



# CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

## CCNews

Quarterly Newsletter of the  
California Council on Teacher Education

Volume 31, Number 3, Fall Issue, September 2020

Laurie Hansen (California State University, Fullerton), Editor

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

### In This Issue of CCNews . . .

#### Section 1 — Officer Reports & Policy

|  |     |
|--|-----|
| Message from CCTE President Eric Engdahl.....          | 2-3 |
| Update from the Association of Teacher Educators ..... | 3   |
| AACTE Update .....                                     | 3   |
| Updates About CCTE Leaders .....                       | 4   |
| From the Desk of the CCTE Executive Secretary.....     | 5   |
| Updates from Commission on Teacher Credentialing ..... | 6-7 |
| CCNews Call for Articles and News .....                | 7   |
| CCTE Committees: Invitation to Get Involved .....      | 7   |

#### Section 2 — CCTE Conferences

|   |       |
|---|-------|
| Preview of the CCTE Fall 2020 Conference.....     | 8     |
| CCTE Fall Conference Keynote Speakers .....       | 9     |
| Tentative Fall 2020 Conference Program.....       | 10-11 |
| Fall 2020 Conference Registration Form .....      | 12    |
| Fall 2020 Meeting of Field Coordinators .....     | 13    |
| Fall 2020 Meeting of CAIS .....                   | 13    |
| Looking Ahead to Fall 2021 .....                  | 13    |
| Report from AICCU-ED .....                        | 14    |
| CAPSE/TED Upcoming Events .....                   | 15    |
| Fall 2020 Meeting of CASUP .....                  | 15    |
| An Update from CABTE .....                        | 16    |
| CCTE Affinity Groups .....                        | 16    |
| Update from CRTWC .....                           | 17    |
| Lives of Teachers SIG .....                       | 18    |
| Undergraduate Teacher Preparation SIG.....        | 18    |
| Arts and Teacher Education SIG.....               | 18    |
| Equity and Social Justice SIG.....                | 18    |
| CCTE Policy Committee's Activity Cycle .....      | 19    |
| CCTE Associated and Affiliated Organizations..... | 19    |

#### Section 3 — CCTE Activities

|   |    |
|---|----|
| Intersegmental Project Has a New Name ..... | 19 |
| CCTE New Faculty Support Program.....       | 21 |
| CCTE Graduate Student Support Program ..... | 22 |
| CCTE Reader on Social Justice.....          | 23 |

#### Section 4 — Articles from the Field

|   |    |
|---|----|
| Articles and Reports from the Membership.....         | 24 |
| Be Sure to Check Out the CCTE Website Regularly ..... | 24 |
| Update on Californians Together (Cal-Tog).....        | 25 |

## Upcoming CCTE Conferences

Fall 2020

Virtual, October 22-24

Theme: "The Future of Teacher Education"

Spring 2021

The Citizen Hotel, Sacramento, March 4-5

Theme: "SPAN: Spring Policy Action Network"

Fall 2021

Kona Kai Resort, San Diego, October 21-23

Theme: "Intersectionality—New Knowledge,  
New Actions in Teacher Education"



# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 31, Number 3, Fall Issue, September 2020, Section I—Officer Reports & Policy

Laurie Hansen (California State University, Fullerton), Editor

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

## Can This Year Get Any Stranger?

### A Message from CCTE President Eric Engdahl

Can this year get any stranger? I never imagined that I would use the word pandemic in email as often as I do. Of course, this may date me, but as an undergraduate I never imagined using email that much—well really, at all. The “word processor” I took to college was a Remington Letter-Riter Tabulator Deluxe® which I used with Corrasable Bond® typing paper since White-Out® was still an emerging and usually clumpy technology. Not that I long for those days. On the contrary, I think the technological advances we have made on the whole make the world better, although I would put a big asterisk on this sentence in regards to equity and social justice.

As I sit here, days away from the beginning of fall semester, the majority of partner school districts are struggling to determine how the school year will look. One HR director says she starts all emails with “as of today,” and means it. The distance teaching which most districts are utilizing exacerbates the social, racial, linguistic, and economic inequities of the digital divide, despite districts’ best efforts to mitigate it. The lack of actual social and interpersonal contact will affect social emotional learning and development. It is especially hard on special education and emergent bilingual students. The looming budget crisis will compound the economic disparities in schools. I regularly receive emails from parents wanting to know



Photo Credits: Todd Engdahl



Photo Credit: Michelle Flynn (a student of mine)

if credential candidates can come work for their “pod,” sometimes at rates of pay equal to beginning teachers.

I can’t blame those parents, they want the best for their children. At the same time, I feel a sense of outrage at the social inequities brought out by COVID 19. At times I find myself wishing there was someone to blame for it, but of course that does no good.

Still, I find signs of hope, the unlikely flower growing, and the enthusiasm of my candidates. I love talking to them and hearing the solutions they are developing for remote teaching. They hear what their fieldwork is going to look like, take a deep breath, and dive in. If this is a challenge, they are going to accept it.

Like all of us they really have no choice. It is a matter of attitude. I continue to be impressed with how the Teacher Education community faces the challenges, not just of dealing with COVID 19 and the massive switch to distance teaching, but also in facing other equally important issues of social justice, equity, and Black Lives Matter.

The webinar on “Building a Pipeline for Black Male Teacher Success” was a great example of this. Led by Drs. Ernest Black, Nicol R. Howard, and Betina Hsieh, it provided powerful examples of the complex challenges of recruiting, keeping, and being a Black male educator. Brandon Miller, from Inglewood USD, shared on the complexities and importance of being a Black male teacher: “It’s so important

—continued on next page—

## A Message from CCTE President Eric Engdahl

(continued from previous page)

that they [students] see a Black male teacher.” Dr. Taquan Stewart, faculty at CalState TEACH, spoke eloquently on the importance of fixing “the sieve” that serves as a recruitment pipeline. I found the webinar one of the most valuable and timely I have attended. Rather than recap the high points, I urge you to watch it on YouTube. I have watched it several times and got something new with each viewing. See it at <https://www.youtube.com/watch?v=eiWZSTqnnDA>. Deep thanks to Betina, Brandon, Ernest, Nicol, and Taquan.

Such webinars are one of the ways CCTE is meeting the challenges we face. They provide our members with opportunities to learn and present between conferences. It provides CCTE with the chance to respond to issues in a timely way. Look for other CCTE webinars. Terri Patchen and Jana Noel, our editorial team for *Issues in Teacher Education*, presented a “Writing That Works” webinar in July

and are planning another one this fall. If you have ideas for additional webinars, please contact me or Alan Jones.

The CCTE Fall 2020 Conference continues to evolve. We will be using various online technologies for the research presentations which will provide rich opportunities for virtual discussion before and during the meeting. After the Conference, the research presentations will be available on the soon to be launched CCTE YouTube channel. Further details about the Conference, including a preview, information on the keynote speakers, the tentative program, and the registration form, appear in the second section of this newsletter. I look forward to “seeing” you there.

Stay healthy, stay hopeful.

—Eric Engdahl, CCTE President  
eric.engdahl@csueastbay.edu

## Update from the Association of Teacher Educators

By **Michael Cosenza**

*CCTE Vice President for ATE  
California Lutheran University*

Considering the Covid-19 pandemic and restrictions on large group gatherings in the District of Columbia, The Association of Teacher Educators transitioned its August 7-11, 2020, Summer conference to 100% virtual. They piloted a virtual conference platform called Whova ([www.whova.com](http://www.whova.com)). Despite the switch to virtual, ATE still received more than 100 proposals for presentations and break-out sessions. This seems to be a sign that teacher educators still want the opportunity to interact and share best practices with their colleagues.

The 2021 ATE Annual Conference is still scheduled to take place at the Anaheim Marriott from February 14-17, 2021. Though there is great hopefulness that this conference will be able to take place in-person, the planning committee is already beginning to plan for the possibility of a hybrid or 100% virtual event. Considering that AERA has already made the decision to go fully virtual in April 2021, the ATE Conference committee thinks it is prudent to plan for a similar option. CCTE members Cynthia Coler, Eric Engdahl, Alan Jones, Virginia Kennedy, and I continue to work with the ATE planning committee so that CCTE (as the California State affiliate of ATE) can provide support and resources for a successful national conference regardless of the final format.

ATE in partnership with NAPDS has also been hosting a series of Webinars titled “Clinical Practice During Covid-19.” To date 165 teacher educators from around the nation have participated to discuss challenges to reopening schools and universities, visions for clinical fieldwork options for teacher candidates, and innovative methods for remote supervision.

Many members may recall that the first California Clinical Fellows Symposium took place on October 19, 2019, during the CCTE Fall Conference in San Diego. The symposium was quite successful resulting in a strong desire for CCTE to continue hosting them. The next National Clinical Fellows Symposium is scheduled to take place Sunday, February 14, 2021 at the Anaheim Marriott during the annual ATE Conference. CCTE has made a commitment to support and perhaps even co-sponsor this event. ATE has made a commitment to hold the symposium even if it must transition to virtual. We will provide more information to the CCTE membership once the format has been determined.

Lastly, ATE will be partnering with AACTE to host Day on the Hill. This event is part of AACTE’s Washington Week program and will take place this year on September 9-10 and September 15-16. To register log on to the AACTE website (see below in AACTE update).

If you have any questions about the CCTE affiliation with ATE, please do not hesitate to contact me at

[mcosenza@callutheran.edu](mailto:mcosenza@callutheran.edu)

### AACTE Update

The annual American Association of Colleges of Teacher Education (AACTE) Washington Week will be virtual this year, with the Day on the Hill activities on September 9-10 and 15-16 and the State Leaders Meeting on September 22-23. Registration information is available at the AACTE website at:

<https://www.aacte.org>

# Updates About CCTE Leaders

## CCTE Appoints Laurie Hansen as Assistant Executive Secretary

The CCTE Executive Committee is pleased to announce that Laurie Hansen of California State University, Fullerton, has taken on a new role within the organization. As Assistant Executive Secretary, Laurie will work closely with Alan Jones, the CCTE Executive Secretary, on tasks including conference planning, publishing the newsletter, committee support, and website maintenance. The expectation is that Laurie will over time learn about all aspects of the Executive Secretary role so that she will be prepared to transition into that position if and when Alan might step away. Laurie is excited about this new role and is looking forward to many years of collaboration with Alan.

Laurie will be transitioning out of her previous roles as Co-Chair of the Communications Committee and Editor of *CCNews*. Betina Hsieh of the University of La Verne has graciously agreed to Co-Chair the Communications Committee with Sarah Johnson of Fresno Pacific University. CCTE will be searching for someone who is well-acquainted with the organization to become the next editor of *CCNews*. If you are interested in being considered for this position, please contact CCTE Executive Secretary Alan Jones at:

alan.jones@ccte.org

## CCTE Board Member Betina Hsieh Moves to University of La Verne

After seven years on the faculty of the College of Education at California State University Long Beach, CCTE Board Member Betina Hsieh has taken a new position as Professor and Director of Teacher Education at the LaFetra College of Education at the University of La Verne. In her new role, Betina will continue to teach secondary education credential courses and will oversee the multiple and single subject MAT programs, as well as working closely to support the inclusive education dual credential MAT offered by the college. She is grateful for all of the support she received during her time at CSULB and all that she learned in that position, and is excited for this new opportunity to lead and develop the teacher education programs at University of La Verne.

## TEQ Editor Interviewed on TV

Reyes Quezada of the University of San Diego, the editor of CCTE's *Teacher Education Quarterly*, appeared in a half-hour interview about contemporary educational issues on ABC San Diego KGTV on July 24. A link to the program follows: <https://www.facebook.com/ABC10News/videos/abc-10news-ask-the-experts/592905321368244/>

## CCTE President Elect Heidi Stevenson Moves to CRTWC

Heidi Stevenson, the President Elect of the California Council on Teacher Education (CCTE), has been appointed the Associate Executive Director of the Center for Reaching and Teaching the Whole Child (CRTWC). Her new responsibilities involve working with Executive Director Nancy Markowitz on achieving CRTWC's mission to ensure children's wellbeing and academic achievement by dismantling structural racism and marginalization through systematically integrating social, emotional, and cultural (SEC) competencies while attending to teacher and educator context (e.g., historical, socio-political, cultural/racial, community, family/individual) across the teacher professional development (PD) pipeline. That way educators throughout the pipeline, from their university teacher preparation, to beginning teacher support, and through ongoing teacher PD, learn how to integrate SEC for equity, wellbeing, and academic achievement.

CRWTC has collaborated with CCTE for several years, including CRTWC workshops at CCTE conferences and participation of Nancy Markowitz and Wendy Thowdis from CRTWC as keynote speakers at the CCTE Fall 2019 Conference. This past spring CTRWC was recognized as an associated organization of CCTE.

Heidi moves to her work with CRTWC after serving 15 years as an associate professor in the Benerd School of Education at the University of the Pacific. Heidi's involvement with CCTE has included election to the Board of Directors, editor of *CCNews*, chairing semi-annual conferences, serving as Associate Editor of *Teacher Education Quarterly*, and currently serving as President Elect.

## CCTE Sponsors Webinar on Pipeline for Black Male Teachers

On July 15 Ernest Black of CalStateTEACH, Nicol Howard of the University of Redlands, and Betina Hsieh of the University of La Verne presented a CCTE-sponsored webinar on "Building a Pipeline for Black Male Teacher Success" that included presentations by Taquan Stewart of CalStateTEACH and Brandon Miller of the Inglewood USD. A recording is available at <https://www.youtube.com/watch?v=eiWZSTqnnDA>

## ITE Editors Present Webinar

Terri Patchen of California State University Fullerton and Jana Noel of California State University Sacramento, who serve respectively as editor and associate editor of the CCTE journal *Issues in Teacher Education* presented a CCTE-sponsored webinar on July 22 entitled "Writing That Works." They anticipate presenting another publishing workshop in conjunction with the CCTE Fall 2020 virtual conference.

## From the Desk of the CCTE Executive Secretary

Following are highlights as we begin our 2020-2021 membership year of the California Council on Teacher Education (CCTE):

### Membership

CCTE experienced a very successful membership year in 2019-2020, with institutional and individual memberships exceeding our membership goals for the year. We completed the year with 74 institutional members and an additional 23 individual members.

We hope to repeat and even increase that level of success in 2020-2021, especially because of the challenging circumstances in which we are all living during the pandemic and the resulting importance of maintaining strong communication and support with all of our institutional and individual members. Initial membership renewal letters and forms were emailed to both institutions and individuals in early May and as of late August we have received renewals from about two-thirds of previous members and are close to meeting our budgeted expectations for membership income. We hope everyone else will renew soon.

### 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 have enjoyed having the Charter College of Education at California State University Los Angeles, the Attallah 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 during the coming year. These sponsorships help assure that CCTE can maintain all of our activities on behalf of the teacher education community. Please contact me for additional information on how to become a CCTE annual sponsor.

### CCTE Conferences

We had some initial experience with conducting our conferences virtually last spring when at the last minute we had to convert our Spring 2020 SPAN Conference to the Zoom platform. Against all odds it went very smoothly, and actually drew a larger audience than we had expected on-site in Sacramento. With that experience at hand, we are now in the later stages of planning for the CCTE Fall 2020 Virtual Conference around the theme "The Future of Teacher Education" with Linda Darling-Hammond and Fred Korthagen as the keynote speakers. The Conference will span the days of October 22-24 with eight virtual sessions available to paid registrants, along with a range of associated organization and SIG meetings either earlier that week or the week before or after

the Conference. A preview, information on the keynoters, the tentative program, and the registration form all appear in this issue of *CCNews*.

### CCTE New Faculty Program and Graduate Student Support Program

Both the CCTE New Faculty Support Program and the Graduate Student Support Program are again available to interested participants during 2020-2021. 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 receive advice and assistance from a personal mentor appointed from among the CCTE leadership.

### CCTE Publications

All CCTE individual members and institutional delegates receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as each journal issue is published. The submission guidelines for both journals appear on their websites and any of you engaged in research in teacher education are encouraged to submit. Both journals also need additional reviewers, so please go to their websites to volunteer as a reviewer. 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 [laurie.hansen@ccte.org](mailto:laurie.hansen@ccte.org). 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 Betina Hsieh of the University of La Verne 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 Betina or Sarah: [bhsieh@laverne.edu](mailto:bhsieh@laverne.edu) & [sarah.johnson@fresno.edu](mailto:sarah.johnson@fresno.edu). The CCTE website, at [www.ccte.org](http://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.

—Alan H. Jones  
CCTE Executive Secretary  
e-mail: [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

# Updates from the Commission on Teacher Credentialing

## **Flexibilities and Specificities for 2021 Educator Preparation Candidates**

At its August 2020 meeting, the Commission discussed and approved flexibilities and specificities for candidates preparing to be teachers or administrators in the 2020-21 academic year. Staff is finalizing PSAs and they will be posted on the Commission's Program Sponsor Alert page, <https://www.ctc.ca.gov/educator-prep/ps-alerts>.

## **Education Specialist Teaching Performance Assessment**

The Education Specialist CalTPA Design Team, Commission staff, and Evaluation Systems, through their series of discussions, have determined an overall structure for the EdSp CalTPA, which follows the Plan, Teach/Assess, Reflect, and Apply. This concept supports an educative quality of the EdSp CalTPA and both builds upon the existing structure of the CalTPA, and assesses the unique TPEs for education specialist candidates. The two instructional cycles are Instructional Cycle 1: Learning About Students & Planning Instruction and Cycle 2: Assessment-Driven Instruction. Cycle 1, set for pilot study in fall 2020, is to be completed by all five credential area education specialist candidates. Given current events related to building closures and district policies regarding online video recording, the pilot study for Cycle 1 may be conducted in the spring of 2021. Cycle 2, currently under development, will be credential area specific. Cycle 2 is scheduled for a pilot study in the spring of 2021. Field testing will follow in 2021-2022. Operational administration will begin fall of 2023. For additional information, please see Agenda Item 4D (<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2020-08/2020-08-4d.pdf>) that was presented to the Commission on August 6, 2020.

## **Bilingual Authorization Work Group**

The Bilingual Authorization Standards Work Group met in May and July to begin the process of updating the current Bilingual Authorization program standards. The panel is comprised of bilingual content experts including K-12 practitioners, university faculty, staff from the California Department of Education, and liaisons from key stakeholder groups. The panel work to date includes analyzing the current standards and providing draft language to several standards. The next meeting is scheduled for September where the panel will continue to work on revisions to the standards for field review. Draft program standards are planned for the December 2020 Commission meeting.

## **California Standards for the Teaching Profession (CSTP) Refresh Work Group**

The initial meeting of the CSTP Refresh Work Group

scheduled for April 2020 was cancelled due to COVID. Thus, the first meeting of the CSTP work group was June 23, 2020 via technology and was co-facilitated by Commission staff in addition to partners from the California Department of Education (CDE), and from the Region 15 Comprehensive Center WestEd. At this initial meeting, twenty-six diverse educators from eighteen counties across California and representing twenty Local Education Agencies and six Institutions of Higher Education were charged with making expert recommendations to the Commission on Teacher Credentialing (Commission) for the purpose of updating and refreshing the CSTP. Facilitators also discussed the need to align the goals of the CSTP with the Teaching Performance Expectations (TPEs) and provided updated timelines and processes for the work.

The next CSTP Workgroup meetings are scheduled in September and November 2020. At these convenings, the work group will continue to analyze and update the current CSTP, will provide draft revisions for field input, and will review the input for potential incorporation into the refreshed CSTP. Staff will bring draft CSTP revised standards to the Commission for approval when these are ready for the Commission to review and discussion.

## **ECE Updates**

The Commission took action at its August 2020 meeting to provide additional flexibilities for Child Development Permit (CDP) candidates and preparation programs during the COVID-19 pandemic. Flexibilities already completed or in progress include but are not limited to: providing Spanish versions of the CDP leaflet and application form; providing flexibility in implementation options for programs offering the 3-unit supervised field experience course, providing a time extension after expiration of a CDP; and adding Zoom or phone assistance for application completion and multilingual support. Additional flexibilities approved by the Commission in August 2020 are (a) to allow ECE preparation programs that will be participating in pilot implementation of the ECE TPEs and the ECE Program Guidelines to directly recommend candidates for the CDP; and similarly, (b) to allow ECE preparation programs holding NAEYC accreditation to directly recommend candidates for the CDP; and (c) to add a waiver process for Child Development Permits. The complete list of ECE flexibilities is available in the August 2020 agenda item at [https://www.ctc.ca.gov/docs/default-source/commission/agendas/2020-08/2020-08-4a.pdf?sfvrsn=af722eb1\\_2](https://www.ctc.ca.gov/docs/default-source/commission/agendas/2020-08/2020-08-4a.pdf?sfvrsn=af722eb1_2).

Watch for a new dedicated ECE page coming soon on the Commission's website! In addition, watch the PSD

—continued on next page—

## Updates from the Commission on Teacher Credentialing

(continued from previous page)

eNews for information about new ECE program webinars coming this fall.

### Credentials Chat Line Still Open!

The Certification Chat Line can be used to chat directly with a Certification Credential Analyst. Chat is available between the hours of noon and 4:00 PM Monday through Friday. You can access the chat portal via the link to the Commission's "Contact Us" page (<https://www.ctc.ca.gov/commission/contact-the-commission/CERT-contact>). Look to the bottom right of the page for the "Live Chat" bubble.

### Professional Services Division E-News

Information is available from PSD on a weekly basis regarding new program standards, examinations, and other work of the Professional Services Division. To subscribe, complete the subscription request available at this link: <https://www.ctc.ca.gov/commission/newsletters/psd-news>

## CCNews Call for Articles and News

The goal of *CCNews*, the quarterly newsletter of the California Council on Teacher Education (CCTE), continues to be to serve as 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:

[laurie.hansen@ccte.org](mailto:laurie.hansen@ccte.org)

The deadline for article submissions for the Winter 2020 issue of the newsletter is November 1.

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

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

## CCTE Committees Invitation to Get Involved

The California Council on Teacher Education (CCTE) has several standing committees that spearhead the organization's many areas of activity, and each of these committees will welcome additional volunteers to join in. The committees are:

### Awards Committee

The CCTE Awards Committee oversees the organization's awards program, receives and evaluates nominations for awards and selects award recipients, moderates the awards luncheon at conferences, and recommends creation of new CCTE awards when appropriate to the CCTE Board of Directors.

### Communications Committee

The CCTE Communications Committee coordinates such ongoing activities as the quarterly newsletter, the CCTE website, social media postings, and liaison with all of the other CCTE committees and associated organizations to assist in dissemination of relevant information to the membership and beyond

### Membership Committee

The CCTE membership committee works with the CCTE Executive Secretary on annual membership renewal and membership expansion as well as fostering involvement of all delegates and members in ongoing organizational activities.

### Policy Committee

The CCTE Policy Committee monitors all relevant policy issues at the state and national levels, engages in policy analysis, develops policy papers, recommends CCTE policy positions, coordinates policy advocacy efforts, and works in tandem with the annual Spring Policy Action Network (SPAN) conferences in Sacramento.

### Research Committee

The CCTE Research Committee is responsible for inviting and reviewing proposals for research presentations at each CCTE semi-annual conference, selecting and scheduling the presentations, and encouraging presenters to also submit their work in written form for publication in *CCNews*, the two CCTE journals, and elsewhere.

If you wish to join any of these committees please email the committee chairs listed on the CCTE website or contact CCTE Executive Secretary Alan Jones at:

[alan.jones@ccte.org](mailto:alan.jones@ccte.org)



# CCNews

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

**Volume 31, Number 3, Fall Issue, September 2020, Section 2—Conferences**

Laurie Hansen (California State University, Fullerton), Editor

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

## Preview of CCTE Fall 2020 Conference Theme: The Future of Teacher Education

By **Eric Engdahl & Vicki Graf**  
*Co-Chairs of the CCTE Fall 2020  
Conference Planning Committee*

The CCTE Fall 2020 Conference Planning Committee has made the hard decision to hold this October's conference in a virtual format. The Conference Planning Committee believes this conference is more important than ever, given the growing number of challenges facing teacher education. The theme remains "The Future of Teacher Education." (Although one wag on the planning committee commented that the title should be "The Future is Here!! OMG").

The Conference dates are October 22-24 and the virtual program will include nearly all of the activities that typically occur on site at a CCTE Fall Conference. Keynote speaker Dr. Linda Darling-Hammond, President and CEO of the Learning Policy Institute and Chair of the State Board of Education, will kick off the conference on Thursday afternoon. Dr. Fred Korthagen, Professor Emeritus at Utrecht University in the Netherlands, is our Friday Keynote speaker. The Commission on Teacher Credentialing (CTC) team will also be there as always. And there will be opportunities for discussion about the challenges and benefits to teacher education working in a virtual environment. Saturday capstone sessions around the theme are also being planned. Based on our experience with the SPAN conference, we feel confident that we can deliver a relevant, valuable, and engaging virtual conference with a reduced registration fee.

The Planning Committee has discussed innovative ways to incorporate the research presentations. We are exploring a CCTE YouTube Channel for sharing the research presentations. Those presentations would first be available as videos and then also published in a monograph following the conference. We are also looking into holding several smaller webinars during the Summer and Fall based on topics generated for and by the membership.

The formal announcement of the Fall Conference, including the call for research proposals, will be emailed to all CCTE delegates and members early this summer. We anticipate that with the video/monograph format of research presentations that we will receive a good number of proposals so please consider becoming a research reviewer, as the CCTE Research Commit-

tee will be inviting volunteers to conduct the peer review of all proposals later in the summer.

The Fall Conference will be preceded by a statewide meeting of education deans and directors, a meeting of the California Field Coordinators Forum, and the CCTE Board of Directors in separate virtual sessions on the Wednesday of that week.

As usual, Thursday morning will be devoted to separate meetings of the Association of Independent California Colleges and Universities-ED, the California Association for Bilingual Teacher Education, and the California Association of Professors of Special Education/Teacher Education Division, and then those three virtual groups will join for a larger virtual meeting later that morning with CTC staff.

The California Alliance for Inclusive Schooling will meet virtually on Thursday evening and the CCTE Special Interest Groups will each be asked to schedule a virtual meeting at some point during the conference week.

What will be missing from the virtual schedule, of course, will be such activities as continental breakfasts, the Thursday box lunch, the Thursday evening reception, the Friday luncheon, and the poster session with wine and cheese. Food and drink aside, the posters will be included in the opportunities for accepted presenters to prepare videos and text for a monograph, thus assuring that the latest in research can be shared with the CCTE membership following the virtual conference.

As potential antidotes to "Zoom exhaustion" that week, the Planning Committee is also exploring ways to engage participants in small group conversations and reaction sessions as part of the virtual program, and if circumstances allow there will be an effort to organize regional or local "watch parties" where interested CCTE delegates and members can gather to view and participate in the virtual program together. Further plans in all of these areas will be communicated to the membership over the summer and early fall.

If you have ideas or suggestions for the Conference or wish to be involved in further planning for the events please contact the Conference Co-Chairs:

Eric Engdahl at [eric.engdahl@csueastbay.edu](mailto:eric.engdahl@csueastbay.edu)  
and Vicki Graf at [victoria.graf@lmu.edu](mailto:victoria.graf@lmu.edu)

## CCTE Fall 2020 Conference Keynote Speakers



**Linda Darling-Hammond**

Linda Darling-Hammond is the Charles E. Ducommun Professor of Education Emeritus at the Graduate School of Education at Stanford University. She is also the President and CEO of the Learning Policy Institute. She is the author or editor of more than 25 books and author of more than 500 articles on education policy and practice. Her work focuses on school restructuring, teacher education, and educational equity. Born in Cleveland, Ohio, Darling-Hammond received her B.A. magna cum laude at Yale University in 1973 and an Ed.D. with highest distinction in urban education at Temple University in 1978. She began her career as a public school teacher in Pennsylvania, from 1973 to 1974. In 1985, after completing her doctorate, she accepted a position at the RAND Corporation where she became a Senior Social Scientist and Director of the RAND Education and Human Resources Program. From 1989 to 1998, Darling-Hammond was a professor of education at Teachers College, Columbia University, and then in 1998 she moved to Stanford University to serve as the Charles E. Ducommun Professor of Education. In 2015 Darling-Hammond launched the Learning Policy Institute, a research and policy think tank, with headquarters in Palo Alto, California. In 2019 California Governor Gavin Newsom appointed Darling-Hammond as president of the California State Board of Education. She has served as president of the American Educational Research Association, as a member of the National Board for Professional Teaching Standards, and on the boards of directors of the Spencer Foundation, the Carnegie Foundation for the Advancement of Teaching, and the Alliance for Excellent Education.



**Fred A. J. Korthagen**

Fred A. J. Korthagen is a professor emeritus of education at Utrecht University, the Netherlands. His academic fields are the professional development of teachers and teacher educators, the pedagogy of teacher education, and coaching. He is the author of numerous articles and books on these topics in Dutch and English, translated into seven additional languages. He has received awards for his publications from the American Educational Research Association (AERA), the Association of Teacher Educators (ATE), and the International Study Association on Teachers and Teaching (ISATT). In 2015, he became Fellow of AERA, as an acknowledgment for the quality of his research and its impact on practice. For more information, see [www.korthagen.nl/en](http://www.korthagen.nl/en).

Korthagen's keynote address is entitled "Changing the Pedagogy of Teacher Education: Promoting Multi-Level Learning in Teachers." He will point out that the professional development of teachers has traditionally been viewed as a process of conscious, rational learning. In reality, however, professional change is a complex process involving unconscious and non-rational factors at various levels within the person. Based on extensive research, he will present an integrative framework for describing the sources of professional actions and learning. This framework supports an effective pedagogy of teacher education and leads to practical guidelines for promoting teachers' professional development.

## Tentative Fall 2020 CCTE Conference Program

All CCTE Fall 2020 Conference sessions will be virtual, as described below.  
The links and registration information for all sessions will be announced via email prior to the Conference.

### Week of October 12:

The CCTE Board of Directors will meet at a time yet to be determined this week.

### Thursday, October 15:

1:00 p.m. to 3:00 p.m. - Panel Presentation by CCTE Equity and Social Justice SIG.

### Saturday, October 17:

9:00 a.m. to 10:30 a.m. - Meeting of the CCTE Technology and Teacher Education SIG.

### Monday, October 19:

8:00 a.m. to 8:30 a.m. - Meeting of the California Association for Bilingual Teacher Education (CABTE) Board.

8:30 a.m. to 10:00 a.m. - Meeting of the California Association for Bilingual Teacher Education (CABTE) Membership.

11:00 a.m. to Noon - Meeting of the CCTE Graduate Student Caucus.

All students encouraged to participate and share information about their studies and interest in teacher education.

1:00 p.m. to 2:00 p.m. - Newcomers Meeting & Orientation.

Open to all Fall Conference participants who are attending for the first time or whose involvement in CCTE is recent.

2:30 p.m. to 4:00 p.m. - Meeting of the membership of the CCTE Equity and Social Justice SIG.

### Tuesday, October 20:

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

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

10:30 a.m. to Noon - Meeting of the CCTE Undergraduate Teacher Preparation SIG.

2:00 p.m. to 3:30 p.m. - Meeting of the CCTE Lives of Teachers SIG.

### Wednesday, October 21:

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

4:30 p.m. to 6:00 p.m. - Meeting of the California Alliance for Inclusive Schooling.

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

### Thursday, October 22:

8:00 a.m. to 9:30 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED) Membership.

10:00 a.m. to 11:30 a.m. - Joint Meeting of AICCU-ED, CABTE, and CAPSE/TED with CTC Staff, *conference registration and password required.*

Noon to 1:00 p.m. - Meeting of the CCTE Special Education SIG.

1:00 p.m. to 2:30 p.m. - Opening Session, *conference registration and password required.*

Introductions with CCTE President Eric Engdahl (California State University, East Bay) presiding.

Conference Orientation.

Thursday Keynote Address by Linda Darling-Hammond (Learning Policy Institute & State Board of Education).

3:00 p.m. to 4:30 p.m. - A Conversation on the Future of Teacher Education, *conference registration and password required.*

Conversation between Tine Sloan (University of California, Santa Barbara & CTC Chair) & Linda Darling-Hammond.

## Tentative Fall 2020 CCTE Conference Program

(continued from previous page)

### Friday, October 23:

9:00 a.m. to 10:30 a.m. - Morning Session, *conference registration and password required.*

Friday Keynote Address by Fred A. J. Korthagen followed by question and answer period.

11:00 a.m. to Noon - First Policy Session, *conference registration and password required.*

Presentations by and Discussion with CTC Staff.

1:00 p.m. to 2:30 p.m. - Second Policy Session, *conference registration and password required.*

CCTE Policy Committee Discussion Looking Ahead to the CCTE SPAN 2021 Conference in the Spring.

3:00 p.m. to 4:30 p.m. - Afternoon Session, *conference registration and password required.*

Panel Discussion Featuring All Teacher Education Segments and Constituencies Addressing Conference Theme.

### Saturday, October 24:

10:00 a.m. to 11:30 a.m. - CAPSE/TED-Sponsored Conference Capstone Session on the Future, *conference registration and password required.*

Addressing the New Education Specialist Standards, Inclusion, and More.

Presentation by Marlene Pugach on dual credential programs.

Opportunity for all participants to identify next steps in their teacher education programs.

### Monday, October 26:

10:00 a.m. to 11:30 a.m. - Meeting of the CCTE Arts in Teacher Education Special Interest Group.

### Other Sessions That Will Be Scheduled Virtually Before, After, or During the Fall Conference:

Statewide Meeting of Education Deans & Directors.

Meetings of the CCTE Special Interest Groups.

Specific dates, times, and links for these meetings will be available by early Fall.

### Research Presentations Will Also be Virtual

Presenters accepted through peer review by the CCTE Research Committee for presentations will be asked to prepare a brief video and all videos will initially be posted on a GoReact channel so that they may be viewed and commented on by all interested conference participants.

Immediately following the conference the videos will be moved to the CCTE YouTube channel where they will remain for further viewing by conference attendees and the broader educational public.

Accepted presenters will also be invited to prepare a brief article to be included in a CCTE Fall 2020 Research Monograph that will be published in PDF format and emailed to all CCTE delegates and members later in the Fall.

Following the Fall Conference the research presenters will also be invited to participate in Zoom discussion sessions organized by topics. These sessions will be announced to the CCTE membership to afford opportunities for discussion with the research presenters.

### Sponsors and Exhibitors

Information from the following will also be posted to the GoReact platform prior to the Conference: CCTE Annual Co-Sponsors—Charter College of Education at California State University Los Angeles, Attallah College of Educational Studies at Chapman University, and the Graduate College of Education at San Francisco State University; CCTE Fall 2020 Conference sponsor—Thompson Policy Institute for Disability, Chapman University; and CCTE Fall Conference exhibitors—240Tutoring and GoReact. All Conference registrants are encouraged to visit and view these displays.

### Watch Parties, Virtual Social Hours, Interactive Conversations Being Considered

The CCTE Fall 2020 Conference Committee is also exploring possibilities for regional or local watch parties if CCTE members wish to safely gather to participate in the virtual sessions together, for virtual social hours during the three conference days, and for interactive discussion sessions linked to some of the virtual sessions of the conference.

## California Council on Teacher Education Fall 2020 Conference Registration

Please use this form to register for the Fall 2020 CCTE Virtual Conference, October 22-24;  
Or if you wish to pay by credit card, use the on-line portal on the "Conferences" page of the CCTE website ([www.ccte.org](http://www.ccte.org)).

Name \_\_\_\_\_

Preferred Mailing Address \_\_\_\_\_

\_\_\_\_\_  
(include ZIP code)

Telephone \_\_\_\_\_

E-Mail \_\_\_\_\_

Institutional Affiliation \_\_\_\_\_

### Registration Categories

Each Category Includes Access to All Virtual Conference Sessions Via a Link and Password to be Provided Each Registrant  
(check the appropriate category):

- Basic Registration - \$195
- Special for P-12 Educators - \$150
- Special for Part-Time Faculty - \$125
- Special for Retired Educators - \$100
- Special for Students - \$50
- Special for 4 or more registrants from the same institution - \$175 each (submit a form for each with combined payment)

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 portal on the "Conferences" page of the CCTE website:

[www.ccte.org](http://www.ccte.org)

And following submission of your on-line payment please also complete and email this form to: [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

## Fall 2020 Meeting of the California University Field Coordinators Forum

By **Kara Ireland D'Ambrosio**  
*San Jose State University*

This fall the CCTE conference will be remote/online, like many of our clinical field placements. We invite the University Field Placement Coordinators to meet together online/zoom on Wednesday, October 21, the day prior to the CCTE Conference, for a discussion on current credential program concerns, challenges, and insights, from 9:30 a.m. to 3 p.m. that day. There is no fee this year for our meeting.

Details for the meeting are:

CCTE CA University Field Coordinators Forum

Time: October 21, 2020, 09:30 a.m. Pacific Time

Join from PC, Mac, Linux, iOS or Android:

<https://sjsu.zoom.us/j/92369116592?pwd=UjVFTW0wU3p5aC8rZ1RpUTk2dWVaQT09>, Password: 499632

Please email me to receive a google calendar invitation to this meeting.

As Field Placement Coordinators, during these unprecedented times, we hope to work together to share resources and compare program policies, review CTC requirements, and work together 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. I will arrange for a CTC representative to join us around 1:30 p.m. that day to address any questions that arise during the morning session.

I currently serve as the Forum's meeting chair and manages our google folder (shared documents) and agenda. Feel free to contact me with any questions at :

[Kara.IrelandDAmbrosio@sjsu.edu](mailto:Kara.IrelandDAmbrosio@sjsu.edu)

I hope you will join the discussion with us this fall!

### Looking Ahead

#### Plans Developing for Fall 2021 Conference

It seems far away, but plans are starting to brew for CCTE's Fall 2021 Conference! We are excited to announce the theme of "Intersectionality—New Knowledge, New Actions in Teacher Education."

What do intersectionality and inclusive practices mean in this new era of teaching and teacher education? How do we activate commitment to equity and social justice for students of color, students with disabilities, and language learners in our teacher preparation programs? What will we have learned from this past year? What actions are next?

CCTE delegates, members, and friends are invited to join the Planning Committee for this conference. Please contact Fall 2021 Conference Co-Chairs: CCTE Past President Virginia Kennedy ([virginia.kennedy@csun.edu](mailto:virginia.kennedy@csun.edu)) and CAPSE President Vicki Graf ([victoria.graf@lmu.edu](mailto:victoria.graf@lmu.edu)) to volunteer, to offer suggestions, or for more information.

## Fall 2020 Meeting of California Alliance for Inclusive Schooling

By **Audri Gomez**  
*Thompson Policy Institute on Disability  
Chapman University*

The California Alliance for Inclusive Schooling (CAIS) invites you to virtually attend its CAIS session on Wednesday, October 21, 2020, from 4:30 p.m. to 6:00 p.m. as part of the California Council on Teacher Education 2020 Virtual Fall Conference. This session will focus on current CAIS initiatives including dialogue centering around the effects of COVID-19 on teacher preparation in California.

The CAIS session is open to the public without a registration fee. We strongly encourage all those interested in attending and becoming an Alliance Partner to email us at:

[tpi@chapman.edu](mailto:tpi@chapman.edu).

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

The CAIS steering committee is composed of key representatives of the education segments in California. The steering committee members are:

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

To keep up to date with CAIS, please visit:

[www.InclusionCalifornia.org](http://www.InclusionCalifornia.org)

# Report from AICCU-ED

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

So much has happened in PK – 12 education and teacher education this summer. But as most of us in teacher education are used to being prepared, everyone put together Plans A, B and C.

Plan A was the one that everything would be wonderful and we would all be teaching face-to-face this fall, including universities and PK – 12. Well, we know that Kumbaya scenario didn't happen. Plan B was the hybrid model, which most of us began preparations back in June. Again, no go for many of us. Finally, Plan C, which is now our new reality.

Many districts throughout California, especially in the urban and suburban areas, have had to start the PK–12 school year teaching both synchronous and asynchronous classes. And that is the same reality for those of us teaching in the teacher preparation programs throughout California.

We have planned for many different scenarios, but as California is such a large and populated state, the solution to our issues differ from region to region.

I asked our Association of Independent California Colleges and Universities-Education (AICCU ED) Board to provide some examples of how their teacher education program is dealing with the clinical experience, including fieldwork, student teaching and internships.

Robin Duncan, Dean of the School of Education at California Baptist University, stated,

We are providing a source of meaningful videos for fieldwork options and collaborating with faculty to continue to build this. We are also utilizing some opportunities for students to observe in virtual classrooms. Student teaching will look pretty similar to past semesters except for being virtual (which is a big difference). We are still in pursuit of many mentor teachers but hoping to hear more each day.

This is very similar to what Shana Matamala, Director of Teaching Fieldwork in the LaFetra College of Education at the University of LaVerne shared:

Many of the districts where we place our candidates are not accepting any placements, although our partnership districts and schools are. We will be using of quality videos and programs, such as Atlas and GoReact for fieldwork. Actual placements have been have prioritized for our student teachers. So far, we have placed 35 out of our 65 eligible candidates.

Irene Lopez from Simpson University in Redding shared a different experience:

We are fortunate that all of our sites are receiving can-

didates. Instructional format varies from face-to-face to remote instruction. I'm very happy that schools with remote instruction have required their teachers to be on site. This positions our candidates to be in classrooms with their teacher and also participating in face to face staff and grade level meetings. Of course, we are keeping our eyes on updates to make sure we are closely following requirements.

The AICCU ED Board would love to hear from anyone as to what your institution is doing for fieldwork and/or student teaching during these challenging times. Just use the following to share with us:

<https://forms.gle/UxU8uKyNBsCQKpcV8>

We are excited about our upcoming California Council on Teacher Education (CCTE) Conference in October. The fact that the conference will be virtual puts us in a position to move some of our meeting to alternative time slots.

Our AICCU-ED General Meeting will be on Tuesday, October 20 from 9:00 a.m. to 10:30 a.m. We have some interesting and timely information that we will be presenting at our meeting, including a panel discussion. Watch the upcoming announcements from CCTE for the virtual link to our meeting.

At the Joint Meeting of AICCU-ED, the California Association for Bilingual Teacher Education (CABTE), and the California Association of Professors of Special Education/Teacher Education (CAPSE/TED) with Commission on Teacher Credentialing Staff, many current issues will be presented and discussed, including internships, alternative fieldwork approaches, induction and prerequisites such as CBEST and CSET. This meeting will occur on Thursday, October 22, from 10:30 a.m. to noon, and since it will be the first formal session of the CCTE Conference paid registration will be required.

The CABTE General Meeting will occur on Monday, October 19, from 9:00 a.m. to 10:30 a.m. and the CAPSE/TED Division General Meeting will occur on Thursday, October 22, from 8:00 a.m. to 9:30 a.m. These different time slots afford attendees the opportunity to participate in all four meetings. Again, specific details on links to each meeting will appear in CCTE announcements between now and the Conference. Since paid registration will be required for the Joint Meeting on Thursday morning, see the Conference registration form in this newsletter. There will not be a registration charge for the AICCU-ED, CABTE, and CAPSE/TED meetings.

These are very dynamic times right now. We must all work together and learn from each other. I am grateful that I have the AICCU ED and CCTE team to lean on.

## CASPSE/TED Upcoming Events

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

The California Association of Professors of Special Education/Teacher Education Division of the Council for Exceptional Children (CAPSE/TED) is looking forward to the California Council on Teacher Education (CCTE) Fall 2020 Virtual Conference in October. The following CAPSE/TED-related events will be part of the Conference schedule.

### Thursday, October 22,

8:00 a.m. to 9:30 a.m.: Meeting of the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)

Welcome to the new CDE Special Education Director, Heather Calomese

Panel presentation organized with representation from school districts and both General Education and Special Education teachers regarding special education service delivery, compliance and family support

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

Noon to 1:00 p.m.: Special Education SIG (Guest speaker: To Be Announced) with California CEEDAR representation.

### Saturday, October 24

10:00 a.m. to 12 p.m.  
CAPSE/TED-Sponsored Conference Capstone Session.  
Topic: Future, Addressing the New Education Specialist Standards, Inclusion, and More.

With CTC Consultants, William Hatrick and Sarah Solari to begin the meeting and clarify/support IHEs with their program redesign in addressing standards and TPEs.

And with Dr. Marleen Pugach, Professor Emerita, University of Wisconsin, Milwaukee, Research on Dual Credential Programs.  
IHEs can share out their program redesign updates.  
Plus Time for Questions & Answers.

There will be no registration fee for the CAPSE/TED meeting and the Special Education SIG meeting. The joint meeting and the Saturday session are each part of the CCTE Fall Conference for which paid registration is required. See registration form in this issue of *CCNews*.

## Report from (CASUP)

By **Elizabeth Brown**  
CASUP President  
*California Lutheran University*

The California Association of School-University Partnerships (CASUP) has launched a new website and social media accounts. We invite all CCTE members and colleagues to follow us on your favorite platform: Facebook, Twitter, LinkedIn, and Instagram as well as on our home website where you can find links to the social media as well:

<http://www.casup.org>

CASUP is accepting article submissions for our upcoming fall publication on the following topics:

- best practices in P12 and university collaboration
- partnership creation and sustainability
- unique approaches to teacher preparation & clinical practice, especially in these times of distance teaching & learning

Submissions should be sent by October 1st to:

[publications@casup.org](mailto:publications@casup.org)

### Be Sure to Participate in the CCTE Fall 2020 Virtual Conference

Registration is open now and will remain open right up until the main Conference days of October 22-24. Use the registration form in this newsletter or the on-line portal on the CCTE website. Paid registration is required for the eight main conference sessions. All registrants will be emailed instructions on joining those conference sessions a few days ahead.

All of the other meetings during the conference week as well as the week before and week after will not require paid registration, but in some cases participants will need to do a free registration beforehand, while other sessions will be open without registration. Specific information, including all necessary links, will be announced through an email to all CTE delegates, members, and friends a week or so before the conference.

## Making Progress in the Time of Coronavirus and Black Lives Matter: An Update from CABTE

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

I think all of us would readily admit that the months from March to August 2020 have been some of the most unusual and challenging for teachers and teacher educators in U.S. history. At the same time that educators are working hard to respond creatively to the demands of teaching their students remotely or in hybrid configurations, we are also more aware than we have perhaps ever been of the immediate need to address the historic problem of anti-Black racism and discrimination experienced regularly by non-White Americans, and the role that schools and educators too often play in transmitting a culture of deficit thinking about our students of color.

Working in the midst of this sobering educational environment, the California Association for Bilingual Teacher Education (CABTE) has been building on the strong work of our leadership team over the past years. This June, as incoming President, I stepped into the very large shoes of Past President Lyn Scott, and I have been working to get up to speed on the many efforts to promote Bilingual Education and smooth the path for our emergent bilingual students all over the state. In July, CABTE's officers, Treasurer Grace Cho (California State University Fullerton), Secretary Nirmala Flores (University of Redlands), Past President Lyn Scott (California State University East Bay), and myself joined returning Board members Eduardo Muñoz-Muñoz (San Jose State University), Michelle Soto-Peña (California State University Stanislaus), Elsie Solis-Chang (Point Loma Nazarene University, Bakersfield), and Maria Valdez (Farmersville Unified School District), new Board members Clara Amador-Lankster (National University) and Adam Sawyer (California State University Bakersfield), and ex-officio members Ivannia Soto (Whittier College and the California Association for Bilingual Education), Magaly Lavadenz (Loyola Marymount University and CEEL) and Alan Jones (California Council on Teacher Education Executive Secretary) for our annual CABTE Board retreat, this year taking place on Zoom. (You can see the whole CABTE leadership team on our website.)

During that day-long retreat in July, we reviewed the many activities of CABTE, and began thinking ahead to new efforts, including the development of a strategic plan for our future activities. We are all looking forward to working together in the next year, and to getting to know some of our members at monthly membership meetings over Zoom. During this academic year, we will be focusing on four areas: Advocacy, Strategy, Scholarship and Organization, and our meeting agendas will reflect these areas of concern.

A few of the projects that CABTE leadership have been working on include: advocating for SB 614, Senator Rubio's bill to replace RICA with a program embedded teacher performance assessment of reading and literacy instruction; working with the Commission on Teacher Credentialing to develop approaches to address the needs of pre-service teachers in bilingual teaching settings as they complete their CalTPAs; developing content related to bilingual education for the CCTE Professional Development for Mentor Teachers Project (formerly the Intersegmental Project); holding monthly book club discussions of *The Translanguaging Classroom*; and supporting the ongoing development of existing and new Bilingual Authorization programs throughout the state. Perhaps of utmost importance in our work with BILA students will be the work of our leaders on the Bilingual Authorization Standards Expert Panel as they work to consider how best to refresh these standards in light of current conditions and new scholarship.

We will hold our monthly membership meetings on the second Wednesday of the month, from 11:45 a.m. to 12:45 p.m. on Zoom, except for our October meeting, which we will hold on Monday, October 19, from 8:30 a.m. to 10:00 a.m., in conjunction with CCTE's 2020 Fall Virtual Conference. At our October CCTE membership meeting, we will introduce our Board members, discuss elements of our focuses of Advocacy, Strategy, Scholarship and Organization, and recognize some of our past leaders with special honors for their leadership service. We hope that many of you will join us for our Zoom meeting that day. Access information to that meeting as well as the many other sessions that will be part of the CCTE Fall Conference will be shared via email announcements as we get closer to the Conference dates.

All the best to all of you as you navigate these rough waters of teaching and learning this fall!

### CCTE Affinity Groups

A reminder that CCTE is offering the opportunity for any delegates or members to suggest formation of "affinity groups" around any topic of interest that is not already covered by the various associated organizations and special interest groups. If you have an issue in mind, please let CCTE Executive Secretary Alan Jones know (at [alan.jones@ccte.org](mailto:alan.jones@ccte.org)) and steps will be taken to create an affinity group and invite others with a similar interest to join in. The purpose here is to expand CCTE activity in response to the interests of the membership.

## Update from Center for Reaching & Teaching the Whole Child

By Nancy Lourié Markowitz  
CRTWC Executive Director

### **CRTWC Is Honored to Be a CTE Associated Organization**

We are delighted to become an Associated Organization of the California Council on Teacher Education (CCTE), as CCTE exerts a strong, much needed, anti-bias voice in our field. Following is a summary of who we are and what we are focused on contributing to society.

### **CRTWC: Who We Are**

Even more than ever, the COVID-19 pandemic has left us wondering, “How do we address all the societal inequities related to structural racism and increased mental health needs?” Kofi Annan says, “Education is the premise of progress, in every society, in every family.” As teacher educators we know the power of education as a change agent, and are familiar with research in neuroscience confirming that attending to social-emotional learning (SEL) is essential for learning. SEL is increasingly addressed in education, but rarely together with crucial considerations of context (e.g., socio-political, cultural/racial, community, family/individual), and culturally sustaining and anti-racist practices.

CRTWC systemically addresses SEL in context, by supporting the development of a shared social, emotional, and cultural (SEC) lens, and integrating it across a key lever for educational change—the teacher professional development (PD) pipeline. Then educators throughout the pipeline, from university teacher preparation, to beginning teacher support, and ongoing teacher PD, learn how to integrate SEC for equity, wellbeing, and academic achievement.

To achieve systemic change, professional development must encourage a commitment to common goals and buy-in from educators and their leadership. To facilitate this, CRTWC has worked collaboratively with educators for over seven years attending to SEL in context, and developing the SEC Anchor Competencies Framework. The Framework provides a roadmap for implementation, complements any academic curriculum, and encompasses much-needed mental health supports, such as trauma-informed practices, mindfulness, self-care, and resilience.

Applying this SEC framework supports the interruption of structural racism and marginalization and contributes to the academic achievement and wellbeing of all TK-12 students and their educators. In our ideal world, we dream that this builds the momentum necessary so that educators and students feel empowered to work side-by-side with their families, friends, and communities to dismantle institutional and anti-Black racism, erase opportunity gaps, and end the marginalization of populations so that we can all learn, thrive, and contribute to the greater, more equitable good.

### **CRTWC's New Associate Director**

We are thrilled to announce that supporting us in achiev-

ing our goals is our new Associate Director, Dr. Heidi Stevenson. Her vision, energy, and commitment to this work has already propelled us forward.

### **CRTWC's New Book on SEL**

*Teaching with a Social, Emotional and Cultural Lens: A Framework for Educators and Teacher Educators* was published by Harvard Education Press this year. This book goes beyond existing SEL programs to introduce a new framework for integrating the development of key skills needed for academic success into daily classroom practice. The framework spells out the competencies, processes, and strategies that effective P-12 educators need to employ in order to build students' social and emotional and cultural (SEC) competence. It serves as a critical roadmap for educators, whether they are university faculty searching for how to bring an SEC lens into their methods or foundations course and fieldwork experiences, or classroom teachers hoping to infuse critical skill building into the everyday academic learning.

### **Teacher Education Institute 2020-2021**

The pandemic propelled us to reconfigure our Teacher Educator Institute as an asynchronous and synchronous totally online experience. Twenty-six teacher educators representing eight different programs participated. Together, they generated a passion and commitment for bringing the social, emotional, and cultural anchor competencies into credential programs across California and beyond. We will be working with these dynamic educators over the course of the coming year and will share with CCTE the outcomes from each participating program next summer.

### **Upcoming Teacher Educator Institute 2021-2022**

A new cohort of this online institute will begin in July 2021. If you would like more information please stay connected through providing your email at the bottom of our website, or following us on Facebook, and/or Twitter.

### **Foundations of the SEC**

#### **Anchor Competencies Framework**

We have developed an online synchronous/asynchronous offering entitled Foundations of the SEC Anchor Competencies Framework. We will be providing it to Sunnyvale School District educators in September and we plan to offer it multiple times this fall, so be sure to stay connected for a description together with upcoming dates.

#### **SEC for University Supervisors and Cooperating/Mentor Teachers**

Stay tuned to learn more about online professional development opportunities in SEC for supervisors and mentor teachers.

### **Contact**

For follow-up on all of our CRTWC activities, please check in with us at [www.crtwc.org](http://www.crtwc.org)

## Lives of Teachers SIG Plan for Fall Meeting

By **Sylvia Kane**  
*Vanguard University*

At the meeting of the CCTE Special Interest Group on Lives of Teachers at the Fall 2020 Virtual Conference, Shari Tarver Behring, Dean of the Michael D. Eisner College of Education, at California State University, Northridge, will lead a presentation and discussion on self-care for ourselves and those whom we serve in our K-12 communities, especially as we face these challenging times of COVID-19 and anti-Black racism in America. These crises lead to intense emotions day after day which drain our energy and can impact us physically and emotionally.

Despite these stressors, we know that we must find the resources to ensure safety, well-being, and meaningful engagement in our virtual world of education. There is much work ahead of us and this work must first begin with us. We must each decide individually how best to take care of ourselves in these stressful times which would allow us to expand our commitment to social justice in a more effective manner.

Shari will discuss the SUN self-care program which is in its seventh year at California State University, Northridge. This presentation will include the specific self-care practice of mindful meditation as one way to meet our own emotional and physical needs as well as a way to help envision the world we want to see in the future. This presentation will include a power point on the SUN program, discussion with focused questions, and a short virtual mindful meditation session.

We hope you will join us. The date, time, and virtual link for the Lives of Teachers SIG will be announced along with other details of the CCTE Fall Conference. There will be no registration fee for the SIG meetings.

## Arts SIG Meeting Plans

By **Jody Moody**  
*Loyola Marymount University*

The CCTE Arts and Teacher Education Special Interest Group will be meeting on Monday, October 26, at 10 a.m., the week following the Fall Conference. The agenda will include any updates regarding the VAPA benchmarks, TADA, and other important arts-based topics. The virtual link for the meeting will be announced along with other details of the CCTE Fall Conference.

## Undergraduate Teacher Preparation Programs SIG

By **Carrie Wall**  
*Pepperdine University*

The Undergraduate Teacher Preparation Programs Special Interest Group gathers to discuss teacher education issues unique to undergraduate programs. Discussion items from previous meetings include teacher preparation program recruitment, Elementary Subject Matter (ESM) waiver application processes, Integrated Teacher Education Programs (ITEPs), undergraduate teacher candidate mental health and resilience, diversifying the teacher pool, and building community college partnerships.

If you work in an undergraduate teacher preparation program and want to build community and share ideas, please join us at our meeting during the CCTE Fall 2020 virtual conference. The date, time, and virtual link for the SIG will be announced along with other details prior to the Conference. There will be no registration fee for the SIG meetings.

## Equity and Social Justice SIG

By **Reyna Garcia Ramos**  
*Pepperdine University*

**Ivannia Soto**  
*Whittier College*

**Fred Uy**  
*California State University*

This year 2020-2021 will be a special year for the Social Justice and Equity Special Interest Group. First, this is the first time that the SIG will have tri-chairs for its leadership: Dr. Reyna Garcia Ramos from Pepperdine University, Dr. Ivannia Soto from Whittier College, and Dr. Fred Uy from the California State University, Office of the Chancellor. The three are working diligently in planning activities slated for this year.

At the Fall 2020 Conference, the SIG will have a panel of presenters discussing “The Future of Social Justice and Equity in Teacher Education” as the SIG would like to build on the conference theme “The Future of Teacher Education.. The date for this panel meeting is October 15th, 1:00 p.m. to 3:00 p.m. Stay tuned for more announcements soon!

SIG activities planned for this year will include collection of resources on combatting inequities during these heightened times of our nation’s pandemics on racial injustice, school inequities, and Covid-19. Please join the SIG meeting on Monday, October 19th from 2:30 p.m. to 4:00 p.m.. Zoom link coming soon.

For more information, please contact:

—Reyna Garcia Ramos ([reyna.g.ramos@pepperdine.edu](mailto:reyna.g.ramos@pepperdine.edu))

—Ivannia Soto ([isotohinman@whittier.edu](mailto:isotohinman@whittier.edu)) or

—Fred Uy ([fuy@calstate.edu](mailto:fuy@calstate.edu)).

## Building Momentum with the CCTE Policy Committee's Activity Cycle

By **Cindy Grutzik**

*San Francisco State University*

**Nicol Howard**

*University of Redlands*

**& Pia Wong**

California State University, Sacramento

CCTE Policy Committee Co-Chairs

A cycle of learning, action, and networking is becoming our California Council on Teacher Education (CCTE) Policy Committee annual routine. The Committee is organizing its activities to align with the legislative calendar and CCTE conferences in a process that is intended to build our skills, inform the membership, and enable timely advocacy. From the Fall Conference Policy Sessions, to spring review and analysis of bills and policy, to the Spring Policy Action Network (SPAN) Conference's networking and advocacy, our efforts are gaining cohesiveness and, we hope, impact.

Following the successful 2020 Virtual SPAN meeting, many CCTE members expressed an interest in joining the Policy Committee, and we are now a team of 31 people. This bodes well for CCTE's presence and voice in California's policies around teacher education, and for becoming a known resource to state policymakers.

Our meetings this spring focused on bill analysis and action steps. We used the process we started as a whole group at SPAN 2020 to discuss AB 1982 (Cunningham) which offers additional ways to meet the Basic Skills requirement, and AB 2541 (Medina) which would require credential programs to be housed in regionally accredited institutions. Our action steps have involved writing letters to our local legislators or writing an OpEd piece for a local or regional news outlet. Several of our Committee members wrote letters of support for these bills on behalf of CCTE.

Now we are looking forward to the Fall 2020 Conference and two Policy Sessions, one of which will provide a forum for updates from the Commission on Teacher Credentialing, while the other will take a close look at which policies and bills of interest to CCTE are moving forward and how that will lead us toward SPAN 2021. There will also be time for CCTE's Vice President for AACTE, Kimberly White-Smith, to share about AACTE's policy priorities and actions.

Understandably, our early plans for SPAN 2021 must be flexible, as we work to create both virtual and hybrid advocacy and networking opportunities which will be consistent with the status of the pandemic as we approach March 2021. We will have more information at the Fall Conference Policy Sessions.

## CCTE Associated and Affiliated Organizations

There are six California organizations that the California Council on Teacher Education (CCTE) Board of Directors has recognized as "associated" with CCTE, thus indicating that while independent of CCTE these organizations share similar goals and commitments with respect to the field of teacher education, and there are two national teacher education organizations with which CCTE is "affiliated" since CCTE serves as their official California state chapters.

The "associated" organizations are:

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

**California Alliance for Inclusive Schooling  
(CAIS)**

**California Association for Bilingual Teacher  
Education (CABTE)**

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

**California Association of School-University  
Partnerships (CASUP)**

**Center for Reaching and Teaching the Whole  
Child (CRTWC)**

The "affiliated" organizations are:

**American Association of Colleges for Teacher  
Education (AACTE)**

**Association of Teacher Educators (ATE)**

Information about and reports from all of these organizations appear in this issue of *CCNews* and links to their websites can be found at the bottom right hand corner of the home page of the CCTE website at [www.ccte.org](http://www.ccte.org)

All CCTE delegates, members, and friends are encouraged to learn about and get involved with any of these organizations that correspond with your areas of interest, teaching, research, and service. Typically the "associated" organizations will hold meetings, workshops, or other sessions in conjunction with CCTE conferences while the two "affiliated" organizations hold annual national meetings as well as other periodic events.



# CCNews

## Newsletter of the California Council on Teacher Education

Volume 31, Number 3, Fall Issue, September 2020 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

# The CCTE Intersegmental Project Has A New Name: Professional Development for Mentor Teachers

By Jo Birdsell

Chair of CCTE Intersegmental Project  
*National University Retired*

The Intersegmental Project Task Force was busy this summer making some edits and revisions to the modules for mentor teachers. One of the most significant ones was a title change. As many mentor teachers and program faculty did not connect the title “Intersegmental Project” with the courses, the new name is “Professional Development for Mentor Teachers.” We have shortened the title for easier access on the website to PD4MT21. In addition, each teacher preparation program has its own icon in the top banner. Programs can change the icon if an incorrect one was used.

Teacher preparation programs will review their own submissions for module waivers. The task force felt that this allowed each program more quality control over what could be waived. For example, if a specific district or county professional development is mentioned, the program would know more about it than an Intersegmental Project Task Force member might. Programs can also allow for mentor teachers’ participation in previous professional development that the program provided in order to waive a part or all of a module.

Finally, teacher preparation programs can add their own two-hour professional development to any of the courses so that mentor teachers have everything they need. Subscribers have multiple ways to access support. They can post a question at the Liaison Network, a new site created for them, send an email to [intersegmentalproject@calcouncil.edu](mailto:intersegmentalproject@calcouncil.edu), or contact one of the task force members.

Our task force will meet this year to work on revisions to the curriculum. Specifically, we are looking at ways to strengthen information on how mentor teachers can assist student teachers in teaching English learners and integrating learners with special needs in the classroom. We have representatives from both the California Association for Bilingual Teacher Education (CABTE) and California Association of Professors of Special Education (CAPSE/TED) on the working committees and we are reaching out to their leadership regularly for ideas and input.

Another area of focus we would like to strengthen is helping mentor teachers more deeply understand their multiple roles in the process: as supervisors, assessors, encouragers, coaches, and more. We would like to honor the leadership that programs have identified in those selected as mentor teachers and continue to build upon what they know with new information in this area.

If you have resources you think might strengthen any of these areas of the courses, and they are not copyrighted, please send the resource or link to:

[intersegmentalproject@calcouncil.com](mailto:intersegmentalproject@calcouncil.com)

If the materials have a copyright but you have permission for us to use them, please send that information as well.

As of August 10, there were 19 teacher preparation programs subscribed to the Project for the current 2020-2021 year. If your institution is interested in using the courses, please access this website:

<https://ccte.org/intersegmental-project>

The Professional Development for Mentor Teachers (previously known as the Intersegmental Project) is available to any teacher preparation institution or county office of education in California. There is an annual participation fee of \$100 for institutional members of the California Council on Teacher Education (CCTE); the annual fee is \$200 for non-members of CCTE. Payments for the Project can be made at the time of renewal of CCTE institutional memberships or through an on-line payment portal on the CCTE website ([www.ccte.org](http://www.ccte.org)).

This year’s members of the Professional Development for Mentor Teachers Task Force are: Jo Birdsell (retired and chair), Sharon Russell (retired and recent Past President of CCTE), Christine Lam (CalState TEACH), Virginia Kennedy (CSU Northridge and current Past President of CCTE), Grace Cho (CSU Fullerton and CCTE Board Member), Keith Walters (California Baptist University), and Patty Kirsch (National University). Anyone wishing to get involved with the Project’s working committees or seeking other information is invited to contact Jo Birdsell at:

[jobirdsell@calcouncil.com](mailto:jobirdsell@calcouncil.com)

## **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 any person who is in their first five years of employment as a teacher educator at a CCTE member institution and who has not previously received support from the CCTE New Faculty Support Program. The purpose of the program is for new faculty to become a member and a participant in CCTE during any membership year, which annually runs from July 1 through June 30.

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

Participants in this program will receive a CCTE individual membership for the current membership 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 conference 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](mailto:alan.jones@ccte.org).

Applications will be accepted and considered at any time during the academic year, and new participants will be included in the program for either the current or the upcoming year.

## **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.
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](mailto:alan.jones@ccte.org)

Students interested in participating in the program during the current membership year are encouraged to apply as soon as possible, although applications will be received and considered at any time during the year, and those accepted to the program will be rolled over to the next membership year as appropriate to assure they receive the full benefits of the program.

## CCTE Reader on Social Justice Available for Course and Individual Orders

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

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



### The CCTE Reader on Social Justice

Edited by Juan Flores & Donald Cardinal

With Associated Editors Thomas Nelson & Suzanne SooHoo

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

Containing 18 Outstanding Articles  
about Social Justice and Teacher Education

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



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

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

The *Reader* was officially introduced at the Fall 2017 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](mailto: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](http://www.ccte.org) where there is an on-line order form if you wish to purchase via credit card or a form that can be downloaded and submitted with payment by check.



# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 31, Number 3, Fall Issue, September 2020, Section 4—Articles from the Field**

Laurie Hansen (California State University, Fullerton), Editor

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

### Articles and Reports

*CCNews* typically 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 related to teacher education from CCTE delegates and members and others in the California teacher education community. On the following page you will find one such article:

“An Update on Californians Toget (CalTog) by the CCTE Representative”

By **Lyn Scott**, *California State University East Bay*

(see page 24).

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

All CCTE delegates, members, and friends are encouraged to write about any aspect of their teacher education work—teaching, research, or service—to share in future issues of *CCNews*.

Please address submissions to Laurie Hansen at:  
[laurie.hansen@ccte.org](mailto:laurie.hansen@ccte.org)

### Be Sure to Check the CCTE Website Regularly

[www.ccte.org](http://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, the 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 Meeting at the Fall 2018 Conference and updated since. It is 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 and is regularly updated by the CCTE Membership Committee.

Be sure to check it all out frequently.

## An Update on Californians Together (CalTog) from the CCTE Representative

By **Lyn Scott**

CCTE Representative to Cal-Tog  
*California State University, East Bay*

Californians Together (CalTog) is a statewide coalition of over twenty organizations that advocate towards the goal of better educating 1.4 million English Learners (ELs) by improving California's schools and promoting equitable education policy. The California Council on Teacher Education (CCTE) is one of the members of CalTog.

In 2020 ELs and the teacher workforce continue to be high priorities for CalTog. In my role as the CCTE representative, I provide information and perspective on pre-service and in-service teacher preparation in addition to current research on ELs. Of current particular concern to CalTog is the impact of prolonged school closures and the transition to distance learning as those factors impact the linguistic and academic development of California's young dual language learners (DLLs) and ELs in TK-12 classes.

Preliminary national data gathered in recent months suggests that the transition to distance instruction during the Covid-19 pandemic is exacerbating educational inequities for ELs. In an April survey conducted by the Parent Institute for Quality Education (PIQE), parents of ELs reported that their children were not receiving the supports they needed during distance learning. More than nine of ten parents surveyed by PIQE reported that while they had received information from their children's schools about how to access online learning, nearly a third were unable to understand the instructions. In a poll by Education Trust-West, 25% of families surveyed that speak languages other than English at home reported that they had received learning materials for their children solely in English. Similar gaps in access to digital learning technology and/or internet connectivity were also reported.

CalTog coalition representatives meet quarterly to develop a plan of work and provide guidance to staff. In this summer's meeting, representatives and staff networked to leverage the coalition's resources and knowledge to support educators and administrators who are struggling to recreate distance learning opportunities for ELs in their classes without any clear standards or guidance. One outcome is CalTog's launch of *English Learner Communities of Practice* to meet the demands of equitable access and EL-appropriate instruction through distance learning, materials, and one-on-one outreach for ELs.

At the upcoming fall meeting coalition representatives will formulate CalTog's annual action plan and assess the financial support needed to accomplish priorities. Currently, the coalition's eight areas of focus include: Long-term ELs (LTEL), the English Learner Roadmap, Common Core, the English Learner Leadership and Legacy Initiative (ELLLI), the Local Control Funding Formula (LCFF), Multiple Pathways to Biliteracy, *Alas y Voz* parent initiative, and Support for Immigrant and Refugee Students (SIRS).

With approximately 44% of school-aged California children speaking a non-English language at home—approximately 60% for children age five and younger—supporting educational equity for ELs is critical. See the CalTog website at [www.CaliforniansTogether.org](http://www.CaliforniansTogether.org) for more information about projects, publications, and other resources. Martha Hernandez became CalTog Executive Director in June following the retirement of Shelly Spiegel-Coleman who is now CalTog's strategic advisor. Xilonin Cruz-Gonzalez is the Deputy Director.

*In addition to serving as the CCTE representative to CalTog, Lyn Scott was recently re-elected to CalTog's Board of Directors as Treasurer.*