately be discouraged from selecting dual language or primary language placements for fear of failing the Pearson TPA. To ensure the strongest teachers and programs, we want our bilingual credential candidates to have experience in both languages. The demand to provide translations creates another roadblock to our bilingual credential candidates in terms of costs and time as well as creates a disincentive to be a bilingual teacher.

Concern #3: Lack of a Dual Language or Bilingually Aligned Version of the Pearson TPA. A larger concern is the absence of any alignment with the competencies for bilingual or dual language programs in the Pearson TPA context of the learning forms and other aspects of the Pearson TPA requirements. This is a critical component for CTC to consider, since candidates currently enrolled in teacher education programs with approved Bilingual Authorization programs are more often obtaining both the Multiple or Single Subjects 2042 and Bilingual Authorization concurrently. To meet the needs of both the Credential and the added Authorization, students are placed in biliteracy contexts and are engaged in practices that meet BOTH sets of standards. This is an oversight that is long overdue to be addressed. While CTC approved the Bilingual Authorization as an “added” authorization, in practice programs are offering these concurrently.

—continued on next page—

Letter to Commission on Teacher Credentialing from CCTE and CABTE (continued)

Recommendations: Possible solutions for addressing these concerns are:

- (1) Proactive recruitment by CTC and Pearson of bilingual certified TPA assessors, with an appropriate incentive to attract highly qualified bilingual teacher educators. Presently, the extremely low TPA assessor stipend may be a disincentive for this work. Proactive recruiting and increased stipends will improve the equity of the assessment and prevent the need for translation from acting as a disincentive to bilingual credential candidates. Otherwise, we are allowing an integral flaw in the Pearson TPA to determine the professional future of our bilingual credential candidates.
- (2) Provide an option for submission of a portfolio or alternative submission as a narrative that provides evidence of candidates' knowledge of the craft of teaching.
- (3) Work with state and national professional organizations and institutions of higher education focused on teacher education (AACTE, CCTE) to examine the purpose of the Pearson TPA as one of assessing the Craft of Teaching that has a balance of skills, rather than relying on written narratives.
- (4) Reach out to professional organizations and institutions of higher education leaders who are providing key professional development and collaborate with the community of bilingual teacher educators in working to establish National Dual Language Teacher Preparation Standards.
- (5) Reach out to professional organizations and institutions of higher education leaders who are providing key professional development for bilingual teachers, including the California Association for Bilingual Education and the Association for Two-Way & Dual Language Education. Their guidance regarding appropriate assessment of bilingual teacher competency will be invaluable.
- (6) Provide an option for candidates to select the language in which they are being taped. This should include a requirement that the committee or individual reviewing the candidate submission have bilingual competency and knowledge of key principles and pedagogy for dual language programs and specific knowledge and competency in pedagogy aligned with the California Bilingual Authorization standards.
- (7) Create a committee to review the alignment of the Teacher Performance Expectations (TPEs) and the Bilingual Authorization Standards to inform an assessment that would address specifically the needs for Dual Language Programs and Biliteracy development.
- (8) Establish a requirement for CTC, Pearson, and IHEs to track data of EdTPA completion by race/ethnicity, language, and additional authorizations (e.g., bilingual, mild/moderate). In this manner we would have data to indicate the range and variability of candidates who are participating in the assessment and their achievement.

It is our position that these integral problems with the Pearson TPA need to be addressed squarely. Presently, there is no dual language teacher preparation option offered in the Pearson TPA assessment. Without qualified assessors who are bilingual and biliterate, bilingual teacher education candidates who complete their Pearson TPA in dual language classrooms where the language of instruction is other than English currently have the extra burden of translating their lessons. Further, dual language teacher competencies are not aligned with the Pearson TPA in its present form. As a result, we are faced with inappropriate alternatives until an appropriate benchmark assessment and national standards for the development of dual language teacher candidates are created and implemented. It is our hope that these recommendations will be taken under consideration by the CTC staff and commissioners.

If the concerns raised here are not addressed at this juncture, the new Pearson TPA will create unnecessary problems for our future bilingual teachers and dual language programs. Leadership from CCTE, CABTE, and other interested organizations and institutions are available for further discussion to address both the concerns and recommendations outlined herein.



Sharon Russell, Past President, California Council on Teacher Education



Karen Cadiero-Kaplan, Past President, California Association of Bilingual Teacher Educators

Association for Teacher Educators Update

By Michael Cosenza

CCTE Vice President for ATE
California Lutheran University

The Association of Teacher Educators (ATE) 2018 annual conference took place in Las Vegas from February 17 to 19. I attended the national delegate meeting representing the California Council on Teacher Education (CCTE) as the California state affiliate of ATE. The leadership reported that ATE's membership has grown by 230 new members in 2017. Current membership stands at 1,281. Additionally, ATE launched a new website in December 2017 with an all new and improved members' page.

The ATE leadership also reported that several members of ATE took part in the American Association of Colleges for Teacher Education (AACTE) Clinical Practice Commission which issued a "white paper" in January 2018 focusing on teacher education through high quality clinical practice. ATE supports this paper, along with AACTE, the National Association of Professional Development Schools (NAPDS), and several other national professional organizations.

ATE also is part of the newly formed National Coalition of Educators. This new organization is a consortium of professional groups including the Council for the Accreditation of Educator Preparation (CAEP), AACTE, NAPDS, National Teachers Hall of Fame (NTHF), and the National Educators Association (NEA). This coalition is intended to increase both dialogue and collaboration among national education organizations in order to have an impact at the federal level to influence policy related to education and educator preparation.

One of ATE's strategic planning goals is to strengthen its engagement with affiliated units. CCTE is, of course, an affiliated unit and this goal has the potential to reinvigorate our California relationship with ATE. The new website of ATE offers virtual space for SIGs and affiliated units which CCTE can benefit from. Also, as part of this effort to strengthen relationships with affiliated units, a task force has been assembled to discuss the feasibility of a partnership that will bring the Clinical Practice Fellows program to California, potentially as an event during the CCTE annual Fall conference. Joining me in this initial exploration will be Victoria Graf, Virginia Kennedy, Helene Mandel, and Alan Jones. The task force will also have members representing ATE, NAPDS, and the Southern California Professional Development School Consortium (SCPDS).

The idea that gave birth to the Clinical Practice Fellows program began with the publication of the NCATE Blue Ribbon Panel Report back in 2010. NCATE suggested then that ATE could play a critical role in promoting high quality clinical practice. Now in its fourth year, the Clinical Fellows Symposium is a way of creating a time and space for IHE and P-12 partners to come together to engage about an issue of practice, seek advice, and provide ideas. The symposium

is a one-day event at the ATE annual conference and serves as a place to network, deepen, and creatively advance programs that are really thinking about what it means to provide high quality clinical experience with IHE and P-12 partners.

In 2019, the NAPDS and ATE will hold a back to back conference in Atlanta, Georgia. During that conference, both NAPDS and ATE will be sponsoring the Clinical Fellows Symposium which will open the opportunity to a larger audience. The idea of our current task force is to explore the next potential step of bringing this type of symposium to the affiliates at the state level, with CCTE piloting the first Clinical Fellows Symposium at the state or local level. If you are interested in joining our planning for this, please email me at mcosenza@callutheran.edu

Meet the Undergraduate Teacher Prep SIG

LST, ITEP, ESM, SMRs, AD-T, TMC—if you know what these mean, then you should be at the next Undergraduate Teacher Prep (UTP) SIG meeting at the California Council on Teacher Education (CCTE) Fall 2018 Conference in October in San Diego. If you don't know what they mean, you should be at that meeting as well.

This is the only statewide meeting for Liberal Studies faculty and leaders from the California State University and independent colleges and universities. For nearly eight years we have been sharing ideas, shaping policy, and highlighting successful practices for pathways into teaching.

We are experienced educators who have designed and implemented teacher preparation programs that start early in the undergraduate years and culminate in earned BAs and teaching credentials. We have also struggled with other similar issues, and these are what we discuss each meeting.

Our meetings are open to anyone who is interested. To be added to the distribution list and receive information about our next meeting at CCTE in San Diego, please email me at Cynthia.Grutzik@csulb.edu

—Cindy Grutzik, Associate Dean, College of Education,
California State University, Long Beach
Chair of Undergraduate Teacher Prep SIG

Terri Patchen Selected as New Editor for *Issues in Teacher Education*

Terri Patchen of California State University, Fullerton, was appointed as the new editor of *Issues in Teacher Education* by the California Council on Teacher Education (CCTE) Board of Directors at its meeting on March 7 in Sacramento. She is currently working with the previous editors on an editorial transition and will assume the role fully on June 1.

CCTE has appreciated the services of Bradley Porfilio, formerly at California State University, East Bay, and recently relocated to Seattle University, and Richard Kahn of Antioch University Los Angeles, who served as co-editors over the past three years, as well as Derek Carr of DePauw University who worked with Brad and Richard in the role of associate editor.

Issues in Teacher Education is published twice a year, each Spring and Fall, under sponsorship of CCTE. The editor is appointed by the CCTE Board of Directors for a three-year term and works with an editorial board for the journal as well as a pool of reviewers. Each issue of the journal is sent to all CCTE members and delegates in PDF format via email as one of the significant CCTE membership benefits. The Spring 2018 issue was distributed in April and the Fall 2018 issue, which will be the first under Terri's editorship, is due to be published in October.

In the meantime, a special Summer 2018 issue will be published featuring a collection of articles around the theme "Ecocritical Scholarship Toward Social Justice and Sustainability in Teacher Education." This collection has been guest-edited by John Lupinacci of Washington State University, Alison Happel-Parkins of the University of Memphis, and Rita Turner of the University of Maryland Baltimore County. This special issue was developed during the editorship of Brad and Richard, and thus will serve as their final issue. All CCTE delegates and members can expect to receive that issue in PDF format via email in July.

Terri reports that she looks forward to receiving manuscript submissions from academics across California as well as across the nation and around the globe that reflect issues relevant to teachers and teacher educators. She hopes, too, that if you are reading this right now, you will toggle over to <https://www.itejournal.org/ojs/> to register to review for the journal. Terri stresses that your voice matters, and reviewing for *Issues in Teacher Education* is a great way to help shape educational policies and practices that better serve all of our teachers, educators, and—most importantly—students.

Call for Nominations for CCTE Awards in Advancing Current Pedagogy

By Mary Soto

CCTE Awards Committee Chair
California State University, East Bay

The California Council on Teacher Education seeks to recognize the work of educators who are engaged in making significant contributions in areas of current pedagogy. We are seeking nominations for the Fall 2018 Conference, for either of two awards. The awards are open to individuals, or schools, or districts.

- One award is focused on those conducting research and/or practice in support of the CCSS, Common Core State Standards. We are especially interested in recognizing programs that show innovation in school wide implementation models, highlighting how teachers are supported.
- The second award for current pedagogy seeks to honor those who are focused on conducting research and/or practice developing the implementation of the NGSS, Next Generation Science Standards. In addition to recognizing programs that show innovation in school wide implementation models, and how new teachers all teachers are supported; we are especially interested in honoring pedagogy that supports incorporation of both science literacy and literacy through science.

Nominations must include the following information: the names of the leading participants; a description of the school, or district, or county office, or university; as well as a description of the pedagogical innovation and how it benefits children. The total nomination document should not exceed five pages.

PLEASE NOTE: It is hoped that awardees will be able to present about their program at the CCTE Fall Conference in San Diego, October 18-20, 2018.

Quest projects are eligible for this award. Awardees do not have to be CCTE members.

Please submit nominations by email to Mary Soto at msoto@csueastbay.edu

The deadline for nomination for awards to be presented at the Fall 2018 Conference is August 15, 2018.



Volume 29, Number 2, Summer Issue, June 2018, Section 2

Laurie Hansen (California State University, Fullerton), Editor

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

Preview of CCTE Fall 2018 Conference

"Changemaking and Teacher Education"

By Reyes L. Quezada (University of San Diego)
& Paul Rogers (George Mason University & Ashoka Fellow)
Co-Chairs, of the CCTE Fall 2018 Conference

We live in a historic moment of change. Everywhere around us we see the transformation of virtually every aspect of society by technology, and every day we are reminded of our shared environmental, political, economic, and community challenges. In this time of constant, rapid, and exponential change, teacher education programs are charged with developing and graduating teachers who are equipped with a set of competencies, knowledge, and skills that enable them to help young people thrive in the face of complexity and uncertainty, where many of the jobs they will ultimately have don't even yet exist. As teacher educators we have a responsibility to prepare a culture of care so teachers can create empowering, equitable, and socially just environments for the culturally and linguistically diverse students they teach so those students cannot just survive in this new world, but thrive in it and contribute to shaping a just world for the common good.

Fortunately, all across the world, educators are revolutionizing the ways they teach and learn, and together we are working to shift entrenched paradigms that no longer meet the needs of today's students and teachers. These schools, programs, departments, and classrooms are united by a common thread: a shared vision of teachers as changemakers—that is, as powerful agents of social change.

The Fall 2018 Conference of the California Council on Teacher Education (CCTE) will bring together researchers and practitioners who will share presentations as well as workshops that focus on teacher educators, teachers, and students as agents of change, as well as on the ways that teacher education curriculum supports the development of social emotional intelligence, leadership, collaboration, and creative thinking that leads to changemaking. We are planning this because we realize that in order to support young people as changemakers, teachers themselves must see themselves as changemakers, and we as educator preparation programs have a responsibility to prepare the best changemaker teachers in the world.

By the end of this conference we want participants:

- (1) To understand the many ways in which teacher education programs support the development of teachers as agents of change.
- (2) To reflect on the need for teacher educators, teachers, and students to learn and embody changemaking in this time of rapid, global, and exponential change.
- (3) To identify qualities and characteristics of effective changemaking teacher education programs and P-12 schools.
- (4) To share effective practices which develop changemaker teachers and students in social emotional learning, civic engagement, STEM, language arts, and arts curricula.
- (5) To report on opportunities in state, national, and international changemaking education for underrepresented and underserved populations.

Around the world, across the teaching profession, and in our local communities we have many examples of teaching innovation in educational settings both in our K-12 public, private, and charter schools as well as in institutions of higher education led by change leaders and changemakers. When we look closely at these leading social innovators and changemakers we see four key attributes at work:

1. *Empathy*—The ability to put oneself in another's shoes, to think and feel what they feel in the foundation of changemaking. While a component of social emotional learning and intelligence, empathy is unique in the way it transcends the individual and immediately brings into play interpersonal skills.
2. *Teamwork*—The ability to collaborate with others is a hallmark of change leaders.
3. *(A new kind of) Leadership*—In a world of constant change, everyone must lead.
4. *Creative and critical problem solving*—This attribute involves the ability to identify problems,

—continued on next page—

Preview of CCTE Fall 2018 Conference

“Changemaking and Teacher Education”

(Continued from previous page)

experiment with solutions, and tolerate failure (a growth mindset). Most importantly, it is the sense of agency, self-efficacy, and the ability to give oneself permission to solve problems large and small that rests at the heart of this ability.

Therefore, questions to be addressed at the CCTE Fall 2018 Conference include but are not limited to:

1. How do we define Changemaking in teacher education?
2. In what ways and to what degree does a Changemaker lens on teaching support a teacher in understanding their students, subject matter, and pedagogy?
3. How can we utilize the research in social innovation and Changemaking education to plan and prepare future Changemaker teachers?
4. What type of Changemaking teacher education programs, partnerships and consortia are in place in U. S. Schools and Colleges of Education and at an international level? And how do we bridge these consortia?
5. How can teacher education programs provide the opportunities and experiences for teacher candidates to attain competence as Changemaker teachers in their field experiences and curriculum?
6. How can we help support the development of teacher education faculty on their own Changemaker journeys?

The Fall 2018 CCTE Conference will be held October 18-20 at the Kona Kai Resort in San Diego. In addition to the thematic presentations, the program will include meetings of associated organizations, meetings of the SIGs, policy sessions, a Thursday evening reception, a Friday awards luncheon, the Friday evening poster session, and special sessions on Saturday morning. The tentative program follows in this newsletter.

Also following is the registration form for the Conference, which can be mailed in with payment or you can use the on-line form on the CCTE website at www.ccte.org

You are also invited to submit a proposal for the research and poster sessions. The call for proposals for the Fall 2018 Conference is also included in this newsletter.

A formal announcement of the Fall 2018 Conference along with the tentative program, registration form, and call for proposals will also be emailed to all CCTE members and delegates in late June.

CCTE Fall 2018 Conference Keynote Speakers

Ross Hall

Ross Hall will be the keynote speaker on Thursday of the Conference. Ross is a founder of The Global Change Leaders—and is also directing Ashoka's education strategy—in both roles aiming to transform education silos into learning ecosystems in which every young person is empowered to live for the greater good. He has participated in various Changemaking summits in the United States and internationally, most recently in France, Bogota, and in New York where school deans, teachers, and school administrators met to discuss the integrating of Changemaking in schools and in colleges of education. Later this spring a Changemaking summit will be held in Boston.



Before Ashoka, Ross designed the Better World Program, a ground-breaking program that empowers young people to be well and do well. The first implementation of the Better World Program was with 500,000 children in communities across Zimbabwe, Tanzania, and Ghana. The Better World Program extends the Effective Education for Employment project that Ross also conceived and researched, and which he used with ministries and organizations around the world to evaluate the effectiveness of education systems and institutions. Ross has also led an international qualifications business, where he spearheaded the development of a new consultancy service and an extensive suite of 21st Century Skills qualifications.

Lynn Gangone

Lynn Gangone will be the keynote speaker on Friday morning of the Conference. She is a seasoned higher education leader with both campus- and association-based senior leadership experience. Prior to her current appointment as president and CEO of the American Association of Colleges for Teacher Education (AACTE), she served as vice president at the American Council on Education (ACE), where she and her team guided ACE's suite of programs, products, and services for current and future higher education leaders. She consults, writes, and speaks on higher education leadership, advancement of underrepresented men and women, strategic planning, and change management.

Lynn served as dean of Colorado Women's College, University of Denver, one of 12 deans and seven vice chancellors

—continued on next page—

Preview of CCTE Fall 2018 Conference

“Changemaking and Teacher Education”

(Continued from previous page)

within a private doctoral/research university dedicated to the public good. Gangone's faculty appointment was at the clinical professor rank at the University's Morgridge College of Education. Prior to that, she was a visiting professor of higher education at the George Washington University Graduate School of Education and Human Development (DC). As vice president of the Maryland Independent College and University Association, she led the association's academic policy and related lobbying work, with specific oversight of teacher education and accreditation in the independent college sector. She has also served as executive director of the National Association for Women in Education, and as vice president of development, as well as vice president/dean of students, at Centenary University (New Jersey). With experience as a faculty member, campus senior administrator, association executive, and lobbyist and policy analyst, Gangone brings a unique perspective to her work.

Her research and publications include “Benchmarking Women's Leadership in Academia and Beyond” in *Women and Leadership in Higher Education* (2014); “Is Discrimination the Reason Why More Women are Not in Leadership Roles?” in *The Shriver Report* (2013); “Higher Education Resource Services: Revolutionary Leadership Development” in *Rethinking Leadership in a Complex, Multicultural, and*



Global Environment: New Concepts and Models for Higher Education (2009); “National Association for Women in Education: An Enduring Legacy” in *Journal About Women in Higher Education* (2008); and “Meeting the Leadership Challenges of the 21st Century: An Evaluation of a National Leadership Institute” in *Initiatives: The Journal of NAWE* (2000). She also served as an editor and contributor to *Benchmarking Women's Leadership in the United States 2013* and delivered a 2013 TEDx talk based on that report. Her most recent works include “Reflections on Advancing Women in Higher Education” in ACE's *The Presidency*, “Confronting the Myths Surrounding Women's Advancement” in the Association of American Colleges and Universities' *Liberal Education*, and “Commentary: The Link Between Presidential Ideology and State Policy” in *Public Administration Review*.

Gangone received an Ed.D. and M.Ed. in higher and postsecondary administration, with a concentration in organizations and leadership, from Teachers College, Columbia University (NY); an M.S. and C.A.S. in counseling psychology from the University at Albany, State University of New York; and a B.A. in political science from the College of New Rochelle. She was a member of the class of 2010 Harvard Institute for Educational Management (MA) and is certified through Trustee Leadership Development. She is also a member of the Colorado and Washington, DC, chapters of the International Women's Forum (IWF) and served as Colorado's 2013 president; she has also served the IWF Leadership Foundation as a fellows mentor. Some of the many honors she has received include Twenty-Five Most Powerful Women in Colorado, Women of Distinction—Girl Scouts of Colorado, Women Making History—Colorado Black Women for Political Action, Diamond Honoree—American College Personnel Association, and the Ursula Laurus Alumnae Award from the College of New Rochelle. She serves on the national board of the Girl Scouts of the United States of America.

Meetings of Associated Organizations at CCTE Fall 2018 Conference October 20

8:00 a.m. to 10:00 a.m. - Meeting of the California Association of Bilingual Teacher Educators (CABTE).

8:30 a.m. to 10:00 a.m. - Meeting of the California Association of Professors of Special Education/CEC Teacher Education Division (CAPSE/TED).

8:30 a.m. to 10:00 a.m. - Meeting of the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET).

10:00 a.m. to 11:30 a.m. - Joint Meeting of CABTE, CAPSE/TED, and ICCUCET.

Tentative Fall 2018 CCTE Conference Program

Wednesday, October 17:

9:00 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators Forum.
10:00 a.m. to 5:00 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.
11:30 a.m. to 6:00 p.m. - Statewide Meeting of Education Deans, including luncheon and late afternoon reception.

Thursday, October 18:

8:00 a.m. to 6:00 p.m. - Conference Registration/Exhibits Room Is Open.
8:00 a.m. to 10:00 a.m. - Meeting of the California Association of Bilingual Teacher Educators (CABTE).
8:30 a.m. to 10:00 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED).
8:30 a.m. to 10:00 a.m. - Meeting of the Independent California Colleges and Universities Council on the Education of Teachers (ICCUSET).
10:00 a.m. to 11:30 a.m. - Joint Meeting of CABTE, CAPSE/TED, and ICCUSET.
10:00 a.m. to 11:00 a.m. - Graduate Student Caucus Meeting (all students welcome).
11:00 to 11:30 a.m. - Newcomers' Meeting (for first-time or recent new attendees).
11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).
11:30 a.m. to 12:45 p.m. - First Set of Special Interest Groups: Arts & Education, Coordinators of Credential Programs, Lives of Teachers, Special Education, & Teacher Induction.

12:45 p.m. to 1:00 p.m. - Break.

1:00 p.m. to 2:15 p.m. - Opening Session:

Introductions with CCTE President Virginia Kennedy (California State University, Northridge) presiding.

Conference Orientation by Reyes Quezada (University of San Diego) and Paul Rogers (George Mason University), Co-Chairs.

Thursday Keynote Address by Ross Hall (Director of Ashoka Educational Strategy & Member of Ashoka's Global Leadership Team).

Audience Response—Interactive Reflective Activity.

2:15 p.m. to 3:00 p.m. - Changemaker Panel of K-12 and University Partnerships.

3:00 p.m. to 3:15 p.m. - Break.

3:15 p.m. to 4:15 p.m. - First Policy Session.

4:15 p.m. to 4:30 p.m. - Break.

4:30 p.m. to 5:45 p.m. - First Set of Concurrent Research and Practice Sessions.

5:45 p.m. to 6:00 p.m. - Break.

6:00 p.m. to 8:00 p.m. - Joint Presidents' Reception & Social Hour Sponsored by CABTE, CAPSE/TED, ICCUSET, & CCTE.

With cash bar, complimentary hors d'oeuvres, presentations, and entertainment, followed by Songfest.

8:00 p.m. to 9:30 p.m. - Organizational Meeting of Inclusive Education SIG and CEEDAR (all interested persons welcome).

Friday, October 19:

7:30 a.m. to 8:30 a.m. - *Teacher Education Quarterly* Editorial Board Meeting.

7:30 a.m. to 8:30 a.m. - *Issues in Teacher Education* Editorial Board Meeting.

8:00 a.m. to 6:00 p.m. - Conference Registration/Exhibits Room Is Open.

8:00 a.m. to 8:30 a.m. - Coffee, tea, juices, and pastries.

8:30 a.m. to 10:00 a.m. - Morning Session featuring Friday Keynote Address by Lynn Gangone (President and CEO of American Association of Colleges for Teacher Education), followed by question and answer period.

10:00 a.m. to 10:30 a.m. - Changemaking Interactive Experience..

10:30 a.m. to 10:45 a.m. - Break.

10:45 a.m. to 11:45 a.m. - Workshop on Changemaking.

11:45 a.m. to Noon - Break.

Noon to 1:30 p.m. - Conference Awards Luncheon.

1:30 p.m. to 1:45 p.m. - Break

1:45 p.m. to 3:00 p.m. - Second Set of Concurrent Research Sessions.

3:00 p.m. to 3:15 p.m. - Break.

3:15 p.m. to 4:15 p.m. - Second Policy Session, featuring presentation from the Commission on Teacher Credentialing.

4:15 p.m. to 4:30 p.m. - Break.

4:15 p.m. to 5:30 p.m. - Second Set of Special Interest Groups: Equity and Social Justice, Inclusive Education, Pedagogies for College and Career Readiness, Technology and Teacher Education, & Undergraduate Teacher Preparation.

5:30 p.m. to 5:45 p.m. - Break.

5:45 p.m. to 7:45 p.m. - Poster Session for Research and Practice Topics, with wine and cheese.

Saturday, October 20:

8:00 a.m. to noon - Conference Registration.

8:00 a.m. to 9:00 a.m. - Coffee, tea, juice, and pastries.

9:00 a.m. to 10:15 a.m. - First Person Voices on Changemaking Partnerships—Teachers, Students, Administrators, & University Faculty.

10:15 a.m. to 10:30 a.m. - Break.

10:30 a.m. to 11:45 a.m. - Workshop and Discussion on Planning and Implementing Changemaking in Your Teacher Education Program.

11:45 a.m. to Noon - Closing Session with Conference Summary and Preview of Spring 2019 SPAN Conference.

California Council on Teacher Education Fall 2018 Conference Registration

Please use this form to register for the Fall 2018 CCTE Conference, October 18-20, Kona Kai Resort, San Diego; Or if you wish to pay by credit card, use the on-line form in the "Conferences" page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____

_____ (include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Registration Category: Each Category Includes Conference Registration and Meals (check the appropriate category):

- Basic Pre-Registration - \$345 (will be \$395 on site)
- Special for Retired Educators - \$200 (will be \$250 on site)
- Special for P-12 Educators - \$200 (will be \$250 on site)
- Special for Students - \$100 (will be \$150 on site)
- Special for 4 or more registrants from the same institution - \$300 each (submit a form for each with combined payment)

California State University Field Coordinators Forum Meeting and Refreshments (Wednesday)

- Special Fee for Those Attending - \$50

Statewide Meeting of Education Deans (includes Wednesday luncheon)

- Special Fee for Those Attending - \$150

California Association of Bilingual Teacher Educators (includes Thursday continental breakfast)

- Special Fee for Those Attending - \$25

California Association of Professors of Special Education (includes Thursday continental breakfast)

- Special Fee for Those Attending - \$25

Independent California Colleges and Universities Council on the Education of Teachers (includes Thursday continental breakfast)

- Special Fee for Those Attending - \$25

Thursday SIG time (includes box lunch)

- Special Fee for Those Attending - \$40

Total from above (please enclose check for this amount payable to California Council on Teacher Education): \$_____

Special Interest Groups: You are urged to attend a SIG of your choosing (check the one you may attend):

- | | |
|--|--|
| Meeting on Thursday: | Meeting on Friday: |
| <input type="checkbox"/> Arts in Education | <input type="checkbox"/> Equity and Social Justice |
| <input type="checkbox"/> Credential Program Coordinators/Directors | <input type="checkbox"/> Inclusive Education |
| <input type="checkbox"/> Lives of Teachers | <input type="checkbox"/> Pedagogies for College and Career Readiness |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Technology and Teacher Education |
| <input type="checkbox"/> Teacher Induction | <input type="checkbox"/> Undergraduate Teacher Preparation |

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

For on-line registration and payment via credit card, use form on the "Conferences" page of the CCTE website: www.ccte.org

Pre-registration deadline is September 21, 2018.

For hotel guest rooms within the CCTE block, call the Kona Kai Resort at 800-566-2524 and indicate that you are attending the CCTE Fall 2018 Conference. Rooms must be reserved by September 16 to receive the Conference rate. You can also use this link to reserve a guest room in the CCTE block: <https://gc.synxis.com/rez.aspx?Hotel=58621&Chain=11910&arrive=10/16/2018&depart=10/20/2018&adult=1&child=0&group=1018CCT>

Call for Proposals for CCTE Fall 2018 Conference

“Changemaking in Teacher Education”

Given the Fall 2018 conference theme, “Changemaking in Teacher Education,” the California Council on Teacher Education (CCTE) Conference Planning Committee and CCTE Research Committee jointly invite submission of research, practice, and policy proposals that will enable presenters and attendees to engage in reflection and discussion during the Conference. We encourage sessions that speak to the many dimensions of the theme, especially:

- Effective and promising teaching practices that foster empathy, social emotional learning, and effective peer to peer collaboration (for students and teachers).
- Teacher leadership (broadly conceived) as a core component of the teaching profession, and methods of fostering (new) kinds of leadership in students across grade levels and content areas.
- Models and methods drawn from project based learning, problem based learning, community engagement, and service learning that contribute to academic success, well-being, agency, and long-term positive trajectories for young people.

We also welcome proposals that address the many ways that teachers and students can be and become changemakers from the perspectives of social justice and ethical education, global citizenship, multicultural and bilingual education, special education, diversity, inclusion, equity, and well-being.

Proposals on other topics in teacher educationn will also be welcomed and included in the program.

Proposals are sought for research presentation sessions, roundtables, and poster sessions. Accepted proposals will be assigned to whichever category the CCTE Research Committee feels is most appropriate (taking into account when possible the preference expressed in the proposal). The Fall 2018 CCTE Conference schedule includes time for presentation and roundtable sessions on Thursday and Friday afternoon and the poster session Friday evening.

How to Submit Proposals

Proposals must be submitted as Word doc attachments (New Times Roman, 12 pt. font) via email, and include:

- File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research, practice, or policy analysis, and the preferred session format (roundtable or poster).
- The cover sheet form is available on and may be downloaded from the CCTE website; you are encouraged to use the on-line form from the website although you may create a form that includes the same items.
- File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.

Proposals should be e-mailed to Cynthia Geary, Chair of the CCTE Research Committee at: cgeary@laverne.edu

Deadline for proposals for the Fall 2018 Conference is August 15, 2018.

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.
- List 1-2 inquiry questions related to your work that could provoke thought and discussion during the session on the theme of changemaking.
- For research proposals, describe theoretical framework, methodology, overview of results, and implications for teacher education; include references.
- For practice proposals, describe the key elements of the practice, conclusions and/or point of view, implementation of the practice, and an analysis of its impact; include a review of the literature and references.

Call for Proposals for CCTE Fall 2018 Conference

“Changemaking in Teacher Education”

(continued from previous page)

- For policy analysis proposals, describe relevant literature, rationale for the policy (i.e., is it based on best practices, research, or political considerations?), strategies for analyzing, developing, or evaluating policy, and conclusion; include references.

Criteria for Selection

The extent to which the proposal:

- Contributes to the theme of the conference or to other significant teacher education issues.
- Clearly states its significance for teacher educators at both the higher education and K-12 levels.
- Is grounded in major, salient, current research and/or practice in the field.

In addition:

- If a research proposal, is it methodologically and theoretically sound, with relevant findings and implications for the field?
- If a practice proposal, how well conceived and described is the practice? Were the ideas implemented and does the author provide an analysis of the impact of the practice?
- If a policy analysis proposal, describe relevant literature, rationale for the policy (i.e., is it based on best practices, research, or political considerations?), strategy for analyzing, developing, or evaluating policy, and conclusion; include references.

Scheduling: Accepted proposals will be assigned by the CCTE Research Committee to the presentation, roundtable, or poster session times based on content and where possible the request of the submitters.

Persons submitting proposals must register for and attend the Fall 2018 Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for bringing any audiovisual equipment they may need.

Opportunities for Publication of Presentations at CCTE Conferences

Following each CCTE Conference, presenters are invited to submit a written commentary on their presentation for consideration for publication in *CCNews*, the CCTE quarterly newsletter. Submissions to *CCNews* should be emailed as a Word file to Laurie Hansen, the newsletter editor, at lahansen@fullerton.edu. Comprehensive research or practice papers are also encouraged to consider submitting to either *Teacher Education Quarterly* or *Issues in Teacher Education*, the two scholarly journals sponsored by CCTE. Submissions to either journal should be submitted through the portal on each journal's website.

Accepted presenters are also urged to bring to the Fall 2018 CCTE Conference copies of a one-page summary that can be handed out to Conference attendees, including the title of the presentation, the name(s) and institution(s) of the presenter(s), a research abstract, and contact information to facilitate any follow-up.

A CCTE SPAN Retrospective and Preview



A view of the Capitol from the SPAN meeting room.

By Cindy Grutzik, Pia Wong, & Nicol Howard

Co-Chairs, CCTE Policy Committee

& Spring Policy Action Network Conferences

The tall open windows drew our attention right away to the gleaming white State Capitol building: we were really there, in Sacramento, for our second annual California Council on Teacher Education (CCTE) SPAN Conference.

If you were one of the 150 people attending SPAN 2018 in March, you experienced the energy and productive interactions that characterized CCTE's Spring Policy Action Network. Held at The Citizen Hotel, the SPAN meetings introduced us to policy experts, researchers, and agency allies.

SPAN's goals were set by the CCTE Board long before any conference planning started: position CCTE as the key teacher education resource for California, build relationships and expand our policy network, develop our capacity for advocacy, and affirm CCTE's expert influence at the state level. Judging by the feedback of attendees and the rich conversations over both days, SPAN is working as planned.

According to one attendee, "Opportunities to network, learn from others, learn about important policy, and be part of a robust association" made SPAN valuable. Another wrote that "hearing from all the experts and insiders boosted our knowledge, skills, and abilities in advocacy and political action tremendously." Indeed, SPAN provides a focused opportunity to meet policymakers and experts that we have not had previously. This year we had repeat appearances by our colleagues at CSBA, CTA, and the Carlston Family Foundation. But our task with these allies was different—find commonalities in the policies we support and begin working concretely toward an educational coalition.

As we are leading up to an election year, we notably hosted Marshall Tuck and Assemblyman Tony Thurmond, both candidates for State Superintendent of Public Instruction, who shared their thoughts with us. We had an afternoon with Rick Simpson, long-time Assembly Education



Don Cardinal addresses the new Inclusive Education SIG.

consultant, who led a powerful discussion about policy and advocacy. We walked over to the Capitol in five teams for appointments with Legislative staffers from the Assembly and Senate Education Committees. About 45 Education Deans met with Assemblymember Catherine Baker, Vice Chair of the Assembly Higher Education Committee, and with the Governmental Relations staff from each segment. And, we debriefed all of this with Chelsea Kelley, Consultant for the Assembly Education Committee, who we now count as a SPAN regular.

Another highlight was the founding meeting of the Inclusive Education SIG, led by Don Cardinal of the Thompson Policy Institute for Disability and Autism at Chapman University. Members of the existing Special Education SIG and this new SIG pulled chairs into a large group to continue the important conversation about how to shift teacher preparation toward true collaboration and inclusive practices. The

—continued on next page—



State Superintendent for Public Instruction candidates Assemblyman Tony Thurmond (left) and Marshall Tuck (right) address the 2018 SPAN Conference.

A CCTE SPAN Retrospective and Preview

(continued from previous page)

significance of the meeting was marked by its invited expert guests, Wayne Sailor (University of Kansas SWIFT Center) and Kristin Wright (Director of the California Department of Education's Special Education Division).

A growing edge of SPAN is the research component, where the typical audience for research is expanded to include legislators, staffers, and agency leaders. The vision for SPAN is to make the most current research in California available through roundtable and poster sessions that allow for in-depth conversations and accessible summaries that can be applied right away to policy action or to our own teacher preparation work. This past March, for example, SPAN featured a solid group of poster presentations and eight round-table presentations that had us tightly grouped around topics touching on teacher pathway programs, candidates' self-efficacy and confidence, graduate student activism, and understanding the teacher shortage. SPAN is also the right forum for state-wide projects. This was clear as researchers from the University of California's Teacher Education Research and Improvement Network, the Learning Policy Institute, and the Collaborative for the Advancement of Linked Learning shared their goals and outcomes.

One sign that SPAN is working is that by the end of the 2018 Conference, plans for SPAN 2019 were already being discussed. Helpful feedback from participants on the Evaluation Survey will guide these plans, and each year we learn how to do more and do it better. All CCTE members can be active in SPAN year round:

- ◆ Attend Policy Sessions at the CCTE Fall Conferences in San Diego to get updates and action plans;
- ◆ Prepare Research and Best Practices projects in preparation for the 2019 SPAN Call for Proposals;



*One of several policy discussions
at CCTE Spring 2018 SPAN Conference.*



*Lyn Scott, Virginia Kennedy, and Pia Wong
speak at SPAN 2018 session.*

- ◆ Join the CCTE Policy Committee and learn how to make visits to your local legislator, track and assess bills, and lead a Legislative Visit Team;
- ◆ Prioritize SPAN 2019 on your calendars now: March 21-22, 2019.

Thank you to all who helped plan and carry out such a successful SPAN 2018, and to the CCTE Board for its ongoing vision and support.

We look forward to seeing everyone at CCTE SPAN 2019 in Sacramento next March 21-22. Join us in growing the CCTE policy presence and making CCTE the "voice of California educator preparation."

SPAN 2018 photos by Nirmala Flores & Cindy Grutzik.



Pia Wong, Nicol Howard, and Cindy Grutzik at SPAN 2018.



CCNews

**Newsletter of the
California Council on Teacher Education**

Volume 29, Number 2, Summer Issue, June 2018, Section 3

Laurie Hansen (California State University, Fullerton), Editor

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

CCTE Seeks Your Participation

The California Council on Teacher Education (CCTE) is your organization—its strength comes from the delegates from each member institution, from the additional individual members, and from many other CCTE friends who attend our conferences and collaborate with us in other ways.

All CCTE officers, members of the Board of Directors, committee chairs and committee members, journal and newsletter editors, and leaders of the associated organizations are volunteers, giving of their time and energy to help move forward the CCTE agenda of seeking the highest quality in teacher education for California and advocating for support and recognition of the importance of teaching and all levels of education from policymakers and the public.

The work of CCTE takes place at our semi-annual conferences, through our several standing committees (see listing on next page), in our publications efforts, and through cooperation and collaboration with the associated organizations. There are at least 100 or more deeply involved and committed CCTE delegates and members who are either elected, appointed, or have volunteered to carry out these many important roles. And this is an evolving body of participants, always open to additional volunteers.

All CCTE delegates, members, and friends are continually invited to join in. If you have not already done so, take a look at the list of CCTE committees on the next page, find your area of interest, and volunteer to be a committee member. Any and all of the committees will welcome your participation. Many of the committees operate on a continuing basis, while the planning committees of each semi-annual Conference are one-time activities. Nearly all of the elected officers and Board of Directors started their involvement with CCTE through working on one of the committees, so this is a natural way to become more engaged and active with the organization.

Both of the scholarly journals sponsored by CCTE—*Teacher Education Quarterly* and *Issues in Teacher Education*—are in constant need of peer reviewers, which typically involves reviewing a couple of manuscripts each year in your areas of expertise. Journals can't function without an adequate number of committed and expert reviewers, so your involvement with either or both journals is an important way to serve the profession. Being a reviewer may also lead to service on the editorial board of either journal or otherwise getting involved in the editorial process.

All CCTE delegates, members, and friends are also encouraged to join and participate in any or all of the three associated organizations, again depending on your areas of interest and scholarship. The California Association of Bilingual Teacher Educators (CABTE), which is associated with both CCTE and the California Association of Bilingual Education, is growing in institutional membership and influence as more teacher educators are engaged in supporting and expanding the teaching and maintenance of bilingualism in our schools and society.

The California Association of Professors of Special Education (CAPSE) has been actively associated with CCTE for many years and is in the forefront of monitoring, influencing, and recommending state policy in this important area of education. CAPSE membership, which is open to both institutions and individuals, overlaps with the Special Education SIG that also meets at each CCTE conference. CAPSE is also engaged in helping with the creation of the new Inclusion SIG which held its initial meeting at the CCTE Spring 2018 SPAN Conference.

The Independent California Colleges and Universities Council on the Education of Teachers (ICCUSET) is an institutional membership organization that involves nearly all of the private and independent campuses in California that have teacher education programs. ICCUSET works closely with the Association of Independent California Colleges and Universities, an organization that advocates on behalf of private and independent colleges and universities in the state.

All three organizations—CABTE, CAPSE, and ICCUSET—meet at each CCTE semi-annual conference and the presidents of all three groups serve as ex officio members at meetings of the CCTE Board of Directors. Getting involved with these associated organizations is also an excellent entry to broader involvement with CCTE.

There are also 10 Special Interest Groups (SIGs) that meet at each CCTE conference. The SIGs are open to any interested teacher educators, and many conference attendees will regularly participate in two SIGs, since they are scheduled at different times within the conference program.

Please consider getting involved in any of these several ways. The strength and future of CCTE depends on broad membership involvement in everything that we do.

CCTE Committees

Committees involved with ongoing CCTE activities are:

Awards Committee

Committee Chair: Mary Soto, California State University, East Bay
email: mary.soto@csueastbay.edu

Communications Committee

Committee Co-Chairs: Laurie Hansen, California State University, Fullerton
Sarah Johnson, Fresno Pacific University
& Lyn Scott, California State University, East Bay
emails: lahansen@fullerton.edu, sarah.johnson@fresno.edu, & lyn.scott@csueastbay.edu

Membership Committee

Committee Co-Chairs: Deborah Hamm, California State University, Long Beach
Mona Thompson, California State University, Channel Islands
& Susan Westbrook, California Federation of Teachers
emails: deborah.hamm@csulb.edu, mona.thompson@csuci.edu, & suew447@aol.com

Nominations and Election Committee

Committee Chair: Sharon Russell, CalStateTEACH
email: sharonrussell@calccouncil.com

Policy Committee

SPAN Co-Chair: Cindy Grutzik, California State University, Long Beach,
Policy Planning Co-Chair: Nicol Howard, University of Redlands
Legislative Action Co-Chair: Pia Wong, California State University, Sacramento
emails: cynthia.grutzik@csulb.edu, nicol_howard@redlands.edu, & wongp@csus.edu

Research Committee

Committee Chair: Cynthia Geary, University of La Verne
email: cheary@laverne.edu

Fall 2018 Conference Planning Committee

Committee Chair: Reyes Quezada, University of San Diego
email: rquezada@sandiego.edu

Most CCTE committees are composed of volunteers from the membership.
If you are interested in joining any of these committees, please e-mail CCTE Executive Secretary Alan Jones:
alan.jones@ccte.org or contact the relevant committee chairs.

Announcing the CCTE 2018 Outstanding Dissertation Award Competition

The California Council on Teacher Education 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 2018 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 has been created to review nominations for this award and to make an 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 are 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 academic year (i.e., for an award at the Fall 2018 Conference, the degree would have been awarded during the 2017-2018 academic year); (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 subcommittee to be a significant contribution to the knowledge base of teacher education.
- (5) The current nomination deadline is August 1, 2018. Those nominations received will be reviewed for potential selection of an awardee at the Fall 2018 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) Each recipient of the award will be honored at a CCTE Conference awards luncheon, will be reported on 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 Conference when the award is presented, and will receive an award plaque from CCTE. The faculty member who served as adviser and chair for the dissertation will also be recognized.

CCTE New Faculty Support Program Available for Interested and Qualified Applicants

Each academic 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, 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 a person who is in the first five years of employment as a teacher educator 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 member and a participant in CCTE during any membership year, which run from July 1 through June 30.

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 the 2018-2019 year at a 50% discount, so that the individual dues are reduced to \$60.

Participants in this program will attend at least one CCTE Conference during the year (either the Fall 2018 Conference in San Diego or the Spring 2019 Conference in Sacramento) and the registration fee will be discounted 50%. Participants will be responsible for all other costs involved in attending the Conference.

Participants will submit a proposal for a research or poster session at the Conference they decide to attend.

Participants will each be linked with CCTE veterans who will meet with and mentor the participants prior to and at the Conference.

To be considered for this program, please use the application/nomination form available on the CCTE website.

For additional information or questions about the program please contact CCTE Executive Secretary Alan H. Jones at alan.jones@ccte.org

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 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 until all available and appropriate awards have been made.
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 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 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 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 program.
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.

Please address any questions about the CCTE Graduate Student Support Program or applications for the Program to CCTE Executive Secretary Alan H. Jones at alan.jones@ccte.org

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 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 this summer.

In addition, 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 were emailed information about the publication and how to order the *CCTE Reader on Social Justice* last summer 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.

Orders to date have already netted CCTE over \$1,500 in sales proceeds. Please join in with your individual or class order.



The CCTE Reader on Social Justice

Edited by Juan Flores & Donald Cardinal

With Associated Editors Thomas Nelson & Suzanne SooHoo

Published in 2017 for the California Council on Teacher Education
by Caddo Gap Press, Alan H. Jones, Publisher

Containing 18 Outstanding Articles
about Social Justice and Teacher Education
Selected from
Teacher Education Quarterly
& *Issues in Teacher Education*





CCNews

**Newsletter of the
California Council on Teacher Education**

Volume 29, Number 2, Summer Issue, June 2018, Section 4

Laurie Hansen (California State University, Fullerton), Editor

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

Reports from CCTE Conference Presentations

Presenters at concurrent, roundtable, and poster sessions and Special Interest Groups at California Council on Teacher Education semi-annual conferences are invited to submit reports on their research and practice for publication in *CCNews*. The newsletter also welcomes other articles from the California teacher education community.

On the following pages:

From the Spring 2018 CCTE SPAN Conference sessions:

“Addressing New Teacher Attrition Through Stress Management”

By Timothy James Hilton (See pages 27-29.

“Creating Collaborative Learning Opportunities for Reading Specialists
and School Psychologists in University Training Programs”

By Joan C. Fingon & Elina Saeki (See pages 30-32.

Other reports and articles will appear in future issues of the newsletter.

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, CCTE Graduate Student Support Program, and the CCTE Quest for Teacher Education Research.

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 at the top of the right hand column of the home page.

Be sure to check it all out frequently.

Addressing New Teacher Attrition Through Stress Management

By Timothy James Hilton
Claremont Graduate University

The education field faces a major problem: New teachers are leaving the classroom while they are still early in their careers. The National Council on Education Statistics (NCES) found that one in six teachers will not be teaching by the end of their fourth year after entering the field (Gray & Taie, 2015). Other sources paint a much grimmer picture, with estimates that 40 to 50 percent of new teachers will not make it to their fifth year (Odell & Ferraro, 1987; Riggs, 2013). Therefore, teacher attrition is a problem for a profession that is expecting to be faced with a major teacher shortage in the coming years (Ingersoll, 2001). In this article, I examine the causes and consequences of new teacher attrition, as well as possible solutions. Ultimately, I argue for the integration of stress management into teacher education programs nationwide.

Review of the Literature

Stress and Teacher Attrition

Research shows that one of the most common reasons for teachers to leave teaching has to do with stress (Bradfield & Fones, 1984; Hue & Lau, 2015; Riggs, 2013; Schlichte, Yssel, & Merbler, 2005; Steinhardt, Smith Jaggars, Faulk, & Gloria, 2011; Unterbrink et al., 2012; Yong & Yue, 2007). Stress in the profession, at the school site, and due to financial limitations, all have shown to have a huge impact on the decisions of teachers to continue teaching.

Much of the stress teachers face on a daily basis are inherent in the job and can be explained through equity theory (Steinhardt et al., 2011), or similarly the effort-reward imbalance model (Unterbrink et al., 2012). Equity theory argues that people have a natural tendency to pursue reciprocity in our relationships. Teachers, however, often find their heavy investments in effort and enthusiasm are not reciprocated by the students. This lack of reciprocity can drain teachers' emotional resources leading to potential burnout (Steinhardt et al., 2011). The effort-reward imbalance model follows a similar pattern, in the sense that it is all about balance. If a teacher were to find little reward in teaching after exerting great effort, they could begin to feel heavily stressed and again head toward burnout (Unterbrink et al., 2012.). Lack of societal respect (Riggs, 2013), and inability to cope with difficulties (Steinhardt et al., 2011) also greatly contribute to the job related stress.

School-related stress beyond the stress that is natural to the job of teaching has also been found to play a role in teacher burnout (Barmby, 2006; Ericson-Lidman & Strandberg, 2007; Goldring, Taie, & Riddles, 2014; Ingersoll, 2001; Van Maele & Van Houtte, 2015). Barmby (2006) found that

workload played a huge role in teacher burnout. One interviewee shared their overall work load, "I think I am working 70 hour weeks." (Barmby, 2006, p. 263). Additionally, Riggs (2013) stated that it is the pressures to be a great teacher that make the job unsustainable. One of the main culprits is heavy paperwork loads (Hue & Lau, 2015).

While the literature demonstrated that high stress plays a significant role in teacher burnout, the literature also suggests that teacher pay plays a role in teacher burnout. Teacher pay can influence the decision of a teacher to leave the profession (Hue & Lau, 2015; Ingersoll, 2001; Riggs, 2013; Yong & Yue, 2007). Indeed, low pay may play a role in teacher burnout because it increases overall teacher stress (Hue & Lau, 2015, p. 382; Yong & Yue, 2007, p. 81). The case for teacher salaries influencing burnout was also made anecdotally by Riggs (2013), "Pay is also an issue that came up in my interviews. A starting teacher salary in the U.S. is \$35,672." And her interviewee stated, "What is expected of great teachers and the amount they are paid is shameful," (Riggs, 2013, p. 3-4).

Consequences of New Teacher Turnover

The most localized implication high teacher turnover has is on the quality of the education students are receiving. Clotfelter et al. (2004) conducted a study to determine if high teacher turnover had an adverse effect on the quality of teachers in the classroom. In low income schools, the authors found that turnover had little to no impact on the quality of the teachers who replaced those who had left the classroom. In other words, there was no evidence that replacement teachers were less effective than the previous teachers (Clotfelter et al., 2004). Indeed, when novice teachers burn out they are often replaced by other inexperienced teachers. Therefore, early burnout robs students of the future effectiveness a teacher will likely gain over the course of the coming years, because as teachers gain more experience, they become more effective. Thus, high teacher turnover traps students in an endless cycle of inexperienced and often ineffective teachers (Clotfelter et al., 2004).

The students are not the only people who end up suffering due to new teacher turnover. Staff at high turnover schools experience a lack of stability which impedes ability to participate in effective collaboration. When teachers are not able to collaborate, each classroom becomes much more isolated, leading to the types of conditions that drive new teachers to burn out (Schlichte et al., 2005). In addition to the challenges faced by the teachers in the high turnover schools, challenges are faced by administrators as well, because new teacher turnover results in more frequent hiring. Thus, principals will need to spend more time reviewing applications and conducting interviews than necessary. This is time that could

—continued on next page—

Addressing New Teacher Attrition Through Stress Management

(continued from previous page)

have been spent supporting teachers and instruction. Indeed, lack of administrative support is one of the top four reasons teachers burn out (Ingersoll, 2001).

The U.S. is currently experiencing a teacher shortage, with expectations for a far greater shortfall in the coming years (McKenna, 2015). While many policy makers wish to open up the door to everyone and increase the supply of teachers (Gladwell, 2008), it is important to do more than simply let everyone in. If we fail to address the teacher attrition problem faced by many of our schools, we will continue to be stuck in the endless cycle of inexperienced teachers spending two to five years teaching before leaving the profession for good. Simply adding more teachers to the profession will do nothing to fix the structural problems the profession faces.

Possible Solutions to the Problem of New Teacher Turnover

The literature suggests three main solutions with regard to solving the teacher attrition problem: increasing starting salaries, building mentor teacher relationships, and teaching stress management.

Increasing Teacher Salary

Research suggests that increasing teacher salary could help school retain quality teachers (Hue & Lau, 2015; Ingersoll, 2001; Murnane & Steele, 2007; Yong & Yue, 2007). While increasing the salary for teachers across the board could help in retaining teachers, it would be a major expense. Riggs (2013) states that the average teacher in the United States makes approximately \$35,672 per year. With a teaching force of approximately 3.5 million teachers (McKenna, 2015), a one percent raise nationwide would total 1.24 billion dollars. However, some scholars argue that low pay adds extra stress to new teachers, and the financial stress, combined with other stress inducing factors, is the reason teachers burn out (Hue & Lau, 2015; Yong & Yue, 2007). Simply increasing salaries may not be enough to solve the problem. According to Hanushek, Kain, and Rivkin (2001), a 10 percent raise would likely only reduce attrition for teachers by, at most, three percent.

Create Mentor Teacher Relationships

Studies have found that new teachers who are involved in some sort of mentoring or support program had much lower rates of attrition, and higher rates of retention, than those new teachers who were not (Gray & Taie, 2015; Odell & Ferraro, 1992; Schlichte et al., 2005). The results of an NCES study suggested that teachers who were not assigned a mentor had an attrition rate nearly twice that of teachers who were assigned a mentor with nearly 30 percent of unmentored teachers leaving the profession within the first five

years (Gray & Taie, 2015). Odell and Ferraro (1992) found that 88 percent of teachers who participated in mentorship were still teaching four years later. Even more striking, Odell and Ferraro found that of the teachers who were still teaching at the end of the four-year period, 80 percent said they planned on continuing teaching for another 10 years. Mentorship programs within schools and school districts have been used to help keep teachers in the classroom beyond the five-year burnout mark with a fair amount of success. While the literature suggests mentoring programs can be extremely effective, this option requires a substantial investment financially from the state and school districts.

Teach Stress Management

A third solution suggests that stress management plays a key role in preventing teacher burnout (Bradfield & Fones, 1984; Taormina & Law, 2000; Unterbrink et al., 2012). Unterbrink et al. (2012) tested this theory by providing participants stress management sessions including, "(i) basic knowledge of stress physiology and the effects of interpersonal relationships on health parameters; Jacobson's relaxation training; (ii) mental attitudes with particular respect to authenticity (being congruent with oneself) and identification with the professional role..." (Unterbrink et al., 2012, p. 670). The intervention also included teacher-specific stress management techniques such as dealing with pupils and dealing with parents (Unterbrink et al., 2012). Unterbrink and colleagues found that teachers who participated in at least 50 percent of the sessions showed significant decrease in their workplace stress. This study, plus others (Barmby, 2006; Hue & Lau, 2015; Yong & Yue, 2007), demonstrate that while stress can play a major role in burnout, stress management can also play a major role in decreasing the likelihood of teacher burnout.

Analysis and Recommendations

The attrition of new teachers is beginning to approach epidemic proportions. If the educational system is going to keep young teachers in the profession long enough to develop their talent and become highly effective teachers, it will require a concerted effort to provide not only the pedagogical skills they need to teach, but also the socioemotional skills they will need to thrive. By providing stress management techniques, institutions of higher education can equip teachers with the tools they need to manage the stressful teaching profession.

The policy itself would be very broad and thus allow for easy implementation. More specifically, I propose that stress management principles be embedded in all credential programs and that completion of a stress management course

—continued on next page—

Addressing New Teacher Attrition Through Stress Management

(continued from previous page)

be required for all credential renewals. Stress management course would include topics such as mindfulness, coping with tragedy, time management, warning signs of anxiety, and potentially many more. The requirements would also vary based on where the teacher is in their career. Mid-career teachers who are renewing their credential would only need take a refresher course, while brand-new teachers would need to take a much more thorough course.

Implementation of this program could take several different forms and be taught at three different levels. The first level is teacher preparation programs and would require all universities that recommend candidates for credentials in California to teach stress management as a course, include it as part of a course, or teach it as a supplementary seminar. For the next level a stress management program could be implemented at the district level. School districts could require stress management as a professional development for all teachers at various stages in their career and teachers would need to take the training every few years to remain up to date. The last level is county/state through the education governing bodies such as the Commission on Teacher Credentialing, California Department of Education, or local county offices of education. This type of broad reach program could also be delivered online through e-Learning platforms such as Canvas and Schoology on a state-wide basis.

As with any rigorous profession, there is to be expected a natural rate of attrition that occurs. The problem is that the rate of novice teachers who are leaving the profession is far too high. The literature suggests that main cause for new teacher attrition is stress. If stress management is embedded in teacher education programs, and continued throughout the career, new teachers can develop the skills to thrive in the classroom for years to come.

References

- Barmby, P. W. (2006). Improving teacher recruitment and retention: The importance of workload and pupil behaviour. *Educational Research*, 48(3), 247-265.
- Bradfield, R. H., & Fones, D. M. (1984). Recipe for burnout: The special education teachers' diet. *Academic Therapy*, 19(4), 499-504.
- Clotfelter, C. T., Ladd, H. F., Vigdor, J. L., & Diaz, R. A. (2004). Do school accountability systems make it more difficult for low-performing schools to attract and retain high-quality teachers? *Journal of Policy Analysis and Management*, 23(2), 251-271.
- Ericson-Lidman, E., & Strandberg, G. (2007). Burnout: co-workers' perceptions of signs preceding workmates' burnout. *Journal of Advanced Nursing*, 60(2), 199-208.
- Goldring, R., Taie, S., & Riddles, M. (2014). *Teacher attrition and mobility: Results from the 2012-13 teacher follow-up survey* (NCES 2014-077). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch>
- Gray, L., & Taie, S. (2015). *Public school teacher attrition and mobility in the first five years: Results from the first through fifth waves of the 2007-08 beginning teacher longitudinal study* (NCES 2015-337). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2001). *Why public schools lose teachers*. (Working Paper No. 8599). Retrieved from National Bureau of Economic Research website: <http://www.nber.org/papers/w8599>
- Hue, M., & Lau, N. (2015). Promoting well-being and preventing burnout in teacher education: A pilot study of a mindfulness-based programme for pre-service teachers in Hong Kong. *Teacher Development*, 19(3), 381-401.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Mckenna, L. (2015, Sept. 10). America's teaching force, by the numbers: The country is struggling to solve its shortage of classroom educators—sort of. *The Atlantic*, 1-7.
- Murnane, R. J., & Steele, J. L. (2007). What is the problem? The challenge of providing effective teachers for all children. *The Future of Children*, 17(1), 15-43.
- Odell, S. J., & Ferraro, D. P. (1987). Teacher mentoring and teacher retention. *Journal of Teacher Education*, 43(3), 200-204.
- Riggs, L. (2013, October 18). Why do teachers quit? *The Atlantic*, 1-8.
- Schllichte, J., Yssel, N., & Merbler, J. (2005). Pathways to burnout: Case studies in teacher isolation and alienation. *Preventing School Failure: Alternative Education for Children and Youth*, 50(1), 35-40.
- Steinhardt, M. A., Smith Jaggars, S. E., Faulk, K. E., & Gloria, C. T. (2011). Chronic work stress and depressive symptoms: Assessing the mediating role of teacher burnout. *Stress and Health*, 27(5), 420-429.
- Taormina, R. J., & Law, C. M. (2000). Approaches to preventing burnout: The effects of personal stress management and organizational socialization. *Journal of Nursing Management*, 8(1), 89-99.
- Unterbrink, T., Pfeifer, R., Krippeit, L., Zimmermann, L., Rose, U., Joos, A., ... Bauer, J. (2012). Burnout and effort-reward imbalance improvement for teachers by a manual-based group program. *International Archives of Occupational and Environmental Health*, 85(6), 667-674.
- Van Maele, D., & Van Houtte, M. (2015). Trust in school: A pathway to inhibit teacher burnout? *Journal of Educational Administration*, 53(1), 93-115.
- Yong, Z., & Yue, Y. (2007). Causes for burnout among secondary and elementary school teachers and preventive strategies. *Chinese Education and Society*, 40(5), 78-85.

Creating Collaborative Learning Opportunities for Reading Specialists and School Psychologists in University Training Programs

By Joan C. Fingon & Elina Saeki
California State University, Los Angeles

Federal education mandates and other state, local education agency, and school policies are intended to address academic achievement issues, yet negligible advances exist in reading. While some PK-12 students are showing incremental gains in reading achievement, the National Assessment of Educational Progress continues to show slow progress in reading performance among many children (NCES, 2013). The Individuals with Disabilities Education Act (2004) mandates that students with disabilities be given maximum opportunities to access the general education curriculum, while the more recent Every Student Succeeds Act (2016) requires school accountability to include students with disabilities in high stakes assessments.

Additionally, with the adoption of the Common Core State Standards (CCSS, 2010) and California ELA/ELD Standards, there is a critical need for *all* students to succeed in literacy. The coalescence of these policies and legislation has resulted in the need for reading teachers to collaborate with school support staff to effectively support students (Thurlow, 2002). One such valuable resource includes school psychologists. Their contribution is particularly important, as a variety of factors contribute to reading difficulties, including inadequate supports to address academic, social-emotional, and behavioral needs (e.g., Coleman & Vaughn, 2000).

While educators are aware of the need to help all students succeed, there is an increasing demand for collaboration between teachers and school professionals to be prepared for 21st century success (Truscott et al., 2012). One way to increase confidence to collaborate is through university teacher training. Teacher preparation programs often focus their training on their respective fields, and thus offer limited coverage of other aspects of school systems and domains of expertise. For example, school psychology programs provide only a basic overview of pedagogy, curriculum, and reading instruction. Similarly, teacher preparation programs in reading often do not explore in-depth the roles of school psychologists and strategies to work with students who exhibit social, emotional, and behavioral challenges. Therefore, newly credentialed teachers might feel unprepared to collaborate with school psychologists and other school support staff to maximize the available resources in schools.

Facilitating collaborative learning opportunities between school psychology and reading teacher candidates during preparation may increase knowledge about their respective roles and areas of expertise as well as enhance their collaborative consultation skills, which will ultimately lead to improved student outcomes as they apply their knowledge and

skills in school-based settings. In the wake of recent federal mandates and a climate of heightened accountability, it is critical to ensure that classroom teachers and school psychologists are prepared to collaborate effectively. Furthermore, in meeting the demands of Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) implementation, *Instructional Consultation (IC)* provides a viable model for supporting school psychologists, educators, and other professionals as they support students.

Conceptual Framework

This study is based on the Instructional Consultation (IC) concept, which includes problem-solving orientation, communication and relationships, and evidence-based assessment and intervention strategies (e.g., RTI/MTSS). The underlying assumptions of IC are ecological framework, collaborative efforts, and consultee-centered (Rosenfield, 2008). It encompasses a shift in pedagogy and practice of school psychologists moving away as “the gatekeepers” of special education, and moving more towards providing increasingly intensive supports early on to prevent student failure. Instructional Consultation centers on: (a) students’ skills, (b) instructional design, and (c) tasks that students are presented based on collaboration and consultation between teachers, school staff, and professionals. In contrast to a deficit model, IC focuses on what students can do, thus building on strengths.

Furthermore, school psychologists have traditionally focused much of their time testing struggling readers for learning disabilities, and there is now a need to shift toward offering instructional consultation that includes reading teachers/specialists within a tiered assessment and intervention model such as MTSS or RTI. Toward that end, this study examined the overall effectiveness of a semester-long graduate training initiative for school psychology and reading teacher/specialists candidates. Best practice teaching strategies and behavioral techniques were identified by candidates from both classes based on hypothetical case studies, and implications of consultation and collaboration practices between school psychologists and reading teacher/specialists were determined.

The Study Context

The study took place at a four-year urban public university in Southern California during the Fall 2017 semester. The researchers were one faculty member in the M.A. option in reading program and one faculty member in the M.S. option in school psychology program who co-taught five

—continued on next page—

Creating Collaborative Learning Opportunities for Reading Specialists and School Psychologists in University Training Programs

(continued from previous page)

workshops in their Literacy Assessment and Instruction and School-Based Consultation courses. Participants included a total of 39 candidates: 25 school psychology graduate students in a cohort model and 14 reading specialist candidates in their respective programs/courses. A majority of the M.A. reading candidates were teaching full-time in local PK-12 public schools and the M.S. school psychologist candidates were practicing at various local school districts and school sites. The two classes met on different evenings of the semester and the faculty researchers co-taught in each other's class for all workshops.

The workshops were guided by Murawski's (2010) research on co-teaching, and focused on the model *team teaching*, whereby both faculty members were actively delivering instruction together and as such, modeling to students in both classes. Each workshop centered on a topic: introduction to common language/frame of reference for communication/consultation purposes, information about RTI/MTSS to address academic reading problems and school-based collaborative consultation, and examples of best teaching practices for reading intervention and behavioral techniques identified in the literature. Workshops were 45-50 minutes each with a presentation related to the night's agenda, a whole class or small group activity, and follow-up class discussion developed by both faculty members.

In addition, reading interventionist and school psychologist guest speakers were invited to each class to describe their current role and responsibilities. Students from both classes were also assigned partners or triads early in the semester to allow flexibility of time to collaborate on the final case study project. The case studies involved two hypothetical struggling readers, one at the elementary level (Juan) and one at the secondary level (Tracy), who differed in ethnic family backgrounds and behavioral issues, and were English language learners and reading below grade level.

Methodology

Data sources included participant evaluations of faculty co-teaching workshops with a rating scale that ranged from 1 (lowest) to 4 (highest). Participants also completed a final case study that the faculty researchers scored with a rating scale ranging from 1 (lowest) to 3 (highest) and analyzed for best teaching practices/interventions for reading and behavior difficulties described in the case study. The final case study project had six assessment criteria: student's overall background and academic ability, school resources and needs, strategies/interventions, data-based decision making, comprehensiveness of the plan, and overall writing

style conventions. The two faculty researchers scored the case studies separately and then compared the results. Focus group interviews were also conducted by the researchers with participants from both classes who volunteered to reflect on their overall training experience.

Overview of Results

Results include candidates' overall rating evaluation averages of faculty co-teaching workshops; final case study assignment ratings, including analyses of reading and behavioral strategies; and focus group interviews. Candidate ratings for all workshops were very good in both classes. The candidates in M.S. school psychology average ratings were (3.60) and reading specialists candidate's ratings were (3.52) out of 4.00, respectively. Case study ratings ranged between 2.76 to 3.00 with eleven pair/triads out of 14 scoring highest ratings (3) in all six categories. Two pair/triads scored highest standards in all but one category; data-based decision making (2), or writing style (2), and one pair/triad scored highest standards in all but two categories; comprehensiveness of the plan (2) and writing style (2).

Further analysis of the case study assignment indicated that candidates described many appropriate strategies (e.g., modeling, scaffolding lessons, differentiated instruction, pre-viewing vocabulary, and chunking texts) to address the needs of 'Juan' (elementary) and 'Tracy' (secondary) consistent with what has been reported in the literature (e.g., Allington, 2013; Joseph, 2008; Morrow, 2011). Strategies (e.g., echo reading, repeated reading, read-aloud) were also suggested for building fluency and reading comprehension for Juan, and strategies (e.g., context clues, graphic novels, Cornell Note Taking) for meeting Tracy's reading comprehension needs. In terms of behavioral techniques, counseling (e.g., small group or individual, cognitive behavioral therapy, art therapy) and self-monitoring were recommended for both students by all pairs/triads. Based on their individual needs, strategies (e.g., short breaks, preferential seating, behavior chart or token board for positive reinforcement) were recommended for Juan, and assigning an adult mentor and creating a contract to improve behavior/attendance were suggested for Tracy.

These behavioral strategies are also consistent with what has been reported in the literature (e.g., Fabiano et al., 2009) and was discussed by both faculty members during the workshops. In the case study, candidates also described the need to build on Juan's and Tracy's strengths/interests by asking for additional input (e.g., student's family/parents, classroom teacher, specialists). They also suggested administering additional formal and informal assessments (e.g., Informal

—continued on next page—

Creating Collaborative Learning Opportunities for Reading Specialists and School Psychologists in University Training Programs

(continued from previous page)

Reading Inventory, Woodcock Johnson, Functional Behavioral Analysis, interest/attitude surveys, classroom observation) in their data-based decision-making process. Many of these suggestions are also supported in the literature and the IC model (e.g., Crone, Hawken, & Horner, 2015; Rosenfield, 2008). Overall, these results suggest that participants were capable of differentiating instruction, identifying and applying relevant and age-appropriate reading strategies and behavioral techniques based on two hypothetical students' needs, and might benefit from more opportunities to practice consulting and problem solving for MTSS/RTI purposes.

Comments from the focus group interviews indicated that students reflected on their own school and collaboration as missing or "*absent from my class.*" They also remarked that they were more open and willing to "*figure out ways to include or contact their school psychologist [reading specialist] in their school... even if they are busy.*" The highlight of the experience were the guest speaker workshop sessions, as most claimed, "*I never really knew what a [reading specialist] or [school psychologist] did.*" While most participants indicated they had a very positive overall experience, a few pairs/triads expressed challenges in finding the time to communicate and collaborate on their final project. It appears that more opportunities to meet and collaborate face-to-face might improve their overall experience. In addition, further research on developing communication between teachers and other staff/professionals is critical when implementing MTSS/RTI models.

Implications for Future Research

The findings from this study provide limited, yet valuable, contributions regarding the importance of structured collaborative learning opportunities during graduate training to enhance consultation between reading teachers/specialists and school psychologists. School psychologists are a rich source of support for reading teachers within the multi-tiered systems of support framework to address reading problems, ranging from prevention to intensive intervention. While educators are aware of the need to help all students succeed, there appears to be more of a demand for increased collaboration between school psychologists and teachers. Furthermore, implications of this study show that faculty modeling and providing opportunities to work together, just as classroom teachers and school psychologists would in "real life" to develop an intervention plan within the MTSS/RTI consultation models, have the potential to increase awareness for collaboration among teacher candidates to ultimately in their own schools/classrooms reduce PK-12 reading failure

and behavior issues for 21st century learning.

In sum, the results of this study suggest this is a promising area of research in educator preparation. More research is needed on collaborative learning among teacher education programs, including opportunities for preservice reading/literacy teachers, school psychologists, and other support staff to work together to improve reading achievement for all students. Such programs have potential to positively impact policy, practice, and student learning.

References

- Allington, R. L. (2013). What really matters when working with struggling readers. *The Reading Teacher*, 66, 520-530.
- Coleman, M., & Vaughn, S. (2000). Reading interventions for students with emotional/behavioral disorders. *Behavioral Disorders*, 25, 93-104.
- Crone, D. A., Hawken, L. S., & Horner, R. H. (2015). *Building positive behavior support systems in schools: Functional behavioral assessment* (2nd ed.). New York, NY: The Guilford Press.
- Fabiano, G. A., Pelham, W. E., Coles, E. K., Gnagy, E. M., Chronis-Tuscano, A., & O'Connor, B. C. (2009). A meta-analysis of behavioral treatments for attention-deficit/hyperactivity disorder. *Clinical Psychology Review*, 29, 129-140.
- Joseph, L. M. (2008). Best practices on interventions for students with reading problems. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology*. Bethesda, MD: National Association of School Psychologists.
- Morrow, L. M. (2011). *Best practices in literacy instruction*. New York, NY: Guildford Press.
- Murawski, W. W. (2010). *Collaborative teaching in elementary schools: Making the co-teaching marriage work!* Thousand Oaks, CA: Sage.
- National Center for Educational Statistics (2011). *The nations report card: National assessment of educational progress at grades 8 and 12 (NCES 2012-470)*. Institute of Education Sciences. Washington, D.C.: U.S. Department of Education.
- National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). *Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects*. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers.
- Rosenfield, S. (2008). Best practice in instructional consultation and instructional consultation teams. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology*. Bethesda, MD: National Association of School Psychologists.
- Thurlow, M. L. (2002). Positive educational results for all students: The promise of standards-based reform. *Remedial and Special Education*, 23, 195-202.
- Truscott, S. D., Kreskey, D., Bolling, M., Psimas, L., Graybill, E., Albritton, K., & Schwartz, A. (2012). Creating consultee change: A theory-based approach to learning and behavioral change processes in school-based consultation. *Consulting Psychology Journal: Practice and Research*, 64, 63-82.