

CCNews

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

Volume 30, Number 3, Fall Issue, September 2019

Laurie Hansen (California State University, Fullerton), Editor

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

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Highlights from This Summer

A Message from CCTE President Virginia Kennedy

Welcome to the new school year! Hope you have had opportunities for relaxation and re-charging this summer.

Two critical and intertwined themes that appeared at the forefront of teaching and teacher education this summer are the importance of working together across educator preparation statewide, while preparing and supporting teachers to teach all students.

Connecting, collaborating, and broadening teacher education's scope are "action verbs" for the California Council on Teacher Education this year.

Inspired by research, sharing/networking about our programs and experiences, and learning from and collaborating with educators in other parts of California's teacher education landscape, we're looking forward to getting going this year.

Highlights from this summer's activities:

CCTE Planning: CCTE's Board held its retreat and quarterly meeting in June at California State University, Northridge. During the first day, the retreat day, we dove into feedback from Board members about all aspects of CCTE's member activities. Highly valued (no surprise!) were our semi-annual conferences and our two professional journals. Priorities that emerged were to grow and expand connections and collaborations with other state and national professional organizations, and with the Commission on Teacher Credentialing and the California Department of Education.

Our newer legislative and advocacy efforts are seen as important and productive. Continued development of the New Faculty Support Program and the Graduate Student Support Program were similarly supported. And the new look of our website sparked lots of great ideas for wider communication and collaboration. By the end of the

meeting we had developed goals for 2019-2020 and specific implementation plans.

National Collaboration: From presentations and discussions at AACTE's annual State Chapter Leaders conference in June, CCTE Board members Kimberly White-Smith, Michael Cosenza, and I learned about

and appreciated more the differences among states in collaboration activities between teacher education and state departments of education, state legislatures, and interfaces with Congressional representatives. Discussions revolved around how important local action is, since most education decisions are made within states and local government entities. Additionally, since most teachers choose to be employed close to where they live, educator preparation programs must (and do) collaborate in many ways to shape and be shaped by the needs and

priorities of teachers and schools in their areas.

Inclusion: Another type of collaboration was afforded this summer when CCTE members and I participated in the CA MTSS (Multi-Tiered System of Support) Conference's IHE Professional Learning Institute, presented by Dr. Paul Sindelar from CEEDAR (Collaboration for Effective Educator Development, Accountability and Reform) and others, including CCTE member Sara Juarez of California State University, Fresno. This philosophy and approach to educating all students together while providing supports, intervention, and services to all as needed is profoundly changing ideas about school structures as well as teacher and administrator knowledge and skills.

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CCTE President's Message

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Community Colleges: Our most recent outreach effort to collaborate with others committed to teacher education in California was our participation in the Bringing Education Systems Together to Strengthen California's Workforce Conference, coordinated by the California Community Colleges Teacher Preparation Programs (CCCTPP). The CCCTPP supports and aligns with teacher preparation/credential programs throughout California's college systems. CCTE Board of Directors member Ernest Black, CCTE Communications Committee co-chair Sarah Johnson, other CCTE members and I met many new colleagues and learned about local and statewide programs that provide guided pathways into teaching by connecting teacher preparation vertically, from high school through completion of teaching credential programs.

The photograph on the first page of this message is from the community college conference, showing many of our CCTE members and friends who attended and participated. Other photographs from the event are on page 7 of this issue of *CCNews*.

Up Next: See you at CCTE's Fall 2019 Conference in San Diego on October 17-19. The theme is "Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education." Further information can be found in this issue of *CCNews* and on our CCTE website at www.ccte.org.

Just think of all who you will influence and inspire this year and all who will influence and inspire you! Have a good year.

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

Message from the Editor

Happy (almost) Fall! In this edition of the newsletter, I am pleased to share with you two articles from the field. In the first article, Leila Ansari Ricci (California State University, Los Angeles) and Wendy W. Murawski (California State University, Northridge) describe the results of their study of five teams of general and special education teachers who have developed mastery in their co-teaching. The goal of the study was to uncover the factors that contributed to their success, so that this information can be shared with novice co-teachers (see pages 18-24).

The second article by Janelle Franco, Sophia Angeles, and Marjorie Faulstich Orellana (University of California, Los Angeles) and Andréa C. Minkoff (University of La Verne) illustrates the ways in which pre-service teachers in a course on language acquisition and development write their own language manifestos—public declarations of their commitments as educators regarding language. The authors believe that this assignment helps pre-service teachers address both pedagogical and ideological questions about language by giving them an opportunity to connect theory to practice (see pages 25-27).

These two articles highlight the breadth of work that CCTE members engage in throughout California, from pre-service to in-service teacher education and integrating special and general education. In that vein, *CCNews* seeks submissions for the Winter 2019 issue. Presenting at a CCTE conference is not required for acceptance. Please see the *CCNews* Call for Articles and News, on page 13 of this issue.

Speaking of CCTE conferences, I look forward to this Fall's meeting, themed "Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education." As always, we welcome presenters from the Fall Conference to submit a manuscript for consideration for publication in a future issue of our newsletter. Finally, for up-to-date information on the latest articles and news please visit us at CCTE's Twitter, Facebook, and Instagram accounts.

—**Laurie Hansen**, Editor, *CCNews*
California State University, Fullerton
lahansen@fullerton.edu

Upcoming CCTE Conferences

Fall 2019

Kona Kai Resort, San Diego, October 17-19

Theme: "Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education"

Spring 2020

The Citizen Hotel, Sacramento, March 19-20

Theme: "SPAN: Spring Policy Action Network"

Fall 2020

Kona Kai Resort, San Diego, October 22-24

Theme: "The Future of Teacher Education"

From the Desk of the CCTE Executive Secretary

This is an ideal time to look ahead to the 2019-2020 membership year for the California Council on Teacher Education (CCTE). Here are some highlights:

Membership

CCTE experienced a strong membership year in 2018-2019 with 70 colleges and universities and other educational institutions and agencies enrolled as institutional members along with another 50 individual members. We are hoping to repeat that success in 2019-2020, and renewal notices were sent to all institutional and individual members back in May with reminders in July, and at this point renewals have been received from 48 institutions and 12 individuals, which is an excellent start for the year.

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 for Bilingual Teacher Education (CABTE), the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED), and the Association of Independent California Colleges and Universities-ED (AICCU-ED)—as well as the CCTE Intersegmental Collaboration. All CCTE member institutions are encouraged to join and support these associated organizations and activities.

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. During the 2018-2019 year we welcomed California State University Long Beach, California State University Los Angeles, Chapman University, and the University of Redlands as annual sponsors and we hope they will all renew this special support to CCTE during the 2019-2020 year. We are also delighted to announce that San Francisco State University has signed on as an annual sponsor for 2019-2020. These sponsorships help assure that CCTE can maintain all of our activities on behalf of the teacher education community. Please contact CCTE Executive Secretary Alan H. Jones for additional information on becoming a CCTE sponsor.

CCTE Conferences

You will find a preview of the CCTE Fall 2019 Conference in San Diego around the theme “Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education” in this newsletter, along with the tentative program, information on keynote speakers, and the registration form. Please also note that the Saturday of the Fall Conference will feature two special activities—an institute on bilingual education sponsored by CABTE and the first California Clinical Fellows Symposium, an event coordinated with ATE and NAPDS.

Registrations are already pouring in for the Fall Conference. Have you registered yet? This is a conference you won't want to miss.

Please also plan on attending the CCTE Spring 2020 SPAN Conference which will be held again at The Citizen Hotel in Sacramento on March 19 and 20. The Sacramento conferences serve to focus CCTE on state policy issues, while still involving all of the associated organizations, Special Interest Groups, and research presentations. Keep your eye out for the formal announcement this December of the Spring 2020 SPAN Conference

Planning is also underway for the CCTE Fall 2020 Conference in San Diego around the theme “The Future of Teacher Education.” If you are interested in helping plan this Conference, or if you have suggestions on that theme, please email CCTE President Elect Eric Engdahl at:

eric.engdahl@csueastbay.edu

CCTE New Faculty Support Program and Graduate Student Support Program

Both the CCTE New Faculty Support Program and Graduate Student Support Program are again available to interested participants during 2019-2020. Information on both programs appears in this issue of the newsletter.

These programs offer an excellent opportunity for new faculty and graduate students to get involved with CCTE, to participate in our research presentations at the conferences, and to get advice and assistance from a mentor from among the CCTE leadership.

CCTE Publications

All CCTE individual 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. The Summer 2019 issue of *Teacher Education Quarterly* was distributed in July and the Fall 2019 issues of both journals are scheduled for publication October 1. The Fall issue of *Teacher Education Quarterly* will be a special issue on social-emotional learning and culturally responsive teaching, in coordination with the Fall Conference theme.

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 newsletter editor, Laurie Hansen, for consideration. Her email address is lahansen@fullerton.edu. You will find a call for such items in this issue of the newsletter.

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

Updates from the Commission on Teacher Credentialing

Bilingual Authorization

Bilingual Candidates and the TPA Requirement

At its June 2019 meeting the Commission on Teacher Credentialing clarified its expectations for how concurrent Bilingual Authorization and MS/SS candidates should complete the Teaching Performance Assessment (TPA) requirement. The Commission amended its Assessment Design Standards to clarify the following:

1. Literacy as a concept is independent of a specific language; therefore, Preliminary Multiple Subject credential candidates who are concurrently earning a Bilingual Authorization, who are required to be assessed in teaching literacy, may teach a lesson for submission in the TPA that develops students' literacy in a language other than English.

2. Concurrent bilingual candidates must not be required to translate materials used to plan or teach the lesson(s), student work or provide transcriptions of video for submission in the TPA if the instruction is in a language other than English in a bilingual classroom.

3. Developing the skills to teach English learners is essential for every California teacher. Candidates must demonstrate the skills to teach English learners in English, as part of their TPA, with the use of the language of instruction as appropriate.

4. A concurrent bilingual candidate is also earning a general education credential (Multiple Subject or Single Subject) that will authorize the individual to teach in English. Because the skill of thinking and writing in English is essential for all teachers, the TPA-required reflections and/or analyses, external to the planning and teaching of the lesson, need to be submitted primarily in English.

The developers of the three Commission-approved TPA models have confirmed that beginning fall 2019, all Bilingual candidates will be able to complete the TPA under these conditions. For more information please see PSA 19-08 (<http://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2019/psa-19-08.pdf?sfvrsn=2>).

Special Education

Transition Plan for Education Specialist Programs

The Commission has extended the timeline for programs to transition to the Education Specialist program

standards and Teaching Performance Expectations (TPEs) that were adopted in August 2018. All programs must be meeting the new program standards and the candidates meeting the updated TPEs by the 2022-23 year.

PSA 19-07 (<http://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2019/psa-19-07.pdf?sfvrsn=10>) describes the Two Step Transition process:

1. Plan to Transition—Due between January 1, 2020-June 1, 2020.
2. Plan for Implementation of the new Standards and updated TPEs—due by October 31, 2021.

NOTE: It is critical to understand that none of the new special education credentials can be issued until the regulation process has been completed and the new special education TPA has been developed. Programs may move forward with implementing various new aspects of the new standards within existing programs, however, candidates will not be granted the new credentials until the development of the TPA and the regulations are effective. For institutions undergoing accreditation activities between now and 2022, please keep close contact with your cohort color consultant.

Technical Assistance in Support of the Transition to the New Standards and Updated TPEs

The Commission will be offering several opportunities for technical assistance designed to assist programs as they begin planning to transition to the new program standards and updated TPEs in special education. Make sure you subscribe to the PSD e-News (<https://www.ctc.ca.gov/commission/newsletters/psd-news>) so that you can register to attend one of these events. The TA Sessions will start in late October and go through spring 2020.

Development of a Special Education Teaching Performance Assessment (SpEdCalTPA)

Development of the SpEd CalTPA will begin in fall of 2019 with a series of regional focus group discussions to be held regionally. Please see the PSD e-News for focus group dates and for completing the online registration. A SpEd Design Team application will be posted this fall in the PSD e-News to seek special educators who would like to apply to participate in the development process from 2019-2023. Design Team members will be selected by CTC staff and appointed by the Executive Director of the CTC.

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Updates from the Commission on Teacher Credentialing

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CalTPA

Commission Sets CalTPA Passing Standard

Also at the June 2019 meeting, the Commission adopted the passing score standards for the CalTPA for the 2019-20 year. The passing score standards for the redeveloped CalTPA are as follows:

- Cycle 1 (8 rubrics): A final cut score of 19 points with one score of 1 allowed.
- Cycle 2 (9 rubrics): A final cut score of 21 points with one score of 1 allowed.

The passing standard for the CalTPA for the 2019-20 year will become effective as of the August 23, 2019 submission window.

Data will be analyzed during the next two years of CalTPA administration and staff will, in two years, bring back a report to the Commission in 2021 for potential reconsideration of the passing standard, including the requirement that a candidate will not be able to score a 1 on a rubric and meet the passing standard. For more information see PSA 19-06 (<http://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2019/psa-10-06.pdf?sfvrsn=2>).

2019-20 CalTPA Program Supports

The CalTPA Support Team provides the following online Program Supports and will be either hosting or presenting at these upcoming events.

Program Supports

- Online weekly office hours will continue beginning July 2019 on Thursdays from 10:00 - 10:30 a.m.
- Monthly Virtual Think Tank sessions focusing on various aspect of CalTPA implementation will restart in August, dates will be announced in the PSD e-News.
- An overview of past CalTPA webinars can be found on the CalTPA Faculty Resources Page. CalTPA Website (<https://ctc.ca.gov/educator-prep/tpa-california>, archived 2018 and 2019)
- CUE is providing free memberships and online Ed tech resources. CUE Website (<https://cue.org/>)
- CUE and ISTE Educational technology resources linked to CalTPA can be found on the CalTPA website. CalTPA Website
- Additional CalTPA related Community Resources can also be found on the CalTPA website. CalTPA Website

Upcoming Events

- An overview of the CalTPA with a focus on best practices for integrating educational technology within the CalTPA will be presented at the Fall Cue Conference (<https://cue.org/fall/>) on Oct 19th in Rancho Cordova, CA.

- Regional CalTPA Faculty One-Day Support Workshops will be held throughout California to provide programs that are implementing the CalTPA, with best practice strategies for supporting their teacher candidates, Nov. 2019 - May 2020. Northern CA, Sacramento November 13th (CalTPA) and November 14 (CalAPA). Southern CA, Orange County December 11 (CalTPA) and December 12 (CalAPA).— For Registration information Subscribe to the PSD e-News (<https://www.ctc.ca.gov/commission/newsletters/psd-news>).

- The Special Education (SpEd) CalTPA is in the beginning stages of development. CTC will begin accepting Design Team Applications in the fall of 2019.

- The CalTPA Support Team will also be presenting an overview of the CalTPA and CalAPA at the Credential Counselors and Analysts of California (CCAC) (<http://www.ccacteam.com/>)conference, November 6 – 8 in Sacramento, CA.

- A CalTPA presentation will be given at the California Induction Conference (<https://www.californiainductionconference.com/>) on Dec 3rd & 4th in Indian Wells, CA.

- Ongoing CalTPA Assessor Training and Calibration will continue in the spring of 2020, dates and locations to be announced in the PSD e-News (<https://www.ctc.ca.gov/commission/newsletters/psd-news>).

Policy Sessions at CCTE Fall 2019 Conference

The California Council on Teacher Education and the Commission on Teacher Credentialing will collaborate on the two Policy Sessions at the CCTE Fall 2019 Conference.

The Thursday afternoon session will feature presentations by staff from CTC on current issues and programs, while the Friday afternoon session will offer an opportunity for discussion of upcoming legislative initiatives.

Both sessions will be coordinated and moderated by CCTE Policy Committee co-chairs Cindy Grutzik, Nicol Howard, and Pia Wong.

CCTE Participates in Statewide Community College Teacher Education Conference in Sacramento



Linda Darling-Hammond and Virginia Kennedy



Angelica Reynosa, Tony Thurmond, and Sarah Johnson

The California Council on Teacher Education was represented at the California Community Colleges’ “Bringing Education Systems Together to Strengthen California’s Teacher Workforce” Conference in Sacramento on August 15-16 by CCTE President Virginia Kennedy, CCTE President Elect Eric Engdahl, CCTE Board member Ernest Black, CCTE Communications Committee co-chair Sarah Johnson, and Angelica Reynosa of Fresno Pacific University. The Conference featured keynote addresses by Linda Darling-Hammond, President of the State Board of Education, and Tony Thurmond, State Superintendent of Public Instruction.



Eric Engdahl and Virginia Kennedy



Virginia Kennedy and Sarah Johnson at CCTE Information Table



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Preview of CCTE Fall 2019 Conference

Theme: Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education

By Heidi Stevenson

CCTE Fall 2019 Conference Chair

(University of the Pacific)

Please join us for the Fall 2019 Conference of the California Council on Teacher Education this October 17-19 at the Kona Kai Resort in San Diego around the theme “Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education.” It will be a provocative and exciting Conference. The Aspen Institute’s *Pursuing Social and Emotional Development Through a Racial Equity Lens: Call to Action* (2018) states,

In an equitable education system, every student has access to the resources and educational rigor they need at the right moment in their education, irrespective of race, ethnicity, gender, sexual orientation, language, disability, family background, family income, citizenship, or tribal status. Equity is not just about resource allocation, however. While there is a need for additional resources to allow schools serving students of color to provide rich educational experiences, merely ensuring more equitable resource allocation won’t ensure that schools are affirming of students’ background and cultural and linguistic heritage. (p. 1)

Teaching practices that are responsive to and assist with sustaining cultural and linguistic heritage are essential to creating an environment where ALL students can learn. The effectiveness of these practices is predicated on social emotional learning, and in particular positive relationships between teachers, students, and the learning community. Thus the Aspen Institute (2018) recommends, “Rather than being pursued as two separate bodies of work, the field needs to identify ways in which equity and social, emotional, and academic development can be mutually reinforcing” (p. 1).

The Collaborative for Academic, Social, and Emotional Learning (2018) defines Social Emotional Learning (SEL),

... as the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions,

set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

A meta-analysis of over 270,000 students (Durlack, et al., 2011) indicates that SEL not only increases prosocial behaviors, improves student attitudes toward school, and reduces depression and stress among students, but also increases academic achievement by an average of 11 percentile points.

Knowing the importance of acknowledging students’ social, emotional and academic needs as well as sustaining their cultural and linguistic heritage the state of California has integrated these concepts into the 2016 Teacher Performance Expectations. But how do teacher educators receive the training and support they need to integrate them into their practice?

Nancy Lourié Markowitz, Wendy Thowdis, and Zaretta Hammond will be keynote speakers at the Fall Conference, and the theme will directly address the nexus of Social Emotional Learning (SEL) and Culturally Responsive and Sustaining Teaching (CRST). At the Conference these keynote speakers along with practitioner panels will provide resources and share insights regarding integrating SEL and CRST into teacher education.

The Conference will be complemented by a Fall 2019 special issue of *Teacher Education Quarterly* on SEL and CRST. The content of this special issue is informed by data from a CCTE membership survey conducted by co-guest-editors Heidi Stevenson and Nancy Lourié Markowitz.

In addition to the speakers and panels, the Conference will also include meetings of associated organizations—Association of Independent California Colleges and Universities-ED (AICCU-ED); California Alliance for Inclusive Schooling (CAIS); California Association for Bilingual Teacher Education (CABTE); and California Association of Professors of Special Education (CAPSE)—meetings of the CCTE Special Interest Groups, the CCTE Graduate Student Caucus, a meeting for newcomers to CCTE, policy sessions, research presentations and

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Preview of CCTE Fall 2019 Conference

**Theme: Integrating Social Emotional Learning & Culturally Responsive
and Sustaining Teaching Practices into Teacher Education**
(continued from previous page)

roundtables and posters, a Thursday reception, a Friday awards luncheon, and other related meetings.

Saturday of the Fall 2019 Conference will feature two special sessions, one an institute coordinated by CABTE, and the other the first annual California Clinical Fellows Institute, sponsored jointly by CCTE, the Association of Teacher Educators (ATE), the National Association of Professional Development Schools (NAPDS), and the Southern California Professional Development School Consortium (SCPDS).

The CABTE institute will initially focus on the intersection of bilingual education and social emotional learning, and then feature speakers and discussions on issues of bilingual and biliteracy education with special attention to assisting and supporting teachers working with students whose primary language is different from that of the teacher.

The California Clinical Fellows Symposium will offer an opportunity for higher education and K-12 partners to explore issues of clinical practice through in-depth discussion.

The CABTE institute is included for anyone registering for the Fall Conference, while others who wish to attend just the institute will need to pay the Saturday fee. All participants in the Clinical Fellows Symposium are to pay the Saturday fee, which may be paid along with the Conference registration or individuals may register just for Saturday if they are not attending the full conference.

References

- Aspen Institute (2018). *Pursuing social and emotional development through a racial equity lens: A call to action*. Retrieved from: https://assets.aspeninstitute.org/content/uploads/2018/05/Aspen-Institute_Framing-Doc_Call-to-Action.pdf?_ga=2.149242547.424277648.1542382656-1179881390.1537642415
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- Durlak, J. A.; Weissberg, R. P.; Dymnicki, A. B.; Taylor, R. D.; & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 474-501.

Conference Logistics

The Fall 2019 CCTE Conference will be held October 17-19 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, research presentations and roundtables, a Thursday

evening reception, a Friday awards luncheon, the Friday evening poster session, and two special all-day programs on Saturday.

Deans from the California State University campuses will meet on Tuesday and Wednesday morning prior to the Conference, and the annual statewide education deans meeting will be held Wednesday afternoon following a joint luncheon with the CCTE Board of Directors.

The Fall Conference tentative program follows on page 11, while background information on the keynote speakers appears on page 10.

Also following on page 12 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

How To Register

Complete the accompanying registration form (pre-registration deadline is September 15, 2019) and return it with a check (payable to California Council on Teacher Education, spelled out in full) to: Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118. Or if you wish to pay by credit card, use the on-line registration form which can be accessed from the link on the "Conferences" page of the CCTE website—www.ccte.org. 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 2019 Conference. The deadline for rooms in our block at the conference rate is September 15.

CEEDAR and CAIS at the Fall Conference

Please join us for the CEEDAR mini-grant poster session on Thursday, October 17 from 7 to 8 p.m. in the Point Loma III Room.

Following the poster session the California Alliance for Inclusive Schooling (CAIS) will hold its semi-annual meeting from 8 to 9:30 p.m. in that same room.

We invite all interested parties to attend both events. Heavy hors d'oeuvres and desserts will be served beginning at 7 p.m. We look forward to seeing you there.

—Don Cardinal, Chapman University
Marquita Grenot-Scheyer, CSU Office of the Chancellor
Co-Chairs of California Alliance for Inclusive Schooling

CCTE Fall 2019 Conference Keynote Speakers

Nancy Lourié Markowitz and Wendy Thowdis will be the Thursday afternoon keynote speakers at the California Council on Teacher Education Fall 2019 Conference, while Zaretta Hammond will be the Friday morning keynote speaker. They will each directly address the nexus of Social Emotional Learning (SEL) and Culturally Responsive and Sustaining Teaching (CRST) and along with practitioner panels they will provide resources and share insights regarding integrating SEL and CRST into teacher education.

Nancy is a national leader on the topic of integrating so-

cial, emotional, and cultural (SEC) competencies in teacher preparation. As Founder and Executive Director of the Center for Reaching & Teaching the Whole Child, she focuses on integrating the SEC competencies into teaching and learning across the teacher professional development continuum. Together with the CRTWC Special Projects Director, she has developed and led the CRTWC Teacher Educator Institute (TEI), a year long professional development program supporting teacher educators to integrate SEC competencies into teacher preparation programs using the CRTWC Anchor Competencies Framework. She is also Professor Emeritus in the Department of Teacher Education at San José State University. classrooms, social studies methods, and literacy methods.

Wendy is the Special Projects Director at the Center for Reaching & Teaching the Whole Child, where her primary responsibilities are to create curriculum and provide professional development for pre-service and in-service educators to integrate social, emotional, and cultural competencies into their teaching. She is the Social Science Coordinator for the Single Subject Credential Program and teaches the United States History Methods course to K-12 undergraduate teacher preparation students at San José State University.

Zaretta is the owner and chief instructional strategist with Transformative Learning Solutions, a consultancy that focuses on educational equity, culturally relevant pedagogy, and literacy development. While based in the San Francisco Bay Area, she develops and facilitates learning experiences for teachers, administrators, instructional coaches, and teacher educators nationally.



Nancy Lourié Markowitz



Wendy Thowdis



Zaretta Hammond

Tentative Fall 2019 CTE Conference Program

Tuesday, October 15:

10:00 a.m. to 6:00 p.m. - Meeting of California State University Education Deans.

Wednesday, October 16:

9:00 a.m. to 11:30 a.m. - Meeting of California State University Education Deans.

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 17:

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 for Bilingual Teacher Education (CABTE).

8:30 a.m. to 10:00 a.m. - Association of Independent California Colleges and Universities-ED (AICCU-ED).

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

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

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, 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 CTE President Virginia Kennedy (California State University, Northridge) presiding.

Conference Orientation by Heidi Stevenson (University of the Pacific), Conference Chair.

Thursday Keynote Address by Nancy Lourie Markowitz and Wendy Thowdis (Center for Reaching and Teaching the Whole Child).

Panel on "Changemakers in Action: Integrating Social, Emotional, and Cultural Competencies in Teacher Preparation Programs."

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. - 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 AICCU-ED, CABTE, CAPSE/TED, CAIS, & CTE.

With cash bar, complimentary hors d'oeuvres, and presentation by Mindful Self Compassion Group.

8:00 p.m. to 9:30 p.m. - Meeting of the California Alliance for Inclusive Schooling (all interested persons welcome).

The Alliance is co-sponsored by CTE, CEEDAR, and the Thompson Policy Institute for Disability and Autism.

Friday, October 18:

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 10:15 a.m. - Morning Session featuring Friday Keynote Address by Zaretta Hammond followed by question and answer period.

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

10:30 a.m. to 11:45 a.m. - Workshop by the CRTWC on integrating SEL and CRT into Teacher Education..

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. - Roundtable 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: Coordinators of Credential Programs, Equity and Social Justice, 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 19:

8:00 a.m. to 9:00 a.m. - Conference Registration.

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

9:00 a.m. to 10:00 a.m. - CABTE Institute: Initial Speaker on Bilingual Education and Social Emotional Learning.

10:00 a.m. to 4:30 p.m. - CABTE Institute Ongoing Program.

10:00 a.m. to 4:30 p.m. - California Clinical Fellows Symposium.

4:30 p.m. to 5:00 p.m. - Closing Session with Conference Summary and Preview of Spring 2020 SPAN Conference.

California Council on Teacher Education Fall 2019 Conference Registration

Please use this form to register for the Fall 2019 CCTE Conference, October 17-19, 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 - \$325 each (submit a form for each with combined payment)

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

- Special Fee for Those Attending - \$75

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

Saturday CABTE Institute (Included for those who pay conference registration)

- Special Fee for Saturday Only - \$150

Saturday California Clinical Fellows Symposium (not included in Conference registration)

- Special Fee for Those Attending - \$150

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):

- | | | |
|--|---|--|
| <input type="checkbox"/> Arts in Education | <input type="checkbox"/> Credential Program Coordinators | <input type="checkbox"/> Equity and Social Justice |
| <input type="checkbox"/> Inclusive Education | <input type="checkbox"/> Lives of Teachers | <input type="checkbox"/> Pedagogies for College & 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 15, 2019.



CCNews

Newsletter of the California Council on Teacher Education

Volume 30, Number 3, Fall Issue, September 2019, Section 3—CCTE Activities

Laurie Hansen (California State University, Fullerton), Editor

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

Becoming a Teacher in Challenging Times

“Lives of Teachers” SIG Announcement CCTE Fall 2019 Conference

Do you work with preservice teachers? Are you seeking ideas on how to support them better on their journey to becoming educators? If so, come to the “Lives of Teachers” SIG at the CCTE Fall Conference.

Listen to Carrie Birmingham from Pepperdine University share the testimonials of six of her students on what challenged them as preservice teachers.

Network with other CCTE members and learn about pedagogical and social-emotional strategies to make your preservice teachers feel successful in their chosen profession.

When: Thursday, October 17
11:30 a.m.-12:45 p.m.

Where: Coronado Room
at the Kona Kai Resort
(near the hotel check-in desk)

Anyone with an interest in teachers and what constitutes their careers and lives is invited to our SIG meetings at the CCTE conferences. If you are interested in leading a discussion or presenting, please contact the SIG co-chairs:

Leslie Young - leslie.young@cgu.edu
or Sylvia Kane - sylvia.kane@vanguard.edu

Plans Developing for Fall 2020 Conference

Are you interested in the *Future of Teacher Education*? The CCTE Fall 2020 Conference, to be held October 22-24 at the Kona Kai Resort in San Diego, will focus on that theme—“The Future of Teacher Education.” CCTE delegates, members, and friends are invited to join the Planning Committee for this Conference. Please contact CCTE President Elect Eric Engdahl to volunteer, to offer suggestions, or for more information. His email address is:

eric.engdahl@csueastbay.edu

CCNews Call for Articles and News

The goal of *CCNews*, the quarterly newsletter of the California Council on Teacher Education, 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.

Other brief (5-6 single-spaced pages or 1,500-2000 words maximum, excluding reference list) articles about teacher education are also welcomed. Just e-mail your submissions as an attachment to the editor:

lahansen@fullerton.edu

The deadline for articles for the Winter 2019 issue is November 1.

We also look forward to reports in each issue from CCTE officers and committees, from the associated organizations and SIGs, plus updates on upcoming CCTE conferences and activities, and brief articles on new programs, research, and other events in the California teacher education community. The deadline for these news updates for the Winter 2019 issue is November 15.

Each issue of the newsletter is emailed in PDF format to all CCTE individual members and institutional delegates as well as other California teacher educators who have attended recent CCTE Conferences, and each issue is also posted to the CCTE website (www.ccte.org). Check the newsletter section of the website for the current issue as well as back issues.

—Laurie Hansen
Editor of *CCNews*
California State University, Fullerton
lahansen@fullerton.edu

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, to become active with CCTE activities and committees, and to receive mentorship about the teacher education community from experienced members of the CCTE organization.

For purposes of this support program, a new faculty member is defined as 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 annually runs 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 2019-2020 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 2019 Conference in San Diego or the Spring 2020 SPAN 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 a CCTE veteran who will meet with and mentor the participant prior to and at the Conference.

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

While potential participants for 2019-2020 are encouraged to apply as soon as possible, applications will be accepted and considered at any time during the academic year.

Greetings from the CCTE Communications Committee

Are you interested in the latest news in teacher education? Check out our California Council on Teacher Education Facebook page and follow us on Twitter at @CalCouncil and on Instagram at @calcouncilteachereducation where we post updates on CCTE's journals, newsletter, and conferences.

We are always looking for new members for our committee. This year, we welcomed involvement by Lisa Bennett from CSU Fresno, Betina Hsieh from CSU Long Beach, Lori Piowski from National University, and Kimberly White-Smith from the University of La Verne. If you are interested in joining the Communications Committee, contact Sarah Johnson (see email address below).

We hope you were able to join us for our #TeacherEdChat on Social & Emotional Learning and Culturally Responsive Pedagogy which is being coordinated by Betina Hsieh. We look forward to hosting another Twitter chat later this year.

—**Laurie Hansen & Sarah Johnson**
Co-Chairs, CCTE Communications Committee
lahansen@fullerton.edu
sarah.johnson@fresno.edu

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, or request the form from CCTE Executive Secretary Alan H. Jones at alan.jones@ccte.org

Students interested in participating in the program during the 2019-2020 membership year are encouraged to apply as soon as possible, although applications will be received and considered at any time during the year.

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.



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*

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.

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

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

All CCTE members and delegates 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.





CCNews

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

Volume 30, Number 3, Fall Issue, September 2019, Section 4—Articles from the Field

Laurie Hansen (California State University, Fullerton), Editor

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

Articles and Reports from CCTE Conference Presentations

In addition to presenters at concurrent, roundtable, and poster sessions and Special Interest Groups at California Council on Teacher Education semi-annual conferences who 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 are two such articles:

“Mastering Co-Teaching: Lessons from Successful Co-Teachers”

By **Leila Ansari Ricci**, *California State University, Los Angeles*
& **Wendy W. Murawski**, *California State University, Northridge*
(see pages 18-24)

“Language Manifestos: Preparing Pre-Service Teachers to Work in Linguistically Diverse Settings”

By **Janelle Franco**, *Sophia Ángeles*, & **Marjorie Faulstich Orellana**, *University of California, Los Angeles*
& **Andréa C. Minkoff**, *Chapman University*
(see pages 25-27)

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

A recent addition to the website is a PowerPoint presentation offering an overview of CCTE, initially prepared for and presented at the Newcomers Meeting at the Fall 2018 Conference, and now available to any other interested parties seeking basic information about CCTE. You will find this at the top of the right hand column on the home page. The power point was created by the CCTE Membership Committee.

Be sure to check it all out frequently.

Mastering Co-Teaching: Lessons From Successful Co-Teachers

By **Leila Ansari Ricci**

California State University, Los Angeles

& **Wendy W. Murawski**

California State University, Northridge

Introduction

Future Olympians learn from their coaches. New employees are taken under the wing of veterans who mentor them in the ways of the office. Student teachers are taught by teachers who are excellent in teaching. The concept of looking up to someone who is a master at their craft is not a new one; it is used in all fields. In education, co-teaching between general and special educators has become a common, though often misused, service delivery model for addressing the needs of diverse learners in inclusive classrooms. Learning from co-teachers who have successful partnerships can ensure that novice co-teachers learn best practices, avoid common mistakes, and use strategies that help all their students excel in the classroom.

Effective co-teaching occurs when two equal partners—often a general educator and a special educator—with differing primary areas of expertise jointly deliver instruction; that is, they co-plan, co-instruct, and co-assess a diverse group of students in the same, shared physical space (Murawski, 2009). The models of co-teaching that can be used by co-teachers to deliver instruction are one teach/one assist, station teaching, parallel teaching, alternative teaching, and team teaching (Cook & Friend, 1995), the flexible use of which allows co-teachers to meet the needs of a wide range of learners in their classroom.

Co-teaching lowers the student-to-teacher ratio and allows teachers to provide more individualized instruction (Murawski, 2009). Students' academic and social needs can be better met in co-taught classrooms versus non-co-taught classes for students with and without identified disabilities (Strogilos & Avramidis, 2016). As Murawski and Spencer (2011) wrote, "The essential question for co-teaching is: How is what the two teachers are doing together substantively different and better for students than what one of them could do alone?" (p. 96).

This study describes the experiences of five teams of general and special educators who embody this essential question and have demonstrated mastery in their co-teaching—as identified by Murawski and Lochner's 2017 core co-teaching competencies—with the aim of exploring the factors that contributed to their success.

Method

The participants in this study were 10 co-teachers, consisting of five general educators and five special educators,

who had participated in a larger, multi-state study focused on the fidelity of co-teaching in K-12 schools led by the second author. For the larger study, teams of co-teachers were identified by school administrators, and those teams who agreed to participate in the study completed thorough pre- and post-surveys about their experiences. Administrators and students also completed surveys about the co-teaching teams.

Over the course of a school year, the research team and on-site administrators observed all of these co-teaching teams in action. Both the researchers and on-site administrators collected data on their observations using the Co-Teaching Solutions System (CTSS). The CTSS is a software system that uses co-teaching checklists advising users what to look for, listen for, and ask for when assessing co-teachers' mastery of co-teaching competencies (Murawski & Lochner, 2018).

Though there are 120 co-teaching competencies, the CTSS focuses on 22 core co-teaching competencies. The core competencies are the items identified as the most critical for daily use by co-teachers who are implementing best practices in co-teaching (e.g., parity, regrouping students, differentiation, use of Universal Design for Learning strategies, co-planning, and co-assessing). The CTSS includes a rubric with each of the 22 competencies to aid users with reliability in scoring. Both researchers and administrators received training on its use to ensure reliability.

Based on this observational data, co-teaching teams received scores for their overall mastery of the co-teaching core competencies. With scores ranging from 0 (minimum) to 66 (maximum), teams were scored as: Not Yet Co-teaching (0-29), Emerging Co-Teaching (30-45), Developing Co-Teaching (46-52), Proficient Co-Teaching (53-59), or Master Co-Teaching (60-66). Across 95 teams in the four states of Arizona, California, Georgia, and Ohio, only 10 teams scored in the Master range on the co-teaching competencies. Of those, six were in Arizona and California, and had been personally observed by the second author who also validated their strong co-teaching abilities. Each of those six teams was approached via email by the first author who asked if they would be willing to be interviewed regarding their "master co-teaching" status. One team declined for unknown reasons. Table 1 describes the five teams of co-teachers (names changed to pseudonyms) who participated in this study.

The first author conducted in-depth individual interviews with all 10 co-teachers from the five teams. The interview questions for this study included: (a) What worked well from the beginning in this co-teaching partnership and what works well now?; (b) What were your challenges at the beginning of this co-teaching partnership and are there any continuing challenges?; (c) What is the "magic recipe" for your successful co-teaching partnership?; (d) What key advice would

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Mastering Co-Teaching: Lessons From Successful Co-Teachers

(continued from previous page)

you give to co-teaching “newbies”?; and (e) What key advice would you give to administrators or schools who are hoping to embrace co-teaching as a service delivery option?

The participants’ interview responses were recorded, transcribed, and analyzed using Quirkos, a qualitative analysis software. The grounded theory approach (Creswell, 2013; Glaser & Strauss, 1967) was used for analyzing interview transcripts. Procedures for conducting credible qualitative research, as recommended by Brantlinger, Jimenez, Klingner, Pugach, and Richardson (2005), were also followed.

Results

The interviews with the 10 co-teachers resulted in trends and commonalities in six overall themes, for each of which specific suggestions helpful for those who are interested in improving their own co-teaching practices were identified. The six themes consist of (a) before co-teaching begins, (b) relationship building, (c) co-planning, (d) co-instructing, (e) co-assessing, and (f) co-reflecting.

Before Co-Teaching Begins

Choose your partner. Sometimes, based either on necessity or ignorance, administrators assign co-teaching teams without asking teachers who they would choose as potential partners. Teams are created for convenience or based on a master schedule, without real consideration of the personalities involved. The master teams in this study all reported that the choice to be together was theirs; they emphasized that co-teaching should be voluntary. Jenna said, “The way we wound up co-teaching is we really had to fight for it.” If you

know that your school is on the path to embracing co-teaching, think in advance about who you want to work with or, as Scott recalls from his experience, “I went door knocking for volunteers.”

It may not always be possible for co-teachers to select their partner. When that is the case, however, administrators are cautioned to strategically and thoughtfully pair individuals to ensure compatible partnerships (Pratt, 2014). In addition, co-teachers who have found a solid partner need to advocate to stay together over time. Murawski (2012) stated that administrators who have strong teams at their site need to keep them together, so that they can continue to build on their strengths, rather than trying to create new partnerships each year.

Engage in professional development. Several of our master teams reported that they received training in co-teaching and/or researched co-teaching before ever setting foot into the classroom together. Brooke shared that she and her co-teacher “both went to training for co-teaching last summer, and I went through it twice. It was a perfect opportunity for what we were training for, what we believe in, to actually do together.”

According to Scott, “co-teaching without training is like jumping into the deep end of a pool without knowing how to swim.” In order to develop strong co-taught lesson plans, teachers need to know about the different co-teaching models and how they might be used (Brown, Howerter, & Morgan, 2013).

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Table 1
Co-teaching Teams

<i>Team</i>	<i>Teachers*/Gender (*Pseudonyms)</i>	<i>Grade Level</i>	<i>Subject</i>	<i>Years Together</i>	<i>State</i>
1	Anisa (F) Jenna (F)	High School	Social Studies	1	AZ
2	Sarah (F) Keeley (F)	High School	English	6	AZ
3	Donald (M) Scott (M)	High School	Physics	11	CA
4	Amanda (F) Brooke (F)	5th Grade	ELA	1	AZ
5	Olivia (F) Riley (F)	High School	English	2	CA

Mastering Co-Teaching: Lessons From Successful Co-Teachers

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Prepare to share. To be successful at co-teaching, our master teams learned to share openly with each other, whether it was teaching ideas, personal feedback, or space. Anisa emphasized the sharing of the general education classroom with her special education partner,

You need to let them into your classroom, because it is their classroom as well. You need to share those responsibilities. Try to have space for it, make a personal space for them to go to, so that they feel comfortable there. Let them decorate the walls if they want to. Even if you only share one or two classes.

Most of the master co-teaching teams observed had created spaces for both teachers. In many cases, that involved two desks. Having both names on the front door or board were other ways the co-teachers showed their students that they were a team. Donald and Scott, known by their students as “Mr. H” and “Mr. I.” posted both of their names above their whiteboard.

Relationship Building

Get to know each other. Some co-teachers may prefer to keep things strictly professional. However, each of our master teams emphasized that they focused on building a relationship with each other. Sarah recommends that co-teachers “get to know the person before you start getting into the nitty-gritty of the standards and how we’re going to assess.” Amanda explained,

You’re going to wind up finding out what that person likes, what they don’t like. You know when they walk in the room if they’re having a good day or bad day. You’re just really going to have to take the time to get to know them... Go get coffee together, go get lunch... have a conversation like, do you have pets, what kind of things interest you, above and beyond typical school things.

Brooke explained that a lack of a personal connection between co-teachers can affect the classroom environment:

If you can’t meet your co-teacher on a personal basis, it is a very cold environment. The children feel that and see that.

Work hard to establish mutual trust. The master teams emphasized that a key aspect of their relationship was establishing mutual trust early on. Jenna said,

Trust is more important than everything else. More important than learning the content, more important than understanding a disability. More important than grading papers on time, answering emails, everything. It sounds counter-intuitive, but if you don’t have that relationship where you trust each other and rely on each other’s strengths, everything else is going to be meaningless.

Sarah emphasized the importance of accountability in establishing that trust:

I think if I was expecting something and it wasn’t ready in time, then I would feel like I couldn’t trust [my partner], so it is important for both of us to be accountable, and it’s the same for her. If she is making accommodations and modifications, that’s a lot of work, and it takes a lot of time, so she needs lessons from me and assignments from me well ahead of time, so that she has time to make them appropriate for each student and each student group.

Conflict is inevitable in any relationship, including that of co-teaching. Partners need to not only trust one another, but also have strategies for dealing with that conflict proactively. Conderman (2011) provides methods for addressing conflict in co-taught classes. When teams recognize that they won’t always agree, but trust each other enough to communicate and work through their differences, they too can become master co-teachers.

Co-planning

SHARE professional roles and preferences. Scott and Donald individually completed the SHARE worksheet (Murawski & Dieker, 2004) and then compared their responses. It helped them get off to a good start as co-teachers. Scott said,

I’ll never forget, we sat down with the SHARE document and worked out that he did not like classroom management, but he loved grading. I thought “perfect! I love classroom management, and I hate grading.” Originally, we ran with my classroom management system, and he handled the grading portion.

Three of the other master teams had also completed the SHARE worksheet early on in their co-teaching relationships and found it helpful in establishing norms. While personal sharing was emphasized by the master co-teachers, sharing professional preferences can be helpful as well. In addition to the SHARE worksheet, Brown et al. (2013) provide a beliefs survey and responsibilities checklist that co-teachers can use to start their communication and sharing. Gately and Gately (2001) also offer questions that teachers can use to begin their professional sharing.

Go above and beyond in co-planning... at least in the beginning. A common fear of co-teachers is the amount of planning that is required, and some might want to limit the time spent on their co-taught classes. However, our master teachers all revealed that they put in a lot of time, at least initially, and that it paid off for them, especially in seeing

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better outcomes for their students. Donald shared that he and his co-teacher were . . .

. . . up sometimes as late as 11 in the evening. One occasion, we were there until 1 am planning. This is very early on. We had all that work done for that first moment with those kids and from then on, it went just fine. The benefit of the initial planning helped us set the stage for the future.

Jenna shared the sentiment in her comment:

Truly, we were lesson planning on an ongoing basis. I don't know if we ever really stopped lesson planning and communicating with each other. I think that's how we were able to get really good really quickly.

Embracing two frames of reference, two styles of instruction and behavior management, and two personalities takes time. Finding ways to strategically and meaningfully involve both teachers also takes time. Solis, Vaughn, Swanson, and McCulley (2012) report that, "Planning and teaching 'on the fly' are recognized as problematic and not associated with the coordinated, effective implementation needed" (p. 507). Master co-teaching teams recognize that coordinated, collaborative instruction does not magically occur—even if teachers like each other!

Make the most of your co-planning time. The master teams recommend asking for common planning time and making the most use of the time together. Even though special educators are often called upon to do other tasks, Keeley stated, "I've set aside specific periods to be pulled" that do not interfere with co-planning with her partner. To make their co-planning more efficient, Jenna and her partner used the "what, why, how, who" format recommended by Murawski (2012); she said, "I used that as the inspiration for our lesson planning."

Not all teachers plan, and that can make co-planning even more difficult. The goal of co-teaching is to provide instruction that meets the needs of a diverse group of learners. When teachers do not co-plan, the instruction is often not universally designed or differentiated. Teachers can find it difficult to find the time to co-plan or to see the value in it (Strogilos, Stefanidis, & Tragoulia, 2016). However, by engaging in co-planning strategies, such as setting an agenda, establishing structures, and using time wisely (Murawski, 2012), co-teachers can use their co-planning time more efficiently and feel better about the outcomes.

Reinforce each other often. When co-planning together, it is important to validate the ideas and perspectives that each teacher brings to the table. Jenna said,

Planning was enjoyable—we laughed a lot, enjoyed ideas. We'd find cool ideas and bring them to the planning meetings, and there was so much positive reinforcement, it just made you want to keep coming back and please each other.

No one wants to spend much time in a negative environment. Humor, optimism, and positive support for one another are crucial.

Co-instructing

It is okay to feel awkward sharing the stage at first.

Many co-teachers feel they have to be good at co-instructing from day one for it to be successful. Our master teams shared with us that it took a bit of practice and time for them to get into the groove of co-instructing. Anisa shared,

At the beginning in front of the class, it was really kind of awkward. We were trying not to try to step on each other's toes. There would be an awkward silence. Whenever we wanted to say something, we didn't know who should talk in front of the class. But after a couple of months, that kind of got worked out. We got to know what each other wanted to talk about.

Many co-teachers identify verbal and nonverbal strategies with one another over time.

Use regrouping strategies often. Often, new co-teachers rely on One Teach, One Support, with the general educator as lead teacher and the special educator in the supportive role. However, when asked about their most successful co-taught lessons, all of the master teams mentioned the use of regrouping strategies as the element that made these lessons successful: station teaching, parallel teaching, and alternative teaching (Friend & Cook, 2007). Anisa said, "We did a lot of station teaching, which I could not do on my own."

Team teaching was another favorite. The master teams emphasized making the most use of each adult during co-instructing, and doing things together that one teacher could not do solo. This emphasizes the essential question of co-teaching: "How is what the two teachers are doing together *substantively different and better for students* than what one of them could do alone?" (Murawski & Spencer, 2011, p. 96).

Using regrouping strategies differentiated these master teams from other co-teaching pairs. Many researchers (e.g., King-Sears, Brawand, Jenkins, & Preston-Smith, 2014; Magiera & Zigmond, 2005) have noted that co-teaching teams, especially at the secondary levels, tend to keep students in whole group settings. This is especially true when presenting new content. Being able to trust one another to deliver new instruction in smaller groups to maximize the

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student-teacher ratio and keep students engaged is the hallmark of a strong co-teaching team.

Embrace the strengths in your partner. The master teams shared that they learned from each other's strengths and were willing to try new things in the classroom. Sarah said,

It's hard for general education teachers to let go and say, "Sure, we'll do it this way and know that if things go a little wonky, that's okay because things will be better than you expected because you're listening to somebody else's ideas."

Keeley shared,

I've never been an English person in my whole entire life; however, because I was with an outstanding teacher, I actually grew to really enjoy it, and I ended up getting my highly qualified status (in English).

Olivia said,

When we fail, we don't look at it as "oh you failed." We look at what failed and how can we make it better, and what your strengths are, and what my strengths are.

Don't take anything personally. Our master teams recommend developing a thick skin when it comes to co-instructing together. Sarah said,

Don't take anything personally. We are all just trying to do our best and help each other, so it is important not to take any kind of comment as a slight against someone's teaching ability.

Olivia said the main ingredient of her successful co-teaching partnership is "putting ego aside and really having the same goal."

Have fun! All of the master teams described co-instructing as a fun experience. Keeley said,

Sarah and I just have fun when we are teaching. It really boils down to that we have a good time, and the kids know we're having a good time.

Jenna echoed the sentiment:

Sharing the students with another teacher is just so fun because you can share stories. We notice different things about the kids. It was a lot of fun to share the kids with her.

If students can see that their teachers are enjoying class, they are more likely to engage and enjoy class as well.

Co-assessing

Share the responsibility for grading. A common issue in co-teaching is that only one is "in charge" of the grade book and considered the "teacher of record." The master co-

teachers emphasized that they both participate in co-assessing their students, each of them taking ownership of every student in the classroom. Anisa shared,

With the grading, we make sure that we are keeping everything equal. Not just one person is doing all the grading, while the other person is not doing anything. You want to make sure that both teachers know where the kids are at.

A strategy for this is to ensure both teachers have access to the grade book.

Review assessment data together. To really know how much the students in co-taught classes are learning, the master teams recommend that co-teachers review all sources of assessment data together. According to Jenna, "We spent a lot of time pouring over assessment data and students' writing samples to figure out how to improve their growth." Conderman and Hedin (2012) recommend that co-teachers plan for *purposeful* co-assessment, not just grading.

Differentiate your assessments for maximum results. The master teams used the talents of both teachers to not only share grading but to create more effective assessments. Jenna shared that she and her co-teacher . . .

. . . eventually developed differentiated assessments up to four levels by the end of the year. In the beginning of the year, we were giving all the kids pretty much all the same tests, and then we started differentiating for students who had different learning abilities in reading and writing.

As teachers begin to embrace Universal Design for Learning, leveled assessments will become more commonplace for all classes (Novak, 2016); having already co-created these options will put co-teachers ahead of the curve.

Co-reflecting

Survey your students. To facilitate co-reflecting about lessons, the master teams recommend asking students periodically how they feel about the co-teaching in the classroom. Scott said,

We've surveyed our students for years. We ask them "would you take another co-taught class? Do you feel like you were helped more with a co-taught class versus not?" 85% always respond "yes." I think that's a big deal.

Sarah shared the sentiment: "We've given surveys, verbally and also anonymously, and gotten student feedback that they really enjoy having two teachers."

Reflect on each lesson. For Jenna and her co-teacher, co-planning for the following week began on Fridays with co-reflecting about how the previous week went:

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After each class period, we would say, “How do you think this went? Do you have any ideas for me? What do you think we could do differently for the next period?”

Similarly, Olivia said,

Every year we ask ourselves “so what steps did we miss? There are steps we missed here, there are steps we missed there”...we are really reflecting now.

Teachers rarely have time to reflect on their instruction. However, when working together with a partner, being able to think back on what worked and what did not can move a co-teaching team forward more quickly than those who jump into each day without taking the time to discuss the prior day’s outcomes. Another option for reflecting is to journal about the day’s or week’s events. Dieker’s co-teaching lesson plan book (2017) has boxes throughout it with prompts to get co-teachers to reflect regularly.

Embrace baby steps. Our teams did not become master co-teachers overnight. Masterful co-teaching practices take time, and it is completely acceptable to embrace a slow building of skills and practices. Scott recommends,

Be patient. It is so easy to be judgmental of yourself, to put yourself down, to feel like you’re not being as successful as you should. I try to encourage people to

remember it takes time. Look at the little things you’re doing and be proud of those and keep setting goals for the future. We always remind ourselves of the mantra we heard over 10 years ago—“Take baby steps!”

Continuous Improvement

A few of the master teams have embarked on a new process called CTIME (Collaborative Teaching Instructional Model of Excellence), which is described in the book *Beyond Co-Teaching Basics* (Murawski & Lochner, 2018). This process encourages all teams, from the most novice to master teams like those described here, to identify one or two competencies to improve upon. The CTIME process ensures ongoing continual improvement because teams reflect on their own personal goal attainment, abilities, barriers, motivations, and skills.

Master co-teachers in this study mentioned frequently a desire to improve their own co-teaching practices. They wanted to be better teachers and co-teachers. Reflecting on one’s own practices is key to self-assessment and improvement. The Co-Teaching Reflection Form provided in Figure 1 is a tool that teachers can use on a regular basis to help analyze and consider their own pedagogy and effectiveness.

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Figure 1 Co-teaching Reflection

This form is designed to close the loop on your co-planning, co-instructing, and co-assessing. By co-reflecting on your lessons, you can use this information to co-plan and co-teach even more effective lessons next time. Each co-teacher should take a few minutes to complete this form individually, and then come together to discuss your reflections as a team.

- What went well in our co-teaching this week/month?
- What didn’t go so well in our co-teaching this week/month?
- What strengths did I bring to our co-teaching this week/month?
- What strengths did my co-teacher bring to our co-teaching this week/month?
- What do I like doing in our co-taught lesson(s)?
- What do I not like doing in our co-taught lesson(s)?
- In looking at evidence of student work, what student victories did we have this week/month?
- In looking at evidence of student work, what students did we not reach as well as we could have this week/month? What might we do about that?
- What is one area where we can grow in our co-teaching next week/month? (Look at the Co-teaching Core Competencies for identifying areas.)
- What is our goal(s) for the next week/month?
- What support or resources might we need to accomplish our goal(s)? Who might we need to reach out to for that support?

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Using baby steps, teams can continue to improve until your team is also a master co-teaching team!

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Language Manifestos: Preparing Pre-Service Teachers to Work in Linguistically Diverse Contexts

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Introduction

What are the best ways to prepare pre-service teachers to work in linguistically diverse contexts? As teacher educators, we know it is important to help candidates connect theory to practice (Ball & Forzani, 2009; Grossman & MacDonald, 2008; Gutiérrez, Morales, & Martínez, 2009; Zeichner, 2010), and address language ideologies and deficit discourses (Miller & Sperry, 2012). The question is, how?

In this article, we describe language manifestos, a tool that can be used to guide pre-service teachers to address both pedagogical and ideological questions about language. This work was part of a larger study conducted at UCLA. Here, we provide illustrative examples of how candidates connect theory to practice and reflected on the beliefs and values they hope to bring to their future classrooms and students.

Key Elements of Practice

Language manifestos are public declarations of pre-service teachers' beliefs about language. The assignment involves writing a language manifesto addressing key issues in language education, with concrete plans for their pedagogical practice, along with a rationale for their manifestos, backing their claims with specific references to theory.

Candidates create language manifestos as a final assignment in a course on language acquisition and development, thus making explicit their own beliefs about language, drawing from the theories and issues discussed in class. We encourage them to connect their beliefs to *specific* practices, naming *how* they will do these things. Our goal is to embolden our students to think of their manifestos as something they can put up on a classroom wall, as a reminder to themselves of their own commitments, and as a public statement to students, families, and/or colleagues.

Because these language manifestos are to be theory-informed, an explanation accompanies their professed beliefs about language and learning. Our aim is to ensure that their practices are informed by theory. This is preparation for when they interview for a job or engage in discussion with administrators and parents and must justify their practices. In essence, we are asking them to make a public declaration of their commitments, thus the term "manifesto," as a public statement. The word also suggests a way of "mani-

festing" beliefs into practice, bringing them into being by naming them.

It is important to note that that the manifesto assignment is distinct from other philosophy of education papers that may be assigned in other teacher education classes in two key ways. First, the manifesto is something that we position as being an artifact that students may elect to display in their future classrooms so that they may be reminded of the commitments they made as a pre-service teacher (and something that will be shared/available to their students to see). Second, candidates create their manifestos through a collective, dialogic, editing process.

Our candidates approach this assignment in a variety of ways. Some write letters directly to their students, or students and families, addressing promises they plan to uphold in their classrooms. Others have created a short declaration—designed in creative ways—to be posted on their classroom wall. Some incorporate explanations, informed by theory into the manifesto itself, and others write out a separate document with their explanations. By allowing for these variations, pre-service teachers can express their ideas creatively in ways that feel purposeful and meaningful to them.

In preparation for their final product, students receive feedback on their drafts. These drafts are shared with us, their instructors, as well as their peers. The feedback we offer is meant to push pre-service teachers to move beyond general statements and to be specific with the practices they name. Through these collective dialogic interactions, participants are moved from more abstract concepts to more tangible practices that they intend to engage in their own classrooms.

For instance, a common statement that has come up over the years is the idea of "celebrating all languages." We have asked them to be more specific and to consider the larger power structures of particular language forms. *How* will they do this? Can they really celebrate *all* languages? How is celebration different from making things relevant (Ladson-Billings, 1995)? Do their practices promote sustaining linguistic pluralism (Paris, 2012)? How will they be attentive to the differences in how different language forms are valued in society?

Key Themes

In their manifestos, candidates have addressed such issues as translanguaging/language mixing/code-switching, varieties of English, student talk and agency, forms of language, correction, and the use of oppressive language. In the following section, we share a few examples to highlight some of the ways in which our candidates addressed three common

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concerns: (a) incorporating student talk in the classroom, (b) the struggles with honoring students' cultural wealth and teaching them Academic English, and (c) cultivating students' funds of knowledge. We asked candidates for their permission to include their work in this article. All names are pseudonyms.

The Possibilities of Language

One issue that we discussed at length in class and that many candidates addressed in their manifestos was the importance of promoting collaborative spaces and ensuring "equality of dialogue." One pre-service teacher, Stephanie, noted that allowing her students to work together meant they would have opportunities to "*stretch* their language by talking about what they are thinking [across] various *contexts*." This reflected her belief in the power of allowing students to "*think aloud*" (Gibbons, 2009) as a means of "explor[ing] concepts, shar[ing] lines of thought, questioning, and respond[ing] to others' ideas."

Stephanie's manifesto showcased her beliefs and commitment to her students to allow for rich conversations regardless of the topic being studied or the labels students might carry. For her, the fact that her students were emergent bilinguals was not a source of stigma; instead, this was positioned as an asset that could be utilized to promote authentic dialogue and perspective taking. Her classroom, according to her language manifesto, would be a space where dialogue in collaboration would abound (Gibbons, 2009).

Other candidates discussed how language could be a tool to promote equity and growth. Aaron wrote that language would be utilized in his classroom to "prepare students for a lifetime of success, adventure, and freedom." His views resonated with those advocated by his classmates regarding the rich linguistic repertoires young students were bringing into the classroom. For Aaron and his classmates, it was important to recognize their students' cultural wealth (Yosso, 2005) while simultaneously recognizing that in order for them to be successful and navigate the current system, they would need to teach them to utilize academic English (Delpit, 2002).

Another candidate, Kiara, wrote that to teach the grammar and structure of academic English meant teaching the "tricks of the trade." As such, these pre-service teachers were able to recognize inequities in the educational system while committing to helping their students navigate their different worlds.

As a third example, candidates like Vanessa made commitments to foster the rich and diverse knowledge her students already possessed. Vanessa's justification for recogniz-

ing and fostering her students' cultural funds of knowledge was driven by her engagement with the ideas of scholars Rogoff (1994), Delpit (2002), Yosso (2005), Vygotsky (1978) as well as Moll and colleagues (1992). She promised to scaffold her students' knowledge "to bring out any previous knowledge you have [recognizing that] this knowledge can come from your experience, in your family, community, from all aspects of your life." She envisioned her role as one of empowering her students and supporting them in their learning process "by providing support, tools, and breaking down learning into chunks." Like her classmates, Vanessa vowed to equip her students with the knowledge that their language has power while recognizing "their brilliance, and the brilliance of their home language." (Delpit, 2002, p. 42).

Significance and Conclusion

One of the goals we set for ourselves at the beginning of each term is to co-create spaces with pre-service teachers that will allow them to identify their own beliefs about language, and to better recognize the larger ideologies about language that circulate in the world. At the end of the quarter, these pre-service teachers compose a public declaration of their commitments as educators to their students, families, and school community.

Research indicates that professional commitments that are devoid of personal reflections are limited when it comes to challenging biases (Rachlinski, Johnson, Wistrich, & Guthrie, 2008). While most of our students come in saying they want to build on students' linguistic resources and that they do not hold deficit beliefs, we know larger circulating deficit discourses are very strong and pervasive and can pull all of us into practices that are not in accordance with our values or with best practices.

These manifestos are a way of reminding all of us what we believe and what it means to put those beliefs into action. Our hope is that other teacher educators will join us in encouraging pre-service teachers to make commitments that are informed by theory and that they can and will uphold—and that by making these commitments, they will incorporate language in all its different forms as an asset to students' learning. We believe the language manifestos contribute to the creation of transformative classrooms in which teachers can respond to the needs and interests of their linguistically diverse students and the communities in which they teach.

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