

CCNews

Newsletter of the
California Council on Teacher Education

Volume 30, Number 1, Spring Issue, March 2019

Laurie Hansen (California State University, Fullerton), Editor

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CCTE Spring 2019 SPAN Conference Coming Up



View of attendees at work during the CCTE 2018 SPAN Conference last year at The Citizen Hotel in Sacramento



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Ongoing Collaboration and Networking

A Message from CCTE President Virginia Kennedy

Welcome to the Spring 2019 edition of *CCNews*. Between our semiannual conferences and so much on-going statewide and national collaboration and networking, there are many good items to report. In this message, I'm happy to share with colleagues and friends some of the recent activities of CCTE Board of Directors, standing committees, and members on behalf of educator preparation in California.

Officer Activities

As President, I added CCTE as a signer to a letter composed by NDD United (a group concerned with non-defense discretionary federal funding, including education), to protect programs from further cuts during the budgeting process.

As a state affiliate of AACTE, we continue to participate in the monthly meetings of the Western Region of the Advisory Council of State Representatives (ACSR), a fruitful collaboration which has led to ideas and connections among teacher education colleges and programs across the Western states.

Michael Cosenza, our CCTE Vice President for ATE, and Cynthia Coler are representing CCTE at the delegate assembly and Unit Presidents' meeting during the February Association of Teacher Educators (ATE) annual conference.

Lyn Scott, the President of the California Association for Bilingual Teacher Education, continues to be CCTE's liaison to Californians Together (CalTog), a vital connection to the needs of English learners and their teachers.

Board Activities

The CCTE Board met via Zoom in January, which, with 20 very participatory participants, was packed with ideas and collegiality. Among the topics addressed were:

- ◆ We discussed evaluations of the Fall 2018 CCTE Conference on "Changemaking," which were very positive, and reviewed suggestions made for future conference planning.

- ◆ Reyes Quezada, the Fall 2018 Conference Co-chair, provided information to members about a follow-up event in February for those who wished to further explore Ashoka's work in teacher education, and that information was emailed to all CCTE delegates and members.

- ◆ The Communications Committee has created an annual calendar of CCTE events, deadlines, and opportunities, and devised a multi-faceted plan to focus on increasing CCTE's social media communication and presence.

- ◆ The Nominations and Elections Committee has invited and solicited nominations and prepared the elections announcement for Spring 2019.

- ◆ The Research Committee reported on the proposal process for the Spring 2019 SPAN Conference.

- ◆ The Membership Committee announced that their informative and fun presentation, "Everything you wanted to know about CCTE but were afraid to ask," which was debuted at the Newcomers session at the Fall 2018 Conference, is now on

the homepage of our website at www.ccte.org.

- ◆ The Fall 2019 Conference Planning Committee shared their exciting plans for the Fall 2019 conference on "Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education" to be held at the Kona Kai in San Diego this October.

- ◆ AICCU, Ed, CABTE, and CAPSE, CCTE's associated organizations, continue to grow their collaborative efforts with each other and with CCTE. They will hold their meetings during both the Spring 2019 and Fall 2019 conferences.

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CCTE President's Message

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◆ The Policy Summit on Disability, sponsored by the Thompson Policy Institute on Disability and Autism at Chapman University, will be held on Wednesday afternoon, March 20, at the conference hotel, the day prior to the CCTE Spring 2019 SPAN Conference.

Spring 2019 SPAN Conference

SPAN 2019 is around right the corner—March 21-22. This will be the third SPAN conference! It's an important year for CCTE to be in Sacramento. The opportunities for member networking, engagement with the offices of the new Governor, the new Superintendent of Public Instruction, and key state legislators are too good to miss! What we learn and do here can shape educator preparation in California in the years to come.

Thank you to the very hard-working SPAN Conference Co-Chairs and Committee as well as the Policy Committee for everything you have done.

Please read on for more information about CCTE's activities and plans. I look forward to seeing you at SPAN!

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

Message from the Editor

As the 2019 SPAN Conference approaches, I am pleased to share with you the three articles in this issue that report on presentations made at the CCTE Fall 2018 Conference.

In the first piece, Rosemarie Michaels and Katherine Lewis (Dominican University of California) describe their integrated, social justice-oriented Education Studies major that will begin in Fall 2019.

In the second article titled "Changing Teacher Education One Coach at a Time," Heather Horsley, Kara Allen, Suzie Brandl, Brooke Berrios, and Christy Macias (California State University, Fresno) describe how training clinical coaches and teacher candidates to intentionally use a cost-free, action-oriented competency-based formative rubric, developed in partnership between local school districts and @FresnoKremenEdu faculty, shows promise for strengthening teacher preparation in the Central Valley.

In the third article, Estella Chizhik, Brian Burgess, Mae-lyn Tanmajo, Myrna Hernandez, and Alexander Chizhik (San Diego State University) share how they used video-based online coaching to provide meaningful feedback to multiple- and single-subject teacher candidates.

All three articles will be featured in a series of tweets using the CCTE Communication Committee's new Twitter handle @CalCouncil.

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

Upcoming CCTE Conferences

Spring 2019

The Citizen Hotel, Sacramento, March 21-22

Theme: "SPAN: Spring Policy Action Network"

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: *To Be Determined*

From the Desk of the CCTE Executive Secretary

Now that we are more than halfway through the 2018-2019 membership year for the California Council on Teacher Education (CCTE), following is some current information about our ongoing organizational activities.

Another Good Membership Year

CCTE experienced a strong membership year in 2017-2018 and we are enjoying similar success in 2018-2019. Last year 70 colleges and universities and other educational institutions and agencies joined as institutional members and we have already received renewals for 2018-2019 from 65 of those, with the others expected to renew soon. If your institution is one of those yet to renew, we encourage you to do so quickly to assure that no members or institutional delegates miss any of the membership benefits.

It should also be noted that in the process of submitting CCTE institutional memberships there are options for institutions to join three associated organizations—the California Association of Bilingual Teacher Education (CABTE), the California Association of Professors of Special Education (CAPSE), 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. To date in this 2018-2019 year we welcome California State University Long Beach, California State University Los Angeles, Chapman University, and the University of Redlands as annual sponsors and we hope other teacher education institutions in California will also offer this special support to CCTE. 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

The CCTE Fall 2018 Conference in San Diego in October enjoyed the largest registration and attendance in CCTE history and the “Changemaker” theme featured keynote addresses by Ross Hall and Lynn Gangone plus panel discussions, research presentations and posters, and a Saturday workshop, all focused on encouraging teacher educators, teacher candidates, and inservice teachers to be changemakers and discussing how to make that occur.

The Spring 2019 CCTE Conference will be our third annual SPAN (Spring Policy Action Network) Conference in

Sacramento, with a focus on establishing CCTE as the policy voice of teacher education in California through a program that features state officials, visits with legislators, and other policy discussions, along with meetings of associated organizations and research roundtables and posters. See a preview, tentative program, and registration form in this newsletter.

Planning is also underway for the CCTE Fall 2019 Conference in San Diego around the theme “Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education.” A preview of the Fall 2019 conference can also be found in this newsletter.

CCTE New Faculty 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 2018-2019. The New Faculty Support Program is open to any teacher education faculty member in their first five years of service at any of our CCTE member institutions. The benefits of the program include discounted CCTE membership and conference registration as well as mentorship from an experienced CCTE leader. At this time we have five participants in this program.

The Graduate Student Support Program is open to graduate students at any CCTE member institution. The program’s benefits include discounted CCTE membership and conference registration, an opportunity to submit a proposal for one of our conference programs, mentorship from a CCTE leader, and participation in the CCTE Graduate Student Caucus. While we had 14 students registered for and attending the Fall 2018 Conference, none have joined the Graduate Student Support Program for this year as yet.

Additional information on both programs appears in this issue of the newsletter.

CCTE Publications

All CCTE members and institutional delegates receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as issues are published. The Spring 2019 issues of both journals will be distributed to the CCTE membership in early April.

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.

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

Updates from the Commission on Teacher Credentialing

A Future Option for Verifying Subject Matter Knowledge!

The Commission directed staff to begin the regulatory process so that once the regulations are complete all Commission-approved Subject Matter Preparation Programs (SMPPs) would be able to grant equivalencies when a candidate has passed one or more subtests of the applicable California Subject Examination for Teachers (CSET). *Agenda item 4D* describes the proposed new equivalency process. If approved, the new regulations would provide Commission-approved subject matter preparation programs with the authority to consider a candidate’s passing scores on one or more CSET subtest(s) as equivalent to courses in their Commission-approved SMPP that address the same Subject Matter Requirements (SMRs). Until the regulations are final, however, the current subject matter verification options remain the only allowable subject matter options for both candidates and programs.

The Commission sees this as a way for candidates to take coursework in addition to passing one or more subtest of the applicable CSET. Another benefit is that the candidate will complete a course of study in the content area and thereby strengthen his/her content knowledge in preparation for teaching the content in the future. It is hoped that the regulatory process will be complete by Fall 2019 to allow this additional equivalency option for candidates to be operational. Programs will be notified when the regulations have been approved and will be informed of the date when programs may begin to implement this additional subject matter option.

Commission Clarifies its Intent Regarding Concurrent Bilingual Candidates and the TPA

At its February 2019 meeting, the Commission clarified the intent of its Assessment Design Standards (design standards) in relation to how concurrent bilingual candi-

dates will engage in a Commission-approved Teaching Performance Assessment (TPA). Two of the design standards were discussed by the Commission and clarification is provided in the chart at the bottom of this page.

The Commission confirmed that: (1) the required focus for multiple subject credential candidates on the development of student literacy may be in the language of instruction; (2) that all candidates must demonstrate their ability to teach English learners based on the state adopted ELA/ELD standards; and (3) that student artifacts and videos may be submitted in the language of instruction, but each candidate’s written or oral descriptions, reflection, and analysis must be submitted in English.

Commission Adopts Performance Expectations and Program Guidelines for the Preparation of the Early Learning Workforce

Also, at the February 2019 Commission meeting the Commission adopted the *first set of performance expectations (PE) and program guidelines* for the four job-related roles of the early learning workforce. At this time, these PEs and guidelines are advisory and aspirational. The PEs and guidelines identify for the field, candidates, and programs the knowledge and skills that the Commission believes that individuals working with California’s youngest learners need to have. The topic of Early Childhood Education is one that both the administration and the legislature are focused on and the Commission is waiting to see what legislative actions may take place before requiring programs and individuals to meet these new expectations and guidelines.

Currently the Child Development permit is a six level permit based on completion of regionally accredited units rather than completion of a Commission-approved educator

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| Assessment Design Standards | Implications for Concurrent Bilingual Candidates |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1(d) The model sponsor must include within the design of the TPA, candidate tasks that focus on addressing the teaching of English learners, all underserved education groups or groups that need to be served differently, and students with special needs in the general education classroom to adequately assess the candidate’s ability to effectively teach all students.</p> | <p>All candidates for a Multiple or Single subject teaching credential who are concurrently earning a Bilingual Authorization must demonstrate on the TPA that they can effectively teach English learners, in English using the ELA and ELD standards to develop lesson goals.</p> |
| <p>1(e) For Multiple Subject candidates, the model sponsor must include assessments of the core content areas of at least Literacy and Mathematics. Programs use local program performance assessments for History/Social Science and Science if not already included as part of the TPA.</p> | <p>Candidates for a Multiple Subject teaching credential who are concurrently earning a Bilingual Authorization may focus on literacy in the language of instruction used in their placement. All student work and video may be in the language of instruction. Candidates will need to continue to use ELA standards and write learning goals that advance literacy based on the ELA standards.</p> |

Updates from the Commission on Teacher Credentialing

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preparation program. It will take time to transition from this unit based approach to approved programs. The accountability process for these new programs is still to be developed.

California Center on Teaching Careers: Top 5 IHE Tips for a Successful Virtual Job Fair

Following its successful Nov. 2018 inaugural Virtual Job Fair, the California Center on Teaching Careers (the Center)—led by Donna Glassman-Sommer of the Tulare County Office of Education (TCOE)—is gearing up for 2019 fairs statewide. As the state’s only Virtual Job Fair for educators, the Center’s events elevate the teaching profession while removing geographical barriers and instantly connecting hiring districts, agencies and IHEs to prospective teaching candidates. The kickoff Nov. Virtual Job Fair alone:

Connected more than 3,000 prospective teachers with 100 California LEAs and universities.

Created instant networking opportunities for candidates as well as LEAs and universities through over 14,000 live chat sessions.

Resulted in nearly 2,000 job applications submitted through EDJOIN during the four-day event.

As your organization looks ahead to map out remaining 2019 and school year 2019-20 recruitment needs, consider participating in an upcoming Virtual Job Fair near you. Advertise with your student body by sending them a link that is available from the Center.

Virtual Job Fairs are a great way to link your students directly to employers in the form of hiring districts and agencies statewide! Another reason to participate—the fair will encourage early hiring from the districts with candidates graduating from their teacher programs. Planned Fair dates are:

1. March 13-14 · Los Angeles-area agencies, districts and IHEs.
2. April 10-11 · Southern California (including Riverside and San Diego Counties) agencies, districts and IHEs.
3. May 8-9 · Northern California (including Shasta and Sonoma Counties).

A flyer you can send to your students, and some tips they can use to get their resume ready are also available from the Center upon request.

Tap into this network. How do you engage in a virtual job fair? Great question! Whether your IHE participated in prior Virtual Job Fairs or you’re new to this, check out these top five tips from the Center to hone your online recruitment presence at upcoming fairs!

1. Be creative. Spend time brainstorming how you want your virtual booth to look. Collect digitally-formatted logos, mascots, and images you can include on your team’s virtual booth to attract prospective teacher candidates.

2. Have your talking points ready. Be sure your recruitment team has a set of job opportunities and/or teacher preparation programs with talking points at the ready to copy-paste and tailor for any virtual chats with prospective teachers. Refer candidates to your owned content online—your school’s website, any social media feeds your team routinely updates and more.

3. Teaming matters. Even the most experienced and seasoned recruiters face an adjustment period in a virtual environment. Consider including a tech-savvy team member to join you in upcoming Virtual Job Fairs to help ease the transition and increase your comfort levels.

4. Be proactive. Ahead of Virtual Job Fairs, promote your IHE’s participation among your social media followers. Create a buzz and steady drumbeat of posts leading up to the fair with a

#CCTCVirtualJobFair

hashtag. Need any supporting visuals to advertise the Virtual Job Fairs? Contact the Center at marvinl@tcoe.org.

5. Follow up. Be sure to follow up with strong candidates after the Virtual Job Fair and encourage them to explore your website and job board.

Take your recruitment strategy to the next level. Sign your IHE up today for the next Virtual Job Fair! Share this with your students and other prospective teachers. Contact Marvin Lopez at

marvinl@tcoe.org

to learn more about the process and how you can create a branded “virtual booth” to recruit teaching candidates from California, states nationwide and even across the globe.

Don’t forget to follow the Center on Twitter, Facebook and YouTube. Still have questions? Contact Donna Glassman-Sommer at

donnags@tcoe.org

or visit

californiateach.org.

ATE Update

By **Michael Cosenza**
CCTE Vice President for ATE
 California Lutheran University

The annual conference for the Association for Teacher Educators (ATE) took place in Atlanta from February 17 to 19, 2019. Dr. Cynthia Coler (CCTE member) and I attended the national delegate assembly representing CCTE as the California state chapter affiliate. During the assembly, David Ritchey, the ATE Executive Director, announced that he would be retiring on May 1. The ATE leadership is currently seeking his replacement.

This year's annual conference was the first to be held back to back with the National Association of Professional Development Schools (NAPDS). ATE and NAPDS are planning back to back conferences through year 2022. This year both organizations co-sponsored the Clinical Fellows Symposium which served as the common event that linked the two associations. Cynthia and I attended and participated in the national Clinical Fellows Symposium and gained a great deal of knowledge and advice so that we can offer a similar program at the state level. As announced last October, CCTE and the Southern California Professional Development School Consortium (SCPDS) will work together to offer a California Clinical Fellows Symposium at the CCTE Fall 2019 Conference this October.

ATE and NAPDS announced that their February 2021 back to back conference will take place in Anaheim, California. This will be a wonderful opportunity for ATE and CCTE to reconnect and strengthen the affiliate relationship. Though it is two years away, ATE has already identified a conference chairperson to begin the planning process. I am seeking CCTE members to work with me in creating a host team that will assist in planning the conference with ATE's 2020 Conference Committee. This team will help ATE in several ways including:

- Volunteering to work during the conference at registration tables, directing attendees to rooms, and helping with ATE's various information tables.
- Helping ATE find both California-based university and business sponsors.
- Helping ATE find local vendors interested in selling merchandise, books and other items during the conference.
- Work with the conference committee over the next two years in overall planning.

This really is a great time to reinvigorate our relationship with ATE and for CCTE members to show their support in our home state of California. Please contact me if you would like to help: mcosenza@callutheran.edu

From AICCU, Ed

We are looking forward to our Association of Independent California Colleges and Universities, Ed (AICCU, Ed) meeting at the California Council on Teacher Education (CCTE) Spring 2019 SPAN Conference at The Citizen Hotel in Sacramento. Our meeting will be on Friday, March 22, from 10:30 a.m. to noon.

Andrew Wall, the dean of the School of Education at the University of Redlands, continues to serve as the AICCU voice on the California Commission on Teacher Credentialing. Prior to each meeting of the Commission a briefing/preparation meeting is held to coordinate AICCU interests and concerns. If you are interested in participating, please contact Jill Hamilton-Bunch at jhamilto@pointloma.edu.

—Jill Hamilton-Bunch
 President, AICCU, Ed
 Associate Dean, School of Education
 Point Loma Nazarene University

CCNews Call for Articles and News

The goal of *CCNews* continues to be to create a forum for CCTE members to share information and celebrate our successes. We encourage all SIG chairs and concurrent session, roundtable, and poster session presenters at CCTE semi-annual conferences to write about their sessions and presentations for the newsletter. Just e-mail your submissions as an attachment to the editor:

lahansen@fullerton.edu

The deadline for materials for the Summer 2019 issue is May 15.

We look forward to reports 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.

Laurie Hansen
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Preview of CCTE Spring 2019 Conference “SPAN: Spring Policy Action Network”

By **Cynthia Grutzik,**
Nicol R. Howard,
& **Pia Wong**

*Co-Chairs of the CCTE Policy Committee
& CCTE Spring 2019 SPAN Conference*

The third annual CCTE Spring Policy Action Network (SPAN) Conference will take place March 21st and 22nd at The Citizen Hotel. If you were one of the 150 people attending SPAN 2018, you experienced the positive energy and productive interactions that characterize CCTE’s Spring Policy Action Network. We anticipate the same energy in 2019 as we continue to engage with policy experts, researchers, and agency allies.

The SPAN goals were set by the CCTE Board of Directors long before any conference planning started: position CCTE as the key teacher education resource for California, build relationships and expand our policy network, develop our capacity for advocacy, and affirm CCTE’s expert influence at the state level. SPAN continues to work as planned, and we are excited to invite wider participation in the 2019 SPAN Conference as we collectively address the above goals.

The two-day structure established in 2017 will again frame the SPAN Conference this year. The anticipated highlights are as follows.

Thursday, March 21:

- ◆ Meet and Greet Breakfast with SIG Meetings.
- ◆ Setting the new policy agenda: guest speakers will highlight changes in the teacher education policy agenda based on the November 2018 elections and other legislative activity. SPAN participants will use this information in preparation for the afternoon sessions (legislative visits, policy analysis/policy response work).
- ◆ Guest speaker Dr. Rita Kohli from the University of California at Riverside will discuss her research on strategies that support diversity in the California teaching force.
- ◆ Advocacy Lunch with senior staff members of the legislative education committees and the Governor’s Office (invited).
- ◆ Legislative Visits: Participants will have a choice to

join a team to visit a Legislator during a scheduled appointment, with planned talking points and materials to leave behind; or

- ◆ Policy Analysis/Policy Response Session with new features this year—crafting CCTE’s policy position statements, drafted by the Policy Committee.
- ◆ Debrief Meetings.
- ◆ Reception at The Citizen Hotel, for the networking that we value as CCTE members.

Friday, March 22:

- ◆ President’s Networking Breakfast, with guest speaker Cassandra Herring of the Branch Alliance for Educator Diversity.
- ◆ CTC Concurrent Sessions aimed at engaging all of us in important policy work.
- ◆ Associated group meetings: AICCU, Ed; CABTE; CAPSE.
- ◆ Research Roundtables and Poster Session including presentations from CTERIN, CTQ, and LPI.
- ◆ SPAN Wrap-up.

If you are planning to be part of a legislative visit team or simply want more information about current policy issues, please confirm your interest in Policy Committee Membership here:

<http://bit.ly/CCTEpolicy2019>

As a two-day meeting, with all meals and the reception included in registration fees, SPAN 2019 will once again be a policy-focused and interactive experience. For questions or comments, please contact the SPAN Co-Chairs:

Cynthia Grutzik (San Francisco State University)
cgrutzik@sfsu.edu;

Nicol R. Howard (University of Redlands)
nicol_howard@redlands.edu

Pia Wong (California State University, Sacramento)
wongp@csus.edu

Tentative Spring 2018 CCTE SPAN Conference Program

Wednesday, March 20:

9:30 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators' Forum.

10:00 a.m. to 1:00 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.

1:00 p.m. to 4 p.m. - Policy Summit on Disability, with heavy hors d'oeuvres and desserts, sponsored by the Thompson Policy Institute on Disability and Autism, Chapman University.

(there is no charge for the Summit; anyone registering for the CCTE Spring 2019 SPAN Conference is urged to attend).

Thursday, March 21:

9:00 a.m. to 10:00 a.m. - Meet and Greet Continental Breakfast.

9:00 a.m. to 10:00 a.m. - Roundtable Meetings of CCTE Special Interest Groups during the Meet and Greet Time.

10:00 a.m. to Noon - Setting the Policy Agenda:

Following conference introductions and a review of teacher education policy issues based on the November 2018 election guest speaker Rita Kohli from the University of California, Riverside will discuss the need for diversity in the California teaching force. SPAN participants will use this information during the afternoon sessions.

Noon to 1:00 p.m. - Luncheon with Keynote Address.

1:00 p.m. to 1:15 p.m. - Break.

1:15 p.m. to 1:30 p.m. - Afternoon Policy Activity Options:

(All Conference participants will have indicated their preferred option upon registration).

1:30 p.m. to 4:00 p.m. - Option One: Legislative Office Visits at the Capitol:

Visiting teams led by trained facilitators; Scheduled visits with members and staff of Assembly & Senate Education Committees; Visiting teams will vary in size and consist of participants from different regions.

1:30 p.m. to 4:00 p.m. - Option 2: Policy Analysis/Policy Response Session:

With a guest facilitator this will focus specifically on ways that CCTE can inform the ongoing teacher education policy agenda.

2:00 p.m. to 4:00 p.m. - Option 3: Statewide Education Deans' Meeting at Capital:

Organized by government relations staff from the three segments; Presentations by legislators; Identification and discussion of policy priorities.

4:00 to 4:15 p.m. - Break.

4:15 p.m. to 5:30 p.m. - Debrief Meeting:

Debriefing of afternoon activities with insights from policy consultant; Identifying next steps.

5:30 p.m. to 7:00 p.m. - Sponsored Reception.

7:00 p.m. - Dinner on Your Own.

7:00 p.m. to 9:00 p.m. - Meeting of participants in the CCTE Intersegmental Project.

Friday, March 22:

8:00 a.m. to 9:00 a.m. - President's Networking Breakfast, with guest speaker Cassandra Herring of the Branch Alliance for Educator Diversity (Branch ED)..

9:00 a.m. to 10:15 a.m. - CTC policy workshop on important and relevant aspects of accreditation.

9:00 a.m. to 10:15 a.m. - CTC leadership workshop for deans and directors.

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

10:30 a.m. to Noon - Associated Organization Meetings:

California Association for Bilingual Teacher Education (CABTE).

California Association of Professors of Special Education (CAPSE).

Association of Independent California Colleges and Universities, Ed (AICCU, Ed).

Noon to 12:30 p.m. - Buffet Lunch.

Deadline for Voting in CCTE Annual Election.

12:30 p.m. to 3:00 p.m. - California Teacher Education Research Sessions:

Research Roundtables (Probably two sessions, three presentations each).

Research and Practice Poster Session.

3:00 p.m. to 3:30 p.m. - President's Conference Wrap-Up:

Announcement of New CCTE Board Members.

Preview of Fall 2019 CCTE Conference in San Diego.

Closing comments.

3:30 p.m. - Conference Adjourns.

California Council on Teacher Education Spring 2019 SPAN Conference Registration

Please use this form to register for the CCTE Spring 2019 SPAN Conference and return by mail with payment by check; If you wish to pay by credit card, use the on-line form in the "Conferences" page of the CCTE website (www.ccte.org) to make payment and then email this completed form to alan.jones@ccte.org. Thank you.

Name _____

Preferred Mailing Address _____

(include ZIP code)

Telephone _____

E-Mail Address _____

Institutional Affiliation _____

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

- Basic Pre-Registration - \$295 (will be \$320 on site)
- Special for Retired Educators - \$150 (will be \$175 on site)
- Special for P-12 Educators - \$150 (will be \$175 on site)
- Special for Students - \$50 (will be \$75 on site)
- Special for 4 or more registrants from the same institution - \$275 each (submit a form for each with combined payment)

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

- Special Fee for Those Attending - \$70

Policy Summit on Disability (Wednesday)

- Please check box if you plan to attend (no additional fee beyond CCTE Spring registration above)

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

Indicate your option for Thursday afternoon policy activities:

- Scheduled visits to legislative offices in the Capitol.
- Policy analysis session at The Citizen Hotel.
- Statewide meeting of education deans (for deans & directors).

Conference registrations will be accepted up to the date of the Conference as well as on-site in Sacramento. 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 and after submitting on-line payment please email this completed form to alan.jones@ccte.org

Preview of CCTE Fall 2019 Conference

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

By Heidi J. Stevenson

Chair of CCTE Fall 2019 Conference Planning Committee
University of the Pacific

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?

Zaretta Hammond, Nancy Lourié Markowitz, and Wendy Thowdis will be keynote speakers at the Fall 2019 California Council on Teacher Education (CCTE) conference. The

Conference 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.

The Fall 2019 CCTE Conference will again be held at the Kona Kai Resort in San Diego on October 17-19. In addition to the speakers and panels mentioned above the Conference will also include meetings of associated organizations (Association of Independent California Colleges and Universities, Ed [AICCU, Ed]; California Association of Bilingual Teacher Education [CABTE]; and California Association of Professors of Special Education [CAPSE]), meetings of the CCTE Special Interest Groups, policy sessions, research presentations, roundtables, and posters, a Thursday reception, a Friday awards luncheon, and other related meetings.

Saturday of the Fall 2019 Conference will feature two special workshop sessions, one 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). Additional information on these Saturday workshops will be provided in future issues of *CCNews*.

The formal Conference announcement, tentative program, registration form, and call for proposals for research sessions will be emailed to all CCTE delegates, members and friends in June 2019. If you are interested in helping with plans for the Conference please contact Heidi Stevenson at: hstevenson@pacific.edu

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
- California Commission on Teacher Credentialing. (2016). *California teaching performance expectations*. Sacramento, CA.
- Collaborative for Academic, Social, and Emotional Learning (2018). *What is SEL?* Retrieved from: <https://casel.org/what-is-sel/>
- 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.

An Update from the California Alliance for Inclusive Schooling

The California Alliance for Inclusive Schooling invites you to attend the Policy Summit on March 20, 2019 from 1-4 p.m. in the Quorum Room at The Citizen Hotel in Sacramento, California. The Policy Summit is the day prior to the Spring 2019 SPAN Conference of the California Council on Teacher Education (CCTE), also at The Citizen Hotel.

The Policy Summit is open to the public and free to attend. We strongly encourage all those interested in attending and becoming a California Alliance for Inclusive Schooling Partner to email us at tpi@chapman.edu.

An Intersegmental Group

The California Alliance for Inclusive Schooling is an intersegmental group of professionals dedicated to the development of inclusive schools for all students. Our mission is to support, unify, and promote efforts to increase inclusive schooling in California. The Alliance focuses on practice in schools, policy for state recommendations, and preparation of school professionals and is comprised of three working groups: Practice, Policy, and Preparation.

The initial meeting of the Alliance was held during the CCTE Fall 2018 Conference in San Diego, and CCTE is one of the initial sponsors and participants in the Alliance.

Steering Committee

The California Alliance for Inclusive Schooling's Steering Committee is composed of key representatives of the various education segments in California. Steering Committee members are:

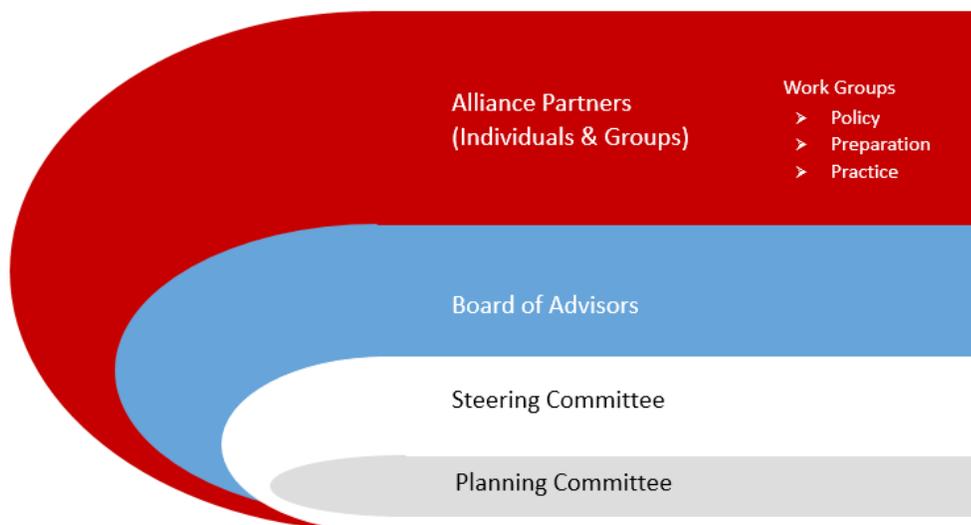
- Don Cardinal, (co-chair), Chapman University, Thompson Policy Institute on Disability
- Marquita Grenot-Scheyer (co-chair), The California State University, Office of the Chancellor
- Victoria Graf, Loyola Marymount University, California Association of Professors of Special Education (CAPSE)
- Mary Vixie Sandy, California Commission on Teacher Credentialing
- Barbara Murchison, California Department of Education
- Christine Olmstead, Orange County Department of Education
- Paul Sindelar, The Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center
- Kristin Wright, California Department of Education

Organizational Structure

In addition to the Steering Committee and a core Planning Committee that manages organizational specifics, the California Alliance for Inclusive Schooling has broadened to include many individuals who strive to create equitable schooling that serves *All* of its students. The graphic below generally illustrates the developing structure of the Alliance. *As should be the case in schools, the Alliance is for All.*

For more information about the Alliance, please visit inclusioncalifornia.org

California Alliance for Inclusive Schooling Organizational Structure





CCNews

Newsletter of the California Council on Teacher Education

Volume 30, Number 1, Spring Issue, March 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

CCTE 2019 Annual Election Underway

The 2019 California Council on Teacher Education (CCTE) annual election involves election of three new members of the Board of Directors to serve three-year terms. The terms of three current members of the Board of Directors—Donald Cardinal (Chapman University), Deborah Hamm (California State University, Long Beach), and Pia Wong (California State University, Sacramento)—expire this year and they will therefore be replaced in the 2019 election.

The Nominations and Elections Committee, chaired by CCTE Past President Sharon Russell (CalStateTeach, retired) with committee members Magaly Lavadenz (Loyola Marymount University and Shannon Stanton (Whittier College), has, as stipulated in the CCTE by-laws, recruited a slate of nominees for the offices to be elected. The persons nominated by the Committee to stand for election to the Board of Directors in 2019 are:

Ernest Black (CalStateTEACH)
 Anaida Colon-Muniz (Chapman University)
 Betina Hsieh (California State University, Long Beach)
 Sarah Johnson (Fresno Pacific University)
 Sylvia Kane (Vanguard University)
 Nancy Robinson (San Francisco State University)

Each CCTE member or delegate may vote for up to three candidates, and the three candidates receiving the most votes will be elected to the Board of Directors. A final e-mail announcement about the election was sent to all CCTE members and delegates in early February, providing the report of the Nominations and Elections Committee, statements by and photos of each nominated candidate, and a description of the election procedures. Shortly after that emailed announcement each CCTE delegate and member received an emailed link to the online election ballot.

Although the deadline for voting in the annual election is noon on Friday, March 22 (the Friday of the CCTE Spring 2019 Conference), all members and delegates are encouraged to vote on-line prior to the Conference. In addition, computers will be available in the registration area at the Conference for anyone who has not voted prior to attending the Conference.

The Nominations and Elections Committee will tally the results immediately after noon on March 22, and the three candidates receiving the most votes for the Board of

Directors will be declared elected. The announcement of the election results will be made at the end of the Conference that day, and those elected will take office at the close of the 2019 Spring Conference that afternoon.

If you have any questions about these election procedures, please contact CCTE Executive Secretary Alan H. Jones (email address alan.jones@ccte.org). If you have an interest in being nominated for a CCTE office in 2020 or other future years, please share that information with the Nominations and Elections Committee. All CCTE officers are volunteers, and persons interested in such service are encouraged to initially volunteer for and participate on any of the various CCTE committees.

Greetings from the CCTE Communications Committee!

We are pleased to provide an update on our work in communicating with California Council on Teacher Education (CCTE) members and conference attendees, which includes monitoring the organization's website analytics and publishing and distributing *CCNews* four times each year.

Two new goals of the committee are to publish a calendar of events on the CCTE website and to leverage Twitter to highlight *CCNews*, *Issues in Teacher Education*, and *Teacher Education Quarterly* articles as each issue of those publications appears.

Our committee meets at 9:00 a.m. the first Monday of each month via Zoom and we welcome anyone interested in joining us and helping with CCTE communications efforts.

Please follow us on Twitter at @CalCouncil.

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

Updates on CCTE Publications

Benefit of Membership

Institutional delegates and individual members receive all issues of both scholarly journals sponsored by the California Council on Teacher Education (CCTE) in PDF format via email. *Teacher Education Quarterly* is published each winter, spring, summer, and fall, while *Issues in Teacher Education* appears each year in spring and fall issues. Annual individual subscriptions to the two journals cost a total of \$150, while an annual membership in CCTE is \$120, so it is clear that members and delegates are receiving considerable value since the journals are only part of overall CCTE membership benefits.

Recent and Current Issues

So far during the CCTE 2018-2019 membership year the Summer and Fall 2018 and Winter 2019 issues of *Teacher Education Quarterly* have been published and distributed. The Winter 2019 issue was a special volume on “Grow Your Own Programs and Teachers of Color” guest-edited by Conra D. Gist (University of Houston), a recent addition to the journal’s Editorial Board. The Spring 2019 issue will be published in April.

Members and delegates received a special Summer 2018 issue of *Issues in Teacher Education* on “Ecocritical Scholarship Toward Social Justice and Sustainability in Teacher Education” followed by the Fall 2018 issue. The Spring 2019 issue will also be published in April. While the Fall 2018 and Spring 2019 issues were the first under the editorship of Terri Patchen (California State University, Fullerton), those issues contain the final articles accepted by the previous editors.

Upcoming Special Issue

Nancy Lourié Markowitz (Center for Reaching and Teaching the Whole Child) and Heidi J. Stevenson (University of the Pacific) are serving as guest co-editors of the Fall 2019 issue of *Teacher Education Quarterly* focusing on social emotional learning (SEL) and culturally responsive and sustaining teaching practices (CRT) in teacher education. As part of the planning for this special issue Nancy and Heidi surveyed the CCTE membership to determine from whom the membership would like to hear regarding these topics, and what issues in particular they would like addressed related to SEL and CRT. Over 200 responses were received.

Based on the recommendations from that CCTE membership survey, authors were invited to this special issue who directly address SEL and CRT in teacher education. Invited manuscripts highlight lenses for and reflections on integrating SEL and CRT into teacher education programs. This special issue also meaningfully addresses SEL and CRT across multiple content areas in teacher education, teacher mindsets, field work experiences, induction and inservice. This special issue will complement the Fall 2019 CCTE Conference

on “Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education.”

Seeking Reviewers

An appeal was made to all in attendance at the CCTE Fall 2018 Conference to volunteer as a reviewer for both of the scholarly journals sponsored by the organization, as well as to join the CCTE Research Committee’s cadre of reviewers of proposals submitted for the semi-annual conferences.

To review for *Teacher Education Quarterly*, editor Mary Christianakis (Occidental College) invites you to sign up on the journal’s website (www.teqjournal.org).

Terri Patchen (California State University, Fullerton), editor of *Issues in Teacher Education*, offers the following message: “Give the gift that keeps giving by signing up to review for *Issues in Teacher Education* (ITE). To register, enter this link in your browser: <https://www.itejournal.org/ojs/index.php/ite/user/register>. Include ‘keywords’ to make sure you get everything on your reviewing wish list this holiday season! ITE thanks you and wishes you all the best in the coming year.”

The CCTE scholarly journals cannot function without reviewers who are committed to quality teacher education research and are timely in responding to the editors. This is a crucial professional service, and we hope that all CCTE members, delegates, and friends will join in.

In addition, reviewers are needed each summer and winter to evaluate proposals received by the CCTE Research Committee for our Spring and Fall Conference programs. In this case the proposals are only a few pages long, and the review period is specific to the August and January deadlines for submission. To join in this review effort, please email Cynthia Geary (California State Polytechnic University, Pomona), chair of the Research Committee, at ckgeary@cpp.edu, to volunteer.

Quarterly Newsletter

CCNews, the CCTE quarterly newsletter, is also published in PDF format, and is shared via e-mail to an expanded list of CCTE friends in addition to institutional delegates and individual members. As is evident from this current issue of the newsletter, it is a primary communications vehicle for sharing information about our conferences, other organizational activities, and our linkages with the national organizations with which CCTE is affiliated and the associated organizations here in California that CCTE works with on an ongoing basis.

The newsletter also publishes brief articles, often as a follow-up to research presentations at our conferences. Items for the newsletter should be emailed to *CCNews* editor Laurie Hansen (California State University, Fullerton) at 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, 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 run from July 1 through June 30.

Applications and nominations are encouraged from or on behalf of new faculty, and those who are selected for the program will receive the following benefits and will commit to the associated responsibilities:

Participants in this program will receive a CCTE individual membership for the 2018-2019 year at a 50% discount, so that the individual dues are reduced to \$60.

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

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

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

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

While potential participants for 2018-2019 are encouraged to apply as soon as possible, applications will be accepted and considered at any time during the academic year.

Five Current Program Participants

At this time there are five participants accepted for and engaged in the CCTE New Faculty Support Program for this 2018-2019 year:

Ya-Chih Chang (Special Education & Counseling, Charter College of Education, California State University, Los Angeles).

Jemma H. Kim (Special Education, College of Education, California State University, San Bernardino).

Kimiya Sohrab Maghzi (Department of Teaching & Learning, School of Education, University of Redlands).

Carolyn O’Gorman-Fazzolari (School of Education and Extended Learning, California State University, San Marcos).

Christina Restrepo Nazar (Curriculum & Instruction, Charter College of Education, California State University, Los Angeles).

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 this 2018-2019 membership year are encouraged to apply as soon as possible, although applications will be received and considered at any time during the year.

Although there were 14 students who registered for and attended the CCTE Fall 2018 Conference in San Diego, none have applied as yet for participation in the Graduate Student Support Program for this year. We hope at least some of them will do so, as well as other students who did not attend that Conference but hope to attend future CCTE Conferences.

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 1, Spring Issue, March 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

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

On the following pages:

“Learning to Teach All Students: Integration and Inclusion in Undergraduate Teacher Education Programs”

by Rosemarie Michaels & Katherine Lewis - see pages 19-20.

(from a roundtable research session at the CCTE Fall 2018 Conference)

“ Changing Teacher Education One Coach at a Time” by Heather L. Horsley, Kara Allen, Suzie Brandl, Brooke Berrios, & Christy Macias - see pages 21-23.

(from a concurrent research session at the CCTE Fall 2018 Conference)

“Using Video-Based Online Coaching to Provide Meaningful Feedback to Elementary and Secondary Teacher Candidates”

by Estella W. Chizhik, Brian Burgess, Maelyn Tanmajo, Myrna Hernandez, & Alexander W. Chizhik- see pages 24-29.

(from a Poster presentation at the CCTE Fall 2018 Conference)

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.

Learning to Teach All Students: Integration and Inclusion in Undergraduate Teacher Education Programs

By **Rosemarie Michaels & Katherine Lewis**
Dominican University of California

Introduction

Our university will begin implementation of a newly revitalized Education Studies major (formerly Liberal Studies) in Fall 2019, beginning with in-coming freshmen. This is a 4.5-year integrated program, wherein candidates earn a baccalaureate degree and two preliminary credentials: Multiple Subject and Education Specialist. In four years, candidates earn a B.A. in Education Studies that incorporates an Elementary Subject Matter (ESM) program and preparation for a Multiple Subject credential. In an additional semester, candidates complete their preparation for the Education Specialist credential.

The Education Studies program incorporates subject matter content and professional preparation in a way that is integrated, connected, and concurrent. Candidates follow the same sequence of courses as a cohort. There is a balance between integrative seminar courses, content courses, general education courses, and professional preparation courses, including a concentration in Science. The goal of this program is to prepare candidates to teach all students with an intentional focus on teaching English learners and students with special needs through the lens of a social justice perspective.

Therefore, as the Commission on Teacher Credentialing (CTC) is currently considering a change in requirements so that all teacher candidates are prepared to teach all students and many universities are revising their Liberal Studies programs to meet the CTC's ESM program standards, the goal of this article is to describe the nature of a program that conceptualizes best practice for undergraduate teacher preparation programs in California.

Key Elements of Practice

The Education Studies program is an interdisciplinary major that prepares candidates to teach all students in elementary schools. The program integrates subject matter content and professional preparation in a way that is connected and concurrent. The CTC's Teaching Performance Expectations (TPEs, 2016) and Multiple Subject and Education Specialist standards, pedagogy, subject matter content, and fieldwork in elementary schools are integrated throughout the program. Content courses are drawn from multiple disciplines and provide candidates with a deep understanding of the subject matter they will teach: Reading, Language & Literature; Mathematics; Science, History; Social Science; Visual & Performing Arts; & Human Development.

Integrative seminars are offered each semester of the program; the focus is on integrating concurrent content

courses and fieldwork with best pedagogy practices. The integrative seminars are cumulative with spiraling content, proficiencies, knowledge, and experiences. The seminars focus on meeting the needs of all students in the real world of elementary school classrooms, including all aspects of diverse student and family populations.

As a goal of this program is for candidates to be able to tailor their own teaching to focus on students' interests and varied levels of learning and abilities while assessing students' mastery of concepts in multiple ways, faculty embrace and model this style of teaching throughout the integrative seminars. This means that from their first semester in the program, candidates are engaged in the theory, curriculum, and practice of teaching and reaching all elementary school students through a social justice lens.

To begin building this social justice perspective, students are introduced to social justice domains and standards for K-12 students (Teaching Tolerance, 2016) in their freshmen year. These standards are organized into four domains: Identity, Diversity, Justice, and Action. The free, downloadable document produced by Teaching Tolerance outlines the standards through outcomes and scenarios by grade band: K-2, 3-5, 6-8, and 9-12.

During their sophomore year, students develop a deeper understanding of the domains and learn to integrate grade-level social justice standards into basic lesson plans. By the end of the sophomore year, students write a research paper framed by one of these social justice standards. Candidates continue integrating social justice standards into lesson and unit plans throughout the program and frame their final signature work through this social justice lens.

Candidates observe and participate in fieldwork in local elementary schools each semester in the program, beginning in freshmen year, gradually becoming more intense as they progress through the program. Over the four years, candidates intentionally experience a variety of fieldwork settings, including: public and independent schools, schools serving only students with special needs, schools serving predominantly English learners, and schools with high-and low SES levels. Mentoring, advisement, and guided field experiences direct candidates toward successful completion of a 15-week student teaching placement at a public elementary school during the senior year.

A growing body of research indicates that preservice teachers benefit from university-school partnerships, specifically, strong relationships between teacher preparation programs and the elementary schools in which they observe and participate (e.g., Castle, Fox, & O'Hanlan Souder, 2006; Darling-Hammond, 2006; Michaels, 2015). Hence, candidates also participate in two lesson studies sessions in university-

—continued on next page—

Learning to Teach All Students: Integration and Inclusion in Undergraduate Teacher Education Programs (continued from previous page)

school partnership schools each semester. During a lesson study session, candidates observe, participate, and analyze model lessons in collaboration with elementary teachers and university instructors in classrooms serving diverse student populations. This culminates in senior year with a traditional lesson study model: student teachers collaboratively design a model lesson (that incorporates best practice in teaching English learners and students with special needs) and then observe a peer teaching the lesson at the student teaching school site.

In addition, candidates create a “Becoming a Teacher” professional website. The website’s framework is the 21st Century Skills (critical thinking, creativity, communication, collaboration, and information, media and technology), including the ability to purposefully integrate these skills into instruction to promote transferability to student learning (Urbani, Roshandel, Michaels, & Truesdell, 2017). Candidates graduate in four years with a B.A. and a Multiple Subject teacher credential.

During sophomore year, candidates may apply to the Education Specialist Master’s program. If accepted, candidates may begin taking Education Specialist coursework as an undergraduate and complete preparation for the Education Specialist credential in one more semester as a graduate student. Thus, the program strives to provide intellectual tools, professional experiences, and reflective conversations that enable candidates to make a difference as teachers in a diverse world.

Significance to the Field of Teacher Education

Implementation of the Education Studies major will begin in Fall 2019. Faculty will analyze the impact of this program on candidates’ knowledge and praxis and department enrollment following the first year of implementation. Currently, all graduates of our Liberal Studies program find employment in general education elementary school classrooms. The new 4.5-year Education Studies major will also prepare our candidates to teach in special education settings.

These types of programs may serve to ease the teacher shortage in California. In addition, a new CTC focus represents a shift away from silos of learning in teacher prepara-

tion programs, that is, a move to a collaborative approach to learning to teach all students in K-12 classrooms. A shared philosophy for our program is to empower all candidates with the “know how” to implement differentiated instruction for all students, and particularly for English language learners and students with special learning needs.

Faculty in our department agree that we want all candidates to have the skills necessary to effectively differentiate teaching and learning, and we recognize that in order to do this effectively, we must begin in the first semester in the program. We expect that our candidates will be more knowledgeable, skillful and confident in teaching all students, in particular addressing the learning needs of diverse learners.

Conclusions

Our goals for candidates are for them to tailor their own teaching to focus on students’ interests and varied levels of learning and abilities while assessing students’ mastery of concepts in multiple ways. We look forward to the implementation and analysis of this new way of thinking about undergraduate teacher preparation in California.

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Changing Teacher Education One Coach at a Time

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Introduction

When it comes to the topic of educator quality, most of us will readily agree that it has profound consequences for public school students. Where this agreement ends, however, is on the question of how to best address the unpreparedness that contributes to decreased teacher effectiveness. Whereas some are convinced that teacher performance evaluations are the most effective way to improve educator quality (Bollou, 2001; Gates Foundation, 2009), others maintain that redesigning teacher preparation programs is the best course of action (Sutcher, Carver-Thomas, & Darling-Hammond, 2018; Walsh, 2018). Although both approaches have their merits, the California State University (CSU) system has embraced the latter of the two as evidenced by their support of an ambitious, multi-year project called the New Generation of Educators Initiative (NGEI) funded by the S. D. Bechtel, Jr. Foundation.

The purpose of the NGEI is to support the transformation of teacher preparation programs and practices to meet the demands of new standards in California. This presentation provides a case example of how one CSU educator preparation program (CSU-EPP) is working to transform their clinical practice by utilizing a data-driven, continuous quality improvement framework during the first year of implementation of their NGEI scope of work. The primary transformational goal of this program is to provide their candidates with actionable, formative feedback on their classroom practice on a regular basis. How this CSU-EPP prepared their coaches and teacher candidates to effectively use this campuses' comprehensive, action-oriented competency-based rubric is described. Impacts of the implementation of these practices are also explored.

Key Elements of Practice

The CSU-EPP aims to transform their teacher preparation program by utilizing a data-driven, continuous quality improvement framework (Bryk, Gomez, Grunow, & LaMahieu, 2015). Four key transformational elements serve as a guide to the CSU-EPP's redesign and implementation practice:

1. Forming partnerships with districts
2. Defining prioritized skills
3. Preparing candidates through onsite experience
4. Creating a culture of feedback for candidates

The first year of the CSU-EPP's redesign work consisted of developing and implementing a cost-free, competency-based rubric that offers candidates actionable, formative feedback.

Point of View

Rubrics allow for student assessment in scaled levels of achievement specific to appropriate standards. Analytical rubrics use discrete criteria to set forth more than one measure for a particular task, whereas holistic rubrics provide more general description of overall dimensions of quality for different levels of mastery (Allen & Tanner, 2006; Mertler, 2001). The use of rubrics in clinical practice can provide meaningful opportunities for preservice teachers, coaches, and mentors to reflect on their work and learning goals.

Clinically oriented teacher preparation programs position "teacher candidates as co-teachers; emphasizing candidate performance and accountability through competency-based assessments and the use of district or state-aligned evaluation tools; increasing mentor selectivity; focusing on mentor development; and devising new, clinically based roles to accommodate programmatic changes" (Clinically Oriented Teacher Preparation, 2015, p. 4). Coursework, pedagogies, and pathways to program entries are redesigned in clinically oriented teacher preparation programs to ensure that preservice teachers can engage in high-quality instruction (Allen, 2017). When paired with reflective notes, actionable feedback allows preservice teachers to revisit and reflect on their experience both with the coach as well as individually, providing evidence of teacher growth over time.

Implementation

The CSU-EPP's transformation map onto specific stages of an implementation science framework, which serves as a set of ideas that inform implementation processes. The rubric design and development occurred during "exploration and adoption" stage of implementation where needs were assessed and decisions about how to proceed were made. As the CSU-EPP moved out of its preparation stage, teacher candidate and coach engagement with rubric training and development occurred during "initial implementation," which is a stage characterized by dramatic change informed by "fear of change, inertia, and the complex work of implementing something new" (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 16).

Exploration & Adoption Phase

During phase one, the CSU-EPP and three local school districts worked together to develop a common rubric that is both aligned to district and state standards. The purpose of the rubric is to provide action-oriented formative feedback on specific skills-based competencies. Various constituents are expected to use the rubric to provide specific feedback and next steps to strengthen practice for any teacher along the novice to experienced teacher development continuum.

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Changing Teacher Education One Coach at a Time (continued from previous page)

Each competency on the rubric is represented in its own continuum so that the rubric can help identify individual zone of proximal development for each teacher (Vygotsky, 1978) and help teacher educators provide differentiated and targeted scaffolding. Thus, the rubric creates practice profiles across multiple competencies that can help document and formatively assess teacher development over time.

Through synthesis of existing district observation tools, and by aligning this synthesis to the new Teacher Performance Expectations (TPEs), the rubric went from design into implementation. Only observable standards were included, selected by consensus among representatives of the partner districts. Based on partner district input, the rubric includes 14 items in four sections: (a) Positive Environment, (b) Instructional Design and Implementation, (c) Rigorous and Appropriate Content, and (d) Reflection-In-Action. Through collaboration a more collective sense of responsibility in teacher preparation has developed in the CSU-EPP's region.

Initial Implementation Phase

During phase two, CSU-EPP coaches (formerly known as supervisors) who help strengthen the teacher candidates clinical experience were also offered in-depth training on the rubric. Coaches were asked to participate in three days of rubric training. The three day, two-hour in length training workshops utilize video clips, small group discussion, whole group discussion, and individual reflection to engage coaches in actively thinking about and trying out each rubric item.

As coaches were intentionally introduced to the rubric, teacher candidates were also introduced to the rubric over a period of four to six weeks during one of their core courses of phase 1 of the EPP. Initial introduction is focused on one item titled "Funds of Knowledge," through a carefully scaffolded process. As a class, teacher candidates evaluate the TPE's associated with the item, and how the TPE is addressed by each indicator of the item. The class collaborates to create a visual representation of the item and its indicators. The teacher candidates then separate into groups and become "experts" on an additional item.

Next, the students work jointly to create a visual representation of their item to teach the rest of their classmates about the item, it's TPEs, and the indicators that make up that item. These collaboration sessions are spread out over a few class sessions, so they have time to understand the material. Once the teacher candidates have been introduced to all fourteen items, they evaluate themselves and their peers with the tool using their own teaching videos. Additionally, when the teacher candidates begin writing lesson plans, they are instructed to choose a few rubric items to find evidence of in their plans. These opportunities for coaches and teacher candidates to develop knowledge, skills, and disposition about rubric-use are critical to rubric implementation to fidelity.

Impact

The total number of coach trainings were implemented as intended and the coaches responded to the expected trainings as expected. The CSU-EPP had a goal of all eight coaches completing all three trainings. The coaches met this goal, although one make-up training had to be offered. Meeting fidelity of duration of implementation along with high levels of coach responsive allows the CSU-EPP to have an increased sense of confidence that the rubric will be used as intended over time.

Implementation science helps us understand that initial program-specific training is not enough to support fidelity over multiple years of implementation. Ongoing supports that facilitate change in attitude about the model's core objectives are another factor that promotes fidelity to the model (Guldbrandsson, 2008). Therefore, having more than one training and offering the coaches time to practice using the rubric before the next training was key. In the end, three of the eight coaches were using the rubric in their clinical practice, one stating, "The teacher candidates are very receptive. Feedback is making a positive impact on student teachers because I am witnessing improvements with each observation." The other five coaches explained that they needed more time to understand the rubric before they felt they could use it in their practice regularly. As such, the CSU-EPP is planning a robust, inquiry-focused coach community of practice to help ensure the coaches have the understanding and supports they need to use the rubric as intended.

From the teacher candidate's perspective, they reported a variance in how the coaches used the rubric that makes sense when considering some coaches responded to the rubric more positively than others. Whereas a handful of teacher candidates shared how their coach used the rubric with them in useful ways, as one teacher candidate explained, "my coach gave me the option to pick three standards out of the fourteen every single time, so it made it easy for me to integrate it into my lessons." Others did not receive the same type of supports from their coach, as another reported, "I personally feel like when my coach gave me feedback it wasn't specific enough and tied enough to the rubric."

Overall, the teacher candidates responded positively to the rubric. They learned to evaluate their own videos and choose areas to focus on as they progressed in their clinical practice. Many of the candidates felt that attending to a few items for each observation was more beneficial to their teaching practice, than trying to reflect on all fourteen at one time. The teacher candidates also had an easier time with peer evaluations because it gave them a common language to use with each other.

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Significance

Scholars, experts, and school districts are calling for transformative change in how teachers are prepared (Yun & Bennett, 2017). These stakeholders advocate for programs focused on intensified clinical practice models in partnership with local school districts (Guha, Hyler, & Darling-Hammond, 2016; National Research Council, 2010). Moving toward a clinically orientated teacher preparation program include: (a) Restructuring clinical experiences that emphasize competency-based assessments aligned to district and/or state measures; (b) Revising courses to include more theory-to-practice connections and opportunities for simulations and rehearsals of skills; and (c) Building authentic and substantive collaborations built on mutual trust with local schools and school districts (NCTR, 2015). The ongoing rubric work described in this paper is working to address these three shifts.

During the rubric implementation phases, difficult conversations around pedagogy, equity, curriculum, and standards have been necessary. District stakeholders have had to grapple with the idea that all teachers have the potential to develop further, even those deemed as effective veteran teachers in their districts. CSU-EPP stakeholders have had to acknowledge that a focus on theory of teaching in coursework too often limits opportunities to rehearse specific high impact skills of teaching in coursework. The members of the CSU-EPP also had to acknowledge the need for the inclusion of more culturally sustaining pedagogical practices in their teacher preparation curriculum. These courageous conversations are even more important given that the region that the CSU-EPP serves is linguistically and culturally diverse and challenged by high poverty rates (25.5%) and low educational attainment (19.7% have a BA or higher; FC Economic Development Corporation, 2017). Therefore, developing a cost-free, context-specific rubric is significant to systematic, collaborative changemaking in teacher education.

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Using Video-Based Online Coaching to Provide Meaningful Feedback to Elementary and Secondary Teacher Candidates

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Clinical practice plays a critical role in preparing teacher candidates (Koerner, Rust, & Baumgartner, 2002). That is perhaps why the California Commission on Teacher Credentialing (CCTC) updated its standards on student teaching supervision. In response to new CCTC requirements, our teacher education program adopted an online video coaching tool (*Sibme*) to supplement in-person supervisor observations.

Sibme allows supervisors to virtually watch teacher candidates while providing time specific feedback about teaching practice. Feedback includes detailed commentary and “tags” to specify “essential pedagogical skills” to guide supervisors’ feedback (see Table 1). These skills are based on CCTC’s Teacher Performance Expectations and are connected to edTPA Instructional Rubrics, a nationally recognized teaching performance assessment. With this *Sibme* based structured feedback, teacher candidates can review their teaching and supervisors’ comments at critical moments when incidents occurred on video. For example, if supervisors notice teacher candidates utilizing particularly useful scaffolds, supervisors can select corresponding pedagogical skills, and write comments at specific video locations.

Prior to program wide-adoption of *Sibme*, we conducted a pilot study with a cohort (30 teacher candidates). We asked teacher candidates to evaluate effectiveness of *Sibme* feedback relative to traditional forms of feedback. Candidates reported that *Sibme* based feedback from supervisors helped them see strengths and weaknesses that were difficult to identify during face to face feedback (Chizhik et al., 2017; Chizhik & Chizhik, in press). The current research study examined which “essential pedagogical skills” supervisors selected for feedback with elemen-

tary and secondary teacher candidates. In addition, the research also examined how the sections changed as teacher candidates gained experience over the course of an academic year.

Central Research Questions

1. What essential pedagogical skills are university supervisors targeting when providing feedback to elementary and secondary teacher candidates through *Sibme*?
2. To what extent do essential pedagogical skills targeted by university supervisors change as teacher candidates gain experience over the course of an academic year?

Relevant Literature & Theoretical Framework

Being able to pause and repeatedly watch video recorded teaching affords opportunities for focused analysis (Tan & Towndrow, 2009), where teacher candidates can notice, reflect, and reconsider specific moments and aspects of their practice (Hamilton, 2012; van Es & Sherin, 2008). Opportunities to deconstruct any lessons have potential benefits of gaining insight into challenges of teaching, prompting problem solving, and changes in practice (Marsh & Mitchell, 2014). Research focusing on video-based coaching has typically examined its effects on teacher performance (Sun & van Es, 2015). Our research aims to focus specifically on examination of the feedback offered through video-based coaching tools. The proposed research is based on a combination of two theoretical frameworks. The first framework draws upon research on feedback, defined as, “information provided by [teachers] regarding ... task performance, intended to modify the learner’s cognition, motivation,

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Table 1
Link between edTPA Instructional Rubrics and Sibme Essential Pedagogical Skills

| <i>edTPA Instructional Rubrics</i> | <i>Sibme Essential Pedagogical Skills</i> |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Environment | Rapport, Positive Language, Restorative Practices, Behavior Expectations, Redirection, Scans Room, Strong Voice |
| Engaging Students in Learning | Maintains Student Attention, Modeling, Relevant Connections, Asking Questions/Checks for Understanding, Wait Time, Student to Student Interactions, Peer Evaluation, Technology, Many Participate, Positive Feedback |
| Deepening Student Learning | Builds on Students’ Responses, Student Self Reflection, Asking Questions/Checks for Understanding, Peer Evaluation, Student to Student Interactions, Practice Opportunities, Challenging Learning Environment, Feedback to Many, Timely Feedback, Teachable Moments |
| Subject Specific Pedagogy | Technology, Academic Language, Integrated and Designated English Language Development, Sequencing, Teachable Moments, Pacing, Instructional Activities |

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and/or behavior for the purpose of improving performance” (Voerman et al., 2014, p. 91-92). Effective feedback can be positive and/or critical as long as it is specific (Hattie & Timperley, 2007; Shute, 2008; Voerman et al., 2014). The level of specificity is framed by our second theoretical framework, professional vision, (Goodwin, 1994) and noticing (Mason, 2002). These similar constructs suggest that experts mediate novices’ development by “highlighting” key concepts or by helping candidates “notice” undetected aspects of their teaching or classroom environments. These theoretical frameworks afford PI’s the lens to examine pedagogical skills that supervisors target in providing feedback to help teacher candidates notice instructional activities and behaviors that support construction of their own teaching knowledge (Wu & Lee, 2004). Specificity of feedback in student teaching plays a role in developing teacher candidates’ pedagogy. Defining that specificity and determining to what extent it is different for elementary and secondary teacher candidates over the course of an academic year are our research goals.

Research Methods

One hundred twenty-four elementary teacher candidates and their 16 university supervisors as well as 169 secondary teacher candidates and their 15 university supervisors participated in this research.

University supervisors are required to provide feedback to teacher candidates using the *Sibme* online platform. This process entails supervisors providing annotations (feedback) on three videos of each teacher candidate’s instruction per semester. Supervisors were provided with a list of pedagogical skills that supervisors can “tag” videos with. These skills, designed to highlight key teaching behaviors and interactions, are associated with the California Teacher Performance Expectations (TPEs) and support four Instructional Rubrics of the edTPA (a national performance assessment for teacher candidates; see Table 1). Recommendations (comments) are then given within each video for pedagogical skills viewed by the university supervisor.

Analyses and Results

In the first phase of analyses, researchers recorded the number of times each “essential pedagogical skill” was recorded by the university supervisor using *Sibme* video recordings of the teacher candidates. We then calculated the number of events per teacher candidate for each university supervisor. We conducted data reduction of these skills through factor analysis to determine feedback associated with essential pedagogical skills that load together on latent variables. Factor analysis with

Varimax rotation extracted 5 factors in 8 iterations with Kaiser Normalization (see Table 2).

In examining the component matrix, the authors determined that conceptually, four reduced variables can validly be generated from these results that focus on the following aspects of essential pedagogical skills: Engagement, Learning Environment, Leadership, and Student Centered (see Table 2 for components within each of these variables; two components did not fit into any of the four variables).

To determine any differences among feedback on “essential pedagogical skills” by university supervisors to elementary and secondary teacher candidates through *Sibme* as well as any changes over the course of an academic year, we conducted a Repeated Measures MANOVA with associated ANOVAs, such that the four reduced “essential pedagogical skills” variables served as dependent (repeated) variables; elementary vs secondary served as a between subjects variable and semester (fall vs spring) served as a within subject repeated variable.

Results indicate a statistically significant interaction effect between type of credential and semester for Engagement pedagogical skills [$F(1,29)=5.71, p<.05$] and Student Centered pedagogical skills [$F(1,29)=5.09, p<.05$] (see Table 3 and Figure 1). In both cases, feedback for elementary teacher candidates increased from Fall to Spring semesters, while feedback for secondary teacher candidates stayed relatively stable. Moreover, elementary teacher candidates received statistically significantly more feedback for both variables than did secondary teacher candidates, [$F(1,29)=5.50, p<.05$] and [$F(1,29)=16.06, p<.001$].

In addition, elementary teacher candidates received statistically significantly more feedback than did secondary teacher candidates for Learning Environment and Leadership pedagogical skills, [$F(1,29)=13.55, p<.001$] and [$F(1,29)=4.46, p<.05$], respectively (see Table 3 and Figure 1). Feedback associated with Leadership pedagogical skills statistically significantly increased for all teacher candidates, [$F(1,29)=4.00, p<.05$] (see Table 3 and Figure 1).

Discussion, Inquiry Questions, and Implications

Empirical research suggests that video based coaching tools have the potential to develop proper teaching behaviors in novice teachers (Kennedy & Lees, 2016) and improve K-12 students’ academic and behavioral outcomes (Gregory et al., 2017). How does video-based coaching support teacher candidates? Our research examined the feedback provided by university supervisors via a video based coaching tool to elementary and secondary teacher candidates over the course of an academic year. We were

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particularly interested in what pedagogical skills supervisors were helping teacher candidates notice in their teaching.

Each teacher candidate received feedback from a university supervisor on a minimum of six video recorded lessons

per semester. University supervisors labeled each feedback as associated with one of 30 essential pedagogical skills that were aligned with CTC standards (see Table 1). The purpose

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Table 2
Component Matrix of Essential Pedagogical Skills for Factor Analysis

| <i>Components</i> | <i>Factors</i> | | | | |
|---------------------------------------------------------------|-------------------|-----------------|-----------------------------|-------------------|-------------------------|
| | <i>Engagement</i> | <i>Factor 2</i> | <i>Learning Environment</i> | <i>Leadership</i> | <i>Student-Centered</i> |
| Engagement | | | | | |
| Student to Student Interactions | .827* | .174 | .306 | .160 | .309 |
| Asking Questions | .964* | .149 | .038 | .142 | .040 |
| Builds on Students' Responses | .870* | .379 | .040 | .080 | .093 |
| Modeling | .838* | .231 | .179 | .292 | .285 |
| Relevant Connections | .813* | .327 | .159 | .066 | .228 |
| Practice Opportunities | .461* | .312 | .319 | .178 | .310 |
| Challenging Learning Environment | .939* | .087 | .091 | .186 | .050 |
| Learning Environment | | | | | |
| Rapport | .218 | .565* | .534* | .414 | .145 |
| Positive Language | .137 | .703* | .599* | .226 | .021 |
| Restorative Practice | .050 | .577* | .594* | .095 | .405 |
| Behavior Expectations | .203 | .240 | .868* | .128 | .186 |
| Acquires/Maintains Student Attention | .103 | .484 | .687* | .217 | .314 |
| Redirection | .159 | .117 | .856* | .063 | .291 |
| Scans Room | .191 | .335 | .737* | .434* | .025 |
| Leadership | | | | | |
| Strong Voice | .199 | .722* | .252 | .504* | .009 |
| Moves Around Room | .289 | .450* | .244 | .483* | .031 |
| Positive Feedback | .182 | .481* | .100 | .704* | .323 |
| Feedback to Many | .084 | .477* | .103 | .593* | .293 |
| Timely Feedback | .230 | .104 | .046 | .434* | .189 |
| Sequencing | .490 | .167 | .190 | .776* | .121 |
| Pacing | .232 | .120 | .223 | .877* | .221 |
| Instructional Activities | .302 | .011 | .298 | .569* | .178 |
| Student Centered | | | | | |
| Academic Language Expectations | .304 | .626* | .244 | .285 | .448* |
| Many Participate | .376 | .460* | .351 | .145 | .460* |
| Student Self Reflection | .091 | .154 | .157 | .197 | .795* |
| Peer Evaluation | .198 | .044 | .347 | .059 | .497* |
| SDAIE/UDL | .210 | .213 | .285 | .169 | .750* |
| Teachable Moments | .222 | .042 | .089 | .348 | .597* |
| Components Not Included in the Four Compound Variables | | | | | |
| Technology | .181 | .900* | .157 | .017 | .013 |
| Wait Time | .309 | .801* | .202 | .184 | .261 |

*Substantial Loading of Component within a Factor

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of identified essential pedagogical skills was to aid university supervisors in identifying important teaching behaviors or student teacher interactions that teacher candidates should notice. Findings indicate that elementary and secondary university supervisors help student teachers notice different things about

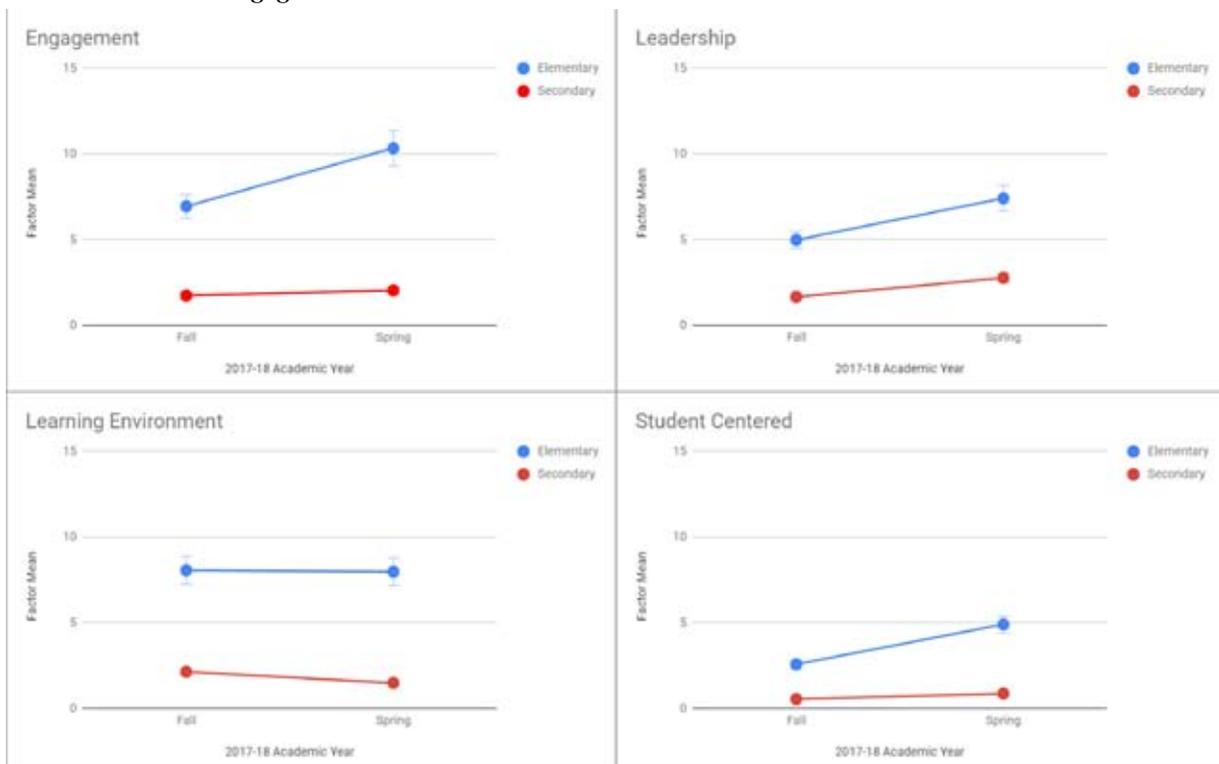
their teaching and learning environments. Moreover, elementary university supervisors increased their frequency of helping teacher candidates notice pedagogical skills associated with fostering engagement and a student-centered classroom.

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Table 3
Means (SD) of Feedback on Pedagogical Skills per Teacher Candidate by University Supervisors for Elementary and Secondary Teacher Candidates During an Academic Year

| Pedagogical Skill | Credential | Fall Semester | Spring Semester | N |
|----------------------|------------|---------------|-----------------|----|
| Engagement | Elementary | 6.94 (10.51) | 10.34 (11.67) | 16 |
| | Secondary | 1.73 (2.54) | 2.03 (3.44) | 15 |
| Learning Environment | Elementary | 8.06 (6.00) | 7.98 (8.31) | 16 |
| | Secondary | 2.13 (2.41) | 1.48 (2.62) | 15 |
| Leadership | Elementary | 4.98 (4.88) | 7.41 (6.59) | 16 |
| | Secondary | 1.65 (2.83) | 2.76 (7.74) | 15 |
| Student-Centered | Elementary | 2.57 (2.18) | 4.90 (3.93) | 16 |
| | Secondary | 0.54 (0.76) | 0.86 (1.59) | 15 |

Figure 1
Visual Representation of Statistically Significant Interactions and Main Effects Associated with Essential Pedagogical Skills



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The implications of these findings raise the following inquiry questions:

1. Why do university supervisors of elementary and secondary teacher candidates notice different pedagogical skills? Wolters and Daugherty's (2007) study on elementary and secondary teacher candidates' differing feelings of teaching efficacy indicates that this difference may be attributed to the structure of the two credential programs. Elementary credential programs, they posit, focus on classroom management, unlike secondary credential programs. Our findings are in line with findings of that research. In our study, university supervisors of elementary teacher candidates made more tags associated with Learning Environment skills (i.e., maintaining attention, behavior management) than did university supervisors of secondary teacher candidates. At our university, only elementary teacher candidates take a separate class that focuses on classroom management. Perhaps university supervisors of elementary teacher candidates feel compelled to address these skills explicitly. Another possibility is that the secondary teacher credential program focuses on more content driven skills rather than classroom management (Shippen et al., 2011). This difference can be associated with Goodwin's notion of professional vision. Secondary educators may see the role of the teacher as more content driven than student driven. Teacher educators may need to explore whether these differences in educating elementary and secondary teacher candidates are essential parts of professional development or whether these differences reflect a bias in expectations.

2. Why does feedback seem to be associated with the time of the academic year? University supervisors of elementary teacher candidates increased the frequency of helping teacher candidates notice pedagogical skills associated with Engagement and Student-Centered skills from Fall to Spring semesters, whereas secondary education university supervisors' noticing remained relatively constant. All university supervisors increased their feedback on Leadership pedagogical skills from Fall to Spring semesters. What is driving these changes in feedback? One possibility may be the structure of the teacher credentialing programs, such that the Spring curriculum affords different feedback from the Fall and elementary curriculum affords different feedback from secondary. Another maybe how

supervisors provide feedback. It is important to note that the essential pedagogical skills were written to be neutral, so that supervisors can help the teacher candidate see the pedagogical behavior as either positive (if the candidate performed well) or constructive (if the candidate needed to improve in this area). Therefore, many tags used at the beginning of the program could be constructive and evolve into positive as the candidate masters certain skills. Our future research will determine how supervisors used this feedback to guide teacher candidates' development. These findings highlight possible differences between elementary and secondary programs.

3. How do teacher candidates respond to supervisors' feedback? The focus of this study was on how supervisors use a video-based teaching tool. The effectiveness of this tool, however, depends on how teacher candidates use the feedback. How does what supervisors notice change the mental models in their teacher candidates? Future research should examine how teacher candidates respond to supervisors' feedback and how their responses affects their professional development.

Understanding how supervisors' use video based coaching tools to support and develop future teachers is an important area of research to conduct. Video based coaching offers many opportunities that were not available before. The tool, however is only as good as the users' attitudes toward the tool (Chizhik & Chizhik, in press). Defining the context for this tool to be useful and best practices for how to effectively use this tool should be part of future research.

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