

CCNews

Newsletter of the
California Council on Teacher Education

Volume 30, Number 4, Winter Issue, December 2019

Laurie Hansen (California State University, Fullerton), Editor

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

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CCTE Fall 2019 Conference Retrospective



CCTE Past Presidents Andrea Maxie, Cindy Grutzik, and Magaly Lavadenz (left to right) with CCTE Executive Secretary Alan Jones during the Presidents' Reception at the Fall 2019 Conference (see Conference retrospective on pages 12-13).



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Fall 2019 CCTE Conference Advances Social Emotional Learning in Teacher Education

A Message from CCTE President Virginia Kennedy

It's a wrap—the California Council on Teacher Education's Fall Conference concluded with the highest attendance in our history! The theme of “Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education” was timely and vitally needed. The depth, breadth, and diversity of the research and practice presentations, roundtables, and posters showed the tremendous commitment and expertise of our members and presenters.

Our keynote speakers shared their wisdom and knowledge while challenging and encouraging us in our educator preparation efforts. Presentations by CTC staff on current activities and grant opportunities included requests to conference participants for input, feedback, and collaboration.

The accompanying themed issue of CCTE's journal, *Teacher Education Quarterly*, and the SEL resources shared with attendees were all tremendous additions to the conference and to the continued development of this focus in educator preparation. Thank you, thank you to Heidi Stevenson, Conference Chair and guest editor of the *TEQ* Special Issue, and all who assisted her!

And also at the conference – as a hub for networking and a venue for the meetings of associated and related groups, exciting and well-attended highlights included meetings of:

California State University education deans

Statewide meeting of education deans

California University Field Coordinators Forum

Graduate Student Caucus

Newcomers meeting

AICCU-ED (Association of Independent California Colleges and Universities-ED)

CABTE (California

Association for Bilingual Teacher Education)

CAPSE/TED (California Association of Professors of Special Education/
CEC Teacher Education Division)

CAIS (California Alliance for Inclusive Schooling)

SIGs in 9 interest areas

CABTE Saturday Institute and Workshop: “When the Teacher Doesn't Speak the Students' Home Language: Developing Emergent

Bilinguals' Language and Bilinguality Through Social-Emotional Learning

and Sociocultural Competence”

California Clinical Fellows Symposium

CCTE's Board held its quarterly meeting the day before the conference. We focused on the upcoming conference and plans for the Spring SPAN conference and the Fall 2020 conference. Reports from our excellent and productive committees were also discussed.

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Virginia Kennedy

CCTE President's Message

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Looking ahead—You are invited to be part of the CCTE Spring 2020 SPAN Conference in Sacramento, March 19-20! Join CCTE's expanding advocacy actions and collaborative efforts to raise our voice and strengthen teacher education across California, a priority of our membership.

Please see the pages in this issue of *CCNews* that provide a preview, tentative program, registration form, and call for proposals for SPAN 2020. Proposals can be on the conference theme or on any teacher education topic.

Happy end of the semester, and happy holidays!

—**Virginia Kennedy**, President
California Council on Teacher Education
(California State University, Northridge)
virginia.kennedy@csun.edu

CCTE 2020 Election

The annual California Council on Teacher Education (CCTE) election in 2020 will involve election of a president elect, the vice presidents for AACTE and ATE, and three members of the Board of Directors. The Nominations and Elections Committee, as prescribed by the CCTE By-Laws, will identify candidates for each office and the initial announcement of the election will be emailed to all delegates and members by early January, including a description of election procedures and statements from the nominated candidates, plus an opportunity for additional nominees by petition from the membership. A final elections announcement will then be sent out in February along with a link to the on-line ballot. The deadline for voting will be at noon on Friday, March 20, the final day of the Spring 2020 SPAN Conference, and the results will be announced at the close of the conference.

Message from the Editor

Happy Winter! In this edition of the newsletter, I am pleased to share with you two articles from the field.

In the first article, titled "Music as a Conduit to Enhanced Literacy," Cynthia Geary (California State Polytechnic University, Pomona) reviews the literature on music as a facilitator of literacy and the ways music can be integrated in classrooms.

The second article by Carrie Wall (Pepperdine University) ties directly to the theme of our recent Fall 2019 Conference. In "Social-Emotional Learning and Relationship Building: Fostering Resilience by Embracing a Trauma-Informed Approach to Education," Carrie describes the results of a qualitative study that examined students' trauma experiences and one school's approach involving teacher support given to these students.

This issue also includes reports, previews, and retrospectives on the many activities of the California Council on Teacher Education (CCTE). I hope you enjoy this wide range of information and that it encourages your ongoing involvement with CCTE.

CCNews seeks article submissions for our Spring 2020 issue as well as reports and news items on anything relevant to teacher education in California. Please see the *CCNews* "Call for Articles and News" on page 19 in this issue.

Finally, for up-to-date information on the latest articles and news please visit us at CCTE's Twitter, Facebook, and Instagram accounts.

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

Communications Committee

In addition check out the update from the CCTE Communication Committee Co-Chairs Laurie Hansen and Sarah Johnson on page 22 of this issue.

Upcoming CCTE Conferences

Spring 2020

The Citizen Hotel, Sacramento, March 19-20
Theme: "SPAN: Spring Policy Action Network"

Fall 2020

Kona Kai Resort, San Diego, October 22-24
Theme: "The Future of Teacher Education"

From the Desk of the CCTE Executive Secretary

Following are some highlights of the California Council on Teacher Education 2019-2020 membership year to date:

Membership

CCTE is experiencing a very successful membership year again in 2019-2020, with institutional and individual memberships already exceeding 95% of our membership goals as of this fall. We currently have 73 institutional members and an additional 23 individual members. Our Membership Committee will be following up on any members who have not yet renewed from the previous year as well as reaching out to invite new memberships.

It should also be noted that in the process of submitting CCTE institutional memberships there are options for institutions to join three associated organizations—the California Association for Bilingual Teacher Education (CABTE), the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED), and the Association of Independent California Colleges and Universities-ED (AICCU-ED)—as well as the CCTE Intersegmental Collaboration. All CCTE member institutions are encouraged to join and support these associated organizations and activities.

Annual Sponsorship Program

In addition to institutional memberships, CCTE invites colleges, universities, and other organizations to sign on as annual sponsors of CCTE, with four levels of sponsorship available. During this 2019-2020 year we are enjoying the Charter College of Education at California State University Los Angeles, the Attalah College of Educational Studies at Chapman University, and the Graduate College of Education at San Francisco State University as annual sponsors and we hope that others will join in offering similar support as the year unfolds. 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 annual sponsor.

CCTE Conferences

You will find a preview of the CCTE Spring 2020 SPAN Conference in Sacramento and a retrospective of the Fall 2019 Conference in San Diego around the theme “Integrating Social Emotional Learning & Culturally Responsive and Sustaining Teaching Practices into Teacher Education” in this newsletter. The Spring 2020 preview includes the tentative program, a registration form, and the call for proposals for research roundtables and the poster session. All CCTE members, delegates, and friends are encouraged to join us in Sacramento in March as we continue to expand our role as the voice of teacher education in state level policymaking.

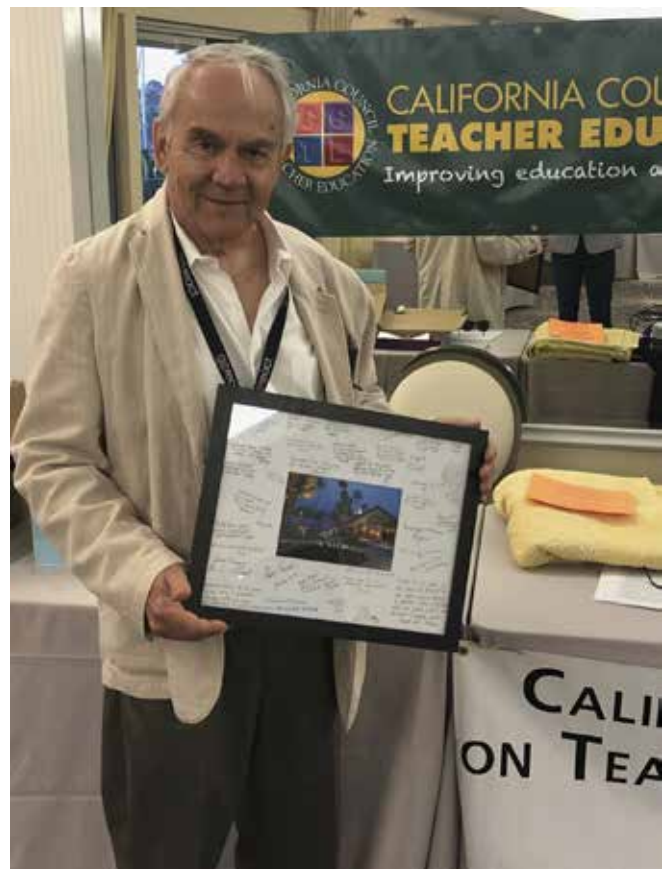
Our 2019 Fall Conference was the largest in attendance

and one of the richest in content in our 74-year history. As the retrospective in this issue describes, both in text and photos, we learned more about SEL and CRT and many related teacher education topics from keynote speakers, panels, research sessions, and the poster session as well as several associated meetings and events. The conference concluded with two special activities on Saturday—an institute on bilingual education sponsored by CABTE and the first California Clinical Fellows Symposium, an event coordinated with ATE and NAPDS. Those events combined to be the most successful and well attended Saturday we have ever had at a CCTE conference, and information on both also appears in this issue of the newsletter.

CCTE has been holding its fall conferences at the Kona Kai Resort in San Diego for over 20 years now, and in appreciation the staff of the hotel declared our Fall 2019 Conference to be a 20-year anniversary. On Tuesday of the conference week they surprised me with the presentation of a framed photograph of the hotel surrounded with messages and signatures from all of the staff, many of whom we have worked with throughout those 20 or more years. I am holding the framed picture with messages in the photograph below.

Planning is also underway for the CCTE Fall 2020 Conference in San Diego around the theme “The Future of

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From the Desk of the CCTE Executive Secretary

(continued from previous page)

Teacher Education.” If you are interested in helping plan this Conference, or if you have suggestions on that theme, please email Eric Engdahl at eric.engdahl@csueastbay.edu or Vicki Graf at victoria.graf@lmu.edu, the co-chairs of the planning committee for the Fall 2020 Conference.

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 2019-2020. Information on both programs appears in this issue of the newsletter.

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

There are currently five participants this year in the New Faculty Program and two in the Graduate Student Program, and we will welcome others who are interested.

CCTE Publications

All CCTE individual members and institutional delegates receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as each issue is published. The Fall 2019 issue of *Teacher Education Quarterly*, which was a special issue on social-emotional learning and culturally responsive teaching produced in coordination with the Fall Conference theme, was distributed in September and the Fall 2019 issue of *Issues in Teacher Education* will be published and distributed later this fall.

We are also delighted to announce that Reyes Quezada of the University of San Diego has been appointed by the CCTE Board of Directors as the next editor of *Teacher Education Quarterly* effective January 1, 2020. Reyes is a CCTE past president and also served as associate editor of the journal for three years from 2015 to 2017. We also offer deep thanks to Mary Christianakis of Occidental College who has been editor from 2017 through this year.

And be sure to watch for future quarterly issues of *CCNews*, each of which is e-mailed to all CCTE delegates, members, and friends. If you have activities or items of interest or short articles related to teacher education, please submit them to the newsletter editor, Laurie Hansen, for consideration. Her email address is lahansen@fullerton.edu. You will find a call for such items in this issue of the newsletter.

Communications and Website

CCTE has an innovative and active Communications Committee co-chaired by Laurie Hansen of California State

University Fullerton and Sarah Johnson of Fresno Pacific University. The Committee oversees *CCNews*, social media activities, and the organization’s website, and holds Zoom meetings the first Monday of each month to plan and coordinate activities. Additional volunteers are always welcomed so if you wish to get involved with our communications efforts please contact Laurie or Sarah. The CCTE website, at www.ccte.org, provides information on all of our activities and all members, delegates, and friends of CCTE are encouraged to check the website regularly for updates and announcements.

Nominations and Elections

CCTE holds annual elections and in 2020 the election will involve the offices of President Elect and the Vice Presidents for AACTE and ATE as well as three seats on the Board of Directors. The CCTE Nominations and Elections Committee, chaired by Past President Sharon Russell, will issue its report around the first of the year and the election will be conducted on line in February and March, with results announced at the Spring 2020 SPAN Conference.

Finances

CCTE operates with an annual budget adopted by the Board of Directors each June, with the fiscal year running from July 1 to June 30. Our annual income for the 2019-2020 year is budgeted at \$225,000, with most of that income coming from annual memberships and registration at our Fall 2019 and Spring 2020 conferences. Our annual expenditures, which involve support for publication of *Teacher Education Quarterly* and *Issues in Teacher Education*, expenses related to holding the Fall 2019 and Spring 2020 conferences, monthly stipends for the executive secretary, and a wide range of operating costs, are budgeted at \$215,000. It is our goal to add \$10,000 each year to our reserve fund, which we have been able to do each of the past three years and expect to do so again this year.

To date in 2019-2020 we are on target with our membership income and the Fall 2019 Conference, because it was our largest in history, both brought in more registration income than expected but also exceeded anticipated costs due to the numbers of attendees who needed to be fed. We are looking forward to a similarly successful Spring 2020 SPAN Conference, which will allow us to complete the year within our budgeted goals and add to our reserve fund. Anyone who has questions about of budget and finances is welcome to address such inquiries to me at the email address below.

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

ATE Update

A Call for Volunteers

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

The Association of Teacher Educators (ATE) and the National Association for Professional Development Schools (NAPDS) have announced that their back-to-back annual meetings in 2021 will take place in Anaheim, California, in March of that year. The California Council on Teacher Education (CCTE) is the California state chapter of ATE and the 2021 national meeting should prove to be a wonderful opportunity for CCTE to further connect and strengthen its affiliate relationship with ATE.

Even though it is a year and a half away, ATE has already appointed a conference committee for this 2021 event and they are underway with the planning process. As the CCTE Vice President for ATE, I am seeking CCTE delegates and members to work with me in creating a host team that will assist in that planning as well as carrying out the conference in concert with ATE's 2021 Conference Committee.

Our 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 California-based university and business sponsors for the conference.
- Helping ATE find local vendors interested in selling merchandise, books, and other items during the conference.
- Helping ATE identify local schools and school districts for site visits, since each ATE national meeting seeks to focus on local educational programs and activities.
- Work with the conference committee over the next two years in overall planning.

Please let me know if you would be willing to help in any of these ways.

This really is a great time to reinvigorate our relationship with ATE and for CCTE members to show their support when ATE is meeting here in California. It is also our hope that many CCTE members and delegates will use this opportunity to join ATE and to attend the 2021 national meetings in Anaheim.

Please contact me if you would like to help at:

mcosenza@callutheran.edu

AACTE to Hold 72nd Annual Meeting

The American Association of Colleges for Teacher Education (AACTE) will hold its 72nd annual meeting in Atlanta, Georgia, from February 28 to March 1, 2020. The theme for the meeting is "Disrupting Inequalities: Educating for Change." The deadline for registration is January 24. See the AACTE website (www.aacte.org) for additional details and registration information.

The California Council on Teacher Education (CCTE) is the California state chapter of AACTE. CCTE delegates and members are encouraged to attend AACTE annual meetings.

Intersegmental Project

The Statewide Committee of the Intersegmental Project will be meeting via Zoom on Friday, December 13. Please email questions, comments, or suggestions you may have for or about the Project to:

Sharon Russell - sharonrussell@calcouncil.com
 or Jo Birdsell - jbirdsell@nu.edu

We will share a report from the Zoom meeting at the January meeting of the California Council on Teacher Education (CCTE) Board of Directors.

The Intersegmental Project was created by and is sponsored by CCTE to offer online programs for training of supervisors working with teacher education programs across California. Participation in the project is open to any teacher education institution in the state for a very modest fee. For further information and to join the Project institutions should read the entry on the "news" page of the CCTE website (www.ccte.org, click on "news" on the right hand side of the homepage) and if your institution wishes to join the Project please use the payment portal at the end of the informational paragraph.

Next CCTE Board Meeting

The winter meeting of the California Council on Teacher Education (CCTE) Board of Directors will be on January 16, 2020, from 9 a.m. to noon via Zoom. All CCTE officers, Board members, editors, committee chairs, and leaders of CCTE associated organizations participate in CCTE Board meetings.

The Board will then meet face-to-face for its Spring meeting on Wednesday, March 18, the day prior to the CCTE Spring 2020 SPAN Conference in Sacramento.

Updates from the Commission on Teacher Credentialing

Teaching Performance Expectations (TPEs) Addressing the Teaching of Reading and the Development of Literacy

At the September Commission meeting, draft TPE language addressing the five (5) themes of literacy as defined in the English Language Arts/English Language Development Framework were shared with the Commission and the public. Feedback was collected from educators, reviewed, analyzed and the updated language was presented to the Commission at the November 2019 meeting (<https://www.ctc.ca.gov/commission/agendas/2019-11/november-2019-commission-meeting>). Check the Commission's Standards webpage for information on any action the Commission takes at its November 2019 meeting.

The TPE language addresses what all beginning teachers, all multiple subject and education specialist teachers and all single subject English teachers need to know and be able to do in reference to teaching reading and the development of literacy.

Special Education Transition Plan for Education Specialist Programs

The Commission has extended the timeline for programs to transition to the Education Specialist program standards and the Teaching Performance Expectations (TPEs) that were adopted in August 2018. All programs must be meeting the new program standards and the candidates meeting the updated TPEs by the 2022-23 year.

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

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

NOTE: It is critical to understand that development of programs addressing the new standards is intended to occur alongside the development of the TPA for SPED. Regulations will follow this timeline as well and the new credentials will be issued after the regulations have been approved. Programs may move forward with implementing aspects of the new standards within existing programs, however, candidates will not be granted the new credentials until the development of the TPA and the regulations are effective. For institutions undergoing accreditation activities between now and 2022, please keep close contact with your cohort color consultant.

CalTPA and CalAPA Regional Faculty Workshops

The Commission is pleased to sponsor five one-day regional workshops for practitioners who prepare and support preliminary educators. Workshops will be facilitated by practitioners; participants will gain a deeper understanding of the performance expectations measured in the CalTPA and CalAPA. Scheduled to be held at numerous locations, the Commission encourages faculty to attend a workshop close to their institution. Mileage to the workshop will be reimbursed; additional travel support is available for extraordinary travel needs; for specific information, email CalTPA@ctc.ca.gov or CalAPA@ctc.ca.gov.

Registration will be from 8:30am to 9:00am and the workshops will be held from 9:00 am to 3:00 pm. A continental breakfast and lunch will be provided. Registration is currently open. Please register for the CalTPA workshops at <https://tinyurl.com/regCalTPA> and register for the CalAPA workshops at <https://tinyurl.com/regCalAPA>. Institutions are encouraged to bring small teams that will (1) serve as a leadership team who will be able to take information back to additional faculty and personnel and (2) allow all programs in the geographic region to attend.

Workshops will be held at the following locations and dates.

- Orange County Area workshops will be held at Concordia University, Irvine on December 11 for CalTPA and on December 12 for CalAPA.
- Bay Area workshops will be held at the Santa Clara County Office of Education on January 29 for CalTPA and on January 28 for CalAPA.
- San Diego Area workshops will be held at National University, Claremont-Mesa Campus on March 11 for CalTPA and on March 10 for CalAPA.
- Inland Empire Area workshops will be held at the San Bernardino, West End on April 7 for CalTPA and on April 8 for CalAPA.

CTC Presentations at CTE Conferences

Commission on Teacher Credentialing staff attend each California Council on Teacher Education semi-annual conference and provide updates during policy sessions and at meetings of the associated organizations which are much appreciated by conference attendees.



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Preview of CCTE Spring 2020 Conference

Theme: Spring Policy Action Network

By **Cynthia Grutzik, Nicol Howard, & Pia Wong**
Co-Chairs of the CCTE Spring 2019 Conference

The fourth annual CCTE Spring Policy Action Network (SPAN) Conference will take place March 19th and 20th at The Citizen Hotel in Sacramento. If you attended SPAN 2017, SPAN 2018, or SPAN 2019 you have already experienced the positive energy and productive interactions that characterize CCTE's Spring Policy Action Network. We anticipate the same energy and more in 2020 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 2020 SPAN conference as we collectively address the above goals.

The anticipated highlights are as follows.

Thursday, March 19:

- ◆ 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 current legislative activity. SPAN participants will use this information in preparation for the afternoon sessions (legislative office visits, policy analysis, and policy response work).
- ◆ Keynote address during the luncheon.
- ◆ Legislative Visits: Participants will have a choice to join a team to visit legislative offices during a scheduled appointment, with planned talking points and materials to leave behind; or
- ◆ Policy Analysis/Policy Response Session with guest facilitator, focusing specifically on ways that CCTE can inform the teacher education policy agenda.
- ◆ Debrief Meetings.
- ◆ Reception at The Citizen Hotel, for the networking that we value as CCTE members.

Friday, March 20:

- ◆ President's Networking Breakfast.
- ◆ CTC Concurrent Sessions, aimed at engaging all of us in important policy work;
- ◆ Associated group meetings: CABTE, CAPSE, & AICCU-ED;
- ◆ Research, Practice, and Policy Roundtables and Poster Sessions featuring teacher education scholarship;
- ◆ SPAN Wrap-up, including announcement of newly elected CCTE Officers and Board members at 3 pm.

If you are planning to be part of a legislative visit team or want more information about current policy issues, we will be holding CCTE Policy Committee meetings (by zoom). Please confirm your interest in Policy Committee membership and participation in those meetings at <http://bit.ly/CCTEpolicy2019>

We may also host a Pre-Conference Webinar in early March. Please feel free to watch the 2018 webinar recording at <https://www.youtube.com/watch?v=7lhUieuqKeQ>

As a two-day meeting, with all meals and the reception included in the registration fees, SPAN 2020 will once again be a policy-focused and interactive experience.

The tentative program for the Conference appears on the next page of this announcement.

Registration is now open for the CCTE 2020 SPAN Conference. Mail in the registration form that follows in this newsletter with a check or use it combined with the on-line form on the CCTE website, www.ccte.org (see the conferences page) if you wish to pay by credit card.

Also following in this newsletter is the tentative program for Spring 2020 SPAN Conference and the Call for Proposals for research roundtables and poster presentations at that conference. The proposal deadline is January 17, 2020.

There is a block of guest rooms set aside for CCTE at The Citizen Hotel. To reserve a room please call the hotel at 916-492-4460 or 877-781-8559 and indicate that you are attending the CCTE Spring 2020 Conference. Rooms must be reserved by February 19 to receive the Conference rate.

Tentative Spring 2020 CCTE SPAN Conference Program

Wednesday, March 18:

10:00 a.m. to 3:00 p.m. - Meeting of the California 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 at Chapman University, the California Alliance for Inclusive Schooling, and the California Council on Teacher Education.
(there is no charge for the Summit; anyone registering for the CCTE Spring 2020 SPAN Conference is urged to attend).

Thursday, March 19:

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:

Guest speakers will highlight changes in the teacher education policy agenda based on ongoing legislative activity. SPAN participants will use this information in preparation for 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 new 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.

Friday, March 22:

8:00 a.m. to 9:00 a.m. - President's Networking Breakfast, with policy guests.

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 2020 CCTE Conference in San Diego.

Closing comments.

3:30 p.m. - Conference Adjourns.

California Council on Teacher Education Spring 2020 SPAN Conference Registration

Please use this form to register for the CCTE Spring 2020 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 University Field Coordinators Forum Meeting with Breakfast & Lunch (Wednesday)

- Special Fee for Those Attending - \$100

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):

- Arts in Education
- Equity and Social Justice
- Pedagogies for College and Career Readiness
- Technology and Teacher Education
- Undergraduate Teacher Preparation
- Credential Program Coordinators/Directors
- Lives of Teachers
- Special Education
- Teacher Induction

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 pre-registration deadline is February 15, 2020. 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

After February 20 registrations will be accepted at the on-site rate up to and at the Conference.

For hotel guest rooms within the CCTE block, call the The Citizen Hotel at 916-492-4460 or 877-781-8559 and indicate that you are attending the CCTE Spring 2020 Conference. Rooms must be reserved by February 19 to receive the Conference rate.

Call for Proposals for CCTE Spring 2020 SPAN Conference

The California Council on Teacher Education (CCTE) invites submission of research, practice, and policy proposals for the CCTE Spring 2020 SPAN Conference. The purpose of the SPAN Conference is to position CCTE as a key teacher education resource poised to impact research, practice, and policy for quality teaching. While priority will be given to proposals that focus on California teacher education with the goal of informing legislators, policymakers, and teacher educators about current best practices, research, and policies in teacher education, any proposals that deal with any aspect of teacher education will be welcomed and considered. Proposals are sought for research roundtables and the poster session, and accepted proposals will be assigned to whichever the CCTE Research Committee feels is most appropriate (taking into account when possible the preference expressed in the proposal). The Spring 2020 CCTE Conference schedule includes time for these sessions on Friday afternoon, March 20.

How to Submit Proposals

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

- ◆ File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research, practice, or policy analysis, and the preferred session format (roundtable or poster). Cover sheet may be accessed with the following link: <https://docs.google.com/forms/d/e/1FAIpQLSeCCXFPmHhVjChC3svHPedgzgaPLjxygLCJlwtXcbNY-Ft1A/viewform?vc=0&c=0&w=1>
- ◆ File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.
- ◆ Please format the submission email title with the type of proposal and the title of your submission. (Example: Practice: The Art of Skillful Collaboration).

Proposals should be e-mailed to Cynthia Geary, Chair of the CCTE Research and Practice Committee, at:

ckgeary@cpp.edu

Deadlines

Deadline for proposals for the Spring 2020 Conference is January 17, 2020.

Content of the Proposal

- ◆ A brief overview of the study/project/program session including purpose/objectives;
- ◆ Indication of significance to the field of teacher education;
- ◆ For research proposals, describe theoretical framework, methodology, and overview of results;
- ◆ For practice proposals, describe the key elements of practice, with conclusions and/or point of view.
- ◆ For policy analysis proposals, describe relevant literature, strategy for analyzing, developing, or evaluating policy and conclusion.

Criteria for Selection

The extent to which the proposal:

- ◆ Focuses on policy and practice in California teacher education, with potential to inform legislators, staffers, other policymakers, and teacher education faculty and students;
- ◆ If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- ◆ If a practice proposal, how well conceived and described is the practice?
- ◆ If a policy analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
- ◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Scheduling

Persons submitting proposals must register for and attend the Spring 2020 Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for bringing whatever audio-visual equipment they may need.

Miscellaneous

Following the Conference, presenters are invited to submit a written commentary on their presentation for consideration for publication in *CCNews*, the CCTE quarterly newsletter. Accepted presenters are also urged to bring to the SPAN Conference copies of a one-page summary that can be shared with legislators, staffers, and other policymakers to use in their work, including the title of the presentation, the name(s) and institution(s) of the presenter(s), a research abstract, and contact information to facilitate any follow-up,

CCTE Fall 2019 Conference Retrospective

By **Heidi Stevenson**
Fall Conference Chair
University of the Pacific

Thank you to everyone who was able to attend the [Fall 2019 CCTE Conference](#) in San Diego. It was an inspiring event that had the largest attendance in the history of CCTE, and it was an honor to experience it.

The genesis of the [Fall 2019 conference](#) was to address a growing need in the field of teacher education for programs to address the [California Teaching Performance Expectations \(TPEs\)](#) related to [Culturally Responsive Teaching \(CRT\)](#) and Social and Emotional Learning (SEL). The Fall 2019 CCTE conference provided not only a sound theoretical and practical understanding of SEL and CRT but also an exploration of their interdependence, as well as the overwhelming need for teacher educators to emerge as social agents of change.

Let It Begin with Us

The United States has a history of inequality that has created systematic oppression. If this is the case, how as teacher educators are we interrupting systemic racism and actualizing equity? As teacher educators, how are we noticing and fighting our own biases? How are we addressing the fact that scripted curriculum has once again become de rigueur in our under-served schools that need support and agency the most? This can all seem so overwhelming during such tumultuous times, so where do we begin?

The [CCTE 2019 Fall Conference](#) and Fall 2019 special issue of [Teacher Education Quarterly](#) were deliberately designed to provide practical, research-based strategies to address the [TPEs](#) related to SEL and CRT. Please note that the resources below are provided as a starting point, and are not considered comprehensive in any way. At the request of



Carrie Davenport-Kellogg (left) and Heidi Stevenson during their research presentation.



Betina Hsieh and Fall Conference keynoter Zaretta Hammond.

CCTE members, a collaborative reading list was created after the conference, so please add your valuable resources to the [list](#). Let's work together for change!

Gaining Historical Perspective

There are many resources available to help understand the history of inequity in the US. James Loewen, Joel Spring, and Howard Zinn are just a small sampling of authors who provide historical context regarding race and equity in the US. If you don't have time to read one of their books, try an audible book on your commute, or listen to one of many valuable talks on YouTube™.

Current Context

Prudence Carter's [2019 AERA Brown Lecture](#) provides sound data identifying the injustices that still plague our education system after *Brown vs. Board of Education*. To gain further insights consider reviewing works by authors [Michelle Alexander](#), [Bryan Stevenson](#) and [Matthew Desmond](#), among others, who speak to inequity in our society at large. We also will continue to identify CCTE members who are conducting powerful research on the expectations we have for teachers of color, and how we can provide support for all teachers to explore their biases and understand how to integrate CRT and SEL into the curriculum.

Exploring Our Own Bias

Many of us know about Harvard's [Implicit Association Test](#), and other resources that may assist us with questioning

—continued on next page—

CCTE Fall 2019 Conference Retrospective

(continued from previous page)

our assumptions and beliefs. This work can be furthered by reading recent books such as [White Fragility](#), [Biased](#), and [How to Be an Antiracist](#). As well as the updated classic, [Why Are All the Black Kids Sitting Together in the Cafeteria?](#)

Meaningful Integration of SEL and CRT

The CCTE keynote speakers from the [Center for Reaching and Teaching the Whole Child](#) (CRTWC) and [Zaretta Hammond](#) support the concept of addressing SEL and CRT as a unified body of work that is essential for student and teacher learning and well-being. Hammond's [Culturally Responsive Teaching and the Brain](#) provides a clear rationale as well as practical applications of CRT in the K-12 classroom. CRTWC provides their [Social, Emotional, and Cultural Anchor Competencies Framework](#) for comprehensive integration of SEL and CRT and a crosswalk that situates those concepts in relationship to the TPEs. The forthcoming book from [Nancy Lourie Markowitz](#) and [Suzanne Bouffard](#) on the Center's [framework](#) may now be pre-ordered from [Harvard Education Press](#).

Taking Action: Incorporating SEL and CRT

There are many valuable resources for incorporating SEL and CRT into our practice as teacher educators, such as [Culturally Responsive Teaching](#) and the second edition of [Learning to Trust](#) that can offer insights into humane classroom management that is grounded in trust and respect. Zaretta Hammond's [book](#), [blog](#), and [workshops](#) offer a wealth of brain-based strategies to support culturally responsive pedagogy. The CRTWC's [newsletter](#) (register on the bottom right), [website](#), and upcoming [year-long Teacher Educator Institute](#) offer other valuable resources.

Our work as scholars provides us with additional opportunities to explore academic literature and conduct research



Commission on Teacher Credentialing staff members (left to right) at the CCTE Fall Conference: Katie Croy, Cheryl Hickey, Teri Clark, Mary Vixie Sandy, Poonam Bedi, and Amy Reising.



Betina Hsieh, Wendy Thowdis, Kirk Kirkwood, Nancy Lourie Markowitz, Patricia Swanson, and Dena Sexton (left to right) at Conference session.

that investigates effective practices and policies for the integration of SEL and CRT into our teacher preparation programs. How can we leverage our scholarship for structural change in education?

Self-Compassion: Extending the Teaching Lives of Ourselves and our Teacher Candidates

Changing our own practices, let alone the educational system in which we work, is emotional and grueling work. [Onward](#) by Elena Aguilar provides a month-by-month self-care program for educators. Many people may shy away from self-care and self-compassion thinking that we don't need it, or even that it is a sign of weakness. On the contrary, [Kristin Neff's](#) research provides us the opportunity to care for ourselves and others. To directly address [self-compassion](#) for educators she has two YouTube™ videos [here](#) and [here](#).

CCTE as a Professional Learning Community

In Fall of 2018, over two hundred CCTE members completed a survey about what they would like to learn about SEL and CRT. The overwhelming response was the need to understand how to address the TPEs related to SEL and CRT. It is my hope that through the Fall 2019 special issue of [Teacher Education Quarterly](#), attendance at the conference, follow-up conference communications, and the CCTE collaboratively created [reading list](#), you will find valuable resources and inspiration for action.

CCTE is a place where we can work together as a professional learning community to make a positive difference that has long-lasting effects on future generations of teachers and learners. What are YOUR next steps? If teacher educators don't commit to learning, reflection, and action to change the educational system, who will?

Meeting of California University Field Coordinators Forum

By **Kara Ireland D'Ambrosio**

Chair, California University Field Coordinators Forum
San Jose State University

The California Council on Teacher Education (CCTE) has for several years graciously provided a space at the conferences for University Field Placement Coordinators to meet together biannually to discuss current credential program concerns, challenges, and insights on the Wednesday prior to each conference. While these meetings originally were mostly California State University faculty, over the last few years we have welcomed all university personal who are Field Placement Coordinators for their credential programs. To be inclusive of all credential programs we recently voted to change our name to: "Meeting of the California University Field Coordinators Forum."

At each meeting we work together to share resources and compare program policies, review Commission on Teacher Credentialing (CTC) requirements, study program challenges, and identify ways to support field placement efforts in order to improve our credential students' outcomes. A valuable part of our meeting is when a CTC representative meets with us to review specific CTC requirements. The fee for our meeting at each CCTE Conference is \$100, which helps pay for the meeting room, continental breakfast, and lunch (CCTE subsidizes any remaining costs).

We begin the day at 9 a.m. with breakfast and start our meeting agenda at 9:30 with a working lunch around noon. We end between 2:30 to 3 p.m. depending on the number of items on the agenda. Kara Ireland D'Ambrosio from San Jose State University currently serves as meeting chair and manages our google folder (shared documents) and agenda. Feel free to contact her with any questions by email at: Kara.IrelandDAmbrosio@sjsu.edu We hope you will join the discussion with us at our next meeting at the CCTE Spring 2020 SPAN Conference!

"Lives of Teachers" SIG at the CCTE Conference Fall 2019

By **Leslie Young**

Co-Chair of CCTE Lives of Teachers SIG
Chapman University

The "Lives of Teachers" Special Interest Group (SIG) was pleased to host Carrie Birmingham from Pepperdine University at our meeting during the CCTE Fall 2019 Conference. She presented her talk entitled "Becoming a Teacher in Challenging Times." An enthusiastic group of attendees listened to Professor Birmingham explain how she approached her students to first write a paper about what "challenging times" meant to them as pre-service teachers and then videotape their responses for the presentation.

Surprisingly, the students did not speak about that semester's Borderline shooting or the Woolsey fire—both of which affected Pepperdine's student body—but rather, their homesickness, their doubts about being prepared for their own classrooms, their struggles with classroom management, their own family and personal health issues, and how to finance their educations. The eloquent and honest responses from these students resulted in a lively discussion on how to best support the social-emotional health of our pre-service teachers in our own institutions. Attendees shared resources and best practices on how to address these concerns and agreed to foster further networking via the Internet and at our next SIG meeting. A contact list with minutes of the meeting will be distributed to all attendees.

Anyone with an interest in teachers and what constitutes their careers and lives is invited to future SIG meetings at CCTE. CCTE members who are interested in joining the SIG and/or leading a discussion or presentation are invited to contact the SIG co-chairs:

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

Aloha! from the Kona Kai and the CCTE Research Committee

By **Cynthia Geary**

Chair, CCTE Research Committee
California State Polytechnic University, Pomona

The California Council on Teacher Education Fall 2019 Conference received the largest number of proposal submissions in the history of the organization! That resulted in rich and diverse research presentations by teacher educators from across the state of California and beyond, with a few out-of-state presenters as well!

We had a dozen concurrent presenters on Thursday afternoon, 18 roundtable presenters on Friday afternoon, and 30 poster presentations late Friday. Many thanks to the dedicated work of the presentation authors and their teams of colleagues in the timely submission of proposals and preparation and delivery of the presentations.

In order to provide research presentations at the conferences, the review of proposals by our CCTE Research Committee is paramount. For the CCTE Fall 2019 Conference we welcomed five new reviewers to the ranks of the Committee, bringing an array of research expertise to contribute to the process. If you are interested in serving the field of teacher education and would like to become a reviewer for our Committee, simply email me at ckgeary@cpp.edu. We always welcome new reviewers. The proposals for CCTE Conferences are typically brief, so the time commitment involved is not burdensome.

We are now looking forward to the CCTE Spring 2020 SPAN Conference in Sacramento. The proposal deadline is January 17, 2020, and we hope to receive many proposals. Please consider how others can learn from your valuable research! And let me know if you are willing to join our review effort!

Helene Mandell Receives CCTE Distinguished Teacher Educator Award at Fall 2019 Conference

The CCTE Distinguished Teacher Educator Award was presented to Helene Mandell at the Friday luncheon at the CCTE Fall 2019 Conference in San Diego in recognition of her service to CCTE and the California teacher education community. She was selected for the award by the CCTE Awards Committee, and the presentation was made by Mary Soto, chair of the Awards Committee, Deborah Hamm, co-chair of the CCTE Membership Committee, Alan Jones, CCTE Executive Secretary, Sharon Russell, CCTE Past President, Reyes Quezada, CCTE Past President, and Virginia Kennedy, CCTE President.

During her career Helene served on the CCTE Board of Directors, as chair of the CCTE Research Committee, and on several CCTE Conference committees. She was director of CalStateTEACH with the California State University Office of the Chancellor and a member of the teacher education faculty in the School of Leadership and Educational Science at the University of San Diego, the position from which she retired this past year.



Helene Mandell at Award Podium



Helene Mandell (second from right) receives the CCTE Distinguished Teacher Educator Award from (left to right) Virginia Kennedy, Mary Soto, Deborah Hamm, Sharon Russell, Alan Jones, and Reyes Quezada.

CABTE Sponsors Saturday Institute at CTE Fall 2019 Conference Focusing on Bilingualism, Biliteracy, and SEL

By **Sharon Merritt**
CABTE President-Elect
Fresno Pacific University

On October 19, 2019, in conjunction with the annual fall conference of the California Council on Teacher Education (CTE) at the Kona Kai Resort in San Diego, the California Association for Bilingual Teacher Education (CABTE), an associated organization of CTE and an affiliate of the California Association for Bilingual Education (CABE), held its first ever Saturday Institute, focusing on the theme “When the Teacher Doesn’t Speak the Students’ Home Language: Developing Emergent Bilinguals’ Language and Biliteracy Through Social-Emotional Learning and Sociocultural Competence.”

The full-day Institute was attended by more than 85 teacher educators and in-service and pre-service teachers from the greater San Diego area, the largest attendance for a CTE Saturday Institute to date, according to Alan Jones.

Lyn Scott, CABTE President, commented that one of the Institute’s strengths was the fact that many participants

... were at the same entry point for the discussion, whether as a pre-service teacher, veteran teacher, or teacher educator at preschools, elementary, middle, high schools, or university as we discussed these questions: How best to fine-tune your skills with emergent bilinguals? How can you leverage your students’ home language and cultural assets in the classroom setting? How do the social-emotional needs of students impact their language and culture?

During the morning sessions, participants were challenged by keynote addresses from Sera Hernandez, an assistant professor in the Department of Dual Language & English Learner Education at San Diego State University, speaking on “Sociocultural Competence & Social-Emotional Learning in EL Education” and Michelle Soto-Peña an assistant professor in the Department of Liberal Studies & Teacher Education at California State University, Stanislaus, presenting on “Strategies to Support Sociocultural Competence & Social-Emotional Learning in EL Education.” Institute organizers provided time at the end of each session for attendees to reflect on the content of the presentation and gather thoughts about the implications of the presentations for their practice to be used later in the day.

After an enjoyable Kona Kai buffet lunch and informal conversations, the attendees were stimulated by a presentation by Magaly Lavadenz, Distinguished Professor of English Learner Research, Policy and Practice and Executive Director of the Loyola Marymount University Center for Equity for English Learners, focusing on “A New Ecology of Biliteracy: Teacher Education Policies and Practices.” Finally, in the session entitled “Putting It All Together: Implementing and Planning to Meet the Needs of Your Students,” Ivannia

Soto, professor of education at Whittier College and Bilingual Educator Strategic Training (BEST) Program Director with CABE and Lyn Scott, an assistant professor in the Department of Teacher Education at California State University, East Bay, provided participants with an opportunity to use their earlier reflections to begin to develop a plan of action for incorporating the Institute content into their current and future practice.

In their Institute evaluations, participants commented on the relevance and usefulness of the sessions, and the need to see the content from them become a regular part of teacher preparation and their classroom practices. CABTE leaders are extremely pleased with the outcomes of the event and are preparing to sponsor a half-day Institute at CABE 2020 in San Francisco on Wednesday, April 8, 2020.

Plans Developing for Fall 2020 Conference

By **Eric Engdahl & Vicki Graf**
Co-Chairs, CTE Fall 2020 Conference

While October 2020 seems a long way off, planning is well under way for the California Council on Teacher Education Fall 2020 Conference around the theme “The Future of Teacher Education.”

Teacher preparation is in an especially dynamic period. Among the issues we are facing are changing PK-12 student demographics, the generational transformation of the teaching workforce, new and evolving standards, expansion of teacher preparation pathways, the growth of the population of emergent bilinguals, and improvements in the inclusion of students with visible or nonvisible disabilities. The Fall 2020 Conference theme has been generated so that we can address these challenges with vigor and have a role in shaping rather than just reacting to them.

We have an important statewide and national scholar and leader in education lined up for our keynote address. We are also looking forward to robust research and practice presentations around these topics which will help to activate us and lead us forward.

If you would like to be involved or serve on the planning committee please contact either co-chair of the planning committee:

eric.engdahl@csueastbay.edu
victoria.graf@lmu.edu

Inaugural California Clinical Fellows Symposium Held on Saturday of CCTE Fall 2019 Conference

By Cynthia Coler

California Lutheran University

The California Council on Teacher Education (CCTE), with the support of the Southern California Professional Development Schools Consortium (SCPDS), hosted the inaugural California Clinical Fellows Symposium on Saturday, October 19, 2019, the final day of the CCTE Fall 2019 Conference at the Kona Kai Resort in San Diego.

The symposium was led by Michael Cosenza, the CCTE Vice President for ATE, and a team of facilitators including Carrie Birmingham (Pepperdine University), Elizabeth Brown (California Lutheran University), Cynthia Coler (California Lutheran University), Christie McIntyre (ATE President), and Jan Zoller (Fresno Pacific University).

The concept of the Clinical Fellows Symposium was originally developed by the Association of Teacher Educators (ATE) of which CCTE serves as the California state chapter, and national symposia have been held at ATE national meetings for the past several years. ATE provided the model, resources, and support to help bring this annual national event to the state level for the first time.

For this first state-level symposium, forty people were selected through an application process to participate. As the date approached, all participants were provided articles to read that would serve as the source for conversation and group activities at the symposium. The reading materials included *The Clinical Practice Commission Report* (AACTE, 2018) and *Clinical Pedagogy and Pathways of Clinical Pedagogical Practice: A Conceptual Framework for Teaching about Teaching in Clinical Experiences* (Burns & Badiali, 2018)

The symposium day began with a warm welcome from Virginia Kennedy, President of CCTE, who was followed by a brief video on the history of Clinical Fellows that was produced by ATE. This video was narrated by Nancy Fichtman Dana, one of the founding chairs of the Clinical Fellows program. Christie McIntyre, the current President of ATE, then welcomed all participants to this historic day for both ATE and CCTE—the occasion of the first state-level Clinical Fellows Symposium. Christie also shared some of the history of Clinical Fellows and the importance of connecting educators across the country through the work of national organizations such as ATE, AACTE, and NAPDS as well as their state level affiliates such as CCTE and SCPDS.

The Clinical Fellows Symposium format provides the necessary time to work through and address problems of practice at the K-12 schools and higher education institutions of the symposium participants, using a variety of protocols. At each table group there was one facilitator to help with monitoring time, guiding conversation, and keeping focus on the required steps of the protocol being used.

The symposium format is structured around pairs of attendees, ideally one from a K-12 school and the other from a teacher education program at an institution of higher education, who have a history of working together and who then bring to the symposium a problem of practice which they have identified in their collegial work.

A common thread emerged throughout the table group discussions. The vast majority of participants had not seen *The Clinical Practice Commission Report* prior to receiving

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Participants in the inaugural California Clinical Fellows Symposium at the CCTE Fall 2019 Conference.

California Education Deans Meeting

By **Cynthia Grutzik**
 CCTE Policy Committee Co-Chair
San Francisco State University

The California Education Deans Meeting, co-sponsored by the Commission on Teacher Credentialing (CTC) and the California Council on Teacher Education (CCTE), took place on Wednesday afternoon, October 16, the day prior to the CCTE Fall 2019 Conference. Now in its fifth year, this intersegmental group of deans, directors, and colleagues representing over 50 different universities meets annually to build a peer network and to learn about current policy issues. This year, that focus policy issue was Early Childhood Education (ECE).

It is a timely topic for colleges and schools of education to spend time understanding, as there is a lot in motion right now. In the *Getting Down to Facts II* report on ECE in California, Deborah Stipek outlines the serious need for qualified teachers and care providers, and the fragmented nature of the ECE system. To prioritize the state's commitment to children's experiences in their early years, Governor Gavin Newsom has built significant amounts of funding for ECE access, teacher training, and site development into this year's state budget. The CTC has recently approved new Performance Expectations and Program Guidelines for ECE. Legislation



Panel on ECE issues during deans meeting.

is under consideration that would increase access to early childhood education and care, and would increase teacher preparation requirements for early learning.

All of this means that college and university campuses, where K-12 and ECE teacher preparation is typically siloed, have opportunities to explore new collaborations and to play a major role in improving systems around ECE teacher preparation. Key questions are beginning to surface: If we're going to have a Pre-K license, can it be within a 4-year degree? How do we organize it: 0-PreK, PreK-2nd? And how does it work on the ground? What's the structure? What's the role for Colleges of Education?

To help us dig into these, a panel representing key dimensions of California's ECE work shared their insights and current work. Dr. Deborah Stipek (Stanford University) provided a statewide perspective on current conditions for early learning, significant achievement gaps, critical funding issues, and the need for capacity building across the system. Deborah Valentine, Executive Director of UCLA's Early Care and Learning Centers and a former ECE care provider, pointed to the tension between perceptions of separate goals for ECE as care, and K-12 as education, emphasizing the need to change these perceptions. Giannina Pérez, Governor Newsom's Senior Advisor on ECE, assured us that this is a key priority for the Governor's Office, and that she is focused on advancing policies that will improve young children's experiences and opportunities. And the CTC's Executive Director Mary Sandy summarized recent updates to the ECE Teaching Performance Expectations and made it clear that the underlying work has been done to prepare for next steps in ECE teacher preparation and licensing.

The panelists' resources and information, along with information about the CA Ed Deans Meeting, can be found on the CCTE website at <https://ccte.org/ca-ed-deans-meeting>. And at the CCTE Spring 2020 SPAN Conference, during the Dean's Meeting at the Capitol on Thursday March 19, the

Clinical Fellows Symposium

(continued from previous page)

it with the symposium materials. Most participants stated that even though they were not previously familiar with the report, several components mentioned in the report were already in place in their clinical programs at various stages and levels.

A key component of the symposium was for participants to bring to the discussion the problem of practice that they had identified. Table conversations followed using a protocol to facilitate listening and then following up by finding solutions to take back to their schools and campuses to share with colleagues. The time the participants spent working together in small groups and pairs, listening and using protocols, allowed all voices to be heard.

Overall it was a rich experience with participants and facilitators working through the different problems of practice and arriving at potential solutions to take back to their schools and campuses. Those in attendance received a certificate of completion and were declared lifetime California Clinical Fellows.

Those of us who participated hope that CCTE and SCPDS will continue to offer such state-level symposia, perhaps on an annual or every-other-year basis, with the ongoing support of ATE, in order to build on the foundation that has been established during this fall's inaugural event.



CCNews

Newsletter of the California Council on Teacher Education

Volume 30, Number 4, Winter Issue, December 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

Reyes Quezada Appointed Next Editor of *Teacher Education Quarterly*

Reyes Quezada, a professor and chair of the Department of Learning and Teaching in the School of Leadership and Educational Science at the University of San Diego (USD), has been appointed by the California Council on Teacher Education (CCTE) Board of Directors to serve as the next editor of *Teacher Education Quarterly (TEQ)*. The appointment was approved at the CCTE Board meeting on October 16 and his three-year appointment will take effect on January 1, 2020.

Reyes is a past president of CCTE and also served as associate editor of *TEQ* from 2014 to 2016. He will be utilizing several USD faculty to serve with him as an editorial team for the journal.

Mary Christianakis of Occidental College has served as editor of *TEQ* from 2017 through the current year. While her work with the journal has been universally appreciated and applauded by the CCTE Board, she chose not to seek reappointment for a second term as editor due to increased responsibilities at her campus.



Reyes Quezada

CCNews Call for Articles and News

The goal of *CCNews*, the quarterly newsletter of the California Council on Teacher Education, continues to be a forum for CCTE members to share information and celebrate our successes.

We encourage all SIG chairs and concurrent session, roundtable, and poster session presenters at CCTE semi-annual conferences to write about their sessions and presentations for the newsletter.

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

lahansen@fullerton.edu

The deadline for article submissions for the Spring 2020 issue is February 1.

We also look forward to reports in each issue from CCTE officers and committees, from the associated organizations and SIGs, plus updates on upcoming CCTE conferences and activities, and brief articles on new programs, research, and other events in the California teacher education community. The deadline for these news updates for the Spring 2020 issue is February 15.

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

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

Report from AICCU-ED

By **Anita Flemington**
President, AICCU-ED
University of La Verne

AICCU-ED Board of Directors Meetings

The majority of meetings of the Association of Independent Colleges and Universities-ED (AICCU-ED) are held via Zoom. We had face-to-face meetings on March 21, 2019 at the CCTE Spring 2019 SPAN Conference and on October 17, 2019, at the CCTE Fall 2019 Conference.

AICCU-ED General Meetings

A general meeting of AICCU-ED was held on March 21. Members received legislative updates as well as information regarding independent colleges and universities. Reports from our work with AICCU were provided.

There was also a general meeting held on October 17 at which time breakout groups discussed such issues as teacher shortage, training hours for master teachers, and an integrated teacher education program merging both general education and the new Ed Specialist TPEs.

A new AICCU-ED board member was elected. AICCU-ED now has a full board.

Outreach for Information

In September of this year a survey via Google forms was sent out to AICCU-ED members asking what topics they would like to discuss at the October 17 meeting. Such outreach to members will be undertaken periodically.

Upcoming

Bimonthly AICCU-ED Board meetings will be held via Zoom and Special Topic meetings will be also be held via Zoom throughout California. Special Topics will include: teacher shortages including special education and bilingual teachers, integrated teacher education programs merging general education and the new Ed Specialist TPEs, and the training hours for master teachers. Check your email for times and updates.

CAIS Meetings and Events

The California Alliance for Inclusive Schooling (CAIS) met on Thursday evening, October 17, during the California Council on Teacher Education (CCTE) Fall 2019 Conference in San Diego. The CAIS meeting was preceded by a poster session sponsored by the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR).

The next CAIS event in association with CCTE will be the second annual Disability Policy Summit which will be held on March 17 at The Citizen Hotel in Sacramento, the day prior to the CCTE Spring 2020 SPAN Conference. A preview of the Summit will appear in the Spring 2020 issue of *CCNews*.

Update from CAPSE/TED

By **Vicki Graf**
President, CAPSE/TED
Loyola Marymount University

The California Association of Professors of Special Education/Teacher Education Division of the Council for Exceptional Children (CAPSE/TED) had a very successful and well attended meeting at the California Council on Teacher Education (CCTE) Fall 2019 Conference in San Diego.

We honored Sarah Johnson, an assistant professor of special education at Fresno Pacific University, as the recipient of the Thurman Award. Sarah's dissertation on the topic of special education teachers' self-efficacy adds to the previously too limited research about teachers who remain in the field regardless of the challenges experienced.

We also heard from Kevin Shaefer from the El Dorado County Office of Education on the Supporting Inclusive Practices (SIP) work which is providing professional development across California.

William Hatrick and Sarah Solari from the Commission on Teacher Credentialing staff provided updates on the transition to the new Education Specialist standards.

CAPSE/TED is in the process of revising and updating its by-laws, and they will be sent out to the membership later this year.

We look forward to seeing everyone at the next CAPSE/TED gathering at the CCTE Spring 2020 SPAN Conference on March 19-20 at The Citizen Hotel in Sacramento.



Sarah Johnson (center) receives the Thurman Dissertation Award at the CAPSE/TED meeting at the CCTE Fall Conference from Vicki Graf (left), the president of CAPSE/TED, and Linda Smetana (right), the chair of the CAPSE/TED awards committee..

Call for Papers: *Issues in Teacher Education* Special Issue: Translanguaging in Teacher Education

Guest Editors: Pablo C. Ramírez & Christian J. Faltis

Recent studies on teacher education and translanguaging (Garcia, 2019) have documented the effects of translanguaging on the lives of school children and youth designated as emergent bilinguals, English speaking youth, and children of color. Yet we know little about how teacher educators and teachers draw from translanguaging pedagogy to foster the language repertoires of emergent bilinguals and students who enter bilingual programs as English speakers. *Issues in Teacher Education* (ITE) seeks, therefore, to interrogate current tensions and perspectives in the field of teacher education with an eye toward illuminating innovative ideas and approaches associated with translanguaging.

This special issue of ITE, guest edited by Pablo C. Ramirez (California State University) and Christian Faltis (Ohio State University), will examine the ways that translanguaging is introduced to pre-service teachers in teacher education programs and how K-12 schools use translanguaging pedagogy across grades and with monolingual students. In addition to examining the relationship of general teacher education and translanguaging, this issue seeks to address how translanguaging influences teacher preparation in STEM, social studies, and arts education content areas.

We are reaching out broadly to solicit work on translanguaging and teacher education, and provide questions that might serve as springboards below:

1. How are translanguaging pedagogical practices included in teacher education programs?
2. How does translanguaging pedagogy differ from the ways in which teachers in bilingual programs and dual language programs are currently being prepared to teach?
3. What sorts of pedagogical practices do translanguaging teachers need to develop for working with early childhood, middle school, or high school students? How might these practices differ across grade levels?
4. What kinds of language ideologies do bilingual teachers in different kinds of bilingual programs use to inform their practices?

Teachers, educators, and researchers investigating how cultural practices, language variation, and identities intersect with what are considered core tenets of translanguaging pedagogy and teacher education are invited to submit an abstract of 120 words describing their proposed manuscript to Pablo C. Ramirez at pramirez@csudh.edu by January 5, 2020. The completed manuscript will be due May 5, 2020. You may read more about ITE's author guidelines at www.itejournal.org. If you have any questions, please contact Pablo C. Ramirez. We look forward to learning more about your work on this important topic.

Editors of *Issues in Teacher Education* Presented Publishing Workshop at CCTE Fall 2019 Conference

By **Terri Patchen**

Editor, *Issues in Teacher Education*
California State University, Fullerton
& **Jana Noel**

Associate Editor, *Issues in Teacher Education*
California State University, Sacramento

It was our pleasure to present a workshop at the California Council on Teacher Education (CCTE) Fall 2019 Conference in San Diego entitled "Perish the Thought, Publish the Manuscript! Five Tips to Publishing in *Issues in Teacher Education* (ITE)." Our aim was threefold: to outline key mechanisms for increasing the viability of manuscript submissions to the journal, to increase manuscript submissions from CCTE members to ITE, and to underscore the importance of reviewing for the CCTE journals.

The well-attended workshop highlighted: (1) how to move from great ideas to publishable papers; (2) the importance of clearly articulating one's methods; (3) the crucial role of iden-

tifying the relationship of your work to the field, the journal, and readers; (4) how to best position your introduction and implications sections; and (5) why receiving a decision of "revise and resubmit" or "reject and resubmit" are golden opportunities for ultimately getting published.

We hope to present something similar at the upcoming CCTE Spring 2020 SPAN Conference in Sacramento for those who missed our Fall workshop.

If you have read this far, learn more about ITE by signing up to review at the following link:

<https://www.itejournal.org/register.html>

p.s. WE NEED REVIEWERS (oops, caps lock on. Just kidding—not oops—intended shout!!)

We welcome questions and inquiries by email at:

tpatchen@fullerton.edu
noelj@csus.edu

CCTE New Faculty Support Program Available for Interested and Qualified Applicants

Each academic year the California Council on Teacher Education (CCTE), through its New Faculty Support Program, assists new faculty to become CCTE members, to attend CCTE semi-annual conferences, to become active with CCTE activities and committees, and to receive mentorship about the teacher education community from experienced members of the CCTE organization.

For purposes of this support program, a new faculty member is defined as a person who is in the first five years of employment as a teacher educator at a CCTE member institution and who has not previously received support from the CCTE New Faculty Support Program. The purpose of the program is for new faculty to become a member and a participant in CCTE during any membership year, which annually 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 2019-2020 year at a 50% discount, so that the individual dues are reduced to \$60.

Participants in this program will attend at least one CCTE Conference during the year (either the Fall 2019 Conference in San Diego or the Spring 2020 SPAN Conference in Sacramento) and the registration fee will be discounted 50%. Participants will be responsible for all other costs involved in attending the Conference.

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

Participants will each be linked with a CCTE veteran who will meet with and mentor the participant prior to and at the Conference.

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

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

Greetings from the CCTE Communications Committee

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

We are always looking for new members for our committee. This year we welcomed Betina Hsieh from CSU Long Beach, Lori Piowlski from National University, Kimberly White-Smith from the University of La Verne, Angelica Reynosa from Fresno Pacific University, Grace Fantaroni from Point Loma Nazarene University, and Sonja Arnak from Alliance International University. If you are interested in joining the Communications Committee, contact Sarah Johnson (see email address below).

We hope you were able to join us for our fall 2019 #TeacherEdChat which was coordinated by Betina Hsieh. We look forward to hosting another Twitter chat soon (more information to come).

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

CCTE Graduate Student Support Program Welcomes New Applications

Graduate students at any CCTE member institution interested in the field of teacher education are encouraged to apply for support from the CCTE Graduate Student Program for any academic year.

The CCTE Graduate Student Support Program was established to provide financial assistance to encourage greater involvement of graduate students in CCTE activities. The program operates in the following manner:

1. Each year the opportunity to apply for support from the CCTE Graduate Student Fund is disseminated to all CCTE members and delegates, with the request that such information be shared with graduate students at all institutional member campuses. Applications will be accepted at any time throughout the membership year until all available and appropriate awards have been made.
2. Students seeking support from the CCTE Graduate Student Fund will submit their application to the CCTE Executive Secretary, accompanied by an endorsement from their graduate advisor. In making an application the student will commit to attending one of the CCTE semi-annual Conferences during the coming year and submitting a proposal for a research or poster session at that conference.
3. The only limitations on students wishing to make an application are that they be doctoral or masters candidates at a CCTE member institution, that they are considering the field of teacher education as a career goal, and that they be endorsed by a faculty advisor on their campus. Students are asked to indicate their graduate field of concentration, the degree they are pursuing, and the expected date when they will complete that degree.
4. Program participants are awarded the following benefits: (a) The applicant will become a CCTE student member for the year, with 50% of the \$60 membership dues waived; and (b) The student registration fee for the Conference the applicant chooses to attend will be reduced 50%. Other expenses related to attending the Conference will remain the responsibility of the student. In years when more students apply than there are funds available for support in the CCTE Graduate Student Fund, priority will be given to doctoral students over masters students, and additional preferences will be based on how close students are to completing their degree programs.
5. No more than five students will be awarded support per year from any given institution, again with preferences among applicants based on level of degree sought and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.
6. It is not guaranteed that all of the Conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all participants in the program will still be committed to attend the Conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the Conference poster session, and the Research Committee is asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

Please use the form on the CCTE website to apply for participation in the program, or request the form from CCTE Executive Secretary Alan H. Jones at alan.jones@ccte.org

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

CCTE Reader on Social Justice Available for Course and Individual Orders

The California Council on Teacher Education produced a special *CCTE Reader on Social Justice* in conjunction with the Fall 2017 Conference. The volume, which is available in electronic (PDF) format, includes 18 outstanding articles selected from issues of the two CCTE journals—*Teacher Education Quarterly* and *Issues in Teacher Education*—pub-

lished during the period 2004 to 2015. The collection was edited by Juan Flores, CCTE Past President, and Donald Cardinal, CCTE Board Member, in association with Thomas Nelson, editor of *Teacher Education Quarterly* from 1999 to 2010, and Suzanne SooHoo, co-editor of *Issues in Teacher Education* from 2009 to 2015.



The CCTE Reader on Social Justice

Edited by Juan Flores & Donald Cardinal

With Associated Editors Thomas Nelson & Suzanne SooHoo

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

Containing 18 Outstanding Articles
about Social Justice and Teacher Education

Selected from
Teacher Education Quarterly
& *Issues in Teacher Education*



From the introduction to the reader by Juan, Don, Tom, and Suzi: “It is our hope that this *CCTE Reader on Social Justice* will give our teacher education faculty an opportunity to invigorate social justice dialogues in our classrooms and offer our credential candidates and graduate students tools and frameworks to move beyond the bystander model and enact and realize the social justice theories, lessons, skills, and goals that must be acquired in our classrooms.”

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

The *Reader* was officially introduced at the 2017 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 that summer.

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

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

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



CCNews

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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

CCNews features articles based on presentations at concurrent, roundtable, and poster sessions and Special Interest Groups at California Council on Teacher Education semi-annual conferences by presenters who submit reports of their conference presentations. The newsletter also welcomes other articles from the California teacher education community. On the following pages you will find:

“Music as a Conduit to Enhanced Literacy”

By **Cynthia Geary**, *California State Polytechnic University, Pomona*

(see pages 26-29)

A manuscript submitted to *CCNews*.

“Social-Emotional Learning and Relationship Building:

Fostering Resilience by Embracing a Trauma-Informed Approach to Education”

By **Carrie Wall**, *Pepperdine University*

(see pages 30-33)

Article based on her concurrent presentation at the CCTE Fall 2019 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 Intersegmental Project.

A continuing feature of the website is a listing of teacher education position openings and special events at our member institutions. The link to this listing is near the top of the right hand column of the home page.

A recent addition to the website is a PowerPoint presentation offering an overview of CCTE, initially prepared for and presented at the Newcomers Meetings at recent CCTE Fall Conferences, 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.

Music as a Conduit to Enhanced Literacy

By **Cynthia Geary**

Californian State Polytechnic University, Pomona

Introduction

Teachers face an ever-present expectation to authentically engage all learners in the classroom. The systematic inclusion of music in lesson planning facilitates the provision of engaging literacy instruction. Tarbert (2012) asserted that there are many commonalities between music and literacy instruction. Thus, music education can be a vital part of a child's literacy development. Music instruction has the potential to enhance reading skills, for example, the knowledge of vocabulary, syntax, and the nuances of the English language (Robertson, 2013). The regular inclusion of music in the curriculum can strengthen listening and attention skills, as well as phonological awareness (Gordon et al., 2014; Peterson, 2012). A student's culture can be highlighted through music and the storytelling aspect of lyrics (Robertson, 2013). Hansen, Bernstorf, and Stuber (2014) referred to the powerful words of Thomas Armstrong (2003), who encouraged teachers to harness music as a potential medium for fostering literacy:

All the words that come out of our mouths (as well as the lines that emerge from our pens and words) ride upon a stream of music. To help individuals achieve literacy, it seems critically important that we acknowledge this important connection between words and music and use it fully as we can to help our students read and write effectively. (Armstrong, as cited in Hansen et al., p. 55)

This article reviews the literature that discusses the role of music as a facilitator of literacy instruction and provides resources for classroom implementation. First, the research on music instruction as a basis for literacy development will be reviewed. Next, the resources for including music in a typical daily schedule and the positive effects of music instruction on student literacy will be examined. Finally, the effects of music instruction on the field of education will be discussed.

Literature Review

Music Promotes Vocabulary Development as a Precursor to Reading

Music instruction exposes students to vocabulary and the many other facets of language that enhance literacy. Lorenzo, Herrera, Hernandez-Candelas, and Badea (2013) found that continual formal education can enhance early childhood language development. Students who regularly attend school benefit from the inclusion of music instruction in the daily lesson plans to promote language development. Woodall and Ziembski (n.d.) discussed the role of oral language skills, which contribute to the development of knowledge and con-

fidence, in reading and writing acquisition. Effective music learning requires that students be exposed to language, learn to perform that musical language individually or chorally, and perform with the confidence that comes from knowledge acquisition.

Robertson (2013) stated that music can be used to expand vocabulary, including the understanding of synonyms. Robertson proposed a classroom strategy for accessing vocabulary. A musical selection is played by individual students or the entire class, and the students brainstorm the adjectives that it evokes. Their ideas are recorded, and the adjectives can be incorporated into a writing activity. This provides an opportunity to discuss the subtleties of the meanings of words that can be subsequently used in writing activities. Talbert (2012) discussed the value of expanding vocabulary with multiple meanings through lyrical music. As the students learn the songs, they see the words that they are singing in different ways or as synonyms, and they begin to memorize them, thus increasing their reading or sight vocabulary.

Music instruction also contributes to fluency in poetry reading. According to Saccomano and Saccomano (2015), writing about the experience of playing music requires the ability to read text and symbols. In addition, it provides students with opportunities to use the vocabulary and concepts related to their life experiences in meaningful ways. Reading music mirrors and reinforces the left-to-right sweep of the eye, which is also necessary for reading words. Saccomano and Saccomano stated that "both music and written text require formal written notation that must be read from left to right as well as developing meaning from the symbols on the page" (p. 3).

As students familiarize themselves with the left-to-right reading motion, they also internalize the symbols or "punctuation" of music and can readily apply these skills when reading subsequent passages. Robertson (2013) offered a strategy for highlighting the nuances of language for older students. The students bring to class the lyrics to a favorite song with every seventh word missing. While the song is playing, they complete the lyrics. They must listen carefully. This includes focusing on the pronunciations and accented syllables of the lyrics while filling in the missing words.

Music Education Strengthens Listening and Attention Skills

Musical instruction cultivates the ability to listen to the minutiae in music. This skill can be generalized to other aspects of literacy. Parker (2016) asserted that individuals are born with the ability to hear; however, many spend a lifetime learning to genuinely listen. Listening is not innate. It requires the students to focus on the sounds that they perceive. Music listening emphasizes a learning modality distinct from

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Music as a Conduit to Enhanced Literacy (continued from previous page)

reading and writing and creates a shared artistic experience. According to Peterson (2012), through sharing active listening experiences, the class community is strengthened by engaging in something special.

In addition, the teacher should model good listening skills that transfer to literacy: listening to the pronunciation of words, the nuances of English language letter combinations, and voice inflection in dialogue. Peterson (2012) encouraged the idea of having the students see the parallels between their visualization of what they hear in the music and what they read in the literature. Students can paint “musical pictures” in their minds in much the same way that they create “word pictures” in literature texts that create settings or scenes through words. Focused listening for the beginning, middle, and end of a piece of music leads to awareness of the beginning, middle, and end when reading and writing text (Peterson, 2012). Many musical pieces have three or four sections that are delineated by a pause in the music. This can demonstrate to students the beginning, middle, and end of the musical piece within the context of the chapters of a book or the paragraphs of an essay.

Musical Instruction Improves Phonological Awareness and Enhances Auditory Discrimination

Through music instruction, students learn to associate sounds with musical symbols. This can be generalized to the phonological sound–symbol relationship in reading letters. Musical note and symbol recognition lay the foundation for the development of word recognition and decoding skills (Parker, 2016). Gordon et al. (2014) found that children with higher phonological awareness scores were better at distinguishing complex musical rhythms. This finding speaks to the value of including music as an element of literacy instruction to cultivate the listening skills that facilitate the development of phonological skills. Hansen et al. (2014) elucidated the auditory elements of literacy, e.g., phoneme awareness, speech signals, auditory memory, and discrimination between similar auditory elements, that are developed through musical instruction (see Table 1).

Talbert (2012) contended that phoneme awareness enables children to learn the sounds that they subsequently associate with letters. This allows them to make the sound–symbol relationships required for reading words. Music has a similar design where an awareness of pitches sums to form a musical line. When discriminating between auditory elements students can better identify similarities in individual words or define homophones. As was previously stated, reading music in a left-to-right pattern also reinforces the skills needed for reading the letters, words, and sentences on a page. Talbert (2012) concluded that music class provides an opportunity to introduce the concept of rhyme, an element of many children’s songs, because the rhythmic element in this genre is more apparent than that in prose.

Music Lyrics Provide Story Ideas

The storytelling quality of musical lyrics can be a catalyst for literacy development. Peterson (2012) stressed that in the absence of instrumental music, a student’s favorite lyrics become a poem or a story. Exposing students to a variety of musical genres can increase their awareness of different storytelling types and settings. When students encounter a musical genre whose storytelling is relatable, they are more apt to acquire the literacy elements of that music. Peterson (2012) concluded that the key to music supporting literacy development is to draw upon what students already know and love in music and to point out the parallels between the two (music and literacy). When students find a genre of musical storytelling that they “love” or find relatable, the storytelling aspect of musical lyrics has the potential to inspire their own poetic lyrics. Musical lyrics can also provide inspiration for the creation of poetic pentameter. The fluent singing of a song provides a template for learning the rhythm and cadence of poetry and literature.

Another approach to cultivating literacy skills through musical instruction is the use of personal journals. Saccomano and Saccomano (2015) noted that writing in journals in the music classroom encourages “questioning and

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Table 1
Literacy and Musical Skills Correlation

<i>Literacy Skill</i>	<i>Musical Skill</i>	<i>Example Song</i>
Phoneme awareness	Pitch awareness	Apples and Bananas
Discrimination of auditory elements	Discrimination of pitches and key awareness	Hickory Dickory Dock
Speech signals	Auditory signals	Pop Goes the Weasel
Letter, words, and sentences	Notes	Bingo
Rhyme	Rhyme	Down by the Sea
Rhythm	Rhythm	Shoo Fly
Tarbert (2012)		

Music as a Conduit to Enhanced Literacy (continued from previous page)

checking for understanding which are exemplary practices that strengthen musical concept and can be used to develop comprehension” (p. 12). Auditorily, music can contain many literary elements, e.g., plot, climax, setting, and culture. Thus, music facilitates the acquisition of skills that can be transferred to written literature. Saccomano and Saccomano also suggested that music teachers who incorporate “literacy strategies [help] their students construct meaning in the arts by enriching the connection to specific skills associated with musical literacy” (p. 12). Conversely, the development of literacy skills can cultivate the students’ appreciation of the music with which they are engaged.

Music Can Build on Students’ Cultures and Enhance the Classroom Community

By highlighting the musical traditions of students and their families, a teacher can strengthen literacy and community. Reviewing the vocabulary in traditional songs and emphasizing the written and sung words can expose students to new vocabularies that are specific to their cultures and ethnicities. Immigrant families take their traditional songs to their new countries. Incorporating traditional or international songs into the curriculum creates a bridge between school and family life. Families can support students in the acquisition of this cultural vocabulary and reinforce learning by recounting their memories of singing (Robertson, 2013). The inclusion of cultural or ethnic music in the classroom provides families with opportunities to share memories of musical traditions: memories that might not have otherwise been shared. O’Donnell (2018) stated that students can learn about music, language, culture, and history concurrently.

Musical instruction provides social experiences that strengthen not only literacy development but also the social fabric of the classroom. Talbert (2012) suggested that music learning can foster a sense of community in the classroom. Vygotsky’s social development theory posits that social interaction is vital for developing children’s understanding (Vygotsky, 1978). Students who share the experience of creating or engaging in an artistic song are more likely to be inclusive and to develop a sense of community. Students of all language and cognitive abilities can appreciate musical harmonies and rhythms.

When the members of a class are all contributing to a commonly created musical goal, a unique classroom fellowship is formed. Students can often see and appreciate the variety of aptitudes in their peers outside the traditional reading and writing curriculum. For example, a student who is struggling in math might have a beautiful singing voice. Students’ holistic appreciation of their peers builds classroom community.

Implementation

Musical Resources

It is important that educators be aware of the available resources. Through the internet, classroom teachers have easy access to a wide variety of musical resources. Websites are convenient tools for educators and parents. Learning the song and the rhythm of the music in class facilitates practice at home. Access to websites also enables students and parents to practice the music together.

For example, a homework assignment could allow the student and family members to learn to sing the song together. A video of the “performance” can provide accountability, and it can also facilitate imaginative classroom sharing. The incorporation of the student’s musical homelife facilitates not only the reinforcement of curricular content but also the participation of important family stakeholders in the student’s life. Below are some websites that have been designed to meet the academic needs of a variety of students and content areas.

National Association for Music Education

This website provides an abundance of material about teaching music in the classroom. It includes a dropdown menu for teacher resources.
<https://nafme.org/>

Association of Literacy Educators and Researchers

This website provides resources and links that are appropriate for preparation programs for teachers and reading specialists.
<https://www.aleronline.org/>

Songs for Teaching

This site offers music for a wide range of content areas and learners. It includes music for video, background, and sound effects for more creative endeavors.
<https://www.songsforteaching.com/>

The Best Music Websites for Learning English

Larry Ferlazzo shares a wealth of information and additional websites to facilitate the incorporation of music into the classroom.
<http://larryferlazzo.edublogs.org/2008/01/30/the-best-music-websites-for-learning-english/>

Writing Development of English Language Learner Students in a Music Classroom

This is a great example of a lesson plan to integrate music and writing development.
<https://www.colorincolorado.org/article/music-and-language-learning>

YouTube

Simply opening YouTube and searching for specific content areas or topics, age groups, and music yields many options.
<https://www.youtube.com/>

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Music as a Conduit to Enhanced Literacy

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Overview of Effects of Music Instruction on Learning

Musical instruction in the classroom supports literacy acquisition. First, it enhances vocabulary development. Gordon et al. (2014) found that students who are better at identifying variations in music timing have a heightened awareness of speech variations. Thus, they can potentially have an advantage during language acquisition.

Second, music instruction strengthens listening and attention skills. Talbert (2012) asserted that teachers are frequently seeking methods to augment the auditory and visual decoding processes for the literacy skills of reading, writing, listening, and speaking. Music education champions these literary elements.

Third, music instruction improves phonological awareness and auditory discrimination by highlighting lyrical storytelling, student cultures, and the classroom community. According to Gordon et al. (2014), rhythm accounts for a large portion of the individual differences in grammar; thus, it could be considered in the evaluation of grammar skills. Gordon et al. also indicated that the ability to detect differences in rhythms leads to the use of correct grammar.

Fourth, culture and ethnicity can be highlighted in the classroom curriculum, thereby building bridges between school and home. The sum of these experiences was captured by Peterson (2012), who suggested that opportunities be provided for students to see that enjoying a song, thinking about it, and learning about its history and the composer are literacy experiences.

Significance to the Field of Education

The inclusion of musical instruction strengthens literacy development pedagogy. Not only does the study of music highlight literary elements and facilitate vocabulary development, but it can also connect family life with the school curriculum. In addition, the incorporation of music instruction is an inclusive approach to curriculum design because music is accessible to students of all abilities and language aptitudes. This is particularly relevant in classrooms with students with various first languages and cognitive abilities. Including music instruction in the classroom enables students with different learning modalities to learn and to enjoy school. As was

stated by Plato (2016): “Music is a more potent instrument than any other for education, because rhythm and harmony find their way into the inward places of the soul.”

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Social-Emotional Learning and Relationship Building: Fostering Resilience by Embracing a Trauma-Informed Approach to Education

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Introduction

Though stress is part of the human experience, unrelenting trauma can impede development and inhibit healthy functioning (Crosby, 2015; Wolpov, Johnson, Hertelm & Kincaid, 2016). Wolpov et al. (2016) defined trauma as the inability to respond in a healthy manner to acute stress that compromises the welfare of a victim. In their landmark study on Adverse Childhood Experiences (ACEs), Felitti et al. (1998) found a strong relationship between exposure to trauma and many psychological and physical disorders. An estimated 67% of children in America have experienced a minimum of one ACE before the age of 17, with this percentage being even higher in impoverished communities (Crosby, 2015).

Trauma-impacted children live in a “constant state of emergency” in which their stress response systems to fight, freeze, or take flight are activated for prolonged periods of time, resulting in changes to the brain’s structure and functioning (Alexander, 2019; Craig, 2008; Jensen, 2000; McInerney & McKlindon, 2014; Wolpov et al., 2016). The outcome is a diminished capacity to sustain attention, follow instructions, make reasoned decisions, and process or retain information (Jensen, 2000). Social-emotionally, trauma-impacted children struggle to read social cues, differentiate between emotional states, modulate their feelings, and sustain healthy relationships (Alexander, 2019; Craig, 2008; Wolpov et al., 2016).

Theoretical Framework

Though trauma is pervasive among America’s children, it has often been ignored within schools. Many discipline models re-traumatize children, only perpetuating the cycle of behavioral problems (Alexander, 2019; McInerney & McKlindon, 2014). The theoretical frame from which this research operates is that educators “cannot teach the mind until [they] reach the heart” (Wolpov et al., 2016, p. 18). The Trauma-Informed Approach (TIA) is “a safe, supportive community that enables both students and teachers to feel safe, build caring relationships, regulate their feelings and behavior, as well as learn” (Alexander, 2019, p. 86). It shifts the focus from “what’s wrong with you,” to “what happened to you” (McInerney & McKlindon, 2014, p. 2), seeking to minimize harm and maximize learning and healing. The TIA emphasizes five core components as described throughout the literature: (a) social-emotional learning, (b) supportive relationships, (c) shared agency and control, (d) student self-regulation, and (e) structure and stability within the classroom.

The purpose of this investigation was three-fold: to explore the impact of trauma on students; to identify TIA supports and pedagogical strategies at the focal school; and

to ascertain the impact of a TIA on student behavior and learning. Findings garnered from this study inform the pedagogy, management, and student support of educators as they seek to compassionately equip trauma-impacted students with skills for healthy functioning. Although research has documented the power of a TIA, few studies have highlighted educators’ perspectives on trauma and the TIA as this one has. Three central questions were addressed: (1) How have students exhibited the impact of trauma at school? (2) How have teachers’ instruction, classroom management, and student support changed as a result of the TIA? and (3) What impact has the TIA had on students’ behavior and learning?

Methodology

This qualitative study investigated educators’ experiences with trauma-impacted students and the ways the focal school is taking a holistic approach to addressing trauma and foster-

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Carrie Wall presenting at CCTE Fall 2019 Conference

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ing resilience. The focal school is a California Title 1 public elementary school in which approximately 78% are considered economically challenged. Of its 400 students, 77% classify themselves as Latinx. In response to what Principal Kristen perceived as students' "biggest learning-related issue," three years ago the school embraced a TIA and hired mental health experts to provide workshops on trauma's physiological causes, behavioral impacts, and strategies to help.

Though data were gathered over this three-year period through attendance at school events, observations in classrooms, and analysis of publicly available data, the richest data sources were questionnaires and interviews. Questions focused on how students exhibited the impact of trauma; how participants modified instruction and management; and how student behavior changed as a result of the TIA. Of 15 teachers at the school, 13 agreed to complete the questionnaire along with the principal and the community liaison. Nine of those participants also agreed to a one-hour interview. Table 1 below provides information on the interviewees. This methodological triangulation, or "the use of multiple methods to study a single problem" (Patton, 1990, p. 187), provided several lenses through which the impact of trauma and the focal school's efforts to respond were examined.

The data were sorted according to the three research questions and read multiple times looking for recurring articulations among the participants. Codes used to sort and synthesize the data were tested against the data and then dropped, refined, or retained. During this process of "identifying, coding, and categorizing the primary patterns in the data" (Patton, 1990, p. 381) through content analysis, themes emerged.

Findings

Impact of Trauma at School

Trauma is pervasive at the focal school. Carol explained, "It would be harder to find kids here who *don't* have 4 or 5

ACEs, rather than look for kids who do." Not only do the students experience food insecurity, fatigue, unmet medical needs, crowded living conditions, and/or domestic violence; but their family members often fear deportation, struggle with substance-abuse, and/or are incarcerated. Academically, participants noticed an inability to focus, regression of knowledge, and difficulty meeting benchmarks and long-term goals. Emotionally, anxiety, depression, poor self-esteem, and emotional hunger often led to tantrums, hitting, destroying property, and/or withdrawal.

Ways Instruction, Management, and Student Support Changed

The data revealed five themes among the ways participants modified their instruction and support using a TIA.

Social-emotional learning. Realizing that it is best to teach healthy behaviors instead of merely discouraging undesired ones, the focal school taught conflict-resolution skills by incorporating "Kelso's Choice" (kelsoschoice.com) and infused "The 7 Habits of Happy Kids" throughout their curriculum (theladerinme.org). The habits are: (1) be proactive, (2) begin with the end in mind, (3) work first, then play, (4) think win-win, (5) listen before you talk, (6) creatively cooperate to problem solve, and (7) cultivate life balance. This explicit instruction on problem-solving, decision-making, and prosocial skills empowered students to resiliently break the cycle of relational dysfunction, improve social competency, and develop to their full potential.

Growth mindset. Almost every participant spoke of the school's emphasis on a growth mindset that focuses on improvement over achievement. Because success is traditionally measured by meeting proficiency goals, students used to give up because the goals were too lofty. Nina explained, "Holding our students to a goal that's impossible to reach is actually quite harmful to them. Now, we celebrate their steps along the way." Participants observed that when students knew they only needed to get better and not be perfect, their anxiety decreased, their motivation increased, and their proficiency improved. Using pre- and post-tests helped students quantitatively capture their learning and was a source of encouragement to them.

Shared control. Many participants talked about differentiating instruction and discipline as well as shifting from an authoritarian approach to one that extends choice. Initially, Helen tried to "fix" poor behavior with a prize or punishment and Bruce battled a student to sit in his chair instead of hiding under his desk. By taking a TIA, Helen focuses on relationships over reproach and Bruce keeps teaching when

Table 1
Interview Participant Information

Participant	Gender	Grade Taught	Years at School	Ethnicity
Nina	female	2/3	7	European American
Carol	female	3	5	European American
Helen	female	2	5	European American
Maude	female	K-5 aide	21	European American
Bruce	male	4	20	European American
Eric	male	4/5	12	European American
Sue	female	4/5	19	European American
Kristen	female	principal	4	Asian American
Maria	female	commun- ity liaison	17	Latina

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students go under their desks, assuming they will listen better when they feel safer. All participants gave examples of ways they gave up some control, allowed students a greater voice in the classroom, and became more flexible in adapting to student needs.

Proactive and prompt responses. Physical TIA supports mentioned by participants included predictable structures, frequent “brain breaks,” snacks, student naps, walks outside, and sensory-calming strategies like dimming lights or playing music. Aware of the research on emotional escalation, participants responded quickly both to whole-group behaviors as well as individual ones. Collaboratively, Eric, Sue, and Bruce swiftly put an end to “red flag” trends such as student cutting or skipping class. Individually, teachers identified student triggers, acted quickly to avoid escalation, and taught self-regulation. When anxious, Carol’s student handed her a card and Helen’s student made a sign-language “b” for “break.”

Strong relationships. At the core of the focal school was relationships, emphasizing “conversation over consequence.” Student-student relationships were fostered by morning class meetings, affirmation times, and enforcing “The 7 Habits of Happy Kids” prosocial skills. Participants emphasized the importance of Monday class meetings since students were often “fully immersed in trauma” over the weekend. Student-teacher-staff relationships were also critical. Carol spoke of her student’s special connection with the custodian, allowing him to “go clean with Mr. Oscar” when he was feeling dysregulated. She observed, “It’s really about being with someone who cares about him and relationship-building.” A collaborative teacher-teacher relational network was also cultivated at the focal school. Group texts comprised of grade-level teachers not only helped teachers document areas of concern, but also receive personal support throughout the day. Participants admitted that “it’s OK for it to not be going right” and found comfort in realizing “it’s not me,” but rather the child who was having a difficult time.

Student-parent relationships were also strengthened through a variety of programs organized by Maria, the Community Liaison. Adult enrichment programs such as English as a second language (ESL) classes, parenting seminars, mental health workshops, and classes on navigating the school system were well-attended. Three hundred parents district-wide attended a recent Saturday program designed to inspire parents to support their child’s academic success.

TIA’s Impact on Behavior and Learning

Though many students are still not meeting grade-level standards, over the last three academic years, scale scores on California’s achievement test in both English language arts

and math for every grade level improved. Attendance also remained steady. Additionally, Principal Kristen acknowledged “soft signs” of success such as a reduction in staff tension and parental defensiveness. Nina witnessed an improvement in students’ ability to talk to adults and self-advocate. Helen observed a deeper connection with students, less student comparison, and a greater focus on individual success. Many mentioned an increased willingness to take academic risks and a decrease in concern about failure due to the growth mindset. In general, participants noted fewer outbursts, greater student self-regulation, and greater efficiency in de-escalation.

Discussion and Implications

The present study provides a powerful exemplar for educators who wish to sensitively and holistically support trauma-impacted students and families and build resilience. A foundational implication is the importance of a systemic shift away from punitive discipline models that often re-traumatize children and toward a more relationship-based model that simultaneously heals and educates. These data underscore the need to provide social-emotional instruction, cultivate relationships, share control, address issues promptly, and embrace a growth mindset. A second implication is the critical need for school-wide professional learning in the TIA and in staff collaboration. Without it, educators often misinterpret students’ behavior as conscious acts of defiance and miss out on essential faculty teamwork. A third implication is the need to equip families for personal and relational success. The focal school’s community outreach on acculturation, ESL, parenting, and mental health are noteworthy endeavors that promote healthy functioning. As the number of trauma-impacted students continues to grow, so should educators’ understanding of their needs and the best practices that maximize students’ ability and potential to succeed and resiliently move forward.

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