

CCNews

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

Volume 31, Number 2, Summer Issue, June 2020

Laurie Hansen (California State University, Fullerton), Editor

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The Future of Teacher Education Imagining in an Uncertain Era

A Message from CCTE President Eric Engdahl

Two years ago when I was President-Elect I did not imagine the world we inhabit today; but I am sure it was not a world imagined by most of us, except perhaps for a few virus hunters and epidemiologists. COVID-19 changed our practice; we implemented online instruction overnight, field placements went virtual, and now we all understand “zoom fatigue.” In February of 2020, there was talk of increased funding for education and a burgeoning state budget. Now in May 2020 the fiscal future for education in California looks grim, to say the least.

Today, when I speak with candidates entering credential programs, I acknowledge this is a stressful and uncertain time; but that one of the dispositions of a good educator is flexibility and another is that of being a lifelong learner. We must continue to hone these traits, for ourselves and as an organization. The Policy Committee (Cynthia Freeman Grutzik, Nicole Howard, and Pia Wong), President Virginia Kennedy, and Executive Secretary Alan Jones demonstrated those traits in the swift transformation of the March SPAN Conference from in-person to virtual. I cannot give them enough kudos for what they pulled off!

The theme of the Fall Conference is “The Future of Teacher Education” and it is now more relevant than ever, since what that future might look like is unclear. We have made the hard decision to make it a virtual conference, although, if conditions allow, we may facilitate regional viewing parties. Fortunately, unlike the SPAN Conference, we have time to plan. One thing is clear: education and teacher education is changing. It will never be the same. The



Eric Engdahl

Fall Conference is about how we, as teacher educators, can help to shape it in ways that are inclusive, equitable, and serve the needs of all of California’s students. As the SPAN Conference demonstrates, our collective voice resonates. I know that budgets will be tight, but your membership and the membership of your institutions in CCTE is more important than ever, so that we can help shape the future of teacher education and not be sidelined in the process.

As President of CCTE, I look forward to collaborating with the Board, members, and the CTC in brainstorming about the future of teacher education. I look forward to moving forward and acting on the ideas developed during those conversations. There will be experimentation and false starts, but knowing the good will,

intellect, and talent in this community, I believe we can meet this challenge positively. This quote from Rebecca Solnit recently landed in my in-box and sums up my feelings: “Hope is a sense that the future is not yet written, that what we do will help write it.”

It is my sincere hope that every one of you, your family, and loved ones stay healthy during the COVID-19 crisis. Care for yourself, care for your candidates. We have all, to some degree or another, been traumatized by this. We can put into practice some of the skills learned at our last conference on Social-Emotional Learning. Now, more than ever, we need to nurture well-being in ourselves and all those with whom we come into contact. Be well.

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

It's Annual Membership Renewal Time

The 2020-2021 California Council on Teacher Education membership year starts on July 1 and in order to sustain and support our organizational efforts during this unusual and challenging year all institutional and individual members are urged to renew their memberships as quickly as possible. Renewal letters and forms were emailed to all current members in May and several institutions and individuals have already renewed and it is hoped that all others will during the early summer so that CCTE will be in a strong position to carry out its programs, publish and distribute our two journals and the newsletter, and continue to engage in other virtual communications for as long as necessary.

Membership dues remain the same as last year, with the standard individual membership at \$120, retired membership at \$90, and student membership at \$60, while a new individual membership category is available this year for part-time faculty at \$100.

Institutional memberships are still \$700 a year, which includes the opportunity to appoint six delegates, each of whom receives all of the same benefits as individual members. Institutions are also encouraged to add additional delegates at \$120 each in order to involve other interested faculty, adjuncts, mentor and cooperating teachers, and other members of the teacher education community.

Another new membership feature this year is the opportunity to pay by credit card for both institutions and individuals who prefer that option over paying by check. On-line payment portals for both institutions and individuals can be found on the membership page of the CCTE website at www.ccte.org (click the "join" tab at the top of the home page).

The benefits for both individual members and institutional delegates are many. They all receive each issue of both CCTE journals (*Issues in Teacher Education* and *Teacher Education Quarterly*) in PDF format via email, as well as the quarterly newsletter and many other communications, they are eligible to vote in CCTE annual elections and at policy sessions at our conferences, and they are encouraged to get involved with any of the CCTE committees and Special Interest Groups, as well as the associated organizations.

Individual membership, institutional membership, and institutional delegate forms can all be found on the membership page of the CCTE website. Institutions also have the option to add memberships in AICCU-ED, CABTE, CAPSE/TED, and the Intersegmental Project when renewing their CCTE membership, and individuals can also include a CAPSE/TED membership with their CCTE membership.

Membership in CCTE is richly rewarding for both individuals and institutions. Be sure to renew, or to join afresh if you are not currently a member. If you need additional information or have questions please contact CCTE Executive Secretary Alan H. Jones at alan.jones@ccte.org

Results of CCTE 2020 Annual Election

The 2020 California Council on Teacher Education annual election brought several new faces to our leadership team. Heidi Stevenson of the University of the Pacific was elected President Elect, Kimberly White-Smith of the University of La Verne was elected our Vice President for AACTE, and Michael Cosenza of California Lutheran University was re-elected Vice President for ATE. They join fellow officers Eric Engdahl of California State University East Bay who has assumed the office of CCTE President and Virginia Kennedy of California State University Northridge who moves to the role of Past President, both for the next two years. Heidi will also serve for two years in the President Elect role, while the two Vice Presidents will each serve for three years.

The Board of Directors also has five new members. Grace Cho of California State University Fullerton, Karen Escalante of California State University San Bernardino, and Sarah Johnson for Fresno Pacific University were elected to three-year terms on the Board, while Shadi Roshandel of California State University East Bay and Terrelle Sales of Vanguard University were elected to fill one-year terms that became vacant. Those five join previously elected Board members Ernest Black of CalStateTEACH, Anaida Colon-Muniz of Chapman University, Betina Hsieh of California State University Long Beach, and Mary Soto of California State University East Bay.

Special thanks and appreciation to Vicki Graf of Loyola Marymount University, Nicole Howard of the University of Redlands, and Pia Wong of California State University Sacramento who completed terms on the Board this year, and to Mona Thompson who served the past two years at Vice President for AACTE, and to Sharon Russell who completed the six-year cycle as President Elect, President, and Past President this spring. Fortunately they all remain active with CCTE, so be sure to express your appreciation to them when we are next able to assemble.

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"

From the Desk of the CCTE Executive Secretary

Following are highlights as we near the conclusion of this 2019-2020 membership year for the California Council on Teacher Education (CCTE):

Membership

CCTE experienced a very successful membership year again in 2019-2020, with institutional and individual memberships exceeding our membership goals for the year. We are completing 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. The membership renewal letters and forms were emailed to both institutions and individuals in early May and several renewals have already been received. 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

Our 2019 Fall Conference was the largest in attendance and one of the richest in content in our 75-year history. We were hoping to continue that pattern of success with the CCTE Spring 2020 SPAN Conference in Sacramento but as you already know that face-to-face event had to be cancelled due to the pandemic. However, it was replaced by an amazing virtual conference that actually attracted more participants than were registered to be in Sacramento. Further details on that set of virtual meetings appear elsewhere in this newsletter.

Planning is now underway for the CCTE Fall 2020 Conference around the theme "The Future of Teacher Education" with Linda Darling-Hammond and Fred Korthagen as the keynote speakers. Because of the uncertainty surrounding the pandemic, instead of the usual venue in San Diego the Fall

Conference planning committee is developing plans for a virtual conference that will span those days of October 22-24 with numerous sessions available. If you are interested in helping plan this Conference, or if you have suggestions on that theme, please email the co-chairs of the planning committee Eric Engdahl or Vicki Graf: eric.engdahl@csueastbay.edu & victoria.graf@lmu.edu

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

Communications and Website

CCTE has an innovative and active Communications Committee co-chaired by Laurie Hansen of California State University Fullerton and Sarah Johnson of Fresno Pacific University. The Committee oversees *CCNews*, social media activities, and the organization's website, and holds Zoom meetings the first Monday of each month to plan and coordinate activities. Additional volunteers are always welcomed so if you wish to get involved with our communications efforts please contact Laurie or Sarah: lahansen@fullerton.edu & sarah.johnson@fresno.edu. The CCTE website, at www.ccte.org, provides information on all of our activities and all members, delegates, and friends of CCTE are encouraged to check the website regularly for updates and announcements.

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

ATE Update

The Association of Teacher Educators (ATE) is embarking this year on a strategic planning initiative under the leadership of Alisa Chapman, the new ATE Executive Director. The goal of the planning process is to map out the future of the organization and ATE is inviting participation from members across the country as well as others interested in teacher education.

As described by Raymond Francis of Central Michigan University, the current chair of the ATE Council of Unit Presidents:

The planning effort is being organized to engage members through surveys, regional listening sessions, topical webinars, and work group planning teams. Recognizing that ATE's strength as a practitioner-based organization focused on quality teacher preparation and professional development and support, the organization is encouraging K-12 and higher education participation in each step of the planning process. This is exciting work for our professional organization. We invite you to join us on this journey to imagine, plan, and create ATE's future.

There will be surveys of the ATE membership, and all California-based members are encouraged to respond when invited. The current step in the process involves a series of regional listening sessions during May and June. The session for the Northwest and Southwest Region, which includes California, was held on May 19, and was limited to 50 participations. CCTE President Eric Engdahl, CCTE Vice President for ATE Michael Cosenza, and CCTE Executive Secretary Alan Jones took part.

The next steps in the strategic planning will be the topical webinars followed by the work group planning teams, and teacher educators interested in attending or participating in these efforts should watch the ATE website for announcements and opportunities to get involved.

Further updates on this process will appear in future ATE reports in *CCNews*. If you have questions about or wish to get more involved with ATE you are encouraged to contact our CCTE Vice President for ATE Michel Cosenza at mcosenza@callutheran.edu

Report from AACTE

By **Kimberly White-Smith**
CCTE Vice President for AACTE
University of La Verne

Recent Update to AACTE's COVID-19 Educator Preparation Policy Tracker Map

In order to inform AACTE members about the latest developments regarding Educator Preparation Programs (EPPs) in light of COVID-19, they have updated their Policy Tracker Map, which can be found on their website, to reflect recent changes in EPP-specific state guidance and recommendations.

In the coming weeks and months, as agency guidance is supplemented by the supporting instructions and recommendations of other state entities such as the legislature and regulatory bodies, the information and features of this interactive map will grow to accommodate those developments and will be updated weekly.

AACTE Has Made Available an Important New Virtual Classroom Resource

AACTE and *Mursion* (the global leader in virtual reality (VR) training) are collaborating to offer educators and students excellent experiential learning through simulations. The collaboration provides teacher candidates an opportunity to complete clinical field experiences remotely during the COVID-19 pandemic. The special offering is available to EPPs across the nation.

During the coronavirus outbreak, EPPs can launch the VR classrooms in just a few days. Through virtual simulations, candidates can practice instructional techniques and access a platform of over 100 videos of classroom instruction. AACTE and Mursion will offer the VR classroom with simulated students at a special discount to support teacher candidates in these unprecedented times.

CCNews Call for Articles and News

The goal of *CCNews*, the quarterly newsletter of the California Council on Teacher Education, 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: lahansen@fullerton.edu. The deadline for article submissions for the Fall 2020 issue is August 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 Fall 2020 issue is August 15.

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

Issues in Teacher Education

Call for Papers – Special Issue

Teacher Education in the COVID-19 Era: Perspectives and Possibilities During a Pandemic

COVID-19 and its many health, economic, and socio-political tentacles have reached into every corner of the globe and dramatically altered the ways in which we live and work. Moreover, outside of hospitals (which still exist as institutions populated with practitioners and patients), no other space has been flipped upside down and inside out more than schools. It's hard to even write that last sentence. Indeed, at *Issues in Teacher Education (ITE)*, we've all been keeping our heads down, laptops open, and our cats off camera as we grapple with: Just. Taking. Care. Of. Business...while struggling to keep ourselves and others safe and healthy. The shelter-in-place policies, school campus closures, and move to virtual teaching in California have wrenched teacher education into an unrecognizable world. Yes, some things are the same: teacher educators are still teaching, and teacher candidates are still learning. But for many of us, how these processes have been unfolding are markedly different from what we are accustomed to, what we know to be best practices, and what we feel is "good enough."

Indeed, the global pandemic has prompted unforeseen challenges in terms of teacher education instruction, clinical practice, expectations, and aspirations for teacher educators, teacher candidates, and program administrators alike. Yet the ways in which we approach and reconcile these challenges vary markedly, and ITE wants to provide a forum for your voices and experiences as you wrap up this academic year and look toward the fall and beyond. ITE is thus generating a call for a special issue tentatively titled: "Teacher Education in the COVID-19 Era: Perspectives and Possibilities During a Pandemic." Our aim is threefold: first, to highlight the diverse ways in which teacher education is moving through this unprecedented time period; second, to provide a platform for a range of voices involved in teacher education; and third, to capture a multiplicity of experiences. To these ends, our submission guidelines for this special issue are as follows:

1. We invite first-person narratives from those involved in teacher education during the COVID-19 pandemic. As always, at ITE teacher education is defined broadly to include the experiences of teacher educators, teacher candidates, supervisors, master teachers, and program administrators. We want to hear your teacher education stories, from your perspectives (thus, feel free to use "I"). These are not research papers. Although they may be connected to empirical work, it is not required.

2. Submissions must be:

- Between three and five single-spaced pages
- 12-point "Times New Roman" font
- Solo-authored or coauthored (with no more than one other person)
- Well written, engaging, and grammatically sound

Finally, every manuscript must be prepared in ITE's very own "Disquisition and Dispatch" mode (Don't judge! It's not so easy to find two alliterative terms that haven't been adopted by some corporation – and these actually work). The Disquisition and Dispatch format is derived from the "Vexation and Venture" practice adopted by "Science Education at the Crossroads" conferences (see, Settlage & Johnston, 2014). In the Vexation and Venture mode, authors focus on a challenge that troubles them (the "Vexation"), detailing a specific frustration as well as the implications of neglecting to resolve it. More than just venting, the Vexation, or in our case, "Disquisition," is an opportunity to thoughtfully describe teacher education experiences in the ever-shifting COVID-19 terrain of online instruction and stay-at-home policies. In contrast, the "Venture" or "Dispatch," is a site of possibility and promise for what we can do, and how we might do it. Dispatches needn't be about something you have already put into place, but they must propose pragmatic, humane, and generative bits of possibility that we might implement moving forward. What have we learned that will sustain us and teacher education during an ongoing, life- and profession-changing pandemic? And yeah, the dispatch is non-negotiable. We all need something to aim for, and we hope you will help us identify these possibilities.

Teacher educators, teacher candidates, supervisors, master teachers, and teacher education administrators living and working through COVID-19 are invited to submit an abstract of 120 words or less that describes their proposed manuscript to the ITE editor, Terri Patchen, Ph.D., at tpatchen@itejournal.org by June 15, 2020. Completed manuscripts will be due August 15, 2020. You can read more about ITE's general manuscript submission process on our website, but the specifics for this issue are detailed above. If you have any questions, don't hesitate to email.

We hope you will participate in this effort to chronicle teacher education experiences during the pandemic, so that we may share them with our community through this special issue. Take good care,

—**Terri Patchen**, Ph.D., Editor, & **Jana Noel**, Ph.D., Associate Editor

Reference: Settlage, J. & Johnston, A. (2014). The crossroads model. *Educational Leadership*, 71(8), 67-70.

Updates from the Commission on Teacher Credentialing

COVID-19 Resources and Commission Action

The Commission has multiple webpages devoted to COVID-19:

- General Information for Commission Stakeholders (<https://www.ctc.ca.gov/commission/covid-19-information-for-commission-stakeholders>)
- Information for Preparation Programs (<https://www.ctc.ca.gov/commission/covid-19-information-for-preparation-programs>)
- Information for Credential Holders/Applicants (<https://www.ctc.ca.gov/commission/covid-19-information-for-preparation-programs>)
- Information for Local Education Agencies (<https://www.ctc.ca.gov/commission/covid-19-information-for-local-education-agencies>)
- Commission Action Related to COVID-19 (<https://www.ctc.ca.gov/commission/covid-19-commission-action-related-to-covid-19>)

The *Commission Action Related to COVID-19* webpage is the first place that faculty and institutional leadership should access for information but the other pages have important information for employers, candidates, credential holders and the public.

In the weeks after the April 2020 Commission meeting, staff hosted a number of webinars to share information on the actions taken by the Commission to support candidates, applicants, and educators as well as educator preparation programs and employers.

Testing Centers Reopening

Where local guidance permits, the California-based Pearson VUE-owned test centers (PPCs) for California Educator Credentialing Assessments testing centers reopened on May 1, 2020. Note that test centers are enforcing social distancing recommendations, and therefore test center capacity will be decreased. Important health and safety considerations are also outlined on the California Educator Credentialing Assessments examination webpage:

(<https://www.ctcexams.nesinc.com/>).

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 10:00 AM 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.

Special Education Teaching Performance Assessment

The Special Education CalTPA Design Team began meeting in February 2020 and has continued to meet on a monthly basis through technology. An agenda item to update the Commission is planned for the August 2020 meeting.

Bilingual Authorization Work Group

The Bilingual Authorization (BILA) Work Group began meeting in May 2020. The earlier work group meeting was cancelled due to COVID-19 but the May 2020 meeting was held through technology. An update will be provided to the Commission at the June 2020 meeting and the item identifies the members of the BILA work group.

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

The initial meeting of the CSTP Refresh Work Group had been scheduled for April 2020. That meeting was cancelled due to COVID but the group began meeting in June through technology. There will be an agenda item at the August 2020 Commission meeting to provide an update on the early work of the group.

Accreditation Data System (ADS) Is Open for 2020 Reporting

The ADS opened for the 2020 reporting year in January 2020. A number of enhancements were put in place for this year's reporting, see PSA 20-02 (<https://www.ctc.ca.gov/educator-prep/ps-alerts>) for the specific changes. All institutional contacts must be reviewed and updated if appropriate and all program reports need to be created by May 15, 2020. The data for 2019-20 should begin to be submitted in late June and the reports submitted to the Commission by August 15, 2020.

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>



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**Newsletter of the
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Volume 31, Number 2, Summer Issue, June 2020, Section 2—Conferences

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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
and Vicki Graf at victoria.graf@lmu.edu

Spring 2020 CCTE SPAN Virtual Conference Retrospective

The original plan for a place-based SPAN Conference at The Citizen Hootel in Sacramento on March 19 and 20 was replaced by a series of virtual events those same two days. The co-chairs of the SPAN Conference Committee, Cindy Grutzik of San Francisco State University, Nicol Howard of the University of Redlands, and Pia Wong of California State University, Sacramento, worked with a technology team including Ernest Black of CalStateTEACH and Betina Hsieh of California State University, Long Beach, to assemble a main conference virtual session plus several additional virtual meetings, all of which were available live via Zoom and remain available through the recordings listed below with links (if you have any difficulties with the links here in the newsletter, please go to the “conferences” page of the CCTE website (www.ccte.org) where you will find this same list with activated links):

Virtual SPAN on March 19 – Opening Session(s), Accreditation and Practice Policy, and Closing
<https://www.youtube.com/watch?v=fVzHG0RMPHg>

Virtual SPAN Chat Transcript – Part 1

Virtual SPAN Podcast (audio only) – Literacy, the New TPEs, and Program Embedded Fieldwork Assessment
<https://anchor.fm/nicol-howard/episodes/SPAN-2020-Virtual-Conference—Literacy—the-New-TPEs—and-Program-Embedded-Fieldwork-Assessment-eb7hs>

Virtual SPAN Chat Transcript – Part 2

Special Education SIG Meeting on March 19
https://mula.zoom.us/rec/share/-uJHILzPpz9OWKvx6ljeR58vTqmmT6a81Ccf_fBYynWCO3u1HsTmiGCovewbqbU

CAPSE/TED Meeting on March 20
https://mula.zoom.us/rec/share/tPVZPZHB-EFITs_zxRDESJYNWb39aaa8hyFPrqIMxf4J2MA1sSM72ADZdUAcako

CABTE Meeting from March 20
 Contact CABTE for information on recording and link

AICCU-ED Meeting from March 20
 AICCU-ED Zoom Recording 3/20/20

Chat Transcript from AICCU-ED Meeting on March 20
 AICCU-ED Zoom Chat Transcript

CTC PowerPoint Presentation from AICCU-ED Meeting on March 20
 CTC PowerPoint Presentation

CCTE SPAN 2020 Research Monograph
 A PDF publication of descriptions of the research presentations that had to be cancelled.
 Link available on the “conferences” page of the CCTE website.

Policy Committee Update

The CCTE Policy Committee has met once since SPAN 2020 to outline tasks related to supporting several bills (SB614, AB1982, AB2541 and AB2485) which do not require any funding but could greatly enhance opportunities for future teachers. Please check with us for more information on the Policy Committee’s support of proposed legislation. Policy Committee members are also taking various actions to influence the fate of these bills. All CCTE delegates and members are invited to get involved with CCTE campaigns to “Write an OpEd” or “Connect to legislators in their home offices.” Resources for both activities are available on the SPAN page of the CCTE website. The next policy committee meeting is via zoom on June 8th from 4:00 – 5:00 pm. All are welcome to join at this link: zoom: <https://us02web.zoom.us/j/85285647487>

—Cindy Grutzik, Nicol Howard, & Pia Wong, CCTE Policy Committee & SPAN Co-Chairs
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CCNews

Newsletter of the California Council on Teacher Education

Volume 31, Number 2, Summer Issue, June 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

CCTE Associated Organizations

The California Council on Teacher Education collaborates with five other educational organizations active in teacher education in California which have been approved by the CCTE Board of Directors as “associated organizations of CCTE.” Some of these organizations have been involved with CCTE for decades, while others have engaged with CCTE more recently. Some of them hold meetings at each CCTE semi-annual conference. All are groups that CCTE members who are interested participate in regularly. The five associated organizations are:

AICCU-ED

The Association of Independent California Colleges and Universities-Education (AICCU-ED) is an organization of teacher education programs at private and independent campuses across the state. Previously named ICCUCET (Independent California Colleges and Universities Council on the Education of Teachers), the organization adopted its current name a year ago to clarify its relationship with AICCU (the Association of Independent California Colleges and Universities). AICCU-ED has held meetings at each CCTE conference for decades and also hosts discussions and takes action on behalf of teacher education programs at private and independent campuses.

CABTE

The California Association for Bilingual Teacher Education (CABTE) is affiliated with CABE (the California Association for Bilingual Education) and is active in statewide policy discussions and programmatic initiatives to strengthen the role and effectiveness of bilingual education programs and practices at both the higher education and P-12 levels. CABTE holds meeting at each CCTE Conference.

CAIS

The California Alliance for Inclusive Schooling (CAIS) was formed a few years ago through the cooperative efforts of CCTE, the Commission on Teacher Credentialing, and the California Department of Education to serve as a forum for advocating inclusive education practices at all levels of education in California. The initial CAIS meeting was at the Fall 2018 CCTE Conference, and the group continues

to meet at each CCTE Conference and also holds forums at other locations throughout the state, often in collaboration with the Thompson Policy Institute on Disability and Autism of the College of Educational Studies at Chapman University.

CAPSE/TED

The California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED) has been engaged with CCTE for several decades, holding meetings at each CCTE conferences and representing the interests of special educators on statewide panels and with both the Commission on Teacher Credentialing and the State Department of Education. CAPSE/TED is also affiliated with the Teacher Education Division of the Council for Exceptional Children.

SCPDS

The Southern California Professional Development Schools Consortium (SCPDS) has for many years championed the role of and need for professional development school partnerships between colleges and universities and school districts in Southern California and has recently joined with CCTE as an associated organization. SCPDS is seeking members from Northern California as well as it works to evolve into a statewide organization.

As part of their association with CCTE, annual institutional memberships in AICCU-ED, CAPTE, and CAPSE/TED may be renewed and paid by campuses along with the annual institutional membership in CCTE, and CCTE also collects individual memberships in CAPSE/TED along with CCTE memberships for those faculty who wish to join both organizations.

Other organizations potentially interested in being “associated organizations of CCTE” are invited to consider the benefits and to submit a letter of application to the CCTE Board of Directors.

CCTE also serves as the state chapter of the American Association of Colleges for Teacher Education (AACTE) and the Association of Teacher Educators (ATE), the two national teacher education organizations. Those two are considered “affiliated organizations” of CCTE.

Report from AICCU-ED

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

Strange times, right now. We are seeing both the positives and the negatives emerge in our educational society. One negative has been the indefinite postponement of the Golden State Teacher Grant. Another negative is the uncertainty about this Fall at both the TK–12 system and our systems of higher education. Daily reports are being published about the California Budget and the projected 53.4-billion-dollar deficit. We are wondering what the schools will look like with social distancing, new sanitation and health mandates, and virtual formats.

But I have also witnessed very powerful positives in our higher education community. I have been heartened by the stories of generosity, friendship, and comradery that I have heard in the past weeks. For example, Jill Hamilton-Bunch shared that on all Point Loma Nazarene University campuses there is a simultaneous virtual daily prayer time in which everyone is together.

We are so fortunate to have a strong network in teacher education with AICCU-ED, CABTE, CAPSE, and, of course, Cal Council. We all yearn for the time when we can be together face-to-face. But in the meantime, we are problem solving creative solutions. Our extraordinary virtual SPAN conference that provided the format for AICCU-ED to reach 300 participants back in March was an example of this.

The AICCU-ED Board is trying different ways to share information and ideas virtually with each other. For example, Kelly Vaughn of Notre Dame de Namur University created a Google doc so that anyone interested can share information on IDPs. Please feel free to look and share ideas at

https://drive.google.com/drive/folders/1zt429aHojd3-S_jglWMGq-T4IBYxpdF

Our virtual AICCU-ED meeting during the SPAN Conference was such a success that we are going to try another meeting to share ideas and information. The date has not been set, but we are looking at the middle of June before we all disperse for summer. Please feel free to provide some ideas for discussion at

<https://forms.gle/dU14vPmc9g5cUQhg6>

AICCU ED wants to stay connected with all if you. Please feel free to email me if you have any questions or concerns at

aflemington@laverne.edu

CAIS Collaborates on Webinar Series

By **Audri Gomez**
Associate Director

*Thompson Policy Institute on Disability and Autism
Atallah College of Educational Studies
Chapman University*

School closures due to the COVID-19 pandemic have brought about virtual classrooms throughout California for both K-12 and higher education. This created a challenge for teacher candidates trying to complete the clinical practice hours and observations to meet the necessary program and credential requirements.

The California Alliance for Inclusive Schooling (CAIS) worked closely with the Orange County Department of Education and the California Commission on Teacher Credentialing (CTC) to offer an alternative opportunity for teacher candidates to gather required clinical hours, despite widespread school closures due to COVID-19. CAIS partnered with many state and national organizations, including the Thompson Policy Institute at Chapman University, the California Commission on Teacher Credentialing, Orange County Department of Education, Supporting Inclusive Practices Project, Bayridge Consortium, and the Bill and Melinda Gates Foundation, to develop a webinar series.

The CAIS webinars were designed for candidates in all preliminary teacher preparation programs—Multiple Subject (elementary), Single Subject (secondary), and Education Specialist (special education) candidates and included topics for teaching and reaching ALL students including Universal Design for Learning, Differentiating Instruction, and Multi-Tiered System of Support.

Within two weeks of proposing the idea, CAIS offered its first Commission-sanctioned webinar. The eight-part webinar series has a capacity of 1500 teachers and provides the opportunity for teacher candidates to accrue necessary clinical hours through the webinars and in-depth connected extension activities. The webinars quickly filled to capacity and will continue through June, 2020.

Preliminary findings from follow-up surveys of those attending the first six webinars suggest a strong positive impact. Results indicated that 95% of participants felt the webinars strongly increased or increased their “understanding of the content,” and 94% indicating that their “ability to apply” what they learned increased or strongly increased. In addition, 94% felt more prepared to create engaging and accessible learning experiences than before the webinar. In the comments, webinar participants tell us it was “one of the best webinars I’ve attended,” and that the webinar “gave us so many ways to look at different types of learners and how to meet their individual needs.” What we heard most was, “I feel more prepared.” And that makes it all worthwhile!

CABTE Report on the Bilingual Authorization Program Standards “Refresh”

Over the past two years, a group of bilingual teacher educators from across the state have collaborated in analyzing the content of the current six program standards for the Bilingual Authorization in California and recommending improvements to support the preparation of bilingual teacher candidates. Through an agreement with the California Commission on Teacher Credentialing (CTC) and funding from the Sobrato Family Foundation, a collaborative between the Center for Equity for English Learners (CEEL) at Loyola Marymount University (LMU), California Association for Bilingual Teacher Education (CABTE), Californians Together (CalTog), and the California Association for Bilingual Education (CABE), formed in 2018 to discuss a critical issue resulting from the passage of Proposition 58: a predicted shortage of highly qualified and well-prepared bilingual/dual-language teachers in the state.

In March 2020, the collaborative issued the Bilingual Authorization Program Standards (BAPS) Content Analysis White Paper to support the CTC’s accelerated timeline for updating the BAPS. The members reviewed the existing BAPS as well as the Knowledge, Skills and Abilities (KSAs) and other CTC standards on teacher preparation (e.g., Pre-conditions, Common Standards) with a focus on current research in the field of bilingualism, equity, and dual language programs. They also considered the integration of the Dual Language Standards that are currently being developed with the Council on the Accreditation of Educator Preparation along with other relevant and recent research in the field.

In the White Paper the collaborative recommended that the following themes be included in a refresh across all six program standards.

- An equity-orientation reflective and responsive to the sociolinguistic, socioemotional, sociocultural, and sociopolitical factors for the diverse contexts and students that bilingual teachers serve in multilingual settings. Teacher candidates and program leaders need to have an advocacy orientation.
- The design of programs, curriculum, and assessments—aligned to the TK-12 CA English Learner Roadmap principles—follow an assets-based approach.
- The use of terms that embrace an asset-based approach when working with students of diverse language backgrounds (Bilingual Learners/Emergent Bilinguals/ELs).
- Current research on bilingualism, multilingualism, multilingual education, translanguaging, dual language programs, culturally sustaining pedagogies, and updated research related to relevant fields.
- Bilingualism expanded beyond the California context towards a national, binational, transnational, and international/global perspective for diaspora communities and countries of origin; the notion of bilingualism extended to multilingualism.
- Bilingual/Multilingual Teacher Performance Expecta-

tions proposed and adopted in alignment with the CA Teacher Performance Expectations (TPEs).

- Bilingual/dual language fieldwork and clinical experiences cross-referenced to the Common Standards and situated and contextualized in educational settings designated in a range of bilingual/dual language program types.
- Clinical practice integrated over the arc of the program, honoring bilingual instructional settings across a spectrum of program designs (e.g., developmental bilingual, two-way immersion, heritage language programs); standards address concerns about trends in having the bilingual authorization as a “post” or sequential credential program, creating a lack of opportunity for practice, mentorship, and guidance in learning to teach in bilingual/dual language programs.
- Developing bilingual teachers’ bilingual proficiency and identifying how target language linguistic proficiency works across a program.
- Focus on need to develop cultural knowledge, cultural literacies, cross-cultural understanding, and intercultural competence to develop students’ identities and sense of community.

The White Paper also contains information specific to individual standards and other information such as addressing current content area frameworks (e.g. CA ELA/ELD framework) throughout the bilingual methodology standard, incorporating integrated and designated ELD instruction, integrating bilingual student assessments and bilingual “signature” assessment for teacher candidates to provide fidelity across a program, and clarifying implementation of the Common trunk as it relates to bilingual authorization.

Statewide experts in bilingual teacher preparation invited to join the collaborative included professors, directors, and scholars from two University of California campuses, three California State University campuses, and four private colleges and universities: Cristina Alfaró (San Diego State University), Clara Amador-Lankster (National University), Elvira Armas (CEEL at LMU), Rhianna Henry (Sonoma State University), Sandy Chang (CEEL at LMU), Grace Cho (CSU Fullerton), Cheryl Forbes (UC San Diego), Margarita Jimenez-Silva (UC Davis), Magaly Lavadenz (CEEL at LMU), Lyn Scott (CSU East Bay), Michelle Soto-Peña (CSU Stanislaus), and Diane Sharken Taboada (CSU East Bay & Sonoma State University). CEEL’s Executive Director, Magaly Lavadenz, led the collaborative.

At the June 2020 CTC meeting, an expert panel of bilingual authorization stakeholders will be announced. In addition to considering the recommendations in the BAPS Content Analysis White Paper, they will analyze a statewide survey of bilingual authorization programs and solicit input from bilingual authorization stakeholders in order to update the content in the current BAPS and KSAs. The expert panel’s work will start in late spring and continue throughout the year.



Several CABTE members presented their work at the National Association for Bilingual Education in Las Vegas, February 25-28, 2020. Adam Sawyer (CSU Bakersfield), Micki Abercrombie Donahue (Point Loma Nazarene, Bakersfield), Grace Cho (CSU Fullerton), Silvia Dorta-Duque (Benchmark), Andrés (123andres), Cristina Alfaro (San Diego State, NABE Western Region Representative), Elsie Solis-Chang (Point Loma Nazarene, Bakersfield), Maggie Beddow (CSU Sacramento), and Minerva Chavez (CSU Fullerton). Silvia and Andres are not affiliated with CABTE, as they are commercial presenters from Benchmark. These are not all the CABTE members who presented at NABE, just those available when the photo was taken.

—Photograph by Lyn Scott

Update from SCPDS

The Southern California Professional Development Schools Consortium is pleased to announce the results of its annual board of directors election and to welcome two new directors to its board: Jan Zoller, assistant professor at Fresno Pacific University joins the board along with Keith Derrick, principal at Royal High School in Simi Valley. Both will serve three-year terms. New officers were also elected at the March 2020 board meeting: Elizabeth Brown continues as President, Cynthia Coler continues as Vice President, Michael Cosenza is the newly elected Treasurer, and Antoinette Dodge continues as Secretary. Elizabeth, Cynthia, and Michael are faculty members at California Lutheran University, while Antoinette is principal at Laguna Vista School in Huntington Beach.

—**Elizabeth Brown**,
SCPDS President
California Lutheran University

Report from CAPSE/TED

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

CAPSE/TED (the California Association of Professors of Special Education/Teacher Education Division) held a very informative meeting during the CCTE virtual SPAN Conference with speakers from the Special Education Division of the California Department of Education (CDE), the Learning Policy Institute, and Commission of Teacher Credentialing (CTC) to provide current information regarding Special Education policy and issues related to credentialing and the shortage of Education Specialists.

The CAPSE/TED Board met prior to the SPAN Conference and decided to delay the voting for new officers and Board members until Spring 2021. Vicki Graf will remain as CAPSE/TED President along with Nat Hansuvadha as Interim Secretary and Joy Kutaka-Kennedy as Treasurer. For information on current Board members, please see the CAPSE/TED website at:

<https://sites.google.com/site/capseted/>

CAPSE/TED—Google Sites

The CAPSE/TED Featured Members section is a great opportunity to promote the excellent work of our members. You may self-nominate or nominate a colleague (with their permission) for the Featured Members section on our website. Send a photo, a short bio, accomplishments you would like to note, and links to your webpage, ResearchGate, etc., to Sara Werner Juarez at:

swerner@csufresno.edu

CECTED Cancellation

Unfortunately, the Council for Exceptional Children Teacher Education Division (TED) will NOT hold its national conference in Long Beach on Tuesday, November 3 until Friday, November 6 due to the COVID-19 situation. For more information, please email:

tedconference@tedcec.org

Save the Date

CAPSE/TED will be coordinating a special session of the CCTE virtual Fall 2020 Conference on Saturday, October 24, for teacher education institutions to collaborate in the development of new programs related to the new Education Specialist standards. The virtual Fall Conference will involve sessions from October 21 to October 24, and the Saturday session will be a capstone for “The Future of Teacher Education” conference theme.

Announcing the CCTE 2020 Outstanding Dissertation Award Competition

The California Council on Teacher Education has since 2012 offered an award to honor authors of outstanding doctoral dissertations in the field of teacher education in California. The deadline for nominations for the award in 2020 is August 1. Following are specifics related to this award:

- (1) CCTE has established the annual “CCTE Outstanding Dissertation Award” to recognize the authors of dissertations in the field of teacher education which have been accepted for the doctoral degree at a member institution of CCTE.
- (2) This award will be made annually (when appropriate) as part of the CCTE awards luncheon at the Fall Conference.
- (3) A special sub-committee of the CCTE Awards Committee will be created to review nominations for this award and to make the annual selection, with the understanding that such selection will be made only if the sub-committee views a nomination to be worthy of the award. Members of the sub-committee will be faculty at doctoral granting institutions in California who work with candidates for doctoral degrees related to the teacher education field.
- (4) The criteria for the award include: (a) the dissertation must have been prepared at a member institution of CCTE; (b) the dissertation must have resulted in the awarding of a doctoral degree during the most recent five academic years (i.e., for an award at the Fall 2020 Conference, the degree would have been awarded between 2016 and 2020); (c) the dissertation must be nominated for the award by a faculty member at a CCTE member institution; (d) the author of the dissertation must be or must become a paid student member of CCTE; (e) the topic of the dissertation must be directly related to teacher education; and (f) the dissertation must be of such quality that it may be considered by the subcommittee to be a significant contribution to the knowledge base of teacher education.
- (5) The current nomination deadline is August 1, 2020. Those nominations received will be reviewed for potential selection of an awardee at the Fall 2020 Conference. Similar annual deadlines will occur on August 1 of each future year, again with potential presentations at the Fall Conference each year.
- (6) Nominations for the award are to be made via e-mail with the following attachments: (a) a cover letter from the faculty member making the nomination with background information on the author and dissertation topic, including a rationale of why the dissertation meets the above award criteria, and (b) the full dissertation text as a Word file. Nominations are to be submitted to Alan H. Jones, CCTE Executive Secretary, by e-mail at:

alan.jones@ccte.org
- (7) The recipient of this year’s award will be honored at the Friday awards luncheon at the CCTE Fall 2020 Conference, will be reported on in the next issue of *CCNews* following the Conference, will be offered the opportunity to present information about the dissertation during one of the research presentation or poster session slots at the Fall Conference, and will receive an award plaque from CCTE. The faculty member who served as adviser and chair for the dissertation will also be recognized at the awards luncheon.

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.

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

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 with your request.

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



CCNews

Newsletter of the California Council on Teacher Education

Volume 31, Number 2, Summer Issue, June 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 pages you will find two such articles and one announcement:

“Creating a YouTube Channel to Support Transitioning to Online Teaching”

By **Lara Ervin-Kassab**, *San Jose State University*

(see pages 20-22).

“Announcing Harry Potter Educational Podcast”

By **Carrie Birmingham**, *Pepperdine University*

(see page 23).

“Highlighting Social Foundations of Education: It’s Time to Tell California’s Story”

By **Jana Noel**, *California State University, Sacramento*

(see pages 24-28).

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

Be Sure to Check the CCTE Website Regularly

www.ccte.org

The CCTE website offers information and background on all of our activities. All delegates, members, and friends of the organization are encouraged to visit the site regularly.

You will find news, announcements, membership information, previews and retrospectives on our semi-annual conferences, policy updates, and invitations for participation in such programs as the CCTE New Faculty Support Program, 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.

Creating a YouTube Channel to Support Transitioning to Online Teaching

By **Lara Ervin-Kassab**

Department of Teacher Education

College of Education

San José State University

Lara.Kassab@sjsu.edu, @drlarakassab

Background and Need

In early March 2020, a college of education in California rapidly transitioned from a face-to-face mode of instruction to fully online. In the early days of the transition, one face-to-face faculty workshop was facilitated in order to attempt to prepare for online work. During this workshop, participants expressed a desire to have just-in-time support materials and a space for hands-on learning of the learning management system (LMS). In response to this request, a course shell was developed as a “sandbox” space in which faculty could “play” with the tools while taking on the roles of both teachers and learners together.

The “sandbox” was strategically designed to support faculty negotiating their professional and technological identities and their experience with the LMS (Liu, & Geertshuis, 2019). Concerns about rapid adoption at the expense of modeling good pedagogy were also integrated into the design of the “sandbox” as well as within the support materials provided. Synchronous experiences, called “playdates” provided groups with the opportunity to learn together in real time. Other asynchronous supports, such as readings and videos, allowed for anytime, anywhere individualized learning.

Videos were created that illustrated how tools could be used with a technological pedagogical content knowledge (TPACK) approach (Koehler & Mishra, 2009). The TPACK approach emphasizes the pedagogical and content-specific aspects of technology use, with the technology tool being presented as a pedagogical choice point for educators. As the videos were created and shared, faculty asked if they might

be able to share the videos with students and other faculty in other colleges. It was in response to these queries a YouTube channel was created with organized playlists as space to share the videos. This article presents the theoretical underpinning of these videos and ideas for planning a YouTube channel to support teacher education.

YouTube was selected as a platform for hosting the videos as it is internationally accessible, free for users and creators of content, and is a location educator turn to for just-in-time professional development (Semich, & Copper 2018). Having a YouTube channel also facilitated open searches for the video resources and the ability to have a central space for connected content. Although Semich & Copper’s (2018) work indicates YouTube video is frequently seen as most beneficial when combined with or reinforcing face-to-face development, the situation in which the college found itself meant that the videos would be combined with asynchronous support. Beyond the boundaries of the university at which the channel was developed, educators expressed a need for support in transitioning online. The channel could be a way to contribute and support the teacher education community as a whole and was shared with the local and international teacher education communities through a bit.ly link to the channel (<http://bit.ly/PlaylistsOnlineTeachingKassab>).

Key Elements of Video Development

The creation videos about online teaching for an online, asynchronous space brought together best practices in managing media cognitive load (Mayer & Moreno, 2003) and the more than twenty years of lived experiences of a technology-using teacher. A coherent design structure was determined to balance the cognitive load considerations seen in Table 1 below.

—continued on next page—

Table 1: Alignment of Video Design and Research

<i>Design Element</i>	<i>Load Reducing Method (Mayer & Moreno, 2003, p. 46)</i>
No more than 10 minutes per video, inclusion of “pause video here” in some videos.	<i>Segmentation effect: Better transfer when lesson is presented in learner-controlled segments rather than as continuous unit.</i>
Eliminate extraneous information and examples.	<i>Weeding: Eliminate interesting but extraneous material to reduce processing of extraneous material.</i>
Layout of slides with space and separation of text and images.	<i>Aligning: Place printed words near corresponding parts of graphics to reduce need for visual scanning.</i>
Narration aligns with slides and/or demonstration of a component of a tool while visually present.	<i>Synchronizing: Present narration and corresponding animation simultaneously to minimize need to hold representations in memory.</i>

Creating a YouTube Channel to Support Transitioning to Online Teaching

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Once the content and design of the videos were planned out, the next challenge was how to record the videos. In shelter-in-place conditions there was limited access to media production tools. Ultimately, a free screen-capture tool, the editing software in the screen-capture tool, headphones with a noise-minimizing microphone, and a laptop were utilized. Content and functionality of the tools were tested on volunteers from both shelter-in-place and virtual environments. Prior to the final recordings of videos, practice recordings were made. Initial “playlists” for organizing the videos in the YouTube channel were mapped out to create easier searches for similar topics. Alignment was further enhanced by selecting consistent slide backgrounds and designs to use with each set of topics. A template final slide encouraged viewers to begin a dialogue using the “comments” section of each video.

An Analysis of Impact

As of the writing of this brief article, there are 64 subscribers to the YouTube channel. There are nine channels with videos and two under construction. None of the video “comment” sections have been utilized, this is unsurprising as these videos are not embedded within collaborative professional development experiences. Table 2 below lists the most viewed videos on the channel from YouTube’s analytic report.

The channel has been up for two months as of this writing. Colleagues report using the videos that are currently present to guide their thinking about next semester’s planning. As the semester draws to a close, views are more infrequent. It is, however, reasonable to expect an increase in views as educators prepare for continuing online instruction through the summer. Additional content is being created, including a playlist specifically for supporting the development of performance assessment tasks online and technical support for completing teaching performance assessments in online environments.

Table 2: Five Most Popular Channel Videos*

<i>Video Title</i>	<i>Number of Views</i>
Full Make a Screen Capture in Studio in Canvas	124
Making Space for SEL Online Part 1	98
Accessing Conferencing in Canvas for Students	70
Using Embedded Video in Conferencing Online	66
Short Studio Screen Capture Tutorial	65

*As of May 13, 2020.

Note: Making space for SEL in Online Spaces Part 2 only had 27 views.

Utilization of the Channel in the Researcher’s Instruction

Over the summer, a significant amount of content is planned to be both created and curated through playlists on the channel. In order to both prepare for fall coursework and support faculty in creating learning communities in online spaces, the “Creating Learning Communities Online” playlist is underway. Additional playlists and videos will be added after being generated through webinars and a semi-structured community of practice experience in June.

Content from the channel will support and facilitate a semi-structured community of practice in online teaching for teacher candidates and their cooperating teachers at the university. A similar channel will be developed and cross-linked for use within a teacher education course in creating learning communities. These uses should align better with the research findings on effective YouTube video use as described by Semich and Copper (2019). Additional videos will be added in response to community participant requests and any requests posted in the comments sections of the YouTube channel.

Implications and Recommendations for Other Teacher Educators and Programs

The shelter-in-place guidance rapidly changed the way in which teacher educators completed the spring semester of 2020. The Chancellor of the California State University system recently announced that a majority of CSU courses will continue to be online in the fall of 2020. As programs and professors consider how they will support students, and each other, collaborating to create and share content using YouTube, or other social media video services, may help reduce individual burdens in the transition.

It is imperative, however, to consider factors of professional identity (Liu & Geertshuis, 2019) and the contexts of teachers, students, and faculty that play an essential role in how technological pedagogical content knowledge is enacted in classrooms (Koehler & Mishra, 2009; Rosenberg & Koehler, 2015). Providing access to a channel allows faculty and students to negotiate these identities and contexts in their own time and comfort. Collaboratively creating content can be an avenue for faculty with less confidence in one area of TPACK to learn from and teach a faculty member with a complimentary set of skills.

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Creating a YouTube Channel to Support Transitioning to Online Teaching

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Leveraging One's Own Expertise Is Not Enough

As videos were recorded and uploaded to both the YouTube channel and the "sandbox," requests came in for ways in which technology and online environments could support students with specific learning needs. The creator of the channel lacked technological pedagogical knowledge on the best ways to support students with specific needs in an online environment. A collaborative interview with Dr. Matthew Love, an expert in technology for students with learning needs, was added along with a playlist for interviews with experts. Interviews using a collaborative, synchronous conferencing tool are being created with additional experts. Any educator who has expertise or a strategy to share is invited to share their expertise in a brief interview video hosted on the channel.

Considerations for Creating and Using a YouTube Channel

As the original purpose of the channel shifted from supporting a professional development opportunity to a more widely-shared venture, the naming and organization of playlists changed. This endeavor grew in scope as requests for content exceeded the temporal and expert resources of a single educator. In addition to creating collaborative content, playlists now include strategic curation of additional content already present on YouTube. Taking the time to plan not only the video content, but the structure of the channel and its playlists is essential to making the channel useable.

When considering using a YouTube channel within a course, align playlists with topics and units of instruction within the course. Providing clear navigation, guiding questions, and interactive discussions within the LMS will also support greater impact of learning (Semich & Copper, 2018). When curating content, consider the qualities of the videos with media effects on cognitive load in mind (Mayer & Moreno, 2003). Should any faculty or program wish to cross-link channels, participate in interview content creation, or research please contact Lara.Kassab@sjsu.edu.

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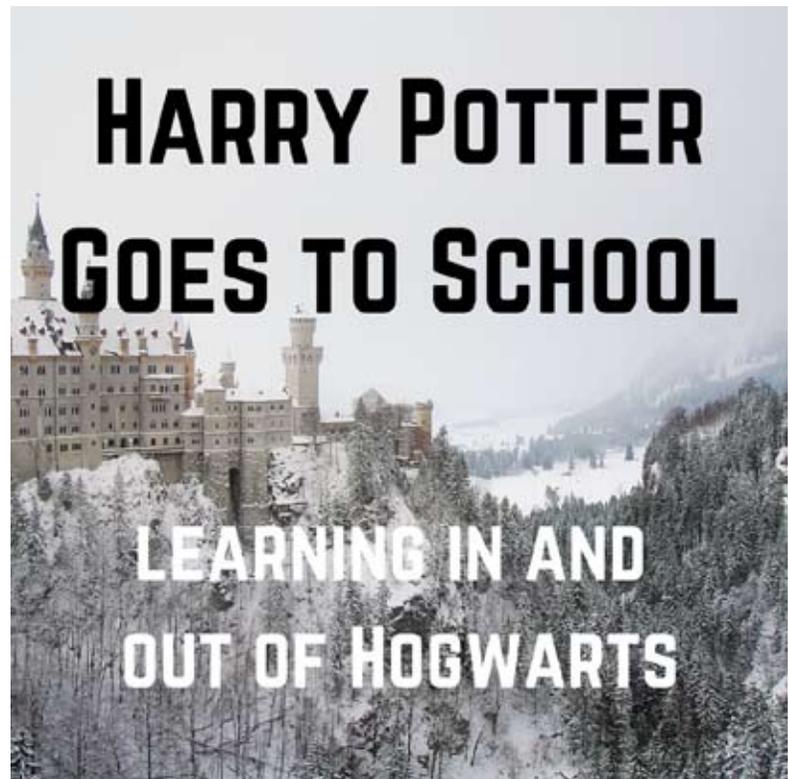
Announcing Harry Potter Educational Podcast Created by Carrie Birmingham

Harry Potter Goes to School: Learning in and out of Hogwarts

Produced by California Council on Teacher Education member Carrie Birmingham of Pepperdine University, *Harry Potter Goes to School* is a podcast that blends the Harry Potter book series with everything education, including teacher education. Inspired by her student teachers who grew up reading and re-reading the Harry Potter series, Carrie designed her podcast to be a window for them into the experiences of students, their families, and educators.

Hogwarts is a parody of school, and what happens there is a commentary on real teaching, learning, school culture, and school politics. The podcast follows the book series chapter by chapter as Harry and his friends learn in Hogwarts, out of Hogwarts, and sometimes in spite of Hogwarts. Episodes tend to appear weekly on podcast apps, Facebook, and on—

harrypottergoestoschool.com.



Highlighting Social Foundations of Education: It's Time to Tell California's Story

By **Jana Noel**

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Social Foundations of Education (SFE) applies a vital, critical lens to address pressing social issues, examining education “within a broader sociopolitical context, especially as a means of acknowledging inequities and reaching for and achieving social transformation” (Hartlep, Porfilio, Otto, & O’Brien, 2015, p. 137). SFE is sorely needed at this time when public education is being threatened at its core by a political-economic system that prioritizes corporatization over the public good, and the very nature of schools, and life itself, is facing existential challenges due to the COVID-19 pandemic. “If there was ever a time for social foundations to be relevant, now is that time” (deMarrais, 2018, p. 86).

This article lays out the field of SFE and its role within teacher education. Then it turns toward California. Within California’s unique, complex, dynamic, diverse social fabric, it discusses what SFE can provide to our students during this time of rapidly evolving social dynamics. SFE is often offered within SFE-specific courses, from undergraduate, through teaching credentials, to Masters and doctoral programs. But here, I am speaking to those throughout the teaching credential world, to those who advocate for social justice, who teach bilingual education, who focus on gender equity, to anyone who is concerned about racism and how to change our hegemonic society and school system. I will end with a description of my book *California Foundations of Education: Educational Development within a Diverse Social History* (2019, Myers Education Press).

Social Foundations of Education—What Is It?

SFE historically has been defined by its disciplinary fields. The primary SFE academic organization, the American Educational Studies Association, defines SFE as

a field of educational study that derives its character and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, cultural studies, gender studies, LG-BTQ (lesbian, gay, bisexual, transgender, and queer) studies, comparative and international education, educational studies, educational policy studies, as well as transdisciplinary and interdisciplinary approaches. (Committee, 2013, p. 110)

SFE is an evolving field and has broadened to look not only at academic fields, but also to approaches that apply a range of critical lenses on education. SFE has come to be defined by what it provides related to social justice, becoming infused with such lenses as Critical Race Theory (Solorzano, 1997) and Freire’s (1970) “conscientization.” Butin (2010)

explains that “SFE is about helping students to understand, to analyze, and to critique traditional models and practices of our educational system” (p. 214). He continues that this can be accomplished

by examining past educational practices or thinkers, providing cross-cultural counter-examples, or employing alternative lenses (e.g., feminist, environmentalist) to frame educational issues differently... to help our students think carefully and critically about socially consequential, culturally saturated, politically volatile, and existentially defining issues within the sphere of education. (p. 218)

Finally, Villenas (2018) epitomizes the growing wide lenses of SFE.

I have learned that the social foundations of education is anthropology of education; it is endarkened feminist epistemologies (Dillard, 2000); it is eco justice; it is decolonial; it is intersectional queer studies; it is critical race; and it is hopeful, loving, and revolutionary scholarship. No doubt, other perspectives, voices and knowledges will continue to transform our thinking and engagement with each other and our communities. (p. 112)

Beginning as a field in the 1930s at Columbia University Teachers College, SFE rises and displays its significance during “various historical moments of social and educational tension in our culture, from the Great Depression of the 1930s and *A Nation at Risk* [in 1983]...to the contemporary period of neo-liberal school reform (Tozer, 2018, p. 90). According to Tozer (2018), SFE responds to “Recurrent moments of highly visible contradictions between the hegemonic narrative of democratic capitalism and the political-economic realities of war, economic recession, cultural repression, and failed educational reforms” (p. 90).

Whether it be the development of future teachers in a democratic society—a fairly neutral stance—or developing a critical, anti-hegemonic stance within the classroom, SFE promotes advocacy on behalf of all students and their communities, including especially those who are silenced or marginalized.

Social Foundations of Education— Within Teacher Accreditation

Due to the determined work of a number of SFE scholars, especially through the Council of Learned Societies in Education and the Council for Social Foundations of Education, SFE has developed a presence within national and California teacher education standards, including within NCATE (now CAEP) (Dottin, Jones, Simpson, & Watras, 2005). Closer to home, California’s teacher education accreditation standards have also been infused with SFE. Pick any of

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the California Teaching Performance Expectations (TPEs) (CCTC, 2016), and SFE provides the foundation for it.

TPE 1 – Engaging and Supporting All Students in Learning. Beginning teachers understand and value the socio-economic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom. (pp. 5-6)

TPE 2 – Creating and Maintaining Effective Environments for Student Learning. Includes social emotional growth, caring community, and “learning environments that are physically, mentally, intellectually, and emotionally healthy and safe” (p. 7)

TPE 3 – Understanding and Organizing Subject Matter for Student Learning. SFE is implicated in the standard to facilitate equitable access.

TPE 4 – Planning Instruction and Designing Learning Experiences for All Students. SFE related topics include knowledge of cultural background and collaboration.

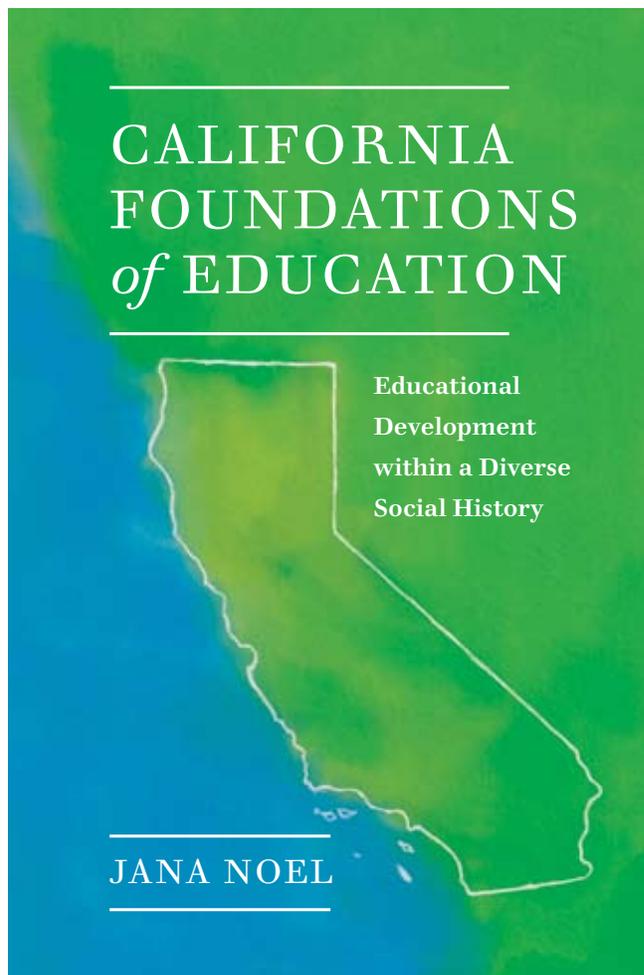
TPE 5 – Assessing Student Learning. Assessment strategies can be taught, but SFE is where students can challenge the over-abundant focus on and inequities in testing, along with inequitable outcomes on marginalized populations.

TPE 6 – Developing as a Professional Educator. “Recognize their own values and implicit and explicit biases” (p. 13) and “Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance” (p. 14).

In short, SFE goes beyond “best practices” expected in teaching standards to ground those practices in philosophically, morally, socially responsible frameworks.

Social Foundations of Education in California— Telling Our Story

Traditional SFE textbooks rightfully present a national perspective on the U.S. educational system in order to represent as much of society as possible. However, students in my teaching credential courses have consistently asked “Does this really apply to California?” to which I sometimes must answer, no. Students ask questions such as whether California had racially segregated schools, whether rules set by the federal government affect California’s schools, and why did we study LGBTQ history if other states did not? After reflecting on these thoughtful questions, I decided to write a textbook titled *California Foundations of Education: Educational Development within a Diverse Social History* (2019,



published by Myers Education Press). The book focuses on the development of education in California, based on its social diversity and with an emphasis on social justice. What follows here is a summary of each chapter, along with a sample reflective question that can be used with each chapter.

Introduction: Diverse from the Start

Any story of California must be located within its richly diverse social fabric. California’s diversity pre-dates its statehood and helps define California through to today. The development of California’s education system, however, was not smooth or equitable for all, and in reality, “California has provided an uneven system of education throughout its history” (p. xii). The Introduction briefly describes the peoples before and during the California statehood. It lays out the demographics of K-12 students in today’s California schools,

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with a comparison to the demographics of teachers, showing a demographic mismatch between students and teachers.

Chapter One: **History and Purposes of Education in California**

Public education has held a prime role in the state of California since its inclusion as Article IX of the state's Constitution. Ensuring public education in the state, though, did not mean equal education for all, as there were laws requiring educational segregation throughout the history of the state, and Americanization practices have proliferated throughout the schools, often to the detriment of the vast numbers of immigrants to the state. Chapter One

lays out the development of the public schools of California within the complex set of ideologies, prejudices, and economic development in the state, including historical purposes of education, laws, separate schools for children of color, the development of a system of teacher education, and the beginnings of curriculum in the state. (p. xv)

Sample reflective question. Select one racial or ethnic group and trace their efforts to gain access to free public schooling in California.

Chapter Two: **Political Influences and Organizational Structure of Education in California**

Education in the United States “is based on an intricate balance between national policy, state-level efforts, and local contexts” (p. 15), and can be seen as “attempts to reconcile efforts at achieving racial and economic equity with efforts to maintain the nation's international competitiveness, or as commonly stated today, between equity and accountability” (p. 17). Chapter Two discusses the influence of federal and state politics on education and describes California's responses to national reform movements: how the state responded to ESEA of 1965, A Nation at Risk of 1983, NCLB of 2001, and ESSA of 2015, and California's involvement in the current school choice and privatization debates. The chapter describes how educational policies are made in the state and ends with “a discussion of the ways that communities can be involved in the political process surrounding education” (p. xv).

Sample reflective question. Review California's Education Code. Select three provisions that you believe are the most important to K-12 schools today, and describe why.

Chapter Three: **Funding Education in California**

“Similar to the rest of the country, California has long struggled with how to adequately fund its schools” (p. 33). Chapter Three describes

the complex nature of how schools are funded, including the ongoing struggles to provide equitable funding for all schools in the state. The chapter lays out funding formulas, court cases and propositions, and how the state over time has impacted differentially students of different racial, national, linguistic, needs levels, and income levels. (p. xv)

The chapter focuses, especially, on the varying purposes of educational funding in California, from efforts to limit educational funding, to trying to equalize educational funding across different socioeconomic settings, including a section on the Local Control Funding Formula (LCFF).

Sample reflective question. Describe the role that court cases have played in the evolving educational funding arrangements in California.

Chapter Four: **Curriculum, Content Standards, and Instructional Materials**

“Curriculum, content standards, and instructional materials are designed to both address the changing context of California and to meet state and federal law. Curricular changes are often developed through a collaboration between communities and policymakers” (p. 43). Chapter Four describes this process, and traces how several curricular development efforts moved through the legislature, highlighting the roles of community-based advocacy groups, teachers, students and professors. Examples include Ethnic Studies curriculum (still winding its way through the legislature at this time), the FAIR (Fair, Accurate, Inclusive, and Respectful) Education Act passed in 2017, and the stereotypical Native American representation in textbooks and curriculum materials from 1922 to current day, leading to state laws requiring the state to collaborate with Native American communities in developing curricular materials. Finally, the chapter includes guidelines from the California Department of Education of how to identify bias and achieve equity in 13 different curricular areas.

Sample reflective question. Analyze any K-12 textbook using the guidelines provided for evaluating a textbook for bias in each of the 13 categories of potential bias.

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Chapter Five: Assessment and Accountability—Practices and Issues

Chapter Five describes and critically analyzes the assessment and accountability movement at the national level as well as California's responses, including development of new policies and practices as well as the concept of high-stakes testing. The chapter also provides data on the impact of economic status on test scores as well as efforts to ensure equitable testing for all students. (p. xvi)

The chapter describes California's standardized testing movement of 1997-2010. It provides a comparison of criterion- and norm-referenced tests, describes current state standardized tests, includes a description the School Accountability Report Card, and raises the issue and provides data on how the testing system impacts races and economic levels inequitably.

Sample reflective question. What is high-stakes testing, and what are the consequences of utilizing a high-stakes testing system?

Chapter Six: Immigration and Language Policies in California Education

The history of immigration to the United States and California is one filled with an ebb and flow of immigrants from different regions of the world. At the same time, U.S. and California policies toward immigrants have been full of attempts to codify who counts as a legal immigrant, an accepted refugee, or an undocumented resident of the United States. Californians have also changed their views on immigration over time. (p. 77)

Chapter Six describes immigration patterns nationally and in California, and lays out language policies and laws "with the purpose of providing readers with the history, current framework, and an understanding of support organizations that assist teachers in providing improved education for English Language Learners as well as recent immigrants into California" (p. xvi). Included is a discussion of critical court cases and the current state of DACA. The chapter also points to school district practices that support recently immigrant students and their families.

Sample reflective question. Discuss bilingual education trends since the 1960s.

Chapter Seven: Family and Community Engagement

"Education does not occur in a vacuum in a classroom or a school; the school is set within the context of its community" (p. 97). Chapter Seven "encourages the reader to learn about the large array of community-based organizations,

public agencies, nonprofit organizations, parent groups, and businesses providing services that enable a more complete education than can be offered by the school alone" (p. xvi). The chapter lays out a number of family and community engagement policies and practices at the federal, state, district and school level, and invites teachers and future teachers to build relationships with the families and communities they serve. Finally, it compares two schools to analyze inequities in the types of supports provided students and their families based on their socioeconomic level.

Sample reflective question. What types of opportunities are available for teachers to become involved in their school's surrounding community?

Chapter Eight: The Teaching Profession, California Style

Chapter Eight "wraps up the chapters by taking the reader through the process of earning a teaching credential, becoming a teacher, and continuing to learn as a teacher" (p. xvi). Three Appendices support the chapter, presenting briefly the Education Code, California Department of Education, and California Commission on Teacher Credentialing. The chapter begins with a history of teacher education in California, beginning in the 1860s, and then focuses on the various credentials, authorizations, and pathways to becoming a teacher. Readers are provided with information on how to find and apply for teaching positions in California, and learn about professional development as well as collective bargaining that support their positions and their continued professional learning. Finally, the chapter concludes with the urging to develop a greater number of bilingual, teachers of color within California.

Sample reflective writing. If you could suggest topics for ongoing professional development, what would be your top three, and why?

Conclusion

Name an issue of concern in today's schools, communities, states, or nations, and SFE provides the critical lens to probe, reflect, challenge, and enact practices toward greater social equity. I have adopted this approach in my Urban Education course. I begin the semester by having students list current concerns within their lives, and then use the SFE lens to address those topics. Immigration, English Learners, segregation, poverty, racism, politics and politicians, endless testing, and the list goes on. At times of natural disaster, students have studied K-12 approaches to communicating

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with families during wildfires, and currently several students plan to study the inequities present during the stay-at-home safety practices during COVID-19. Within such a growing list of educational and societal challenges, SFE is perfectly positioned to provide information, encourage challenge and critique, pause for reflection, and provide a base and set of supports for enacting more equitable education.

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